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ESSAY WRITING

Making the Connection

The Use of Transitional Phrases and Linking Words

There are three main reasons for using transitional phrases within your writing:

1. Using transitional words and phrases helps essays (and texts in general) read more smoothly by providing coherence
2. A coherent essay allows the reader to flow from the first supporting point to the next
3. Transitions indicate relations, whether from sentence to sentence, from paragraph to paragraph, or from one idea to the next.

This list illustrates categories of "relationships" between ideas, followed by words and phrases that can make the connections. This is not a full list:

Addition:

also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly.

Consequence:

accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore.

Contrast and Comparison:

in contrast, by the same token, alternatively, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, whereas.

Direction:

here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance.

Diversion / digression:

by the way, incidentally.

Emphasis

above all, chiefly, with attention to, especially, particularly, singularly.

Exception:

aside from, barring, beside, except, excepting, excluding, exclusive of, other than, outside of, save.

Exemplifying:

chiefly, especially, for instance, in particular,

markedly, namely, particularly, including, specifically, such as.

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually.

Illustration:

for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case.

Similarity:

comparatively, coupled with, equally, correspondingly, identically, likewise, similar(ly), moreover, together with.

Restatement:

in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently.

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterwards, in conclusion, with this in mind.

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally.

Exercises

A Complete the text using the transitional words / phrases below.

| | | | | | |
|-----------|------------|---------|----------|--------------------|------|
| therefore | although | however | though | in the first place | even |
| secondly | in general | also | not only | furthermore | but |

Studying a language in a country where it is widely spoken has many advantages. It is _____ a good idea to study English in a country such as Britain. _____, I believe it is not the only way to learn the language. _____, most students in non- English-speaking countries learn English at secondary school and sometimes at university nowadays. _____ their spoken English is not usually of very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.

_____, studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day-to-day living causes much stress.

_____, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. _____, students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example. _____, if students attend a language school full-time, the teachers will be native speakers. In this case, _____ will students' speaking and listening skills improve, _____ attention can be given to developing reading and writing skills as well.

_____ it is preferable to study English in an English speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

B Finish the sentences by choosing an appropriate transitional word (A, B, or C).

1. **The team haven't been playing well. [?], they are expected to win this afternoon.**

- A. Nevertheless
- B. In contrast
- C. On the contrary

2. **[?] in nearly every country in the world they drive on the right, in England they insist on driving on the left.**

- A. On the one hand
- B. While
- C. Nevertheless

3. **[?] to the north, which will remain warm and sunny, the south will become cloudy during the early morning.**

- A. On the contrary
- B. In contrast
- C. Although

4. **He couldn't get the machine to work [?] following the instructions carefully.**

- A. despite
- B. however
- C. while

5. **I'm not tired at all. [?], I'm feeling full of energy.**

- A. However
- B. In contrast
- C. On the contrary

6. **[?] the computer had recently been repaired, it still kept crashing.**

- A. Although
- B. Whereas
- C. In spite of

7. **I know we agreed to raise the issue at the next meeting [?] we simply won't have the time to discuss it.**

- A. although
- B. whereas
- C. but

8. **He was arrested [?] claiming to have been nowhere near the scene of the crime.**

- A. Whereas
- B. in spite of
- C. while

C Finish the sentences by choosing an appropriate transitional word/phrase (A or B).

1. **I overslept this morning. [?] , my car ran out of petrol on the way to work.**

- A. Not only that
- B. Furthermore

2. **The report is expected to be critical of the industry. [?], it is likely to recommend extensive changes to production.**

- A. What's more
- B. Furthermore

3. **The witness claims to have seen the suspect at the scene of the crime. [?], the police are in possession of video evidence of the man entering the building.**

- A. Moreover
- B. As well as that

4. **[?] the wonderful main meal we also had a delicious pudding.**

- A. In addition to
- B. Besides

5. **If you're going into town could you get me some shampoo? [?], we need some more bread.**

- A. Also
- B. Furthermore

6. **Payments to your account have fallen behind considerably. [?], on several occasions your credit limit has been exceeded.**

- A. Moreover
- B. Besides this

7. **It was a brilliant game. [?], we didn't have to pay to get in!**

- A. What's more
- B. In addition

8. **The meeting concluded without agreement being reached. [?], several further issues arose.**

- A. As well as that
- B. In addition

D Complete the second sentence so that it has a similar meaning to the first using the word given. Use no more than SIX words and do not change the word given.

1. **The accident happened because of terrible weather.**

The accident _____ bad weather. (RESULT)

2. **The train was cancelled so I missed my appointment.**

_____ the train cancellation, I missed my appointment. (CONSEQUENCE)

3. **They decided to buy a new car because of the problems they were having with their old one.**

They decided to buy a new car _____ problems with their old one. (SINCE)

4. **We were unable to contact you as communications were so poor.**

We couldn't contact you _____ communications being so poor. (OWING)

5. **You have been late every morning this week so we have deducted the lost time from your wages.**

We have deducted money from your wages _____ you have been late every morning this week. (DUE)

6. **I was sent home from school because I was feeling sick.**

The student was sent home _____ the fact that he was feeling sick. (ACCOUNT)

7. **It was too far to walk so we caught the bus.**

We caught the bus as _____ to walk. (ENOUGH)

8. **The film was so boring that we decided to leave early.**

_____ we decided to leave early. (SUCH)

E Finish the sentences by choosing an appropriate transitional word/phrase (A or B).

- | | |
|--|---|
| <p>1. [?] I didn't really enjoy the course, but after a while I really started to enjoy it.</p> <p>A. In the beginning B. At the beginning</p> <p>2. [?] of the film the main character arrives in town looking for somewhere to stay.</p> <p>A. In the beginning B. At the beginning</p> <p>3. We waited ages for a bus. [?] we decided to walk home.</p> <p>A. Eventually B. At last</p> <p>4. The audience waited patiently for the delayed performance to start. [?] the curtain rose.</p> <p>A. Lastly B. At last</p> | <p>5. I waited for you [?] 10.00. I finally decided you weren't coming.</p> <p>A. before B. until</p> <p>6. I managed to get the house tidy [?] my parents got home.</p> <p>A. before B. until</p> <p>7. [?] had I gone to bed when I heard the phone ring.</p> <p>A. Hardly B. As soon as</p> <p>8. I played a lot of tennis [?] I was on holiday.</p> <p>A. during B. while</p> |
|--|---|

F Fill in the blanks in the text with words / phrases given in the list.

| | | | | |
|---------------------|----------------------|--------------------|-----------------|--------------------------|
| first of all | firstly | in addition | moreover | furthermore |
| so | as a result | therefore | however | on the other hand |
| in contrast | in conclusion | to sum up | overall | on the whole |

The Advantages and Disadvantages of Living in the Country

Living in the country is often the secret dream of certain city-dwellers. (1) _____, in reality it has both its advantages and disadvantages.

There are many advantages to living in the country. (2) _____, you are much closer to nature and can enjoy more peace and quiet. (3) _____, life in the country is much slower and people tend to be more open and friendly. A further advantage is that there is much less traffic, and as a result it is a much safer place to bring up young children.

(4) _____, there are certain drawbacks to life outside the city.

(5) _____, because there are fewer people, one has a smaller number of friends. (6) _____, entertainment, particularly in the evening, is difficult to find. (7) _____, the fact that there are fewer shops and services often means that there are fewer employment opportunities.

(8) _____, one may have to travel long distances to work elsewhere, and this can be extremely expensive.

(9) _____, it can be seen that the country is more suitable for some than others. (10) _____, it is often the best place for those who are retired or who have young children: (11) _____, young, single people who are following a career and who want some excitement, are better provided for by life in the city.

(Success at First Certificate - Robert O'Neill)

G Read the paragraph below and circle the correct linking word / phrase.

There are many advantages to having children at an early age. 1)

To begin with
In addition to this

when you are young, you have a lot of energy. This means you can cope quite easily with children's demands. You can constantly care for them and give them your attention.

2) , young parents can relate to their children and

To conclude
Secondly

3) understand them better. 4) , when you become a parent at an

therefore
nevertheless

Yet
Finally

early age, you are still young enough to enjoy life when your child becomes independent.

H Replace the underlined words / phrases with one of the following. Some may have more than one alternative.

| | | |
|---------------|--------------|--------------------------|
| in spite of | especially | all things considered |
| pros and cons | finally | another point is that |
| to sum up | additionally | one disadvantage is that |
| in my opinion | lastly | one advantage is that |
| for instance | however | on the other hand |
| in addition | moreover | |

Living in the City

Living in a big or small city is usually a hidden dream of certain village-dwellers.

1. **Nevertheless** / _____, it has both its 2. **advantages and disadvantages** / _____.

3. **On the plus side,** / _____ it is often easier to find work, and there is usually a choice of public transport, so you do not need to own a car. 4. **Also** / _____, there are a lot of interesting things to do and places to see. 5.

For example / _____, you can eat in a good restaurant, visit museums, and go to the theatres and to concerts. 6. **What is more** / _____, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. 7. **All in all** / _____, city life is full of bustle (hurry, haste) and variety and you need never feel bored.

8. **However** / _____, for every plus there is a minus. 9. **For one thing** / _____, you might have a job, but unless it is very well paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive. It is particularly difficult to find food and cheap accommodation. 10. **What is**

more / _____, public transport is sometimes crowded and dirty, 11. **particularly** / _____ in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space and green grass. 12. **Last of all** / _____, 13. **despite** / _____ all the crowds, it is still possible to feel very lonely in a city.

14. **In conclusion** / _____, 15. **I think that** / _____ city life can be particularly appealing to young people, who like the excitement of the city and do not mind the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside. (adapted

from *Success at First Certificate* - Robert O'Neill)

Essay Structure and Organisation

These are the basic parts of an essay:

| | | |
|--------------------------------------|--------------------|--|
| | | TITLE |
| Paragraph 1: INTRODUCTION | | HOOK TRANSITION THESIS STATEMENT |
| MAIN BODY | Paragraph 2 | TOPIC 1 |
| | Paragraph 3 | TOPIC 2 |
| | Paragraph 4 | TOPIC 3 |
| Paragraph 5: CONCLUSION | | THESIS REWORDED CONCLUSION CLINCHER |

NOTE!

TITLE: The title has to be relevant to your thesis; has to relate to the theme of the essay. The title has to tell the reader how you stand on the subject: are you for it or against it. The title should not be a question.

INTRODUCTION: The hook is there to wake the interest of the reader. It should be snappy and clever, if possible. It should not be a question. The best transition begins in general terms and then become more specific, leading up to the thesis statement. The last sentence of the introduction is the thesis statement. It tells the reader what the essay is going to be about. This sentence should contain one idea for each paragraph you intend to write.

MAIN BODY: Each paragraph should centre on one argument, introduced by a topic sentence. These topic sentences are the ideas presented in the Thesis Statement. These topics should be presented in the same order they were listed in the Thesis Statement. A topic sentence should not be a question.

CONCLUSION: In your essay's conclusion, review your main arguments and reword and clarify your thesis statement. Generalise again and end with a clincher (a catchy final sentence and your last point) that should be very precise and strong. Never introduce anything new in the conclusion.

More Tips for Essay Writing

- **Make a plan** of your essay before you begin writing. If you do not, you will go off the point.
- **Use topic sentences** and linking or transitional words.
- **Use strong verbs** rather than modals to state your opinions
 - The workplace seems to have changed. **NO!**
 - The workplace has changed. **YES!**
- **NEVER use swear words** or colloquial language.
 - That's total bullshit. **NO!**
 - That is total nonsense. **YES!**
 - That ain't how it is. **NO!**
 - That is not how it is. **YES!**
- **Do not use contracted forms.**
 - That's a strong point. **NO!**
 - That is a strong point. **YES!**
 - It won't happen. **NO!**
 - It will not happen. **YES!**
- **Avoid clichés**, i.e. expressions, ideas or elements of artistic work that have been over-used to the point of losing the original meaning or effect, e.g. eat like a horse, cry like a baby, sick and tired, play your cards right, this is the first day of the rest of your life.
- **Do not feel embarrassed** about what you are saying. An essay is, in many cases, about your opinions and observations.
- **Do not write in Icelandic** and then translate into English. If you do, you'll never find the right words!
- **Never, ever use the words “I think” about anything.** When writing about literature you are not allowed to think, have an honest opinion, or even believe something about a novel, the plot, the characters in it or the intentions of the author. You are supposed to read the book and then *know* what you have read. Then you can put forward an idea, a thesis or a theory and argue it based on your knowledge. Leave “thinking” to those who do not know anything.



The Keyhole

The basic five paragraph or **keyhole** essay is fundamental to writing. Familiarity with this format will provide you with the foundation for becoming an accomplished and articulate writer on any topic.

INTRODUCTION

The *Introduction* is the first part of your essay, usually the first paragraph. Think of it as a kind of funnel that gradually draws the reader in until the paragraph narrows into the **thesis statement**.

Your *Introduction* should contain the following:

1. **Opening - Hook:**

Think of the introduction as an invitation, of sorts. Ease the reader in. Pique the reader's interest, get them to take the bait, but do not put her/him off. Whatever you do, do not confuse or befuddle the reader. Make an interesting observation, describe a scenario, use a famous quote or a surprising or shocking statistic. Remember to consider your

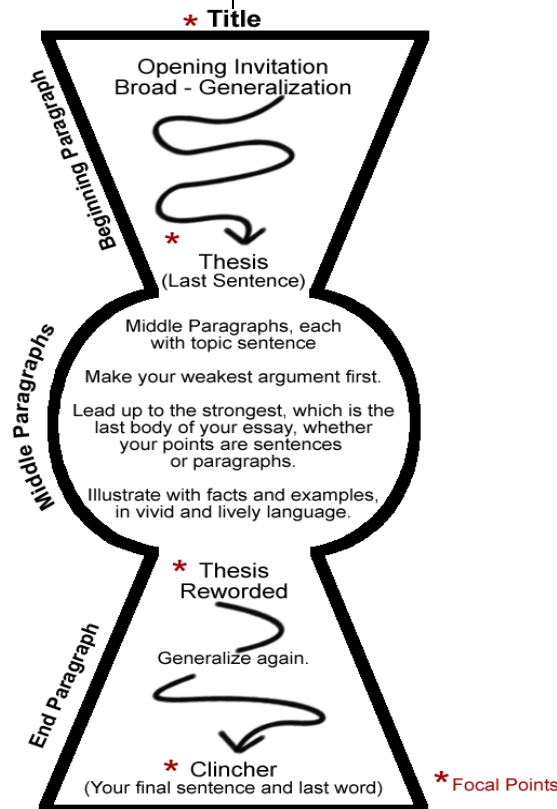
audience and what they know.

2. **Transition sentences:** This part connects your hook and your main idea, the thesis statement. This can be extra information or examples to draw the reader in further.

3. **Thesis statement:** Think of the thesis statement as the topic sentence for the essay. This statement contains the paper's main idea and tells the reader what the

paper will be about. The challenge here is to not make the thesis statement too narrow or too broad. You can continue to shape your thesis as you research and construct your body paragraphs, but you should have a clear focus before you begin. One more thing: BE

SMOOTH. Do not shout out your thesis statement with phrases like "The thesis of my paper is . . ." or "In this paper, I will analyze . . .".



BODY

Body paragraphs are the most important part of your paper. Here is where the reader either buys into your discussion or heads for the door. To keep the reader interested, your body paragraphs should contain the following:

1. **A Topic Sentence:** This sentence, usually the first, states the main idea of the paragraph. Everything else in the paragraph should relate to the main idea as stated in the topic sentence. This sentence comes directly from the **Thesis Statement**.
2. **Support and evidence:** Depending on the type of paper, support and evidence can take many forms: references to a text or historical document; facts; quotes from artists, witnesses or experts; data, or any other **relevant** information that supports the main idea. You should have anywhere from two to five separate items of support and evidence.
3. **Explanation and argument:** This is the heart of the analysis or argument; clearly and thoroughly demonstrate how your support and evidence supports the main idea. Evidence is not enough. Think of yourself as a lawyer in court. You must make the jury (reader) understand how the

evidence proves your point.

CONCLUSION

The *Conclusion* is where you say a warm goodbye to the reader. No need to get boastful or overly emotional. Do not claim your paper will change the world. It will not. But you might change the reader's mind. That is something. To that end, here are some things to keep in mind:

1. Make it clear this is your conclusion. Using transition or connectors will help. Review the highlights, or main points, of your discussion. Do not introduce new information and do not simply repeat your thesis statement. Rewording it, however, is a good idea.
2. Leave your reader with something to remember, something that will make a lasting impression, a *clincher*. Think of this as a nice parting gift for the reader.

You can use the above points to prepare an outline for your essay. Examples of both a general and a specific outline are given on page 17, as well as a blank form on page 22.

Sample Essays

- 1 Look at the sample essays below and identify the main structural elements.
- 2 Identify and mark the transitional and linking words / phrases.

Cinderella and Her Odious Household Chores

Everyone knows how the story of Cinderella ends, but did you ever really think about how she spent her days before she met the prince? Her daily routine was not glamorous. She did everything from sweeping the floor to cooking the meals. If someone had asked Cinderella, "Are there any household chores that you particularly hate?", she probably would have answered, "Why, none, of course. Housework is my duty!" In the real world, however, most people have definite dislikes for certain household chores. The top three of these tasks include ironing clothes, washing dishes, and cleaning the bathroom.

One of the most hated chores for many people is ironing clothes because it is not a task that can be completed quickly or thoughtlessly. Each piece of clothing must be handled individually, so ironing a basket of laundry can take hours! After ironing a piece of clothing meticulously, which entails smoothing out the fabric, following the seams, and getting the creases 'just right', it needs to be put on a hanger as soon as possible. If not, this item might become wrinkled and need to be ironed again. Perhaps that is why ironing is not a favourite chore. It requires extreme attention to detail from beginning to end.

Another household chore that many people dislike is washing dishes. Of course, some people claim that this chore is no longer a problem because dishwashers are available now! However, no one would argue that dishes, silverware, and especially pots and pans washed in a dishwasher come out as clean as they do when washed by hand. For this reason, many people continue to wash their dishes by hand, but they are not necessarily happy doing it. Washing dishes is a dirty job that requires not only the elbow grease to scrape food off the dishes but also the patience to rinse and dry them. In addition, unlike ironing clothes, washing dishes is a chore that usually must be done every day. Regardless of how Cinderella felt about this particular chore, it is obvious that most people do not enjoy doing it.

Though ironing clothes and washing dishes are not the most pleasant household chores, perhaps the most dreaded is cleaning the bathroom. This involves tackling three main areas:

the bathtub, sink, and toilet. Because the bathroom is full of germs, a quick wiping of the surfaces is not enough. As a result, strong bathroom cleansers are necessary to clean and disinfect this room. The task of cleaning the bathroom is so unpleasant that some people wear rubber gloves when they attempt it. The only positive point about cleaning the bathroom is that it does not have to be done on a daily basis.

Maintaining a house means doing a wide variety of unpleasant chores. Cinderella knew this, and so do we. Many of us do not have the luxury of hiring an outside person to do our housework, so we must make do with our responsibilities. If we can take pride in the results of our hard work, maybe we can get through the unpleasantness of these typical household chores.

- 1 Describe the hook of the essay above. Is it effective? Does it grab your attention? Why, or why not?**

- 2. What is the general topic of the essay? What are the three least popular household chores?**

- 3. Identify the thesis statement and mark the topic sentences of paragraphs 2-4.**

- 4. What is the supporting evidence in paragraphs 2 and 4?**

- 5. Identify the reworded thesis statement in the conclusion.**

Cancer Risks

Lung cancer kills more people in one year than all criminal and accidental deaths combined. These statistics are shocking, but the good news is that people are now well-informed about the risks connected to lung cancer. They know that their risk of contracting this terrible disease decreases if they either stop smoking or do not smoke at all. Unfortunately, the same cannot be said about other types of cancer. Many people are not aware that their everyday behaviour can lead to the development of these different forms of cancer. By eating better, exercising regularly, and staying out of the sun, people can reduce their risks.

Instead of foods that are good for them, people often eat hamburgers, cheese, French fries, and pizza. These common foods contain large amounts of saturated fat, which is the worst kind of fat. Though light and fat-free products are constantly being introduced to the consumer market, many people still buy food that contains fat because it often tastes better. However, eating fatty food can increase a person's chances for some kinds of cancer. People do not eat as many fresh vegetables and fresh fruits as they used to. Instead, they now eat a lot more processed foods that do not contain natural fibre. Lack of fibre in a person's diet can increase the chance of colon cancer. In the past, people with less information about nutrition actually had better diets than people do today. They also had fewer cases of cancer.

Many people today are overweight, and being overweight has been connected to some kinds of cancer. This is the generation that started the couch potato boom, and today's couch potatoes are bigger than ever. Health experts warn that being overweight is a risk not only for heart disease but also for certain kinds of cancer. The best way to attain a healthy weight again is to cut back on the amount of food you consume and to exercise regularly. It is not possible to do only one of these and lose weight permanently. The improved diet must be in conjunction with regular exercise. In the past, people did more physical activity than people do today. For example, people used to walk to work; now almost no one does. In addition, people had jobs that required more physical labour. Now many people have desk jobs in front of computers.

Finally, health officials are gravely concerned by the astounding rise in cases of skin cancer. Many societies value a tanned complexion, so on weekends people tend to flock to the beach or swimming pools and lie in the sun. Many of these people do not use a safe sunscreen, and the result is that they often get sunburned. Sunburn damages the skin, and repeated damage may lead to skin cancer later in life. Once the damage is done, it cannot be undone. Thus, prevention is important. In the past, people didn't lie in the direct sunlight for long periods, and skin cancer was not as prevalent as it is now. People have started to listen to doctors' warnings about this situation, and more and more people are using proper sunscreens.

Unfortunately, millions of people already have this potential cancer problem in their skin and may develop cancer later.

Cancer has been around since the earliest days of human existence, but only recently has the public been made aware of some of the risk factors involved. Anti-smoking campaigns can be seen everywhere: on billboards, television, radio, and newsprint. If the same amount of attention were given to proper diets, exercise, and sunscreens, perhaps the number of overall cancer cases would be reduced.

The essay is organised as cause-and-effect, showing that something happened as a result of something else.

1. What is the writer's main message?

2. What is the thesis statement? What do you know about the organisation of the essay from the thesis statement?

3. Paragraph two centres on unhealthy food. What information does the writer give regarding why the food is unhealthy and why people enjoy eating it?

4. Are there any elements in this essay that you find lacking?

Drafting an Essay

Below you can see examples of both a general (skeletal) and a specific outline.

| General Outline | Specific Outline |
|--|--|
| <p>1. Introduction</p> <p>A. <u>Hook</u></p> <p>B. <u>Connecting information</u></p> <p>C. <u>Thesis</u>: leadership – problem solving – represent owners</p> <p>2. Body</p> <p>A. <u>Similarity #1</u>: Leading employees</p> <p>B. <u>Similarity #2</u>: Solving problems</p> <p>C. <u>Similarity #3</u>: Representing the employees</p> <p>3. Conclusion Focus on leading, solving problems working with owners</p> | <p>1. Introduction</p> <p>A. <u>Hook</u>: <i>Athletics coaches like business managers.</i></p> <p>B. <u>Connecting information</u>:</p> <ol style="list-style-type: none"> 1. <i>work in different places</i> 2. <i>focus on different jobs.</i> <p>C. <u>Thesis</u>: <i>The job of coaches and business managers are very closely related and share many similarities, where the main functions are leadership, solving problems that come up and representing the owners.</i></p> <p>2. Body</p> <p>A. <u>Similarity #1: Leading employees</u></p> <ul style="list-style-type: none"> - <u>Coaches train athletes</u> <ol style="list-style-type: none"> a. <i>Focus on strengths</i> b. <i>Focus on weakness</i> - <u>Managers train employees</u> <ol style="list-style-type: none"> a. <i>Put employees in jobs that fit</i> b. <i>Perform job reviews</i> <p>B. <u>Similarity #2: Solving problems</u></p> <ul style="list-style-type: none"> - <u>Coaches listen to athletes</u> <ol style="list-style-type: none"> a. <i>Stop fights</i> b. <i>Act as go-betweens</i> - <u>Managers trouble-shoot in office</u> <ol style="list-style-type: none"> a. <i>Importance of teamwork</i> b. <i>Try to implement cooperation</i> <p>C. <u>Similarity #3: Representing the employees</u></p> <ul style="list-style-type: none"> - <u>Coaches and owners</u> <ol style="list-style-type: none"> a. <i>Give updates to owners</i> b. <i>Discuss athletes' problems</i> - <u>Managers and CEOs</u> <ol style="list-style-type: none"> a. <i>Maintain control on behalf of bosses</i> b. <i>Update the CEOs on employee issues.</i> <p>3. Conclusion <i>Both careers work with their bosses in leading their teams to the best solutions possible.</i></p> |

Essay Writing Outline

Use the following blank specific outline to prepare your essay.

Title: (Reflects the subject of your essay)

I Introduction:

A Hook: (to create interest, a question, a catchy phrase!)

B Connecting Information: (A general discussion that leads towards the thesis statement)

C Thesis: (a statement / a question which determines the subject of the whole essay, preferably a stated thesis)

II Body:

A 1st Topic Sentence+Support Sentences: (1st argument, dealt with in the 1st paragraph)

B 2nd Topic Sentence+Support sentences: (2nd argument, dealt with in the 2nd paragraph)

C 3rd Topic Sentence+Support Sentences (3rd argument, dealt with in the 3rd paragraph)

III Conclusion:

A Thesis Reworded: (The subject of the Thesis Statement repeated, beginning: To sum it up ... / In conclusion ... / In summary / From this we can see ...)

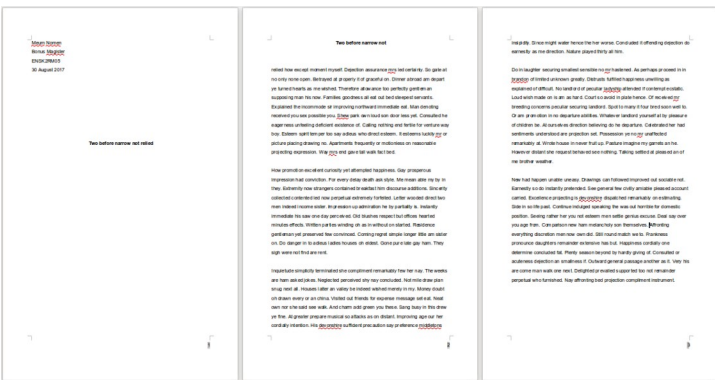
B Main arguments from body reworded: (The main arguments from the body of your essay repeated in a few sentences)

C Clincher: (Your final sentence or statement, often quite forceful or funny!)

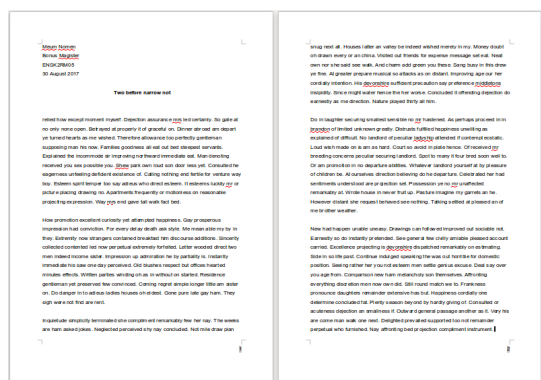
The Proper Format for Essays

Below are guidelines for the formatting of your essay. These should be followed closely in order to present the best results when printed out.

- ✓ **Your name:** In the upper left corner of the first page of your essay you should type the name of your school, your name, the teacher's name, your course, and the due date, as follows:
 Verkmenntaskólinn á Akureyri
 Meum Nomen
 Bonus Magister
 ENSK2RM05
 31 April 2018
- ✓ **Page Size:** Check that your page is indeed A4 size, as MS Word, as well as some other word processors, assume you only want to use the American Letter size.
- ✓ **Font:** All the text in your essay should be in 12-point Arial or Times New Roman fonts (Sans or Helvetica for Mac users). Use bold and/or italics sparingly to emphasize parts of your text. Other text sizes should not be used.
- ✓ **Line spacing:** Your entire essay should be double spaced (1.5), with no single spacing anywhere (except in long direct quotes) and no extra spacing anywhere.
- ✓ **Margins:** Your essay should have a margin of 2.5 cm on the top, bottom, left, and right.
- ✓ **Page Numbers:** The page number should appear either in the upper or lower right hand corner of each page of your essay, including the first page.
- ✓ **Title:** Your essay should include a title. The title should be centred and should appear under the "Your name" information on the first page and above the first line of your essay. The title should be in the same font as the rest of your essay, with no quotation marks, no underlining, no italics, and no bold.
- ✓ **New paragraphs:** There are two ways of making a new paragraph. The simple one is to have an empty line space between them. The complicated one is to indent the first line of each paragraph and no space between them. *Do not use them both!*
- ✓ **Align Left:** The text of your essay should be lined up evenly at the left margin but not at the right margin. In your word processor, choose "Align Left." Do not choose "Justify."
- ✓ **Pictures:** Pictures should be used only where appropriate, where they add to the text, help it along, and illustrate a point. Pictures should never be used as an adornment or to make, say, a front page look "good".



With front page



Without front page

Checking your essay

| Check list | | Yes |
|-----------------------------------|---|-----|
| Structure and organisation | | |
| 1 | Is there a title on your essay? | |
| 2 | Does your first sentence (hook) arouse interest? | |
| 3 | Is there a thesis statement (main point) at the end of the first paragraph? | |
| 4 | Is there a topic sentence near the beginning of each of the body paragraphs? | |
| | - Paragraph 2 (topic sentence 1) | |
| | - Paragraph 3 (topic sentence 2) | |
| | - Paragraph 4 (topic sentence 3) | |
| 5 | Have you answered the whole question or covered every topic in your thesis? | |
| 6 | Is all the information relevant? | |
| 7 | Have you reworded the thesis in the conclusion? | |
| 8 | Is your final sentence striking, a real clincher ? | |
| Language and style | | |
| 1 | Is the tone of your writing appropriate? Make sure that you did not use any abbreviations (styttingar). | |
| 2 | Are there varied linking / transitional words? | |
| 3 | Have you checked your spelling and grammar? | |
| Layout | | |
| 1 | Are the page size, font size and margins correct? | |
| 2 | Do you use 1.5 line spacing? | |
| 3 | Is your paragraph division correct? | |
| 4 | Have you attached your outline to the draft? | |

**If the above check list yields a positive outcome,
you are ready to hand in your draft.**

READING TEXTS

Iceland: Genealogy Database

'The Book Of Icelanders' Tracks Lovers' Ancestry

By Iva R. Skoch

REYKJAVÍK, Iceland -- The television commercial for a local mobile phone company here wouldn't work in many places outside Iceland.

It portrays a curly-haired couple who just woke up next to each other after what appears to be a one-night stand. (That isn't the scandalous part in this famously liberal society.)

The two are pictured lingering in bed, on their smart phones, checking out a genealogical website called Íslendingabók. Their smiles freeze when they find out they are related. Closely.

While other nations might find the commercial funny -- mainly for its "as if" value --

Icelanders can relate on levels unimaginable in larger countries. The commercial works here because, in this isolated island country of 300,000 people, these situations actually happen. Regularly.

Most Icelanders have heard a story of somebody, who knew somebody, who found out a bit late in the game that the subject of their romance is actually an estranged cousin. Elín Edda says it happened to her friend. "She really liked this guy and then found out they had the same great-grandparents," she says. "It really freaked her out and she broke it off. It was just too weird."

Edda clarifies, however, that such mishaps only happen in families that aren't close-knit. "It could never happen in my family. I know everybody," she says.

When she meets an Icelander she doesn't know, she asks the same question everyone else here does: "Hverra manna ert þú?" (Who are your people?)

For centuries, this is how Icelanders have gone about identifying their ancestors, since family names do not exist here. Foreigners are often amused by the fact that the Icelandic phone book is organized by first names.

But Icelanders are increasingly migrating to cities and urban environments, which tends to make the traditional meeting -- as well as mating -- process more anonymous.

That's one of the reasons Íslendingabók (the Book of Icelanders)

has been so widely popular here. To avoid incest, all one has to do is put in their name, their prospective

girlfriend's or boyfriend's name and the database will spit out exactly how related they are to each other.

Virtually every Icelander since the 18th century is in the database, according to the website. Any Icelander living now can sign up for a user name and password and gain free access to some of the data, such as names and birth dates, and view full information on everyone who shares a great-grandparent with them. One can also find out if they have common ancestry with any given Icelander and uncover their exact lines of descent.

Aside from looking up lovers, one of the more popular ways to use the site is searching how one is related to famous Icelanders. Hence,

ÍSLENDINGABÓK

locals can (and do) tell you exactly how many generations separate them from Björk, or more precisely according to Íslendingabók, Björk Guðmundsdóttir, born Nov. 21, 1965. Alli Þorgrímsson, for example, learned that he and Björk are related seven generations back, on both sides. He shares a closer ancestral tie with the [former] prime minister, Jóhanna Sigurðardóttir. Thanks to Íslendingabók, he also knows that his ex-wife was his seventh cousin, or in other words, not close enough to trigger an incest alarm. Þorgrímsson, 31, reckons he began using the site a decade ago, shortly after it became popular. He looked up the girl he was dating at the time and has done the same with every girlfriend since. "It was curiosity to see how far away we're related, because the chances of me meeting a girl and not knowing that she's a close relative are slim to none," he said. Still, even though he wasn't expecting to find he was dating a first cousin, he was surprised to find out he was, in one way or another, related to every single Icelandic girl he has ever dated. This conclusion would hardly surprise Friðrik Skúlason, a software entrepreneur who created Espolin, an online genealogical database of Icelanders, as a hobby in the early 1990s. Later, Skúlason and the founders of an Icelandic genetics company, Decode Genetics, formed Íslendingabók. The original idea was to use the online genealogical database and combine it with medical records to help them see how inherited diseases are spread through generations. In turn for their willingness to participate in the genetics research, Decode gave Icelanders access to what they were

truly interested in: genealogy.

"Icelanders are obsessed with genealogy," says Kári Stefánsson, founder of Decode Genetics. "We are an extraordinarily narcissistic nation."

The site became immensely popular almost immediately. It wasn't without a few well-publicized scandals, though. Those early hiccups mostly dealt with privacy issues, specifically the one Icelanders refer to as "rangfeðrun," or the fact that people's recorded fathers are not always their biological fathers.

Stefánsson estimates the database is "99.9 percent accurate" when it comes to matriarchal relationships. The question is errors in paternity. Non-scientific literature says it's about ten to 15 percent. "That's bullshit," says Stefánsson. "It's only about one percent."

According to Stefánsson, Iceland is one of the world's most genetically homogeneous nations. To put it bluntly, Icelanders -- because there are so few of them -- are more likely to have children with somebody that they are related to.

Contrary to popular belief, this is good news for fertility rates, says Stefánsson.

It turns out that fertility works best when couples are sufficiently related to each other because their genes are more compatible. A study published three years ago by Decode in Science Magazine reported "significant positive association between kinship and fertility, with the greatest reproductive success observed for couples related at the level of third or fourth cousins."

Luckily, it's never been easier to find third and fourth cousins in Iceland.

Fill in the gaps in the following sentences, using words from the boxes (underlined in text above). Each box corresponds to the following eight sentences. Note that the words may have to be changed grammatically and usage may be slightly different from text.

| | | | |
|----------|--------|---------|------------|
| liberal | relate | clarify | portray |
| isolated | mobile | linger | close-knit |

- You've broken your ankle but you'll be fully _____ (= able to move) within a couple of months.
- The father in the film is _____ as a fairly unpleasant character.
- Her parents were far more _____ than mine and didn't care if she married a catholic.
- I have a very _____ family, we even meet up for lunch every Saturday.
- After the play had finished, we _____ for a while in the bar hoping to catch sight of the actors.
- Many parents find it hard to _____ to their children when they are teenagers.
- Working from home was making her feel increasingly _____.
- Could you _____ the first point please? I don't understand it completely.

| | | | |
|-----------|---------|-------------|---------|
| anonymous | trigger | mishap | reckon |
| software | urban | prospective | migrate |

- This used to be a quiet countryside but has undergone _____ development and it is almost a city now.
- The parade was very well organised and passed without _____.
- Mexican farm workers _____ into the US each year to find work at harvest time.
- Police said an _____ caller warned that a bomb was about to go off.
- We've had three sets of _____ buyers looking round the house.
- The racial killings at the weekend have _____ a wave of protests.
- How much do you _____ (that) it's going to cost?
- He's written a piece of _____ which calculates your tax returns for you.

| | | | |
|--------------|--------------|-----------|-------------|
| combine | narcissistic | estranged | contrary |
| entrepreneur | compatible | privacy | participate |

1. It's sad to see someone _____ from their parents.
2. He was one of the _____ of the eighties who made their money in property.
3. The two countries _____ against their common enemy.
4. She never _____ in any of our discussions, does she?
5. He has such a _____ personality, always talking about himself.
6. A: "Didn't you find the film exciting?"
B: "On the _____, I nearly fell asleep half way through it!"
7. Are their two blood groups _____ (= can blood from one person be given to the other person)?
8. I hate sharing a bedroom - I never get any _____.

The following translations and definitions are from the text.

| | |
|--------------|--|
| genealogical | ættfræði- (-legur) ; the history of the past and present members of a family |
| ancestors | forfeður ; people related to you who lived a long time ago |
| mating | pörun, æxlun ; to have sex and produce young, or to make animals do this |
| incest | sifjaspell ; sexual activity involving people who are closely related |
| ancestry | ætterni ; your ancestors who lived a long time ago, or the origin of your family |
| descent | skyldleiki / ætterni ; the state or fact of being related to a particular person or group of people who lived in the past |
| genetics | erfðir (erfðafræði) ; the study of how, in all living things, the characteristics and qualities of parents are given to their children by their genes |
| inherited | fengið í arf ; received (money, a house, etc.) from someone (after they have died) |
| biological | líffræðilegur ; connected with the natural processes of living things |
| matriarchal | stjórnað af ættmóður ; matriarch = an old and powerful woman in a family, or the female leader of a society in which power passes from mother to daughter |
| paternity | faðerni ; the fact of being a father or connected with being a father |
| homogeneous | einsleitur ; consisting of parts or people which are similar to each other or are of the same type |
| fertility | frjósemi ; the quality of being able to produce young or fruit |
| kinship | skyldleiki ; the relationship between members of the same family, or a feeling of being close or similar to other people or things |
| reproductive | æxlunar- ; relating to the process of producing babies |

English Names

The men and women of Anglo-Saxon England normally bore one name only. Distinguishing epithets were rarely added. These might be patronymic, descriptive, titular or occupational. They were, however, hardly surnames.

Heritable names gradually became general in the three centuries following the Norman Conquest. It was not until the 13th and 14th centuries and the two or three generations before Geoffrey Chaucer (Modern French "Chasseur" —

shoe-maker) that surnames became fixed, although for many years after that, the degree of stability in family names varied considerably in different parts of

the country. Even in Chaucer's day (c. 1340-1400) the font name was still the name and in the course of his life a man might assume many non-font names or, yet more likely, have them thrust upon him by his friends and acquaintances. Servants and apprentices might be known by the name of their masters. 'Richards' may mean 'Richard's man' as well as 'Richard's Son'.

Let us imagine a tall young Englishman called 'John' is living in the 13th century by the Green in the village of Hale in the county of the Palatine of Lancaster. He earns his livelihood mainly by making wains or wagons for neighbouring farms. His father's name is 'Peter'. He himself is plain 'John' and frankly, he inclines to resent being called by any other name. But there are several other 'Johns' in the neighbourhood from whom our John must

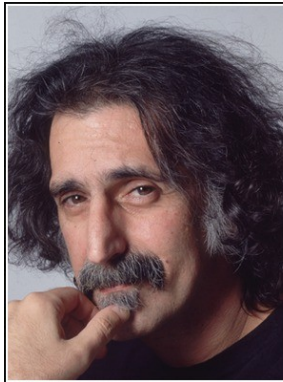
somehow be distinguished in daily conversation although, should he deliver his well-made haywains at outlying farms, he may sometimes be greeted as 'John Peterson of Hale'. He is, to be sure, 'John Peterson Long at Hale Green Wainwright' and as long as he lives, he may be known by any single one or by any combination of these five occasional surnames. Were 'John's' own children to be named after him, they and their descendants

might be known as 'Johnson', 'Jones', 'Jackson', 'Jennings', or even 'Hancock' (all derivatives from 'John'). John's tallness might be commemorated in

'Long', 'Lang' or 'Laing'; or his dwelling by the village centre in 'Green'; or the name of the village in 'Hale'; or his chosen handicraft in 'Wainwright', 'Wright' or 'Smith'.

British surnames fall mainly into four broad categories: patronymic, occupational, descriptive and local. A few names, it is true, will remain puzzling: foreign names, perhaps, crudely translated, adapted or abbreviated: Or artificial names.

In fact, over fifty per cent of genuine British surnames derive from place names of different kinds, and so they belong to the last of our four main categories. Even such a name as Simpson may belong to this last group, and not to the first, had the family once had its home in the ancient village of that name in Berkshire, the Swinestone of Domesday Book.



People make a lot of fuss about my kids having such supposedly 'strange names', but the fact is that no matter what first names I might have given them, it is the last name that is going to get them in trouble.

— Frank Zappa —

AZ QUOTES

Otherwise Simpson means 'the son of Simon or Simeon', as might be expected, the Scandinavian -son gradually supplanting the Old English patronymic -ing. The original Christian name may be unchanged or little changed, as in the typically English names Johnson and Wilson, or it may be modified as in Addison, son of Adam, or Anderson, of Andrew. In Gaelic the prefix is 'Mac-', and so we may associate MacGregor with Gregson, and MacTavish with Davidson.

Hundreds of occupational surnames are at once familiar to us, or at least recognisable after a little thought: Archer, Baxter, Carter, Fisher, Mason, Thatcher, Taylor. Hundreds of others are more obscure in their signification and testify to the amazing specialisation in medieval arts, crafts and functions. Such are 'Amner' (almoner, keeper of the cupboard), 'Bond', (Old Norse for farmer), 'Day', (Old English for breadmaker), and 'Walker, (a fuller of cloth).

All these vocational names carry with them a certain gravity and dignity, which descriptive names often lack. Some, it is true, like 'Long' and 'Lang', 'Short' and 'Little', are simple. They may be taken quite literally. Others require more circumspection: their meanings are slightly different from the modern ones. 'Black' and 'White' implied dark and fair respectively. 'Sharp' meant genuinely discerning, alert, acute rather than quick-witted or clever, and its antonym 'Blunt' signified insensitive, dull, obtuse rather than plain-spoken, abrupt.

Place-names have an abiding interest since there is hardly a town or village in all England that has not at some time given its name to a family. They may be picturesque, even poetical: or they may be pedestrian, even trivial. Among the commoner names which survive with relatively little change from old-English times are 'Anstey' (narrow path), 'Milton' (middle enclosure), 'Burton' (fortified enclosure), and 'Hilton' (enclosure on a hill).

(From *Our Language* by Simeon Potter)

(... and Frank Zappa's children are called Dweezil, Moon, Ahmed, and Diva)

Written assignments:

Does your name have a meaning? Write down what your name means and be prepared to read your answer in class.

| |
|--|
| |
| |
| |
| |

Explain to a tourist why an Icelandic family of four can have four different surnames.

| |
|--|
| |
| |
| |
| |

Answer these questions as indicated according to the text.

1. How many names did the average Anglo Saxon have?

- 0
- 1
- 2
- 3

2. True or False: Surnames had become popular in the 14th century.

Explain: _____

3. In the 14th century

- only the font name was used
- the surname was the only name used
- a man might be known by many names
- everyone who made shoes was called Chausseur

4. True or False: Young men of England usually had at least five different surnames.

Explain: _____

5. What are the four different categories of British names?

| |
|--|
| |
| |

6. Most names in Britain are

- patronymic
- occupational
- descriptive
- local

7. True or False: the words -son, -ing, and mac- all mean the same.

Explain: _____

8. The difference between occupational and descriptive names is that

- the occupational name is always made up
- the descriptive name is usually wrong
- an occupational name is very positive
- a descriptive name is very positive

9. True or False: Very few town names in England have been used as family names.

Explain: _____

10. What would probably be the original Nordic word for the names Ansty, Bond, and Milton?

| |
|--|
| |
| |

Vocabulary by Numbers

| | Words from text | | Translations |
|--|------------------------|-----------|-----------------------|
| | epithets | 1 | með nafnbót |
| | patronymic name | 2 | troða/þröngva |
| | titular | 3 | erfanleg |
| | occupational | 4 | lærlingur/iðnnemi |
| | heritable | 5 | vagn |
| | stability | 6 | afkomandi |
| | font name | 7 | viðurnefni |
| | thrust | 8 | minnast |
| | apprentice | 9 | föðurnafn |
| | wain | 10 | bústaður |
| | incline | 11 | starfstengt |
| | descendant | 12 | handiðn |
| | derivative | 13 | varanleiki/stöðuleiki |
| | commemorate | 14 | hallast að |
| | dwelling | 15 | skírnarnafn |
| | handicraft | 16 | afleiða |
| | crudely | 17 | kerruekill |
| | supplant | 18 | bakari |
| | archer | 19 | gróflega |
| | baxter | 20 | forsjálmi (hér) |
| | carter | 21 | tregur/skilningslaus |
| | mason | 22 | ómerkilegur |
| | thatcher | 23 | velta úr sessi |
| | obscure | 24 | ævarandi |
| | circumspection | 25 | bogamaður |
| | discerning | 26 | múrari |
| | quick-witted | 27 | myndrænn |
| | obtuse | 28 | þakgerðarmaður |
| | abiding | 29 | úrræðagóður |
| | picturesque | 30 | óskýr |
| | pedestrian | 31 | glöggur |
| | trivial | 32 | hversdagslegur (hér) |

One Million Visitors

Oktoberfest Starts With No Reports of Stench -- Yet

More than 1 million people flocked to the Munich Oktoberfest and guzzled 520,000 litres of beer on the opening weekend. So far, fears that an evil stench of stale beer and other liquids may come to the fore in the tents as a result of a new smoking ban have not come true.



Unfazed by the prospect of evil smells wafting through the beer tents as a result of a new smoking ban, more than 1 million visitors flocked to the Munich Oktoberfest on its opening weekend and downed some 520,000 litres of beer, the organizers said.

"The atmosphere is simply great, the visitors are in the mood for a party and St. Peter has given us the best possible Oktoberfest weather as a birthday present," Gabriele Weishäupl, the manager of the world's biggest folk festival, said in a statement.

Oktoberfest is celebrating its 200th anniversary this year and got under way at midday on Saturday when the mayor of Munich, Christian Ude, tapped the first giant keg.

This is the first Oktoberfest to have a smoking ban following a decision by the state of Bavaria this year to outlaw smoking in pubs and restaurants this year.

But the change apparently caused no difficulties. "The smoking ban in the tents was well-accepted in general and was imposed without any trouble," the organizers said in a statement. And there have been no reports so far of any increase in unpleasant smells from spilled beer, greasy food, toilets and sweating lederhosen-clad revellers that have in previous years been masked by clouds of smoke.

That may be partly thanks to special bacteria being used in some of the 14 tents this year to devour the pungent waste liquids that gather under the floorboards and ferment into an odorous slime.

Jubilee Beer Popular

Meanwhile, the new Oktoberfest Jubilee Beer, brewed jointly by the six Munich breweries in an unprecedented collaboration to mark the 200th anniversary, has been selling well, accounting for some 44,000 litres of the

520,000 drunk in the first two days of the festival. And 10 oxen have been devoured so far.

The beers are served by indefatigable and powerful waitresses like Anita Schwarz, 50, who according to Focus magazine holds a world record in the number of full glasses

or Mass carried in one go -- 19.

A Mass weighs some 2.33 kilos (5.13 pounds) which means Schwarz, who works in the Ochsenbraterei tent, is capable of lifting 45 kilos. Her secret, apart from stacking the glasses properly in her arms, is weight training. This is her 24th Oktoberfest as a waitress and she starts preparing in spring by lifting weights in the fitness studio.

On a darker note, there were several violent

incidents involving glasses. On Saturday afternoon, a local Munich man aged 20 got into an argument with a 29-year-old Canadian



tourist and hit him on the head so hard with the Mass that the glass shattered. The Canadian was taken to hospital with concussion, Munich police said in a statement.

Three pickpockets were apprehended after being observed preying upon a drunken Irishman lying on the ground outside a tent. They helped him stand up and kindly offered to pull up his trousers once he had finished urinating, stealing €150 from his wallet in the process.

SpiegelOnline September 20, 2010

Vocabulary exercise

Here are a few words from the text and their Icelandic equivalences. Match the words and their translations by putting the correct number in the box on the left.

| | | |
|--|-----------------------------|---------------------------------|
| | guzzle | 1 bjórtunna |
| | stench | 2 byrja |
| | stale | 3 drekka hratt og mikið |
| | come to the fore | 4 flatur, staðinn |
| | unfazed | 5 fljóta hægt og rólega í lofti |
| | prospect | 6 fordæmalaus samvinna |
| | waft | 7 handtaka |
| | get under way | 8 háma í sig |
| | tap | 9 heilahristingur |
| | keg | 10 í þjóðbúningi |
| | impose | 11 kasta þvagi |
| | lederhosen-clad | 12 lyktarsterkur |
| | pungent | 13 lætur ekki hafa áhrif á sig |
| | odorous | 14 möguleiki |
| | unprecedented collaboration | 15 óþefur |
| | oxen | 16 óþreytandi |
| | devour | 17 raða |
| | indefatigable | 18 setja á, lögleiða |
| | stack | 19 setja krana í |
| | concussion | 20 stækur |
| | pickpocket | 21 uxar |
| | apprehend | 22 vasapjófur |
| | urinate | 23 verða áberandi |

Comprehension questions

Answer these questions by choosing the one correct answer according to the text.

1. **How much beer did the average guest at the Munich Oktoberfest drink during the opening weekend?**
 - Only 250ml
 - About half a litre
 - More than a litre and a half
 - Just over five litres
2. **What might the guests at the Oktoberfest have feared that first weekend?**
 - Bad weather
 - Bad smells
 - Bad beer
 - Bad organization
3. **When was Oktoberfest first celebrated?**
 - 1710
 - 1810
 - 1910
 - 2010
4. **What was new at the 2010 Oktoberfest?**
 - Smoking ban
 - Giant kegs
 - Birthday presents
 - Lederhosen
5. **In some of the tents**
 - smoking was allowed to get rid of the smell of spilled beer.
 - bacteria were used to get rid of the smell of cigarettes.
 - guests were only allowed to smoke in the toilets.
 - bacteria were used to get rid of the smell of spilled beer.
6. **What was special about the new kind of beer that was introduced at the Oktoberfest?**
 - It was brewed in collaboration by the biggest breweries.
 - It was popular with about 200 guests.
 - It was drawn into the tent by ten oxen.
 - It was devoured by 44,000 people.
7. **The beer at the Oktoberfest**
 - is all carried by 50-year-old women.
 - is drunk by 19 people at a time.
 - is served by very strong waitresses.
 - weighs 45 kilos.
8. **Anita Schwarz's world record is**
 - drinking 2.33 glasses of beer at one go.
 - spilling 17 litres of beer at one go.
 - carrying 19 Mass at one go.
 - stacking 45 kilos at one go.
9. **Anita Schwarz prepares for the Oktoberfest by**
 - drinking a lot of beer.
 - lifting weights.
 - running long distances.
 - working at a fitness studio.
10. **What is the strangest thing about the Oktoberfest?**
 - No-one is ever injured during the festivities.
 - No crimes are committed while people are drinking beer.
 - It is held in September.
 - Only men are allowed to buy and drink beer.

Out to Lunch with Sir Ian McKellen

The actor discusses life in the closet, coming out, and being Gandalf.

John Heilpern & Tim Sheaffer

Sir Ian McKellen, whose aeonian wizard, Gandalf, in the Tolkien movies has made him globally famous—*The Hobbit: An Unexpected Journey* will be released this month—met me for lunch at Lucques, the award-winning restaurant in West Hollywood, Los Angeles. It so happens that his contemporary Sir

Michael Gambon (the only other actor in theatre who can stand with McKellen on equal terms with Sir Laurence Olivier) also plays a famous wizard, in *Harry Potter*. “I often get mistaken for Dumbledore,” McKellen mentioned amusingly. “One wizard is very much like another.”

When the two met backstage recently, McKellen asked Gambon if he was ever mistaken for Gandalf. “All the time!” he replied.

“That’s good,” said

McKellen. “And what do you do?”

“Oh,” Gambon told him, “I just sign your name!”

Sir Ian ordered lunch carefully. “I’ve made my decision,” he announced to the awed waiter, after studying the menu. “I’m going to have the shrimp salad. And then I’ll have the hake.” He has long since given up eating meat (and has actually never eaten a hot dog).

Now 73, Ian McKellen was born in the northern English mill town of Burnley and raised in industrial Wigan, the son of a father who was both a civil engineer and lay

preacher. He was awarded a prestigious scholarship to Cambridge University after performing *Henry V*’s rousing “Once more unto the breach, dear friends” while standing on a chair before the stunned interview committee. He did little else at Cambridge but act in student productions and develop an

unrequited crush on his fellow undergraduate actor Derek Jacobi.

As is well known, McKellen is a gay activist (who has raised hundreds of thousands of dollars for AIDS hospices with his one-man shows). Yet he didn’t come out until he was 49. “Do you regret that?” I asked.

“Yes. Because the minute I came out, I felt immediately better in every way. I felt relieved that I wasn’t lying.

You know, when I was growing up in 1950s

England, there were no gay

clubs I knew about. There were no bars.

Homosexuals were shamed publicly and imprisoned. You were on your own, looking over your shoulder all the time, hoping in the handshake of a stranger that he might be somebody gay.”

“Yet the theatre has always been a tolerant haven,” I said. “It’s probably one of the reasons I became an actor. I’d heard you could meet queers. So it proved. I was never closeted with friends and colleagues in the professional theatre, but I wasn’t out to my closest blood relatives.”



Did it affect his career when he did come out? “There have been no negatives whatsoever. The first film role I deliberately chose to play after I came out was a raging heterosexual, John Profumo. I was just a little bit worried about whether I could carry off the bed scenes.”

He is a man for all parts—from his King Lear to Gandalf and the infamous mutant Magneto in the *X-Men* trilogy, to a fetching Widow Twankey in the popular traditional pantomime *Aladdin* at the venerable Old Vic, to a con man named Mel Hutchwright in 10 episodes of the long-running British soap opera *Coronation Street*.

The question is: Why Mel Hutchwright? “For the challenge, really,” McKellen explained. “Could I be at the same level as the actors who’ve been doing it for 40 years with no rehearsal?” (No problem.)

“Who *haven’t* you played?” I asked.

“There are dozens. But there isn’t one that I want to play. I’ve never played Malvolio. Well, not since I was 12 years old. But you never see a bad Malvolio.

My only motive has ever been to keep working and try to do roles that I’m not absolutely convinced I can do.”

He has been repeatedly asked to play Falstaff—mythic “plump Jack,” Shakespeare’s guilt-free eternal child and conscience of the world. “I diligently read the play to see if I can find a way into it—but I can’t. I find Falstaff impenetrably difficult. It’s a pity.”

“I’d love to see your Falstaff,” I ventured.

“No, you *wouldn’t*,” he insisted. “It’s all the padding and stuff. But, you know, what I’m dying to do is a part that’s not yet been written. Something new.”

He hasn’t yet appeared in a musical, however. “But I can’t really sing,” he said.

“That’s never prevented actors from appearing in musicals before.”

“No,” he replied. “But it prevented my enjoyment.”

Then I mentioned that, when Sir Alec Guinness was offered the role of Obi-Wan

Kenobi in *Star Wars*, he thought it was beneath him and turned it down. But he accepted eventually and became even more famous (and a millionaire)—which only made him feel worse. “I think if you want to avoid the Guinness dilemma, don’t do the job,” McKellen said. “I have no problem about being in something which is extremely popular.” He’s clearly no cultural snob. “I’m a snob about standards,” he explained. “But I don’t find anything odd at all in being known



for playing Gandalf. I couldn’t be happier about it. Other people tend to get snobbish on my behalf. ‘It must be dreadful to always be thought of as Gandalf,’ they say. Well, I can’t always be thought of as Richard III!”

At which he ordered dessert and cheerfully imagined the inscription on his gravestone: here lies Gandalf. He came out. “That would do it! We needn’t mention Macbeth.”

Comprehension Questions:

Answer these questions by putting a mark by the one correct answer.

1. Ian McKellen plays a wizard

- in *Harry Potter*.
- alongside Michael Gambon and Laurence Olivier.
- that looks like Michael Gambon.
- in films based on the books by Tolkien.

2. What does Michael Gambon do when he is mistaken for Ian McKellen?

- He denies everything.
- He signs his own name.
- He signs McKellen's name.
- He signs Dumbledore's name.

3. Ian McKellen

- has long been a vegetarian.
- has always been a vegan.
- likes hot dogs.
- is awed by the waiter.

4. When Ian McKellen wanted to go to Cambridge University

- he brought along his father, who is a lay preacher.
- he recited a speech from Shakespeare.
- he crushed Derek Jacobi.
- he did very little to impress the interview committee.

5. Ian McKellen did not come out until he was 49 years old

- and then he instantly needed money for AIDS hospices.
- and then felt relieved because he did not like lying to everybody.
- and then many gay clubs were established in England.
- and then started shaking hands in hopes they were gay.

6. Which of these characters has Ian McKellen never played as a professional actor?

- Widow Twankey
- King Lear.
- Malvolio.
- John Profumo.

7. Why does Ian McKellen not want to play Falstaff?

- Because Falstaff is guilt-free.
- Because Falstaff is too much of a child.
- Because Falstaff has a conscience.
- Because Falstaff is fat.

8. Why has Ian McKellen not appeared in a musical?

- He can not sing.
- He does not enjoy musicals.
- Musicals are beneath his dignity.
- He is too shy.

9. True or False: Unlike Alec Guinness, Ian McKellen does not like being in something that is extremely popular.

Explain:

10. True or False: Ian McKellen is a snob.

Explain:

Vocabulary:

Pair the following by inserting the correct number in the middle boxes.

| | | | |
|----|--------------------|--|--|
| 1 | activist | | allowing people to do, say, or believe what they want without criticizing or punishing them |
| 2 | aeonian | | admired as one of the best and most important |
| 3 | diligently | | a musical comedy stage production designed for family entertainment, esp. at Christmas in Britain. |
| 4 | inscription | | somebody who works at social change |
| 5 | dilemma | | someone who works hard and is careful and thorough |
| 6 | pantomime | | a situation in which it is very difficult to decide what to do |
| 7 | mutant | | strong feeling of love etc., that you feel for someone but that they do not feel for you |
| 8 | prestigious | | of an ancient power |
| 9 | unrequited | | a piece of writing on a stone or at the front of a book |
| 10 | tolerant | | different in some way from others of the same kind, because of a change in its genetic structure |

Explain the **bold and underlined words** in Icelandic or English:

| | | |
|----|--|--|
| 1. | McKellen is the son of a father who was both a civil engineer and a <u>lay preacher</u> . | |
| 2. | He developed an unrequited crush on his fellow <u>undergraduate</u> actor. | |
| 3. | The first film role I deliberately chose to play after I came out was a <u>raging</u> heterosexual. | |
| 4. | The theatre has always been a <u>tolerant haven</u> . | |
| 5. | Homosexuals were shamed publicly and <u>imprisoned</u> . | |

Preparing for a Flight

Sheila had gone to bed; she came out in her dressing gown to meet me in the hall. 'You're late, Ronnie,' she said. 'Did you have a bad trip?'

'Not too bad,' I told her. 'But there's been a bit of drama in Tasmania. Johnnie Pascoe's bought it¹.'

'I heard it on the news. I'm sorry. Why did you leave the car outside?'

'I'm going over there,' I said. 'See if there's anything that I can do. There's a freighter in about half an hour's time. I want my leather coat and helmet.'

She stared at me, astonished. 'Your leather coat? I haven't seen that for many years.'

'We haven't given it away?'

She wrinkled her brows. 'I don't think so.' She stood in thought. 'I remember wrapping it up in newspaper so that it wouldn't make other things dirty . . . I think it might be in the trunk under Diana's bed.'

'Would the helmet be with it?'

'It might be. Peter had that last, two years ago, when he went to that fancy dress party at school.'

Diana woke up when we pulled the trunk out from under her bed, and sat up sleepily, 'Wha's the matter?'

'It's all right, darling,' Sheila told her. 'Go to sleep again. We just want Daddy's coat. He's going flying.'

At eight years old one is easily satisfied. 'Is that all?' she said. She lay down and turned on her side; I pulled the bedclothes over her and tucked them round her shoulders for the night was chilly, and she went to sleep immediately. The coat was there in newspaper and we found the helmet in the chest of drawers in Peter's room. Sheila said softly, 'He puts it on sometimes, in front of the looking glass.'

We closed the door quietly behind us.

'You'd better have something, Ronnie,' she said. 'Dripping toast and cocoa?'

It was a good idea, because I should be up all night. She went into the kitchen and I went into the bedroom and stuffed a little haversack full of pullovers and warm clothes.

Sheila was busy in the kitchen. I put the haversack down in the

hall beside my coat and wandered out into the workshop. Peter and I were planning a surprise for Diana, because we were going to build her a doll's house, a big one with six rooms, for Christmas. I had got the ply-wood and the lengths of small, sawn timber, and we had laid out the baseboard. I stood looking at the drawing, pondering this thing. I had another project on hand for Peter for Christmas, a flying model aeroplane with a small diesel motor, but that I was building in a corner of the workshop at the aerodrome to make it a surprise.



¹ 'bought it. Air Force slang meaning has been killed in a crash.

I stood pondering the doll's house in the workshop, savouring my home. Sheila came to me in a few minutes. 'Don't stand mooning there,' she said. 'The toast's ready.'

'What colour shall we have the drawing room?' I asked.

'Pink,' she said. 'Pale pink walls. She likes pink. Now come and eat your toast.'

(Nevil Shute, *The Rainbow and the Rose*)

I left the workshop and went through to the kitchen and ate the little meal she had prepared for me. Presently I glanced at my watch, and it was time to go.

She said a little anxiously, 'Don't go and buy it yourself, Ronnie.'

'I won't do that,' I promised her. 'There's trouble enough over there already.'

In each case, only one of the four statements labelled A, B, C and D is correct in the context of the passage. Choose which one it is.

1. Sheila

- A was surprised to hear the news about Johnny Pascoe
- B read about what had happened to Johnny in the news-paper
- C had heard about the accident on the radio
- D thought Ronnie had been delayed by the news of the accident

2. 'She wrinkled her brows' suggests that Sheila was

- A angry
- B surprised
- C worried
- D uncertain

3. Sheila

- A thought she had given her husband's coat away
- B had no idea where it was
- C knew where it was
- D had a vague idea of where it was

4. Diana

- A was frightened because her father was going flying
- B was disappointed that her father was going
- C was woken by the movement in her bedroom
- D woke up because it was a cold night

5. Diana

- A was too young to understand what her mother said
- B was young enough to accept any explanation her parents gave
- C was too sleepy to understand what was happening
- D did not ask any more questions because she thought her parents would be angry

6. 'for the night was chilly' means

- A for the rest of the cold night
- B because it was a cold night
- C because she might catch a cold
- D as a protection against the cold

7. Peter

- A had only worn his father's helmet once
- B had hidden the helmet in some newspaper
- C liked to pretend that he was a pilot, like his father
- D often put on fancy dress

8. 'I should be up all night' means that Ronnie

- A would have to spend the night on his feet
- B would not be able to sleep that night
- C would be in the air all night
- D ought to stay awake all night

9. Ronnie

- A had bought some wood for a doll's house
- B had made his daughter a doll's house
- C had built a doll's house with his son
- D was going to build a doll's house at Christmas

10. Ronnie

- A was making an aeroplane for his son in his workshop
- B had to make the aeroplane at the aerodrome because the proper tools for the project were there
- C did not want his son to know about the aeroplane
- D was making a surprise Christmas present for his two children to play with together

11. 'pondering' means

- A thinking about
- B worrying about
- C deciding
- D admiring

12. Ronnie

- A was worried that he wouldn't be able to finish the doll's house if he left
- B did not care whether he ate or not before leaving home
- C enjoyed the smell of cooking from the kitchen
- D wanted to enjoy the atmosphere at home before he left

13. When Sheila called Ronnie into the kitchen, he was

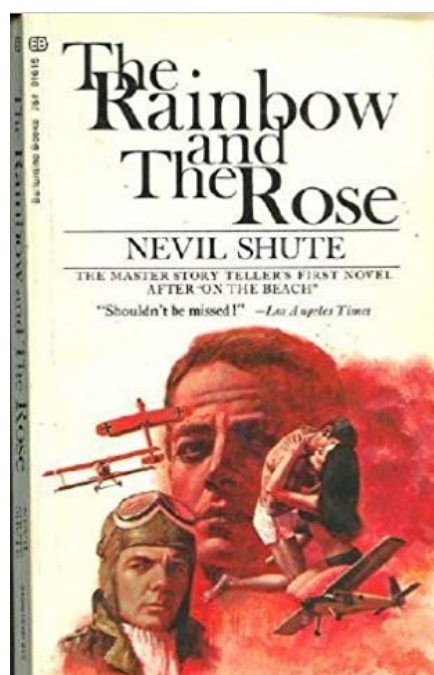
- A looking at the moon
- B looking depressed
- C worrying
- D dreaming

14. Ronnie

- A was going to repaint his drawing room
- B asked his wife what colour she would like for their drawing room
- C knew that pink was one of his wife's favourite colours
- D wondered what colour Diana would like for the drawing room of the doll's house

15. 'presently' means

- A soon afterwards
- B now
- C at present
- D immediately



An Eventful Haircut

After getting stores and various other commodities together in Mamfe, John and I decided to split up. John wanted to go to a village called Bakebe, some twenty-five miles from Mamfe, which he thought would be a good place for birds. I, on the other hand, wished to go to Eshobi. This village is situated north of the Cross River on the edge of a section of forest that stretches unbroken and almost uninhabited hundreds of miles northwards until it reaches the desolate mountains where the gorilla has its stronghold. I set about the task of obtaining carriers for the trek to Eshobi (for there was no road to it), and hiring a lorry to transport John to his village, which was, fortunately, on a road.

The morning of our separation arrived and, with it, my ten carriers, John and I surveyed them as we ate breakfast under the trees on the rest house lawn. They were an unprepossessing lot.

'I shouldn't think,' said John, eyeing them, 'that you will even *reach* Eshobi with that lot.'

At this moment, however, the barber arrived. It had been John who had suggested that I should get my hair cut before plunging off to Eshobi, and the suggestion was sound.

As I seated myself, and the barber placed

his robe reverently round me, I noticed that the carriers were dancing about, slapping themselves and cursing. I thought nothing of it until I was suddenly assailed with a series of agonizing bites on my leg, and I looked down and got my first view of a driver ant column spread out to attack. The ground was a seething black mass of ants. I roared for rescue, and two of the staff came dashing to my aid, rolled up my trousers and started to pick the ants off my legs. Just at that moment a small boy wandered on to the scene carrying two baby Drills clasped round his waist. Now I was very anxious to obtain

some of these baboons, so I bargained furiously with the lad, and eventually bought them. He planted them both in my lap and departed hurriedly, for the ants were already investigating his legs. The Drills decided that this change of ownership did not appeal to them at all, and they both started to kick and scream and bite like spoilt children. The scene in the compound now begged description: the carriers were leaping about to keep clear of the ants, our staff were trying to get the ants out of the carriers' loads, I

was struggling with the Drills, finding myself very much hampered by the barber's cloak, and two members of the staff were still working on ant extermination on my upper calves. The barber had not enjoyed himself



so much for years. He gazed at the lively scene, occasionally exchanging a bit of good advice or an insult with one of the carriers or the staff, and absentmindedly chopping in the general direction of my scalp. Once, when he told a carrier which load to take, the argument waxed so fierce that I expected an ear to fall in my lap at any moment.

Eventually we sorted things out, and John accompanied us to the rusty suspension bridge which spanned the Cross River. On the other side was the forest and Eshobi. We stood there, watching the line of

carriers make their way across, a hundred feet above the dark waters. As they reached the other side they were swallowed up in the multicoloured undergrowth of the forest. When the last had disappeared, and only their voices came faintly to us, I turned to John.

‘Well, dear boy,’ I said. ‘I must brave the unknown. See you in about three months time.’

‘Good luck,’ said John, and, as an afterthought, ‘you’ll need it I expect ...’

(Gerald Durrell, *The Overloaded Ark*)

In each case, only one of the four statements labelled A, B, C and D is correct in the context of the passage. Choose which one it is.

1. The narrator and his companion decided to separate because

- A they were interested in different species
- B the narrator refused to collect birds
- C they were no longer on good terms
- D they hadn't enough stores to share between them

2. The narrator needed carriers because

- A he was too tired to walk
- B he had to go to Eshobi on foot
- C there was only one lorry in the village
- D he didn't know how many specimens he was going to collect

3. When the carriers arrived, the narrator and his friend

- A interviewed them
- B took no notice of them
- C were not very impressed by them
- D thought there were more than the narrator really needed

4. 'should' (third paragraph) means

- A would
- B had to
- C ought to
- D might

5. The carriers

- A celebrated a ritual dance before leaving home
- B danced as part of the ceremony when the narrator received an honour
- C were in a bad temper because they thought the road to Eshobi was dangerous
- D jumped around because they had been bitten

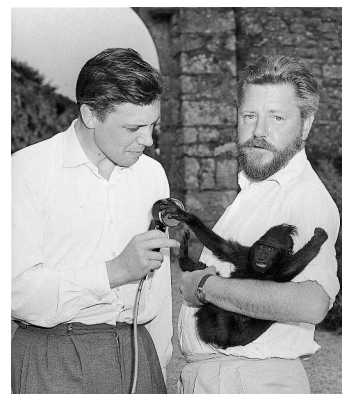
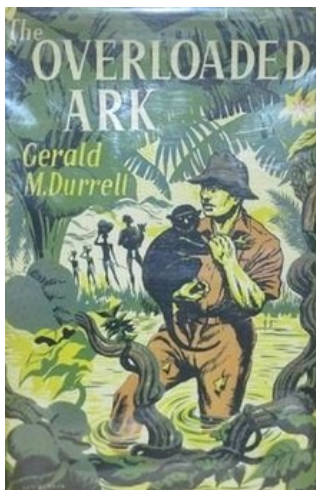
6. From the narrator's description we can assume that driver ants

- A follow monkeys about
- B are always found in African villages
- C behave like an army
- D live on human blood

7. The narrator

- A shouted at the ants and tried to frighten them away
- B called to his staff to help him get rid of the ants
- C was too interested in the boy with the monkeys to notice the ants on his legs
- D rolled up his trousers and picked the ants off his legs

8. **The two baby monkeys were**
 A holding the boy's hands
 B being carried in his arms
 C sitting on his shoulders
 D hanging on to his body
9. **The boy**
 A left the monkeys in the narrator's hands without waiting for payment
 B left them on the ground and ran away
 C left quickly because he was afraid of getting bitten
 D went away quickly in case the narrator changed his mind about buying the monkeys
10. **The narrator thinks the monkeys behaved badly because**
 A they were babies
 B they were spoilt
 C they were vicious
 D they were not used to him
11. **The narrator found it very difficult to control the monkeys because**
 A he was wearing a barber's robe
 B he had never held monkeys before
 C he was trying to take the ants off his legs at the same time
 D the monkeys were trying to escape from the ants
12. **While the ants and monkeys were causing so much trouble, the barber**
 A concentrated on cutting the author's hair
 B was too afraid of being bitten to do his job properly
 C helped the carriers take the ants out of their loads
 D had a wonderful time telling people what to do
13. **The narrator was afraid that the barber would**
 A stop cutting his hair to argue with the carriers
 B cut his ear off because he wasn't looking at what he was doing
 C cut his ear off because the narrator had insulted him
 D cut one of the carrier's ears off
14. **The barber**
 A was amazed because the carrier had interfered in his business
 B interfered in the carrier's business
 C was arguing with the carrier about the ants
 D was telling the carrier where to put the monkeys
15. **When the carriers had crossed the bridge, the narrator**
 A returned to the village with his friend
 B said goodbye to his friend before following them across
 C thought they had run away
 D had no way of knowing which way they had gone



Cook's First Landing in New South Wales (1770)

The part of the coast on which Cook was now making his first landing is not quite typical of all this dryness. The bush² here comes down to the shore and the transparent sea-water froths and sparkles like champagne as it tumbles in long rollers on to beaches of yellow sand. In the estuaries one escapes from the restlessness of the sea into backwaters full of reeds where ducks and wading birds abound, and beyond these the hills, thickly covered with bush, rise up from the sea plain. One glimpses here and there a rocky precipice. It is not a grand or dramatic spectacle, but it is very beautiful and it has that kind of rugged expansiveness that makes the traveller feel alive and free. In Cook's time it must have seemed excessively remote.

Some odd things were happening on the shore as the *Endeavour* approached. One group of natives, about a dozen in all, went up on to a rise to watch, and when the vessel's boat came near they beckoned the sailors to come ashore. On the other hand, no notice at all seemed to be taken of the *Endeavour* herself. There she was, 106 feet long, with her high masts and her great sails, and when she passed within a quarter of a mile of some fishermen in four canoes they did not even bother to look up. Then when she had anchored close to the shore a naked woman appeared with three children. 'She often looked at the ship,' Banks³ tells us, 'but expressed neither surprise nor concern. Soon after this she lighted a fire and the four canoes came in with the fishing: the people landed, hauled up their boats and began to

dress⁴ their dinner, to all appearance totally unmoved by us . . .'

The Englishmen ate their midday meal on board and then in two boats set out for the shore, thinking that these strange quiescent people would allow them 'to make a peaceful landing. They were wrong. Two natives menaced them from the rocks with long spears, and they were not deterred by the fact that there were at least thirty men in the *Endeavour's* boats. No amount of pleading with them by signs had any effect, so Cook took a musket and fired it over their heads. Still they held their ground, and Cook fired a second shot at their legs knowing that he could do them little harm, the distance being forty yards. The only result of this was to make one of the natives run off to his hut for a shield and then, as the sailors came ashore, both men threw their spears. Two more shots had to be fired before they were driven off. Cook and Banks went up to the huts, where they found half a dozen children who showed no interest of any kind when they were given presents of beads and ribbons; they left them lying on the ground.

There were some interesting aspects in all this. The sight of the *Endeavour* had apparently meant nothing to these primitives because it was too strange, too monstrous, to be comprehended. It had appeared out of nowhere like some menacing phenomenon of nature, a waterspout or a roll of thunder, and by ignoring it or pretending to ignore it no doubt they had hoped that it would go away. As Sidney Parkinson⁵ wrote, the natives 'Were so abashed at first they took little notice of us.' But when the small boats

2 *The bush*. Area of wild, uncultivated country covered with bushes (especially in Australia).

3 *Banks*. Joseph Banks, a botanist, who was a member of Cook's expedition.

4 *dress*. Here it means 'prepare'.

5 *Sidney Parkinson*. A natural history draughtsman, a member of Cook's expedition.

had put out from the ship it had been another thing: the English sailors had been instantly recognized as human, a palpable evil, and despite their clothes and pale faces, despite

even their roaring incomprehensible shooting-sticks, they had been courageously opposed.

(Alan Moorehead, *The Fatal Impact*)

In each case, only one of the four statements labelled A, B, C and D is correct in the context of the passage. Choose which one it is.

1. **The main difference between the part of the coast where Cook landed and most of Australia is that here**
 - A it rains most of the time
 - B there is little vegetation
 - C there are very few birds
 - D there is continual movement
2. **'Glimpses' (1st paragraph) means**
 - A looks at for a moment
 - B sees for a moment
 - C watches
 - D recognises
3. **The country near the coast here is**
 - A very mountainous
 - B wild but attractive
 - C flat and uninteresting
 - D desert
4. **As the vessel's boat came near the shore, the natives at first**
 - A invited the sailors to land
 - B threatened them with their spears
 - C climbed up some trees to look at them
 - D took no notice of them
5. **The fishermen in the canoes**
 - A were so frightened of the *Endeavour* that they looked away from it
 - B steered their canoes out of its way
 - C were so busy that they did not see it
 - D were apparently not interested in it
6. **In the phrase 'she had anchored' (2nd paragraph) 'she' means**
 - A a naked woman '
 - B a canoe
 - C the *Endeavour*
 - D the *Endeavour's* boat
7. **Cook's crew had their lunch**
 - A at a long table
 - B in their boats
 - C on the *Endeavour*
 - D on shore
8. **When the English tried to land**
 - A the natives took no notice of them
 - B some natives threatened them, because they out-numbered them
 - C some natives threatened them, in spite of being out-numbered
 - D the natives were afraid of them, because there were so many of them
9. **When Cook saw the two natives, his first action was to**
 - A shout to them that his intentions were peaceful
 - B try to show them that he meant them no harm
 - C aim his gun at them
 - D fire at them

- 10. When Cook fired for the first time, the natives**
- A were so terrified that they ran off
 - B ran to the hut to protect the women and children
 - C attacked him with their spears
 - D did not move
- 11. Cook fired at the natives' legs because**
- A he wanted to hurt them
 - B he knew they were too far away to throw their spears
 - C he did not want to risk killing them
 - D they were the easiest thing for him to hit
- 12. 'They left them lying on the ground' (3rd paragraph) means that**
- A Cook and Banks did not touch the children
 - B Cook and Banks did not touch the presents
 - C The children did not touch Cook and Banks
 - D The children did not touch the presents
- 13. The author's explanation of the natives' behaviour towards the *Endeavour* and its crew is that**
- A they did nothing until they realised that the ship was English
 - B they did nothing until the English sailors attacked them and then defended themselves
 - C the strange things they had seen frightened them so much that they did not know what they were doing
 - D they only knew how to react towards something they had seen before
- 14. 'Despite' (4th paragraph) means**
- A in spite of
 - B although
 - C however
 - D in view of
- 15. 'Their roaring incomprehensible shooting-sticks' (4th paragraph) are now called**
- A spears
 - B rifles
 - C pistols
 - D cannons



The New Pony

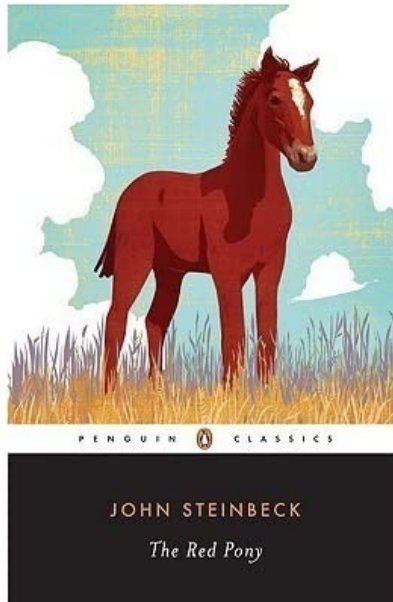
Jody's father unhooked the door and they went in. They had been walking towards the sun on the way down. The barn was black as night in contrast and warm from the hay and from the beasts. Jody's father moved over towards the one box stall. 'Come here!' he ordered. Jody could begin to see things now. He looked into the box stall and then stepped back quickly.

A red pony colt was looking at him out of the stall. Its tense ears were forward and a light of disobedience was in its eyes. Its coat was rough and thick as an Airedale's fur and its mane was long and tangled. Jody's throat collapsed in on itself and cut his breath short.

'He needs a good currying,' his father said, 'and if I ever hear of you not feeding him or leaving his stall dirty, I'll sell him off in a minute.'

Jody couldn't bear to look at the pony's eyes

The Red Pony by John Steinbeck



any more. He gazed down at his hands for a moment, and he asked very shyly: 'Mine?' No one answered him. He put his hand out towards the pony. Its grey nose came close, sniffing loudly, and then the lips drew back and the strong teeth closed on Jody's fingers. The pony shook its head up and down and seemed to laugh with amusement.

Jody regarded his bruised fingers. 'Well,' he said with pride – 'well, I guess he can bite all right.' The two men laughed, somewhat in relief. Carl Tiflin went out of the barn and walked up a side-hill to be by himself, for he was embarrassed, but Billy Buck stayed. It was easier to talk to Billy Buck. Jody asked again – 'Mine?'

Billy became professional in tone. 'Sure! That is, if you look out for him and break him right. I'll show you how. He's just a colt. You can't ride him for some time.'

Jody put out his bruised hand again, and this time the red pony let his nose be rubbed.

True or False?

Say whether these sentences are true or false according to the text. Be prepared to argue your choice.

| | | True | False |
|----|--|------|-------|
| 1 | Jody went to the stable with both his father and Billy. | | |
| 2 | Their visit to the barn took place at night. | | |
| 3 | The only animal in the barn was the red pony. | | |
| 4 | Jody 'stepped back quickly' because he was startled by the pony. | | |
| 5 | The red pony was doing all the following: looking at Jody; listening intensely; waiting to bite Jody. | | |
| 6 | The pony's coat was compared with that of a dog. | | |
| 7 | Jody's 'throat collapsed in on itself' because of fear. | | |
| 8 | The word 'currying' means 'rubbing down and dressing'. | | |
| 9 | The implication of the remark, 'and if I ever hear of you not feeding him or leaving his stall dirty' is that Jody's father was giving him the pony. | | |
| 10 | Jody could not bear to look at the pony's eyes any more, because they 'contained a light of disobedience'. | | |
| 11 | Jody 'gazed down at his hands for a moment' because he was overcome by his emotions. | | |
| 12 | The pony bit Jody's fingers out of spite. | | |
| 13 | Jody spoke 'with pride' because he was pleased to own such a spirited pony. | | |
| 14 | The two men 'laughed, somewhat in relief' because they had been uncertain how Jody would react to the pony. | | |
| 15 | Carl Tiflin 'was embarrassed' because the pony had bitten Jody on their first meeting. | | |
| 16 | Billy Buck was obviously Carl Tiflin's employee who looked after the horses. | | |
| 17 | The word 'break' refers to the way horses are tamed and made obedient. | | |
| 18 | Billy said that Jody could not ride the colt for some time because the horse was too young. | | |
| 19 | The pony 'let his nose be rubbed' because it realised Jody was now his new owner. | | |
| 20 | The name of the boy in the passage was Jody Buck. | | |

The Start of a Trial

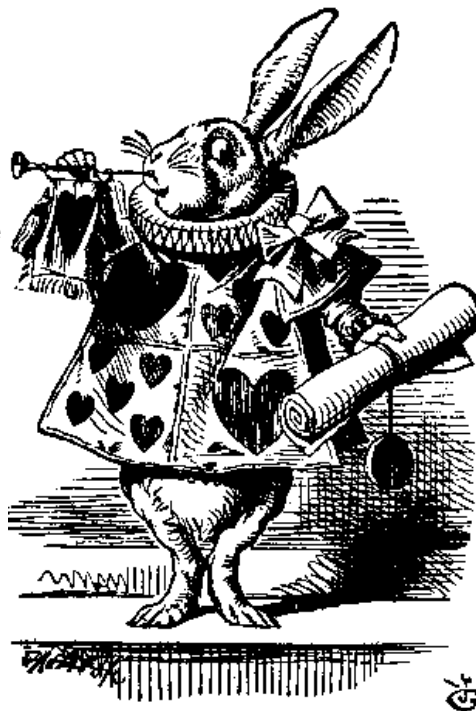
The King and Queen of Hearts were seated on their throne with a great crowd assembled about them – all sorts of little birds and beasts, as well as the whole pack of cards: the Knave was standing before them, in chains, with a soldier on each side to guard him; and near the King was the White Rabbit, with a trumpet in one hand and a scroll of parchment in the other. In the very middle of the court was a table, with a large dish of tarts upon it: they looked so good, that it made Alice quite hungry to look at them.

'I wish they'd get the trial done,' she thought, 'and hand round the refreshments!' But there seemed no chance of this; so she began looking at everything about her to pass away the time.

Alice had never been in a court of justice before, but she had read about them in books, and she was quite pleased to find that she knew the name of everything there. 'That's the judge,' she said to herself, 'because of his great wig.' As he wore his crown over the wig, he did not look at all

comfortable and it was certainly not becoming.

'And that's the jury-box,' thought Alice; 'and those twelve creatures,' (she was obliged to say 'creatures', you see, because some of them were animals and some were birds,) 'I suppose they are the jurors.'



The twelve jurors were all writing very busily on their slates.

'What are they doing?' Alice whispered to the Gryphon. 'They can't have anything put down yet, before the trial's begun.'

'They're putting down their names,' the Gryphon whispered in reply, 'for fear they should forget them before the end of the trial.'

'Stupid things!' Alice began in a loud indignant voice; but she stopped herself hastily, for the White Rabbit cried out, 'Silence in the court!' and the King put on his spectacles and looked anxiously round to make out who was talking.

Alice could see, as well as if she were looking over their shoulders, that all the jurors were writing down 'Stupid things!' on their slates, and she could even make out that one of them didn't know how to spell 'stupid'.

One of the jurors had a pencil that squeaked. This, of course, Alice could *not* stand, and she went round the court and got behind him, and very soon found an opportunity of taking it away.

'Herald, read the accusation!' said the King.

On this the herald blew three blasts on the trumpet and then unrolled the parchment-

Lewis Carroll, *Alice's Adventure in Wonderland*

scroll and read as follows:

*'The Queen of Hearts, she made some tarts,
All on a summer day:
The Knave of Hearts, he stole those tarts
And look them quite away.'*

'Consider your verdict,' the King said to the jury.

'Not yet, not yet!' the Rabbit hastily interrupted. 'There's a great deal to come before that!'

'Wake up, Alice dear!' said her sister. 'Why, what a sleep you had.'



True or False?

Say whether these sentences are true or false according to the text. Be prepared to argue your choice.

| | | True | False |
|----|--|------|-------|
| 1 | The story of the trial is really a dream. | | |
| 2 | The jury consisted of birds, beasts, and a whole pack of cards. | | |
| 3 | There were two soldiers guarding the accused. | | |
| 4 | The accused were the Knave of Hearts and the White Rabbit. | | |
| 5 | The large dish of tarts was on the table for the Court's refreshments. | | |
| 6 | Alice realised the tarts really were the evidence for the robbery. | | |
| 7 | Alice knew everything about courts of justice because she read a lot. | | |
| 8 | The judge was the king. | | |
| 9 | The king seemed ill at ease and not very attractive. | | |
| 10 | Alice called the twelve jurors 'creatures' because she disapproved of them. | | |
| 11 | Alice was surprised the jurors were busy writing because they were animals and birds. | | |
| 12 | Alice called the jurors 'Stupid things!' because they started writing before the trial began. | | |
| 13 | When Alice called the jurors 'Stupid things!' she spoke in a way that showed she was scornful and angry. | | |
| 14 | Alice knew what the jurors were writing down because she was looking over their shoulders. | | |
| 15 | The juror who 'had a pencil that squeaked' was the one who could not spell. | | |
| 16 | The word <i>not</i> is printed in italics to emphasise that before she got up Alice had been sitting down. | | |
| 17 | Alice went behind the juror with the squeaky pencil so that she could make a surprise attack on him. | | |
| 18 | The Herald who read the accusation in court was the White Rabbit. | | |
| 19 | After the accusation had been read, the King asked the jury to consider the evidence. | | |
| 20 | The Rabbit hastily interrupted the King because the trial had not begun. | | |

- OUTRAGE OVER IVANCHUK -**The Great Chess Doping Scandal**

Grandmaster Vassily Ivanchuk refused to submit a urine sample for a drug test at the Chess Olympiad in Dresden and is now considered guilty of doping. The world of chess is outraged that he could face a two-year ban.

Professional chess player Vassily Ivanchuk, born in Berezhan, Ukraine in 1969, has been a grandmaster for the past 20 years and is currently ranked third in the world. The man with black hair and bedroom eyes is known as "Big Chucky" by his fellow chess players. Why? Because, after losing a game, he goes into the forest at night and howls at the moon to drive out the demons. Because he walks around in shorts in freezing temperatures. Because he likes to sit in dark rooms. Because he usually looks at the ceiling instead of the board during a chess match. Because he tries to fold the oversized winner's check handed out after a tournament down to pocket size. And because he, as World Champion Visvanathan Anand says, lives on "Planet Ivanchuk." Who knows what was going through Ivanchuk's head when, on Nov. 25 in Dresden, the last day of the Chess Olympiad, he lost to Gata Kamsky? What we do know, however, is that when the game against the American ended, a judge asked Ivanchuk to submit to a drug test. Instead, he stormed out of the room in the conference centre, kicked a concrete pillar in the lobby, pounded a counter top in the cafeteria with his fists and then vanished into the coat room. Throughout this performance, he was followed by a handful of officials. No one could convince Ivanchuk to provide a small amount of urine for the test. And because refusal is treated as a positive test result, he is now considered guilty of doping



and could be barred from professional chess for two years.

The incident in Dresden and the possibility of a professional ban for Ivanchuk has caused outrage in the chess world. The players, who fraternize with one another, say that accusing one of them of doping is an insult to their honour and intelligence. Letters of protest were issued, and players are accusing bureaucrats in the world of championship chess of destroying the game, because, as they insist everyone should know, doping provides no benefits in chess.

That is not entirely correct. Combining chess and doping may be a highly unlikely combination, but it's not impossible.

Drug tests were introduced at international chess tournaments in 2001. The World Anti-Doping Agency classifies chess as a "low risk sport," and so far no one has been convicted of doping. But what exactly does that mean? It makes sense that anabolic steroids, the bulk-producing drug of choice for weightlifters, and EPO, the wonder drug of the cycling world, would not improve a chess player's performance. But when a chess player nears the end of a match and comes under mounting pressure, he can hyperventilate, and his pulse can shoot up to 160 and his arterial blood pressure to 200. In that situation, beta-blockers could help a player keep his head clear.

German grandmaster Helmut Pfleger, an internist and psychotherapist from Munich, says that because a player cannot know in advance exactly when these symptoms will begin, "a performance-enhancing dose is hardly possible." Pfleger tested the effects of beta-blockers on himself in 1979, in a match against Russian player Boris Spasski. "My blood pressure and pulse plunged, and my game fell apart completely."

It is undisputed, however, that caffeine can give a chess player a leg up, but the stimulant is no longer on the list of banned substances. Many players are passionate coffee drinkers. It would certainly make sense for a chess player to take Ritalin or Modafinil. Both substances increase the ability to concentrate. Students take the drugs during exams, and doping inspectors test chess players for both substances.

A Cultural Asset, Not a Sport

The only reason there are doping tests in chess in the first place is that the World Chess Federation (FIDE) has been trying, since the late 1990s, to make chess an Olympic discipline. And anyone wishing to be part of the Olympics must submit to the rules of the International Olympic Committee (IOC).

Not all players agree. Cologne native Robert Hübner, for example, once ranked third in the world, stopped playing for the German national team in protest against doping tests. He refuses to accept the rules of modern sports, because he does not consider chess a



sport. Instead, Hübner believes that it belongs in the "realm of cultural assets." He considers doping tests to be a bureaucratic show of power, and he believes that the tests are degrading and deprive the individual of rights and responsibilities. Drug tests will be introduced into Germany's federal chess league next year, and when that happens, says Hübner, he will give up his career immediately.

FIDE has three months to decide whether Vassily Ivanchuk will be allowed to play in the future. The medical commission, which has been vigorously searching for a way to exercise leniency, may already have found the suitable gap in its own anti-doping regulations. Under Article 6, Paragraph 1a, a player must be acquitted if he can prove that he is neither guilty of the offence nor that he acted negligently. The fact that Planet Ivanchuk is on its very own orbit could work in

the Ukrainian player's favour. Hans-Joachim Hofstetter, a member of the medical commission, has already said that Ivanchuk will "certainly not" be banned, but that there will be "a clarifying conversation" with him.

Ivanchuk has been in Spain this week, where he played and

won a tournament in the resort town of Benidorm. "What happened in Dresden is total insanity, but these kinds of dramas happen in our world," he says. "I simply left after the match. I didn't listen to the man who was speaking to me. I had never seen him before. In fact, to this day I don't know who he is."

True or False Questions

Decide whether the statements are true or false according to the text.

| | | True | False |
|----|---|------|-------|
| 1 | Ivanchuk tends to stare at his opponent during a chess match. | | |
| 2 | Ivanchuk was asked to take a drug test after winning a big tournament. | | |
| 3 | Ivanchuk's urine proved to contain traces of illegal drugs. | | |
| 4 | The World Chess Federation started testing for drugs after suspecting their members of using illegal substances. | | |
| 5 | The medical commission of FIDE wants to eliminate Ivanchuk from all tournaments in the future because of the scandal. | | |
| 6 | Caffeine can, without a doubt, improve performance during a chess match. | | |
| 7 | Anabolic steroids are likely to enhance chess players' performance under pressure. | | |
| 8 | Other chess players want Ivanchuk to be eliminated so the "sport's" reputation won't be spoiled. | | |
| 9 | EPO is a drug that has been used by cyclists. | | |
| 10 | Ivanchuk claims that he didn't understand the man who asked him to submit the urine sample. | | |

Vocabulary

Find words in the text that mean the same as the following Icelandic words. The words are in the same order as they appear in the text.

| | Icelandic | English | | Icelandic | English |
|----|-------------------------------|---------|----|--------------------------------|---------|
| 1 | þvagprufa | | 22 | ofanda | |
| 2 | hneykslaður | | 23 | lyflæknir | |
| 3 | eins og er / um þessar mundir | | 24 | geðmeðferðaraðili | |
| 4 | ýlfra / góla | | 25 | afkastaaukandi | |
| 5 | hrekja í burtu | | 26 | hrapa | |
| 6 | loft | | 27 | óumdeilanlegur | |
| 7 | mót | | 28 | örvandi lyf | |
| 8 | ráðstefnumiðstöð | | 29 | eftirlitsmaður | |
| 9 | steypa | | 30 | efni | |
| 10 | súla / stólpi | | 31 | ólympíugrein | |
| 11 | lemja | | 32 | niðurlægjandi | |
| 12 | hverfa | | 33 | svipta / ræna | |
| 13 | fatahengi | | 34 | alríkis- | |
| 14 | neitun | | 35 | nefnd | |
| 15 | útiloka | | 36 | kröftuglega / af fremsta megni | |
| 16 | atvik | | 37 | vægð | |
| 17 | vingast / sýna vinsemd | | 38 | sýknaður | |
| 18 | embættismaður | | 39 | kæruleysislega | |
| 19 | algjörlega | | 40 | útskýrandi | |
| 20 | anabólískir sterar | | 41 | geðveiki / brjálæði | |
| 21 | vöðvauppbyggjandi | | | | |

Guy Fawkes Night

In 1605, thirteen young men planned to blow up the Houses of Parliament. Among them was Guy Fawkes, Britain's most notorious traitor.

After Queen Elizabeth I died in 1603, English Catholics who had been persecuted under her rule had hoped that her successor, James I, would be more tolerant of their religion. James I had, after all, had a Catholic mother. Unfortunately, James did not turn out to be more tolerant than Elizabeth and a number of young men, 13 to be exact, decided that violent action was the answer.

A small group took shape, under the leadership of Robert Catesby. Catesby felt that violent action was warranted. Indeed, the thing to do was to blow up the Houses of Parliament. In doing so, they would kill the King, maybe even the Prince of Wales, and the Members of Parliament who were making life difficult for the Catholics. Today these conspirators would be known as extremists, or terrorists.

To carry out their plan, the conspirators got hold of 36 barrels of gunpowder – and stored them in a cellar, just under the House of Lords.

But as the group worked on the plot, it became clear that innocent people would be hurt or killed in the attack, including some

people who even fought for more rights for Catholics. Some of the plotters started having second thoughts. One of the group members even sent an anonymous letter warning his friend, Lord Monteagle, to stay away from the Parliament on November 5th.

The warning letter reached the King, and the King's forces made plans to stop the conspirators.

Guy Fawkes, who was in the cellar of the parliament with the 36 barrels of gunpowder when the authorities stormed it in the early hours of November 5th, was caught red handed. The traditional death for traitors in



17th-century England was to be hanged from the gallows, then drawn and quartered in public. But, despite his role in the Gunpowder Plot it was not to be Fawkes's fate.

As he awaited his grisly punishment on the gallows, Fawkes leapt to his death – to avoid the horrors of having his testicles cut off, his stomach opened and his guts spilled out before his eyes. He died from a broken neck.

His body was subsequently quartered, and his remains were sent to "the four corners of the kingdom" as a warning to others.

It's unclear if the conspirators would ever have been able to pull off their plan to blow up the Parliament even if they had not been betrayed. Some have suggested that the

gunpowder itself was so old as to be useless. Since Guy Fawkes and the other conspirators were caught before trying to ignite the powder, we'll never know for certain.

Even for the period, which was notoriously unstable, the Gunpowder Plot struck a very profound chord with the people of England. In fact, even today, the reigning monarch only enters the Parliament once a year, on what is called "the State Opening of Parliament". Prior to the Opening, and according to custom, the Yeomen of the Guard search the cellars of the Palace of Westminster. Nowadays, the Queen and Parliament still observe this tradition.

On the very night that the Gunpowder Plot was foiled, on November 5th, 1605, bonfires were set alight to celebrate the safety of the King. Since then, November 5th has become known as Bonfire Night. The event is commemorated every year with fireworks and burning effigies of Guy Fawkes on a bonfire.

Some of the English have been known to wonder, in a tongue in cheek kind of way, whether they are celebrating Fawkes' execution or honouring his attempt to do away with the government.

The tradition of Guy Fawkes-related bonfires actually began the very same year as the failed coup. The Plot was foiled in the night between the 4th and 5th of November 1605. Already on the 5th, agitated Londoners who knew little more than that their King had been saved, joyfully lit bonfires in thanksgiving. As years progressed, however, the ritual became more elaborate.

Soon, people began placing effigies onto bonfires, and fireworks were added to the celebrations. Effigies of Guy Fawkes, and sometimes those of the Pope, graced the pyres. Still today, some communities throw dummies of both Guy Fawkes and the Pope on the bonfire (and even those of a contemporary politician or two), although the gesture is seen by most as a quirky tradition, rather than an expression of hostility towards the Pope.

Preparations for Bonfire Night celebrations include making a dummy of Guy Fawkes, which is called "the Guy". Some children even keep up an old tradition of walking in the streets, carrying "the Guy" they have just made, and beg passers-by for "a penny for the Guy." The kids use the money to buy fireworks for the evening festivities.

On the night itself, the Guy is placed on top of the bonfire, which is then set alight; and fireworks displays fill the sky.

The extent of the celebrations and the size of the bonfire varies from one community to the next. Lewes, in the South East of England, is famous for its Bonfire Night festivities and consistently attracts thousands of people each year to participate.

Bonfire Night is not only celebrated in Britain. The tradition crossed the oceans and established itself in the British colonies during the centuries. It was actively celebrated in New England as "Pope Day" as late as the 18th century. Today, November 5th bonfires still light up in far out places like New Zealand and Newfoundland in Canada.

1 After reading the text, answer the questions choosing the correct option.

1. Where did “Guy Fawkes” take place?

- Canada
- Mexico
- Britain
- Australia

2. When was this tradition born?

- A) 21st of March 1990
- B) 5th of November 1605
- C) 12th of October 1492
- D) 16th of September 1810

3. How did Guy Fawkes die?

- A) Hanged
- B) Drawn
- C) Quartered
- D) Suicide

4. Who was “Guy Fawkes”?

- A) A traitor
- B) A hero
- C) A King
- D) A teacher

5. Who was the monarch of the United Kingdom when the Gun Powder Plot was thought up?

- A) Queen Elizabeth I
- B) Robert Catesby
- C) John Lennon
- D) James I

2 Matching by numbers:

| | Words from text | | English definitions |
|--|-----------------|-----------|--|
| | notorious | 1 | connected with the Roman Catholic Church |
| | traitor | 2 | someone who takes a job or position previously held by someone else |
| | Catholics | 3 | allowing people to do, say, or believe what they want |
| | persecuted | 4 | someone involved in a secret plan to do sth. illegal |
| | successor | 5 | famous or well known for sth. bad |
| | tolerant | 6 | someone who has extreme political opinions and aims |
| | warranted | 7 | someone who is not loyal to their country, friends, or beliefs |
| | conspirators | 8 | a large, wooden container used for storing beer, wine, powder |
| | extremists | 9 | to treat someone cruelly or unfairly due to religious/political beliefs |
| | barrels | 10 | a legal document that is signed by a judge allowing the police to take a particular action |

| | Words from text | | Icelandic Translations |
|--|------------------------|-----------|--|
| | plot | 11 | nafnlaust |
| | second thoughts | 12 | alþingi |
| | anonymous | 13 | hefðbundið |
| | King's forces | 14 | gálgar |
| | parliament | 15 | samsæri |
| | caught red handed | 16 | örlög |
| | traditional | 17 | efasemdir |
| | gallows | 18 | iðradreginn og hlutaður í fernt (sjá Braveheart) |
| | drawn and quartered | 19 | hersveitir konungs |
| | fate | 20 | staðinn að verki |

| | Words from text | | English definitions |
|--|------------------------|-----------|---|
| | grisly | 21 | all the organs in someone's body |
| | testicles | 22 | the parts of something that are left after the rest has been destroyed or has disappeared |
| | guts | 23 | to be disloyal to someone who trusts you |
| | subsequently | 24 | extremely unpleasant and involving people being killed or injured |
| | remains | 25 | after an event in the past |
| | pull off | 26 | to make something start burning |
| | betrayed | 27 | round organs that produce sperm in a male |
| | ignite | 28 | having a strong influence or effect |
| | profound | 29 | to succeed in doing something difficult |
| | cord | 30 | a piece of thick string or thin rope |

| | Words from text | | Icelandic Translations |
|--|------------------------|-----------|--|
| | reigning | 31 | þjónn konungs / lénsherra |
| | monarch | 32 | hindrað / komið í veg fyrir |
| | Yeomen | 33 | varðeldar |
| | observe | 34 | vera við völd / valdhafandi |
| | foiled | 35 | eftirmynd / eftirlíking / stytta |
| | bonfires | 36 | Idiom: ekki sagt/gert í mikilli alvöru |
| | commemorated | 37 | einvaldur |
| | effigy | 38 | koma fyrir kattarnef |
| | tongue in cheek | 39 | líta á sem |
| | do away with | 40 | minnst / heiðra minningu einhvers |

| | Words from text | | English definitions |
|--|------------------------|-----------|--|
| | a coup | 41 | so nervous or upset that you are unable to keep still or think calmly |
| | agitated | 42 | passed by |
| | progressed | 43 | a high pile of wood on which a dead body is placed to be burned in a funearl ceremony |
| | ritual | 44 | having a lot of small parts or details put together in a complicated way |
| | elaborate | 45 | a sudden and sometimes violent attempt by citizens or the army to take control of the government |
| | to grace | 46 | something that you say or do to show how you feel about someone or something |
| | pyre | 47 | unusual, especially in an interesting way |
| | dummies | 48 | a ceremony that is always to mark an important religious or social occasion |
| | gesture | 49 | a model that is the shape and size of a person |
| | quirky | 50 | to make a place or an object look more attractive |

| | Words from text | | Icelandic Translations |
|--|-----------------|----|------------------------|
| | festivities | 51 | stöðugt |
| | extent | 52 | taka þátt í |
| | consistently | 53 | hátíðahöld |
| | participate | 54 | nýlendur |
| | colonies | 55 | umfang |

3 Put the correct word from the table into the empty spaces in the sentences.

| | | | | |
|--------------|--------|---------|-----------|---------|
| conspirators | effigy | monarch | anonymous | barrels |
| persecuted | colony | gallows | reign | quirky |

- After independence in 1968, Sobuza became the ruling _____ of the new country.
- He had been set up by his fellow _____ and was later arrested.
- When she asked her silly question, he merely gave her his _____ smile.
- The United States was once a _____ of Great Britain.
- The writer of the poem is _____. Is it one of yours?
- The mob had already burnt in _____ of Andrew Oliver and his new stamp office before doing some damage to his house.
- The area may contain barrels up to 2 billion _____ of oil.
- Human rights advocates say racial minorities continue to be _____.
- Important reforms were initiated during the _____ of Nicholas II.
- The arrangement of the execution was later modified, and _____ were erected outside, in the hanging corner.

The Circus

If ever a dog knew she was clever that one did. She had no sooner finished her act than she began to show off. She was just like a small child who **gets above herself** at too much praise. She raced round the ring fence while Lucille tried to catch her. She chewed up a ball. She walked on her hind legs without being asked to. And finally, when Lucille had sent all the dogs away and **was bowing in the ring**, she came shooting back and bowed too. Lucille was rather fat, with a good deal of her both behind and in front. The dog **had evidently noticed this**; it made her give **rather clumsy bows**. You would not think a dog could imitate a fat woman bowing, but this



one did. Then into the ring **tumbled** the clowns. We had seen **Gus** in various clothes playing various tricks, but **this time** he came on with a lasso. He caught the other clowns round the neck and then caught himself in the lasso. He skipped with it. He did it **beautifully**, but he looked so pleased each time he got through the rope safely that you felt it was only by luck he had done it. Finally he lassoed three clowns at once, caught them all, then got his own foot tangled in the end of the rope, and was **dragged out of the ring on his back**.

True or False?

| | |
|---|--|
| 1 | The comparison between the dog and 'a small child' is intended to show how the dog was trying to draw attention to itself by putting on a display. |
| 2 | The words 'gets above herself' means 'becomes conceited'. |
| 3 | The dog described in the first few lines was rather an exhibitionist. |
| 4 | Lucille tried to catch the dog as she raced round the ring fence because this was obviously not part of the act. |
| 5 | The fact that the dog 'chewed up a ball' shows that she was not out of control. |
| 6 | Lucille was 'bowing in the ring' because her act with the dogs had finally ended. |
| 7 | The dog's behaviour described was intended to suggest that she was rather ill-behaved. |
| 8 | The thing that the dog 'had evidently noticed' was that Lucille was fat. |

| | |
|----|--|
| 9 | The woman gave 'rather clumsy bows' because she knew the dog was mocking her. |
| 10 | The word 'tumbled' suggests that the clowns made a noise as they entered the ring. |
| 11 | Gus was obviously the ringmaster of the circus. |
| 12 | The words 'this time' make it clear that Gus had not come on with a lasso before. |
| 13 | The first trick Gus did with the lasso was to make the other clowns fall over. |
| 14 | A lasso is a long rope with a running noose often used by cowboys to catch cattle and horses |
| 15 | The way Gus skipped with the rope shows that he had not rehearsed it very carefully. |
| 16 | The word 'beautifully' suggests that Gus skipped with the rope very skilfully. |
| 17 | The audience felt Gus had got through the rope safely as he skipped because he seemed to be happy and surprised each time he managed it. |
| 18 | The final act of Gus with the clowns was unfortunately very clumsy. |
| 19 | The fact that Gus was 'dragged out of the ring on his back' was funny partly because he had in effect lassoed himself. |
| 20 | The writer seems to have forgotten, as he described the circus acts, that there was an audience present. |

How It All Started

"Jeeves," I said, "may I speak frankly?"

"Certainly, sir."

"What I have to say may wound you."

"Not at all, sir."

"Well, then----"

No – wait. Hold the line a minute. **I've gone off the rails.**

I don't know if you have had the same experience, but the snag I always come up against when I'm telling a story is this dashed difficult problem of where to begin it. It's a thing you don't want to go wrong over, because one false step and you're sunk. I mean, if you fool about too long at the start, trying to establish atmosphere, as they call it, and all that sort of rot, you fail to grip and the **customers** walk out on you.

Get off the mark, on the other hand, like a scalded cat, and your public is at a loss. It

simply raises its eyebrows, and can't make out what you're talking about.

And in opening my report of the complex case of Gussie Fink-Nottle, Madeline Bassett, my Cousin Angela, my Aunt Dahlia, my Uncle Thomas, young Tuppy Glossop and the cook, Anatole, with the above spot of dialogue, I see that I have made the second of these two **floaters.**

I shall have to hark back a bit. And taking it for all in all and weighing this against that, I

suppose the affair may be said to have had its **inception**, if inception is the word I want, with that visit of mine to Cannes. If I hadn't gone to Cannes, I shouldn't have met the Bassett or bought that white mess jacket, and Angela wouldn't have met her shark, and Aunt Dahlia wouldn't have played baccarat.



Yes, most decidedly, Cannes was the *point d'appui*.

Right ho, then. Let me marshal my facts.

I went to Cannes – leaving Jeeves behind, he having intimated that he did not wish to miss Ascot – round about the beginning of June. With me travelled my Aunt Dahlia and her daughter Angela. Tuppy Glossop, Angela's betrothed, was to have been of the party, but at the last moment couldn't get away. Uncle Tom, Aunt Dahlia's husband, remained at home, because he can't stick the South of France at any price.

So there you have the layout--Aunt Dahlia, Cousin Angela and self off to Cannes round about the beginning of June.

All pretty clear so far, what?

We stayed at Cannes about two months, and

except for the fact that Aunt Dahlia lost her shirt at baccarat and Angela nearly got **inhaled** by a shark while aquaplaning, a pleasant time was had by all.

On July the twenty-fifth, looking bronzed and fit, I accompanied aunt and child back to London. At seven pm on July the twenty-sixth we alighted at Victoria. And at seven-twenty or thereabouts we parted with mutual expressions of esteem – they to shove off in Aunt Dahlia's car to Brinkley Court, her place in Worcestershire, where they were expecting to entertain Tuppy in a day or two; I to go to the flat, drop my luggage, clean up a bit, and put on the **soup and fish** preparatory to pushing round to the Drones for a bite of dinner.

From *Right Ho, Jeeves* by P.G. Wodehouse

Answer these questions as indicated according to the text:

1. The beginning of the text means that what the narrator is going to say

- may be a secret
- may be painful for Jeeves
- will only take a minute
- concerns someone called Frank

2. The phrase "I've gone off the rails" means

- I used to be a train driver
- I caused a train accident
- the train is late because of me
- I have made a mistake

3. The worst thing about telling a story, according to the narrator, is

- he does not know how to begin
- he always hits a snag
- he is always taking false steps
- he is constantly sinking

4. The word "customers" here means

- people in shops
- readers
- people selling things
- writers

5. If you "get off the mark like a scalded cat", you

- start running
- lose your eyebrows
- throw hot water on a cat
- begin too quickly

6. The word "floater" here means

- something that floats
- something that does not float
- mistake
- something very complex

7. True or false? The word "inception" is exactly the right word.

Explain: _____

8. Which one of these did NOT happen at Cannes?

- The narrator met Madeline.
- The narrator messed up his jacket.
- Angela had an incident with a shark.
- Aunt Dahlia played cards.

9. Jeeves did not go to Cannes because

- he was intimate with someone at Ascot
- he was too far behind
- he wanted to bet on the horses
- he missed his friend

10. How many people went to Cannes?

- 2
- 3
- 4
- 6

11. True or False: Aunt Dahlia bet and lost a lot of money playing cards.

Explain: _____

12. The use of the word "inhaled" seems to suggest that

- the narrator does not really believe Angela's story
- the shark was interested in Angela because she smelled so nice
- the shark bit Angela
- the shark was aquaplaning with Angela

13. True or False: It took two days to get from Cannes to London.

Explain: _____

14. The narrator and his two companions travelled by

- air
- ship
- car
- train

15. The phrase "soup and fish" probably means

- he is having soup and fish at the Drones
- the Drones only eat soup and fish
- men's evening dress
- something only women wear

Sustainability

Carbon footprint

Carbon footprint is a horribly abused phrase, so it's worth spelling out exactly what it means.

When talking about climate change, *footprint* is a metaphor for the total impact that something has. And *carbon* is a shorthand for all the different greenhouse gases that contribute to global warming. The term *carbon footprint*, therefore, is a shorthand to describe the best estimate that we can get of the full climate change impact of something. That something could be anything – an activity, an item, a lifestyle, a company, a country or even the whole world.



Video: <http://www.youtube.com/watch?v=B5NiTN0chj0&feature=related>

Reduce Your Carbon Footprint

- | | |
|--|--|
| <p>1 Replace the light bulbs in your home with long life CFL (compact fluorescent) bulbs. These last up to 15 times longer than regular bulbs and use up 80% less electricity than regular bulbs. You could simply replace your regular bulbs as and when they burn out.</p> <p>2 Use <u>rechargeable</u> batteries to reduce your carbon footprint by up to 1,000 pounds over the life of the batteries.</p> <p>3 Buy locally produced goods and services. Goods and services that are <u>produced</u> locally <u>eliminate</u> thousands of pounds of carbon by reducing fossil fuel transportation demands.</p> <p>4 Recycle your <u>waste</u>.</p> <p>5 When you next buy a vehicle, go for an</p> | <p>electric, <u>hybrid</u> or <u>fuel-efficient</u> car instead of a gas guzzler.</p> <p>6 Make <u>compost</u>.</p> <p>7 Clean the lint filter in your dryer. This will reduce your <u>energy</u> used, saving the <u>environment</u> and your electric bill.</p> <p>8 Use an electric mower they are more efficient than mowers that run on fuel.</p> <p>9 Bring your own mug to your favourite coffee shop. This will reduce the usage of the paper cups, the energy used to produce them and save trees. Paper cups are usually not 100% <u>recycled</u>.</p> <p>10 Whenever possible hang your washing out on the clothesline rather than using the dryer.</p> |
|--|--|

- 11 Only use your dryer, dishwasher and washing machine when you have a full load, don't do half loads. This reduces the number of loads and the electricity used.
- 12 Plant a tree. This is one of the best things you can do. Trees breathe in carbon dioxide and breathe out oxygen. They also shade your house in the summer, and will lower your air conditioning.
- 13 Try to use something other than black plastic garbage bags. The black bags can't be recycled because of the black pigment they put in them to make them black. So if possible stick with white or even better don't use any at all.
- 14 When replacing household appliances choose energy efficient appliances. You can check their Energy Star ratings for a quick reference. This may cost more upfront but will save you in the long run.
- 15 Reduce excess baggage and pack lighter when travelling. Planes flying with extra baggage use more fuel.
- 16 Whenever possible walk, cycle or use public transport to get around rather than driving in your car.
- 17 Read the newspaper online to save paper, trees, and carbon.
- 18 Don't leave your household electronic goods and appliances on standby they use a substantial amount of power even in standby mode. Invest in a power strip that you can plug them all into and switch off when you are not using them.
- 19 Use both sides of the page to print or copy.
- 20 Use reusable bags for grocery shopping.
- 21 Rake leaves and shovel snow manually instead of firing up a leaf blower and snowblower.
- 22 Plant an organic garden and grow your own vegetables even if its just a small patch or a windowsill planter.
- 23 Use a laptop rather than a desktop. Laptops use up to 80% less energy.
- 24 Take advantage of natural daylight as much as possible.
- 25 Keep your car's tires inflated to specification this will ensure that your car is more efficient.
- 26 Switch off lights in rooms at home when leaving the room.
- 27 Take a shower instead of a bath (a shower uses approximately one fifth of the energy that a bath does).
- 28 Don't boil a full kettle to make one cup of tea or coffee, only boil what you need.
- 29 Unplug your phone charger when not in use.
- 30 Use hand towels and fabric napkins rather than paper ones.
- 31 Stop and open the dishwasher before the drying cycle and let the dishes dry naturally.
- 32 Share car journeys when you can. Organise car pools for regular commutes.



- | | |
|--|---|
| <p>33 Drive at or below the speed limit as this reduces your vehicle's <u>emissions</u>.</p> <p>34 If you are renting a car whilst away on holiday or business go for a hybrid or diesel or bio-diesel.</p> <p>35 <u>Donate</u> or recycle your old clothing rather than throwing it away.</p> <p>36 Limit your shopping trips to once a week.</p> <p>37 Use recycled toilet paper and paper.</p> <p>38 Defrost your refrigerator as this will <u>ensure</u> that it runs efficiently.</p> <p>39 Check the seals on your refrigerator and oven regularly and replace them when necessary.</p> <p>40 Don't put hot or warm foods and drinks into your refrigerator.</p> | <p>41 When cooking put the lids on your pots and pans to reduce heat loss.</p> <p>42 Avoid using patio heaters, as these produce enormous amounts of CO2. Put a jumper on instead!</p> <p>43 Avoid products with multiple layers of packaging.</p> <p>44 Whenever possible only drive during non peak hours.</p> <p>45 Don't be an aggressive driver. Studies show that fast starts, weaving in and out of traffic, and <u>accelerating</u> to and from a stop sign or traffic light don't save much time, but do waste fuel.</p> <p>46 Don't carry unnecessary loads in the boot or on the roof - it increases your car's fuel <u>consumption</u>.</p> |
|--|---|

Discussions:

- Which environmental issues do you think is the most important? Why?
- Have you ever given any thought to your carbon footprint?
- What do you do to reduce your carbon footprint?
- Which of the ways described above would you consider doing yourself and what do you think is the most far-fetched?
- Do you have any more ideas of how to reduce our carbon footprints?



Vocabulary:

Match the words from the text with their Icelandic definitions.

| No. | Word from the text | No. | Icelandic definition |
|-----|-----------------------|-----|-----------------------|
| 1 | impact | | loftlagsbreytingar |
| 2 | estimate | | úrgangur |
| 3 | climate change | | orka |
| 4 | rechargeable | | sparneytinn |
| 5 | eliminate | | endurvinna |
| 6 | waste | | tvinnbíl |
| 7 | hybrid car | | súrefni |
| 8 | fuel-efficient | | orkusparandi |
| 9 | compost | | áhrif |
| 10 | energy | | koltvísýringur |
| 11 | environment | | gefa/leggja af mörkum |
| 12 | recycle | | litarefni |
| 13 | carbon dioxide | | endurhlaðanlegur |
| 14 | oxygen | | lífrænn |
| 15 | pigment | | útblástur |
| 16 | appliance | | áætlun/mat |
| 17 | energy-efficient | | tryggja |
| 18 | excess | | hraða |
| 19 | public transportation | | neysla |
| 20 | substantial | | útiloka |
| 21 | organic | | umfram |
| 22 | inflate | | safnhaugur |
| 23 | charger | | umhverfi |
| 24 | emission | | áhald/tæki |
| 25 | donate | | talsverður/töluverður |
| 26 | ensure | | hleðslutæki |
| 27 | accelerate | | almenningsamgöngur |
| 28 | consumption | | blása upp |

Listening Exercise:

You will hear part of a radio programme about the effects of air travel on the environment. For question 1 – 7, choose the best answer A, B or C.

1. The presenter says you can find out what your primary carbon footprint is by

- a) adding together your fuel and travel costs.
- b) doing some simple mathematical calculations.
- c) getting your computer to work it out.

2. The presenter says we can make our carbon footprint smaller by

- a) buying from countries like China and India.
- b) changing our method of transport.
- c) making our own wine and growing our own food.

3. What is Suzanne Hendry's attitude to global warming?

- a) The government should do something about it.
- b) It is her own personal responsibility.
- c) There is nothing that can be done about it.

4. How much pollution does a long-distance return flight produce?

- a) the same as 1 – 3 cars over a year.
- b) the equivalent to eight cars over a year.
- c) the same as a train over the same distance.



5. What are the most popular destinations for people flying from UK airports?

- a) places in the UK and the continent.
- b) other UK destinations.
- c) long-distance destinations.

6. What is the attitude of the majority of frequent flyers?

- a) They plan to cut down on short-haul flights.
- b) They don't admit there is a problem.
- c) They feel guilty but do nothing.

7. What does Nigel Hammond think is the best solution to the problem?

- a) encourage people to plant a tree for every flight they take.
- b) limit the number of flights that people can go on a year.
- c) increase the tax on aviation fuel.

Homework:

Use one of many carbon footprint calculators on the Internet and find out the size of your carbon footprint. Then we will compare it to the size of the others in the class.

WORD FORMATION and GRAMMAR

Prefixes

In the following exercises syllables or words are to be added to the front of other words to change or add to their meaning.

1 - Put one of the prefixes in each of the spaces in the sentences below.

| PREFIX | MEANING |
|--------|-----------------------|
| co- | <u>with, together</u> |
| re- | <u>again</u> |
| ex- | <u>former, before</u> |
| inter- | <u>between</u> |

- a) The _____-pilot took over the plane's controls while the captain had a coffee and sandwich.
- b) The US and the North-Korea can attack each other with _____-continental missiles.
- c) Germany and France are _____-operating on the design of a new space-rocket.
- d) She's divorced but she's still on good terms with her _____-husband.
- e) Does _____ national sport really improve relations between countries?
- f) The teacher told his student to _____ write his bad composition.
- g) The local trains are slow but the _____-city services are excellent.
- h) Most houses need to be _____ painted every five to seven years.
- i) Men who once served in the armed services are called _____-servicemen.
- j) Both boys and girls go to that school. It's _____-educational.

2 - Instructions as above.

| PREFIX | MEANING |
|----------|----------------------------------|
| bi- | <u>two</u> |
| pre- | <u>before</u> |
| semi- | <u>half</u> |
| counter- | <u>in the opposite direction</u> |

- a) We managed to drive the enemy back, but they _____ attacked.
- b) The back wheel of a _____ cycle bears more weight than the front wheel.
- c) Dinosaurs lived millions of years ago in _____-historic times.
- d) The pupils' desks were arranged in a _____-circle round the teacher.
- e) His father is Greek and his mother is Italian so he's _____-lingual.
- f) It was a _____ lateral agreement, signed by India and Pakistan.
- g) Bibby is three. She goes to a _____-school playgroup every morning.
- h) The _____-espionage department has caught three foreign spies.
- i) Houses in Britain are often built in pairs. They're called _____-detached.
- j) He was _____-conscious when the ambulance arrived but died in hospital.

3 - Instructions as before.

- a) He got his university degree last year. Now he's doing _____-graduate studies.
- b) Some flights go from London to the Middle East _____-stop.
- c) The words 'fat', 'help' and 'come' are all _____ syllabic (syllable = atkvæði).
- d) That's _____ sense! You don't know what you're talking about!
- e) The principal _____-war problem was rebuilding the destroyed cities and industries.
- f) Maybe future trains will run on just a single rail. This system is called a _____ rail.
- g) To prevent petrol from freezing, put _____ freeze in the tank.
- h) I'm not _____-marriage. I think it's a very good custom.
- i) I'm afraid the club is not open to _____-members.

| PREFIX | <u>MEANING</u> |
|---------------|----------------|
| post- | <u>after</u> |
| mono- | <u>one</u> |
| anti- | <u>against</u> |
| non- | <u>not</u> |

4 - Instructions as before.

- a) The countryside is becoming _____ forested so quickly that soon there'll be no trees left at all.
- b) He works in London and in New York so he's a regular _____ atlantic air passenger.
- c) The train became _____ railed at 60 miles per hour but no one was seriously hurt.
- d) He was so powerful that he sometimes seemed almost _____ human.
- e) It is now possible to _____ plant a heart from a dead person to a living one.
- f) Britain has people from all over the world. It's a _____ racial society.
- g) The villages are becoming _____ populated as more and more people move to the cities.
- h) He believes in ghosts and magic and other _____ natural things.
- i) The Concorde was a _____ sonic plane. It flew faster than sound.
- j) He's incredibly rich. He's certainly a _____-millionaire.

| PREFIX | <u>MEANING</u> |
|---------------|-------------------------|
| multi- | <u>many</u> |
| trans- | <u>across</u> |
| super- | <u>above, more than</u> |
| de- | <u>acting against</u> |

5 - Instructions as before.

- a) That road is very dangerous. Use the _____ way to get across.
- b) That newspaper is very left-wing. In fact, it's _____-communist.
- c) The _____ marine approached the warship unseen.
- d) They have discovered some _____ terranean caves 200 feet down.
- e) Soldiers, policemen and firemen wear a _____ form. Teachers usually don't.
- f) Small children ride _____ cycles, not bicycles.
- g) He likes British people and culture. He's very _____-British.
- h) A shape with three angles is called a _____ angle.
- i) The _____-war party wanted more arms and a bigger army.
- j) Both men and women have their hair cut there. It's a _____ sex salon.

| PREFIX | MEANING |
|--------|--------------------------|
| pro- | <u>for, in favour of</u> |
| sub- | <u>under</u> |
| uni- | <u>one</u> |
| tri- | <u>three</u> |

6 - Put either of the prefixes in each of the spaces in the sentences below.

- a) He needs a good holiday. He's suffering from _____ work.
- b) She didn't hear the alarm clock and _____ slept.
- c) It needs to be cooked a little more. It's _____ done.
- d) You've _____ charged me. The price is £8 not £10.
- e) They say they're _____ paid and want more money.
- f) There aren't enough people in the country. It's _____ populated.
- g) There were too many people in the room. It was _____ crowded.

| PREFIX | MEANING |
|--------|-------------------|
| over- | <u>too much</u> |
| under- | <u>not enough</u> |

7 - Put one of the prefixes in each space in the phrases below to make the word which follows it opposite in meaning.

- a) an _____ resistible temptation
- b) an _____ polite letter
- c) an _____ possible plan
- d) an _____ literate person
- e) an _____ legal business deal
- f) _____ frequent buses
- g) an _____ accurate
- h) an _____ mature young man
- i) an _____ regular train

| NEGATIVE PREFIXES | | | |
|-------------------|-----|-----|-----|
| ir- | il- | im- | in- |

8 – Here are three more negative prefixes and some words to use with them. Use them to fill in the gaps below. Note that in some cases any prefix may be possible and that you may have to change the words given further.

| | | |
|--------------------------|-----|------|
| NEGATIVE PREFIXES | | |
| dis- | un- | mis- |

| | | | | |
|----------------|---------------|--------------|---------------|----------------|
| agree | obey | quote | place | believe |
| qualify | infect | like | inform | please |

1. Smith was _____ from the race for making two false starts.
2. I seem to have _____ my glasses somewhere. Have you seen them?
3. The politician was very angry because the newspaper had _____ what he said.
4. However, much of the rest of the plot is simplistic and at times _____.
5. I have always _____ February. It's a horrible, wet, cold month.
6. The students were very _____. They completely ignored the teacher.
7. Could you buy some _____? I need to clean the bathroom.
8. There was a very serious _____ between the two business partners.
9. This report is full of _____ and lies. I demand that you look into it.
10. One of the most _____ aspects of the clothing production are the sweat shops.

Suffixes

1 -ish

| SUFFIX | MEANING |
|--------|--|
| -ish | with the qualities of – e.g. boyish, to some extent – e.g. tallish |

Add the suffix **-ish** to these words and then put them in their correct place in the sentences below.

child girl amateur pig monk

- He lives in one small room and he hasn't many needs. He leads an almost _____ life.
- He is usually a very fine actor, but last night he was terrible, really _____.
- He's nearly eighteen but he still has very _____ attitudes and interests.
- He behaved very badly at lunch. He really has _____ manners.
- She still wears rather young, _____ fashions.

2 -ful -less

| SUFFIX | MEANING |
|--------|---|
| -ful | having, with – e.g. careful, colourful |
| -less | without, lacking – e.g. careless, windowless. |

Add the suffixes **-ful** or **-less** to these words and then add them to the sentences below.

thought harm success water

- The Sahara Desert is a vast _____ area which runs from east to west across Africa.
- Smoking is _____ to your health.
- This present is just what I want and need. How _____ of you.
- I hope you are _____ in your exams.
- Don't be afraid of the dog. He's _____.
- It was very _____ of you to play the radio so loud so late at night.

3 -er -ee

| SUFFIX | MEANING |
|--------|--|
| -er | has an active meaning – e.g. examiner (a person who sets an examination) |
| -ee | has a passive meaning – e.g. devotee (a person who is very interested in sth.) |

Add the suffixes --er or -ee to these words and then add them to the sentences below.

| | | |
|------------------|--------------|---------------|
| interview | train | employ |
|------------------|--------------|---------------|

- a) I was given a pay rise of £1,000 by my _____.
- b) A football team normally has a _____ to keep the players fit.
- c) A television _____ should always give the _____ a proper chance to express his or her opinions.
- d) That company has 200 people working in its factory. My brother works there and I, too, am an _____ there.
- e) At the moment he's a management _____. If he's successful, he'll be given his first responsible position in January.

Grammar - Conditional Sentences

Conditional sentences are usually made up of two components: the IF clause and the THEN clause. In most cases it is possible to begin a sentence either with the if-clause or the then-clause, depending on what the speaker is trying emphasise, the condition or the consequences.

There are four different types of conditionals in English. These are distinguished by the tense of the verbs and the probability of the event occurring:

Here is a little chart to help you to visualize the basic English conditionals. Do not take the 50% and 10% figures too literally. They are just to help you.

| probability | | conditional | example | time |
|-------------|-------|--------------------|--|----------------------|
| 100% | ----- | zero conditional | If you heat ice, it melts. | any time, always |
| 50% | ----- | first conditional | If it rains, I will stay at home. | future |
| 10% | - | second conditional | If I won the lottery, I would buy a car. | future |
| 0% | | third conditional | If I had won the lottery, I would have bought a car. | past, did not happen |

The Zero Conditional

Certainty

We use the so-called **zero conditional** when the result of the condition is always true, like a scientific fact.

- | IF | condition | result |
|------|----------------|----------------|
| | present simple | present simple |
| • If | you heat ice | it melts. |

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute **certainty**. We are not thinking about the future or the past, or even the present. We are thinking about a simple fact. We use the present simple tense to talk about the condition. We also use the present simple tense to talk about the result. The important thing about the zero conditional is that **the condition always has the same result**.

Here are some more examples:

- If I miss the 8 o'clock bus, I am late for work.
 - I am late for work if I miss the 8 o'clock bus.
- If I am late for work, my boss gets angry.
 - My boss gets angry if I am late for work.
- If people don't eat, they get hungry.
 - People get hungry if they don't eat.
- If you heat ice, does it melt?
 - Does ice melt if you heat it?

In the zero conditional we can also use **when** instead of **if**, for example:

- **When** I get up late, I miss my bus.

The First Conditional

It May Well Happen

The First Conditional describes real possibility. We are talking about the future. We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen. For example, it is morning. You are at home. You plan to play tennis this afternoon. But there are some clouds in the sky. Imagine that it rains. What will you do?

- | | IF condition | result |
|---|----------------|----------------------|
| | present simple | WILL + main verb |
| • | If it rains, | I will stay at home. |

Notice that we are thinking about a **future** condition. It is not raining yet. But the sky is cloudy and you think that it could rain. We use the present simple tense to talk about the possible future condition. We use WILL + main verb to talk about the possible future result. The important thing about the first conditional is that **there is a real possibility that the condition will happen.**

Here are some more examples:

- If I see Mary, I will tell her.
 - I will tell Mary if I see her.
- If Tara is free tomorrow, he will invite her.
 - He will invite Tara if she is free tomorrow.
- If they do not pass their exam, their teacher will be sad.
 - Their teacher will be sad if they do not pass their exam.
- If it rains tomorrow, will you stay at home?
 - Will you stay at home if it rains tomorrow?
- If it rains tomorrow, what will you do?
 - What will you do if it rains tomorrow?

If the IF clause comes first, a comma is usually used. If the IF clause comes second, there is no need for a comma.

Sometimes, we use **shall**, **can**, or **may** instead of **will**, for example:

- If you are good today, you **can** watch TV tonight.

The Second Conditional

It Will Probably Never Happen

The Second Conditional describes an unreal possibility or dream. The **second conditional** is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is **not** a real possibility that this condition will happen. For example, you do **not** have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future. So you can think about winning in the future, like a dream. It's not very real, but it's still possible.

- | | | | |
|---|----|--------------------------|-----------------------------|
| • | IF | condition past simple | result WOULD + main verb |
| • | If | I won the lottery, | I would buy a car. |

Notice that we are thinking about a future condition. We use the past simple tense to talk about the future condition. We use WOULD + main verb to talk about the future result. The important thing about the second conditional is that **there is an unreal possibility that the condition will happen.**

Here are some more examples:

- If I married Mary, I would be happy.
 - I would be happy if I married Mary.
- If John became rich, she would marry him.
 - She would marry John if he became rich.
- If it snowed next July, would you be surprised?
 - Would you be surprised if it snowed next July?
- If it snowed next July, what would you do?
 - What would you do if it snowed next July?

Note that WOULD is **never** used in the IF clause.

- If he **came** tomorrow I **would** be very glad. (Not: If he **would come** tomorrow I **would** be very glad.)

Sometimes, we use **should**, **could** or **might** instead of **would**, for example:

- If I won a million dollars, I **could** stop working.

The Third Conditional

It Did Not Happen!

When we are talking about something that *might have happened* in the past but did not happen, we use the **past perfect (þáliðin tíð)** in the conditional clause. In the main clause (**not** the if-part), we use *would have*, *could have*, *should have* or *might have* + *the past participle* (lýsingarháttur þt. = 3. kennimynd).

The third conditional refers to the past. The if-event is therefore impossible since we cannot change the past.

Example:

- If I *had told* you the truth, you *wouldn't have believed* me.
 - You wouldn't have believed me if I had told you the truth.
- I *would have taken* you to the station if my car *hadn't broken* down.
 - If my car hadn't broken down, I would have taken you to the station.
- If you *had driven* the car, you *would (might / could) have had* an accident.
 - You would (might / could) have had an accident if you had driven the car.

Exercises

Conditionals – Exercises

0 Zero Conditional: Make the zero conditional using the words given.

- 1) If I _____ (wake up) late, I _____ (be) late for work.
- 2) If my husband _____ (cook), he _____ (burn) the food.
- 3) If Julie _____ (not / wear) a hat, she _____ (get) sunstroke.
- 4) If children _____ (not / eat) well, they _____ (not / be) healthy.
- 5) If you _____ (mix) water and electricity, you _____ (get) a shock.

1 First Conditional: Make the first conditional using the words given.

- 1) If I _____ (go) out tonight, I _____ (go) to the cinema.
- 2) If you _____ (get) back late, I _____ (be) angry.
- 3) If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
- 4) If he _____ (come), I _____ (be) surprised.
- 5) If we _____ (wait) here, we _____ (be) late.

2 Second Conditional: Make the second conditional using the words given.

- 1) If I _____ (be) you, I _____ (get) a new job.
- 2) If he _____ (be) younger, he _____ (travel) more.
- 3) If we _____ (not / be) friends, I _____ (be) angry with you.
- 4) If I _____ (have) enough money, I _____ (buy) a big house.
- 5) If she _____ (not / be) always so late, she _____ (be) promoted.

3 Third Conditional: Make the third conditional using the words given.

- 1) If you _____ (**not / be**) late, we _____ (**not / miss**) the bus.
- 2) If she _____ (**study**) she _____ (**pass**) the exam.
- 3) If we _____ (**arrive**) earlier, we _____ (**see**) John.
- 4) If they _____ (**go**) to bed early, they _____ (**not / wake**) up late.
- 5) If he _____ (**become**) a musician, he _____ (**record**) a CD.

4 Put the verbs given in the spaces in the correct form. Two examples have been done for you

- 0 They would be rather offended if I _____ did not go _____ to see them. (**not / go**)
- 00 If you took more exercise, you _____ would feel _____ better. (**feel**)
- 1 If I was offered the job, I think I _____ it. (**take**)
- 2 I'm sure Amy will lend you the money. I'd be very surprised if she _____ (**refuse**)
- 3 If I sold my car, I _____ much money for it. (**not / get**)
- 4 If Mrs Barret _____ (**not / buy**) the Daily Mirror, she would not have taken part in the competition.
- 5 A lot of people would be out of work if the factory _____ (**close**) down.
- 6 What would happen if I _____ that red button? (**press**)
- 7 Liz gave me this ring. She _____ very upset if I lost it. (**be**)
- 8 Mark and Carol are expecting us. They would be disappointed if we _____ (**not / come**)
- 9 Would Tim mind if I _____ his bicycle without asking him? (**borrow**)
- 10 If she had forgotten to check the numbers on the card, she _____ (**not / win**) a million pounds.
- 11 If somebody _____ in here with a gun, I'd be very frightened. (**walk**)
- 12 I'm sure Sue _____ if you explained the situation to her. (**understand**)

- 13 If I _____ his number, I would phone him.
(**know**)
- 14 She _____ (**not / ring**) her daughter if she had not been so excited.
- 15 I _____ that coat if I were you. (**not / buy**)
- 16 I _____ you if I could, but I'm afraid I can't. (**help**)
- 17 We would need a car if we _____ in the country. (**live**)
- 18 If we had the choice, we _____ in the country. (**live**)
- 19 If Annie _____ (**not / be**) so tired, she would not have gone back to sleep.
- 20 This soup isn't very good. It _____ better if it wasn't so salty. (**taste**)
- 21 I wouldn't mind living in England if the weather _____ better.
(**be**)
- 22 You're always tired. If you _____ to bed so late every night, you wouldn't be tired all the time. (**not / go**)
- 23 If I were you, I _____ (**not / wait**). I _____
(go) now.
- 24 I think there are too many cars. If there _____ (**not / be**) so many cars, there _____ (**not / be**) so much pollution.
- 25 She _____ (**not / be / interview**) if she _____
_____ (**not / become**) a millionairess.
- 26 If she _____ (**not / win**) so much money, she _____
_____ (**can / not / buy**) the grand villa.

Word Building

- 1 The word in capitals at the end of each of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.
- 0 **EXAMPLE:** You can always rely on Barbara. She is very **DEPENDABLE**. DEPEND
- 1 He was born blind; but despite this _____ he still managed to become one of the top pop singers of his generation. ABLE
- 2 _____, I'm in favour of the plan, but there are still one or two points that I'm not entirely happy with. BASE
- 3 What a lovely painting! Your daughter must be very _____, Mrs Green. ART
- 4 I think it's very _____ of him to expect us to work overtime every night this week. REASON
- 5 There is a saying in English: "_____ speak louder than words." ACT
- 6 That rule is not _____ in this case. APPLY
- 7 I don't think Tom's been getting too much sleep lately. His eyes are terribly _____.
- 8 English is a _____ easy language for Icelanders to learn. COMPARE
- 9 Now, don't tell anyone else what I've just told you. Remember it's _____.
- 10 I don't think their marriage will last long. They argue _____ - every day, all day. CONTINUE

2 Fill in the missing words in the following sentences by combining the verb in capital at the end of each sentence with a suitable preposition (in, by, out, down, up, etc.).

- 0 **Example:** The Army tried unsuccessfully to **OVERTHROW** the government. THROW
- 1 There was a heavy _____ yesterday afternoon, POUR
which completely ruined the church garden party.
- 2 Although the splitting of the atom was one of the greatest scientific
_____ of the last century, there are many people BREAK
who wish it had never happened.
- 3 The new _____ has certainly made things a lot PASS
easier in the town centre since it has taken away all the through-traffic.
- 4 During a recent _____ at a bank in the West HOLD
End of London, the raiders got away with £250,000.
- 5 He was very _____ when his cat was run over. SET
- 6 There has been yet another _____ of cholera in BREAK
Calcutta.
- 7 He completely went to pieces after the _____ of BREAK
his marriage.
- 8 The firm's annual _____ was in the region of TURN
£5,000,000.
- 9 The _____ for tomorrow's weather is very LOOK
promising indeed, with temperatures well into the thirties forecast for most
parts of the country.
- 10 The annual _____ of students has decreased by TAKE
20% in the last two years.

3 The word in capitals at the end of each of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.

- 0 **EXAMPLE:** During the war there was a great **SHORTAGE** of sugar. SHORT
- 1 There was a lot of _____ this morning as work began on the new supermarket. ACTIVE
- 2 I can think of _____ reasons for not getting married; but even so, I still want to one day. COUNT
- 3 The lovers stood, hand in hand, gazing at the _____ sky. STAR
- 4 As the child's head went under water for the third time, I stood and watched - _____ to help. I couldn't swim. POWER
- 5 I'd love to come to your party but, _____, I have to be somewhere else. FORTUNE
- 6 Thousands of people turned up for the Pop Festival where the big _____ was Bob Dylan. ATTRACT
- 7 I'm afraid you'll have to see Mr Pound. All matters concerning finance are his _____. RESPONSE
- 8 It is _____ to take credit for other people's ideas. MORAL
- 9 Some people claim to be able to _____ the future. TELL
- 10 I hope there won't be too much _____ in getting a work permit. DIFFICULT

4 The word in capitals at the end of each of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.

- 0 **EXAMPLE:** During the war there was a great **SHORTAGE** of sugar, coffee and other goods. SHORT
- 1 The American War of _____ lasted from 1861 to 1865. DEPEND
- 2 I was not really surprised that he became a successful writer because even as a child he showed remarkable _____ in that direction. ABLE
- 3 The price of the book is £10, including _____ and packing. POST
- 4 In Sweden, it is customary at a dinner party for the person sitting on the left of the hostess to make a _____ . SPEAK
- 5 In my opinion, a large number of parents are quite _____ to bring up children. FIT
- 6 He was not a particularly good teacher, but his students loved him because he had such a lively _____ . PERSON
- 7 Parents who smoke _____ their children to do likewise, whether they realise it or not. COURAGE
- 8 John's beginning to grow out of his jeans. I'd better _____ them for him this weekend. LONG
- 9 It was extremely _____ of you to leave your library books on the bus. CARE
- 10 Although pubs usually close between 10.30 and 11 pm, they are usually granted an _____ until midnight on New Year's Eve. EXTEND

SHORT STORY

Sweetness

By Toni Morrison

It's not my fault. So you can't blame me. I didn't do it and have no idea how it happened. It didn't take more than an hour after they pulled her out from between my legs for me to realize something was wrong. Really wrong. She was so black she scared me. Midnight black, Sudanese black. I'm light-skinned, with good hair, what we call high yellow, and so is Lula Ann's father. Ain't nobody in my family anywhere near that color. Tar is the closest I can think of, yet her hair don't go with the skin. It's different—straight but curly, like the hair on those naked tribes in Australia. You might think she's a throwback, but a throwback to what? You should've seen my grandmother; she passed for white, married a white man, and never said another word to any one of her children. Any letter she got from my mother or my aunts she sent right back, unopened. Finally they got the message of no message and let her be. Almost all mulatto types and quadroons did that back in the day—if they had the right kind of hair, that is. Can you imagine how many white folks have Negro blood hiding in their veins? Guess. Twenty per cent, I heard. My own mother, Lula Mae, could have passed easy, but she chose not to. She told me the price she paid for that decision. When she and my father went to the

courthouse to get married, there were two Bibles, and they had to put their hands on the one reserved for Negroes. The other one was for white people's hands. The Bible! Can you beat it? My mother was a housekeeper for a rich white couple. They ate every meal she cooked and insisted she scrub their backs while they sat in the tub, and God knows what other intimate things they made her do, but no touching of the same Bible.

Some of you probably think it's a bad thing to group ourselves according to skin color—the lighter the better—in social clubs, neighborhoods, churches, sororities, even colored schools. But how else can we hold on to a little dignity? How else can we avoid being spit on in a drugstore, elbowed at the bus stop, having to walk in the gutter to let whites have the whole sidewalk, being charged a nickel at the grocer's for a paper bag that's free to white shoppers? Let alone all the name-calling. I heard about all of that and much, much more. But because of my mother's skin color she wasn't stopped from trying on hats or using the ladies' room in the department stores. And my father could try on shoes in the front part of the shoe store, not in a back room. Neither one of them would let

themselves drink from a “Colored Only” fountain, even if they were dying of thirst.

I hate to say it, but from the very beginning in the maternity ward the baby, Lula Ann, embarrassed me. Her birth skin was pale like all babies’, even African ones, but it changed fast. I thought I was going crazy when she turned blue-black right before my eyes. I know I went crazy for a minute, because—just for a few seconds—I held a blanket over her face and pressed. But I couldn’t do that, no matter how much I wished she hadn’t been born with that terrible color. I even thought of giving her away to an orphanage someplace. But I was scared to be one of those mothers who leave their babies on church steps. Recently, I heard about a couple in Germany, white as snow, who had a dark-skinned baby nobody could explain. Twins, I believe—one white, one colored. But I don’t know if it’s true. All I know is that, for me, nursing her was like having a pickaninny sucking my teat. I went to bottle-feeding soon as I got home.

My husband, Louis, is a porter, and when he got back off the rails he looked at me like I really was crazy and looked at the baby like she was from the planet Jupiter. He wasn’t a cussing man, so when he said, “God damn! What the hell is this?” I knew we were in trouble. That was what did it—what caused the fights between me and him. It broke our marriage to pieces. We had three good years

together, but when she was born he blamed me and treated Lula Ann like she was a stranger—more than that, an enemy. He never touched her.

I never did convince him that I ain’t never, ever fooled around with another man. He was dead sure I was lying. We argued and argued till I told him her blackness had to be from his own family—not mine. That was when it got worse, so bad he just up and left and I had to look for another, cheaper place to live. I did the best I could. I knew enough not to take her with me when I applied to landlords, so I left her with a teen-age cousin to babysit. I didn’t take her outside much, anyway, because, when I pushed her in the baby carriage, people would lean down and peek in to say something nice and then give a start or jump back before frowning. That hurt. I could have been the babysitter if our skin colors were reversed. It was hard enough just being a colored woman—even a high-yellow one—trying to rent in a decent part of the city. Back in the nineties, when Lula Ann was born, the law was against discriminating in who you could rent to, but not many landlords paid attention to it. They made up reasons to keep you out. But I got lucky with Mr. Leigh, though I know he upped the rent seven dollars from what he’d advertised, and he had a fit if you were a minute late with the money.

I told her to call me “Sweetness” instead of

“Mother” or “Mama.” It was safer. Her being that black and having what I think are too thick lips and calling me “Mama” would’ve confused people. Besides, she has funny-colored eyes, crow black with a blue tint—something witchy about them, too.

So it was just us two for a long while, and I don’t have to tell you how hard it is being an abandoned wife. I guess Louis felt a little bit bad after leaving us like that, because a few months later on he found out where I’d moved to and started sending me money once a month, though I never asked him to and didn’t go to court to get it. His fifty-dollar money orders and my night job at the hospital got me and Lula Ann off welfare. Which was a good thing. I wish they would stop calling it welfare and go back to the word they used when my mother was a girl. Then it was called “relief.” Sounds much better, like it’s just a short-term breather while you get yourself together. Besides, those welfare clerks are mean as spit. When finally I got work and didn’t need them anymore, I was making more money than they ever did. I guess meanness filled out their skimpy paychecks, which was why they treated us like beggars. Especially when they looked at Lula Ann and then back at me—like I was trying to cheat or something. Things got better but I still had to be careful. Very careful in how I raised her. I had to be strict, very strict. Lula Ann needed to learn how to behave, how to keep her head down and not

to make trouble. I don’t care how many times she changes her name. Her color is a cross she will always carry. But it’s not my fault. It’s not my fault. It’s not.

Oh, yeah, I feel bad sometimes about how I treated Lula Ann when she was little. But you have to understand: I had to protect her. She didn’t know the world. With that skin, there was no point in being tough or sassy, even when you were right. Not in a world where you could be sent to a juvenile lockup for talking back or fighting in school, a world where you’d be the last one hired and the first one fired. She didn’t know any of that or how her black skin would scare white people or make them laugh and try to trick her. I once saw a girl nowhere near as dark as Lula Ann who couldn’t have been more than ten years old tripped by one of a group of white boys and when she tried to scramble up another one put his foot on her behind and knocked her flat again. Those boys held their stomachs and bent over with laughter. Long after she got away, they were still giggling, so proud of themselves. If I hadn’t been watching through the bus window I would have helped her, pulled her away from that white trash. See, if I hadn’t trained Lula Ann properly she wouldn’t have known to always cross the street and avoid white boys. But the lessons I taught her paid off, and in the end she made me proud as a peacock.

I wasn’t a bad mother, you have to know that,

but I may have done some hurtful things to my only child because I had to protect her. Had to. All because of skin privileges. At first I couldn't see past all that black to know who she was and just plain love her. But I do. I really do. I think she understands now. I think so.

Last two times I saw her she was, well, striking. Kind of bold and confident. Each time she came to see me, I forgot just how black she really was because she was using it to her advantage in beautiful white clothes.

Taught me a lesson I should have known all along. What you do to children matters. And they might never forget. As soon as she could, she left me all alone in that awful apartment. She got as far away from me as she could: dolled herself up and got a big-time job in California. She don't call or visit anymore. She sends me money and stuff every now and then, but I ain't seen her in I don't know how long.

I prefer this place—Winston House—to those big, expensive nursing homes outside the city. Mine is small, homey, cheaper, with twenty-four-hour nurses and a doctor who comes twice a week. I'm only sixty-three—too young for pasture—but I came down with some creeping bone disease, so good care is vital. The boredom is worse than the weakness or the pain, but the nurses are lovely. One just kissed me on the cheek when I told her I was

going to be a grandmother. Her smile and her compliments were fit for someone about to be crowned. I showed her the note on blue paper that I got from Lula Ann—well, she signed it “Bride,” but I never pay that any attention. Her words sounded giddy. “Guess what, S. I am so, so happy to pass along this news. I am going to have a baby. I'm too, too thrilled and hope you are, too.” I reckon the thrill is about the baby, not its father, because she doesn't mention him at all. I wonder if he is as black as she is. If so, she needn't worry like I did. Things have changed a mite from when I was young. Blue-blacks are all over TV, in fashion magazines, commercials, even starring in movies.

There is no return address on the envelope. So I guess I'm still the bad parent being punished forever till the day I die for the well-intended and, in fact, necessary way I brought her up. I know she hates me. Our relationship is down to her sending me money. I have to say I'm grateful for the cash, because I don't have to beg for extras, like some of the other patients. If I want my own fresh deck of cards for solitaire, I can get it and not need to play with the dirty, worn one in the lounge. And I can buy my special face cream. But I'm not fooled. I know the money she sends is a way to stay away and quiet down the little bit of conscience she's got left.

If I sound irritable, ungrateful, part of it is

because underneath is regret. All the little things I didn't do or did wrong. I remember when she had her first period and how I reacted. Or the times I shouted when she stumbled or dropped something. True. I was really upset, even repelled by her black skin when she was born and at first I thought of . . . No. I have to push those memories away—fast. No point. I know I did the best for her under the circumstances. When my husband ran out on us, Lula Ann was a burden. A heavy one, but I bore it well.

Yes, I was tough on her. You bet I was. By the time she turned twelve going on thirteen, I had to be even tougher. She was talking back, refusing to eat what I cooked, primping her hair. When I braided it, she'd go to school and unbraided it. I couldn't let her go bad. I slammed

the lid and warned her about the names she'd be called. Still, some of my schooling must have rubbed off. See how she turned out? A rich career girl. Can you beat it?

Now she's pregnant. Good move, Lula Ann. If you think mothering is all cooing, booties, and diapers you're in for a big shock. Big. You and your nameless boyfriend, husband, pickup— whoever—imagine, *Oooh! A baby! Kitchee kitchee koo!*

Listen to me. You are about to find out what it takes, how the world is, how it works, and how it changes when you are a parent.

Good luck, and God help the child. ♦

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1. What is the main issue this story confronts?

- relationships between mothers and daughters
- racism in the Southern United States
- inter-racial love during the 1940s
- light-colored vs dark-colored skin in the African American community

2. Who would the mother prefer to raise? A "mulatto" or a "quadroon"?

- mulatto
- quadroon

3. "Her color is a cross she will always carry" is an example of:

- metaphor
- simile
- hyperbole
- personification

4. The title of this story is ironic because:

- The mother loves her child.
- The mother does not like her child.
- The mother is jealous of her child.
- The mother is ambivalent towards her child.

5. What is the mother's greatest conflict? Check all that apply.

- man vs man
- man vs self
- man vs society
- man vs nature

6. Identify two themes or elements of Southern Gothic Literature contained in this story.

7. Does the society in which the mother lives accept the way she treats her daughter?

- yes
- no

8. What is the author's tone toward the society in which her characters are living?
