



Short Stories

for Reading 8

ESOL 260

RAMIREZ

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Short Stories

for Level 8 Academic Reading

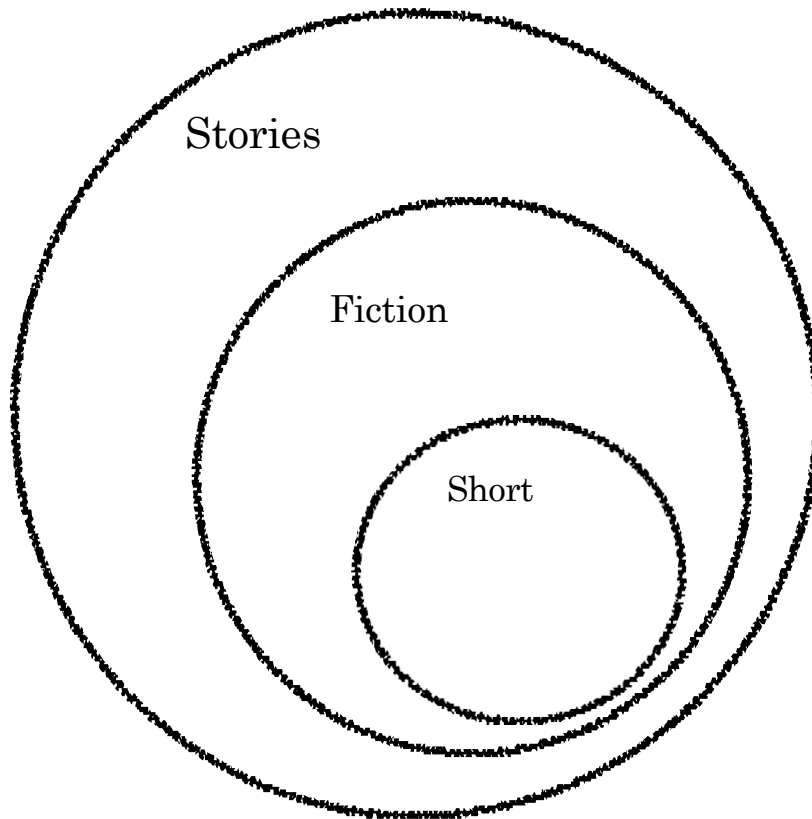
by Davina Ramirez, 2023 Edition

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A story or narrative is a connected series of events told through words (written or spoken), imagery (still and moving), body language, performance, music, or any other form of communication. You can tell a story about anything, and the events described can be real or imaginary ... Whenever you're telling somebody about a series of events, you are telling a story, no matter what the subject nor when they occurred. As such, stories are of great value to human culture, and are some of the oldest, most important parts of life.

from "What Is a Story?" LiteraryTerms.net

Note: A "short story" is a specific type of fiction. When discussing readings in general, we can use both "story" and "short story" to mean the same thing, but when we need to be precise, we must understand that these terms have slightly different meanings. Discuss the Venn diagram below to clarify your understanding.



Chapter 1: Vocabulary for Discussing Fiction

Learning Objectives 1

After completing this chapter, you will be able to **define** these terms and **apply** them to different works of fiction:

- | | |
|---------------------|------------------------|
| 1. Setting | 5. Tone & Mood |
| 2. Character | 6. Theme |
| 3. Plot | 7. Symbol |
| 4. Cultural Context | 8. Figurative Language |

Literature reading is like cooking, painting, or playing music: it's a craft. And all crafts use special vocabulary. When two cooks talk about a recipe, for example, they use specialized vocabulary, because "baking" is very different from "grilling" or "toasting." Similarly, when readers talk about texts, they also need specialized vocabulary. Every chapter in this workbook will define some of these terms and offer exercises to help you use them to analyze texts. Some of these words are used mostly for fiction, and some are used for both fiction and non-fiction.

Setting

"Setting" is the **time and the place** of the story.

When and where does the story happen? The answer is the *setting*.

Examples:

Many people know the story of *Aladdin*. This story is set in the Middle East, in the past.

Another well-known story is *Les Miserables*. The setting of this story is France during the French Revolution of the 1800s.

Many people know the story of *Dracula*. The original Dracula story was set in Europe in the past.

It's OK to describe a setting using very general words, like "Europe in the past." If you, the reader, are very familiar with the story, you can name the setting more specifically: "The novel *Dracula* takes place during the late 1800s, in both Transylvania and England."

Be Careful!

- * "Place" is **not** where the writer lived
- * "Time" is **not** when the story was written
- * "Time" is **not** how long the story takes

Try It: Identify the settings of each story.

Movie: *Titanic*

Place:

Time:

Fairy tale: "Cinderella"

Place:

Time:

Play: *Romeo and Juliet*

Place:

Time:

Book and Movie:

Place:

Harry Potter

Time:

Brainstorm a few more stories you know and state their settings.

Setting in More Detail

There are three levels we can consider when discussing setting:

- ★ the smallest and most specific level: the **micro setting**
- ★ the medium level, or the **meso setting**: between the smallest and largest levels
- ★ the most general, or the **macro setting**

This example gives the detailed setting for a scene from a book that most people know -- *Harry Potter*. Notice that the setting always includes both the **time** and the **place**!

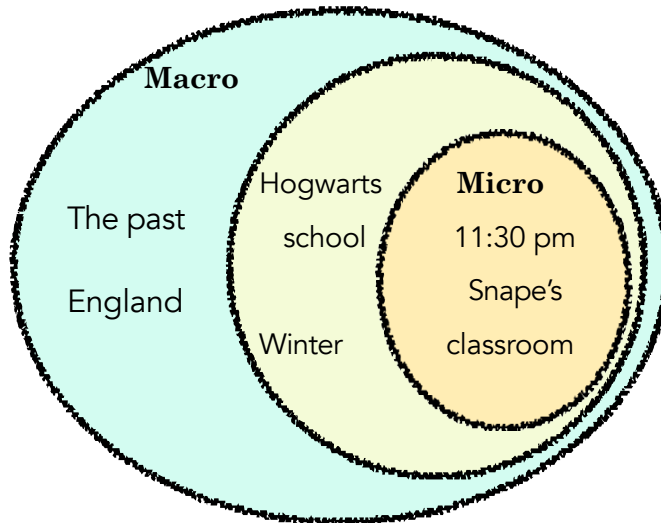
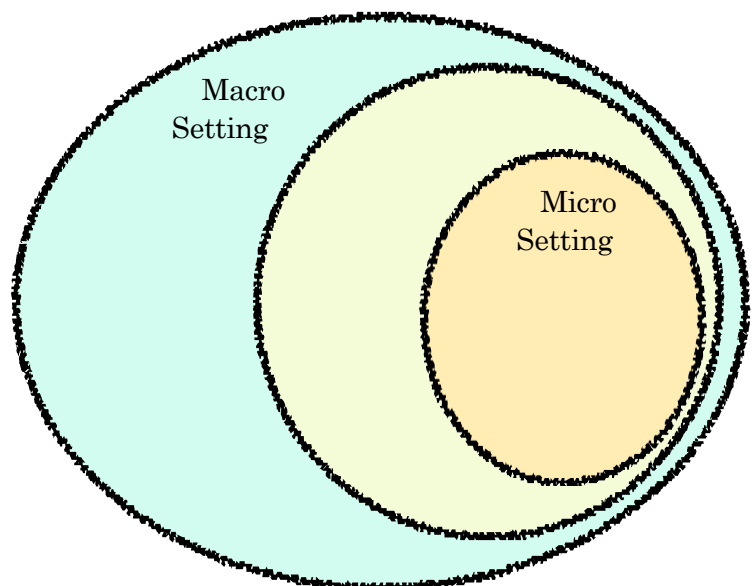


Fig 1. Example of detailed setting for a scene from *Harry Potter*

For most fiction, the macro setting does not change. The micro setting changes when the characters move around or time goes on.

Try It: Here are some times and places (not from any specific story). Match them to the correct setting level.

Timberline Lodge
Mt. Hood
Oregon
The U. S.
Summer 10:36 am
New York City
The Hotel Ritz
Paris
The future



2. Character

“Characters” are the **people or participants** in the story.
Who is in the story? The answer is *the characters*.

Every work of fiction has characters: the people, animals, or beings who “live” in the story. Main characters are the ones who participate the most in the story — whose personalities and actions make the story happen.

Many stories and novels have three types of **main characters**:

- * the protagonist, or “good guy — hero — heroine”
- * the protagonist’s friend or helper, or “sidekick”
- * the antagonist, or “bad guy — villain”

All the other people or animals who “live” in the story are also characters, but most are considered **minor characters**. They can be more or less important.

For example, in the Disney movie *The Lion King*, three of the main characters are Simba (the protagonist), the bird Zazu (the sidekick), and Scar (the antagonist). This movie also has several additional sidekicks and a *love interest*.

The story of Batman has been told many times, but one main character is always the same: the protagonist, Batman. He has many enemies, but his most popular antagonist is The Joker.

In the novel and movie *The Hunger Games*, Katniss Everdeen is the protagonist, and the antagonist is the government-run Hunger Games themselves. This is an example of a main character that *participates in the story* but is not a person.

Try It: For each of these works of fiction, list the main characters.

<i>Titanic:</i>	“Cinderella:”	<i>Romeo and Juliet:</i>	<i>Harry Potter:</i>

Try It: Brainstorm stories that you know — traditional stories, movies, folk tales, TV shows — and identify the main characters. Try to identify what *type* of main character each is (protagonist, antagonist, sidekick).

3. Plot

“Plot” is **the sequence of events** of the story.
What happens in the story? The answer is *the plot*.

When a person tells you “what happened” in a movie, they’re summarizing the *plot*. It’s usually fairly easy for us to do this. Our human brains naturally understand stories — all kinds of stories — very naturally; you probably know a lot about plot already, without even studying anything.

In college, students are often asked to summarize both fiction and non-fiction readings. You probably have a clear idea about how to summarize non-fiction; you identify the main ideas and rephrase them into your own words. Summarizing fiction is a little different. After all, fiction doesn’t have main ideas. To summarize, first **analyze** the plot and then explain it in your own words, and don’t try to rephrase description, dialogue, or figurative language.

Let’s learn two ways to analyze the plot: with a timeline and with a narrative arc.

Timeline

Writing a timeline is straightforward.

- * Read and understand the story
- * Identify the most important events
- * Choose your own verb for each event
- * Use simple present tense for each verb
- * Put the events in exact time order

It can be difficult to identify which events are the most important in a story; you will get better with practice. Discussing with a group will help, too.

It can also be difficult to choose your own verbs to summarize points on your timeline. Don’t simply copy verbs from the story; you may need original words. Use simple present tense in a timeline.

Finally, be sure what the **actual time order of events** is. By the time you create a timeline, you will have probably read the story at least three times. Notice time words as you read.

Your instructor may ask for a timeline, or you may want to create a timeline to help plan a summary paragraph or essay — which is a very common college assignment.

Be Careful!

Sometimes writers do **not** tell a story in the same time order it happened. A writer may keep something as a surprise, or the characters may not know something important that happened.

Always remember: your **timeline** must put events in **real time order**, but a **story** can put events in **any order the author wishes**.

Example Timeline: "Cinderella"

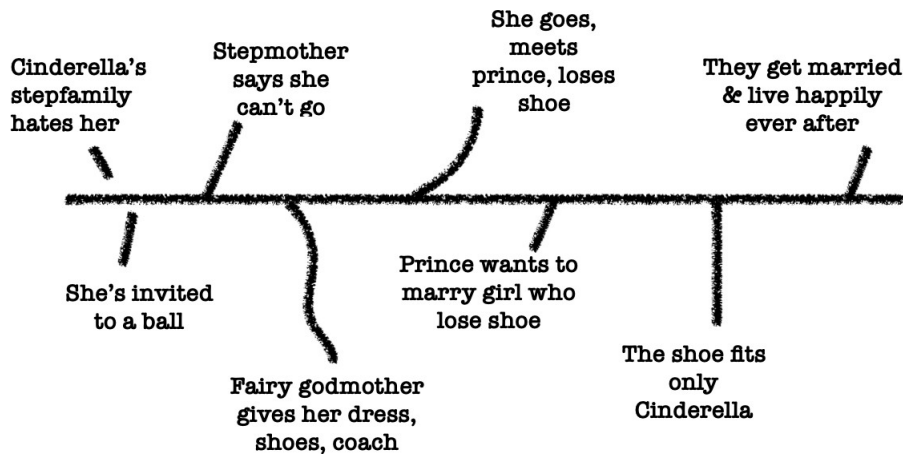


Fig 2. Timeline for "Cinderella"

Creating a timeline is fairly easy because this fairy tale is told in time order.

Notice that every point on the timeline has a key verb. If you use this timeline to write a Summary paragraph, your paragraph might be something like this:

In the classic fairy tale "Cinderella," the main character has a big problem. She lives with a stepmother and stepsisters who hate her. She's happy when she gets invited to a ball, but her stepmother says she can't go. Luckily, her fairy godmother gives her a dress, shoes and a coach, but warns her she must return home by midnight. She goes to the ball and meets the prince, but when running home at midnight, she loses a shoe. The prince wants to marry her, but only knows that she is the girl who lost her shoe. He discovers the shoe only fits Cinderella, so she and the prince get married and live happily ever after.

Try It: Write timelines for stories you know.

Directions: Form small groups. Each person should take several minutes to think of a simple story they know. Then, tell the stories - speak for one minute or less. As a group, write a timeline for each story. If you can't think of a story, ask your teacher for ideas!

Use this checklist:

- _____ Read and understand the story
- _____ Identify the most important events
- _____ Choose your own verb for each event
- _____ Use simple present tense
- _____ Put the events in exact time order

Narrative Arc

A different way to understand the plot is by asking “What basic problems do the characters have? How do these problems make the story happen?”

This is the narrative arc method.

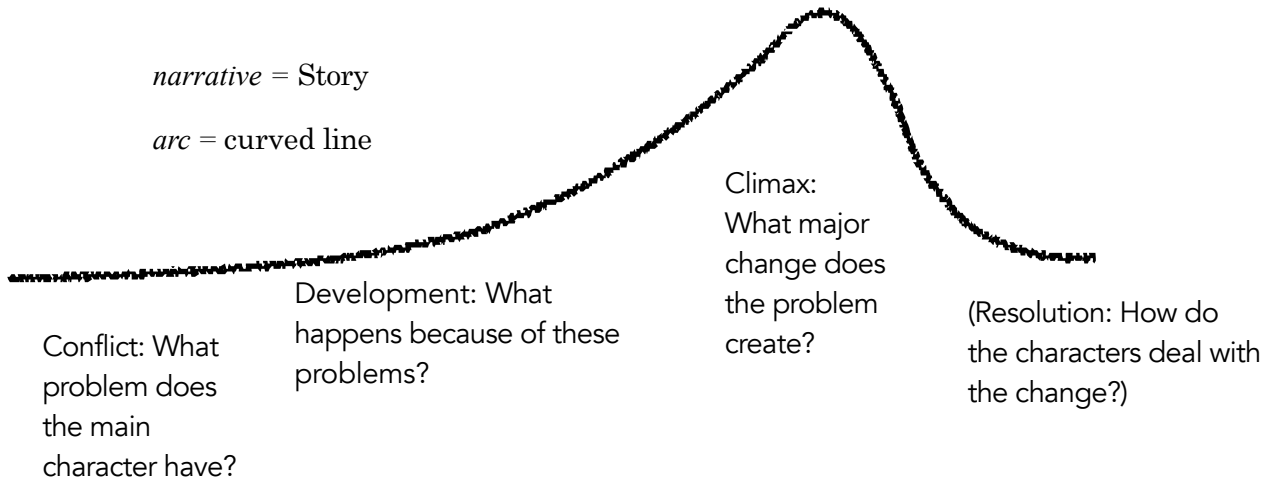
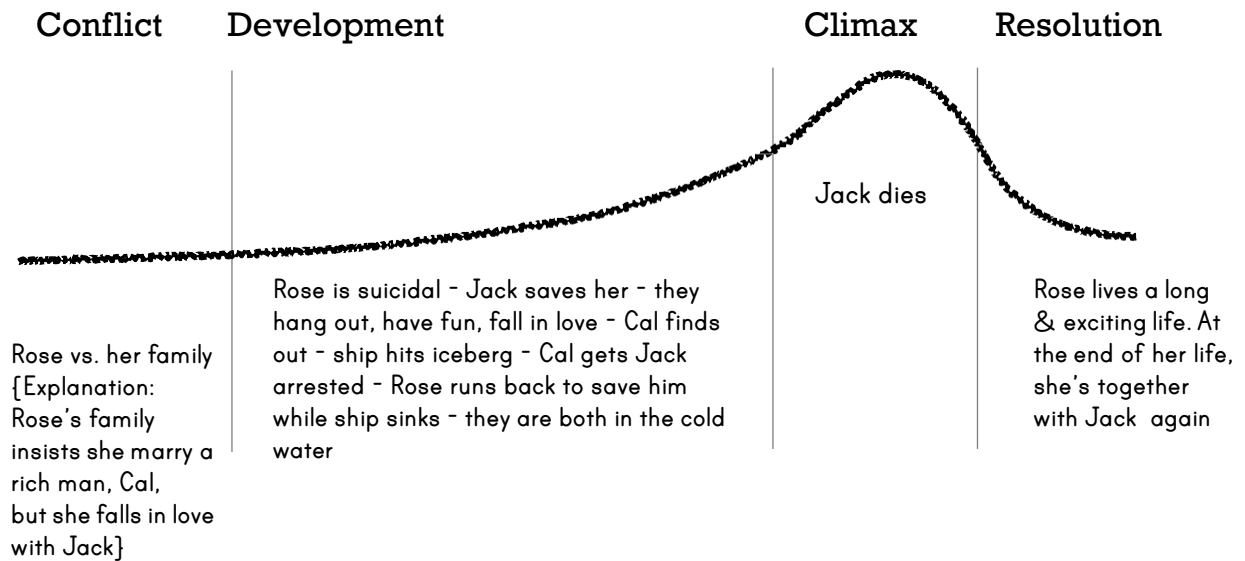


Fig 3. The shape and components of a Narrative Arc

A Narrative Arc is different from a Timeline in several ways, and it gives us different information.

Timeline:	Narrative Arc:
<p>Shows the major events of the story</p> <p>Shows the time order</p>	<p>Shows the reason why the events happen – the Conflict</p> <p>Shows the major events of the story in time order – the Development</p> <p>Shows which events are more tense or exciting – the Arc</p> <p>Shows what event changes the story permanently – the Climax or Turning Point</p> <p>Sometimes shows how the characters are changed by the events – the Resolution</p>

Example: *Titanic*



Things to Notice:

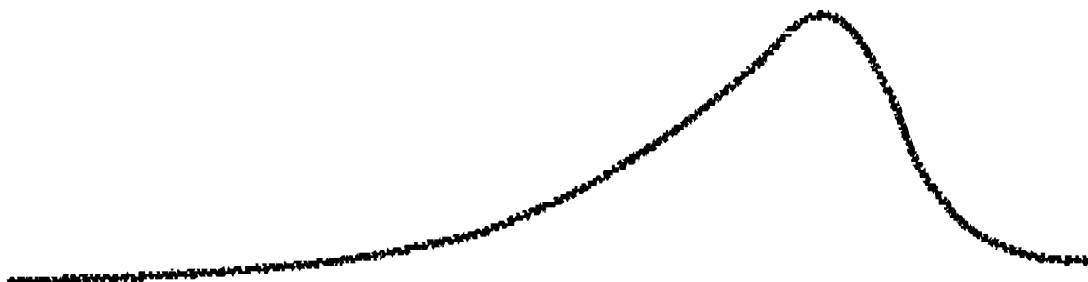
- * Write the Conflict as “*the main character VS. something or someone*”
- * A longer story can have multiple Conflicts. We could add “the ship vs. the iceberg” as a Conflict
- * Everything that happens in the Development section is a result of the basic Conflict. If Jack were rich, or if Rose didn't have to marry Cal, nothing in the story would happen
- * The Development part is the longest part, and the upward curve shows that the tension or excitement is rising
- * The Climax is short: it is an event that changes the story permanently
- * Not all stories have a Resolution
- * The Resolution can follow a pattern (like “And they lived happily ever after” for fairy tales) or represent how characters change and learn

Try It: Create a narrative arc for the fairy tale “Cinderella.”



Try It: Create a narrative arc for a story of your choice.

Story:



Notice that these first three concepts (Setting, Character, Plot) answer the key questions

“Where? When? Who? What? Why?”

4. Cultural Context

You can understand a story better if you understand something about the writer. The culture of the writer — the specific time and place they lived — is called the *cultural context* of the story.

What influenced the writer? One answer is the *cultural context*.

The idea of cultural context is easy to understand with a few examples.

- * How would a story about childhood be different if the author was 60 years old, compared to 12 years old?
- * How would a story about marriage be different if the author was a woman writing today, compared to a woman writing in the 1800s? Or if the author were a man?
- * How would a story about a hospital be different if the writer were a patient being treated for cancer, compared to a surgeon? Or if the writer's child had died in the hospital?
- * How would a story about prison be different if the author were a police officer, or a prisoner?

If you can imagine ways these stories would be different, then you understand the importance of the *cultural context* of a story. In fact, some stories are very hard to fully understand until you know something about the time and culture of the writer..

5. Tone and Mood

These words are similar: they are both related to emotions. How does the writer feel about their topic? That's the writer's *tone*. How do we feel when reading? That's the *mood* of the writing.

“Tone” is *how a writer feels about their topic*. We often use the word “tone” when discussing non-fiction writing. The word choices can let us guess what the writer thinks about their topic.

“Mood” is *how the reader feels when reading*. When discussing literature, or fiction, we often use the word “mood.” A writer creates a mood with the setting, descriptions and adjectives, comparisons and more.

Please note that fiction has both tone **and** mood.

Do you know these adjectives? Check!

depressing * scary * goofy * uncomfortable * sarcastic
 intimate * gloomy * anxious * paranoid * romantic *
 bored nostalgic * thrilling * comical * silly * impressed * calm

Try It: Describe the mood of some familiar stories.

<i>Dracula</i>	<i>Titanic</i>	<i>The Hunger Games</i>	<i>Mr. Bean</i>
Mood:	Mood:	Mood:	Mood:

Try It: Read these short movie reviews and determine the tone of each.

Movie Review 1: <i>Dracula</i>	Movie Review 2: <i>Dracula</i>	Movie Review 1: Mr. Bean	Movie Review 2: Mr. Bean
The timeless vampire returns in this blood-chilling version. Don't bring your children; the slowly developing horror is guaranteed to give viewers nightmares for weeks to come. Fantastic effects and perfect casting: a modern masterpiece.	Aren't we over vampires yet? Apparently the director didn't think so. As a result, we have another tired retelling of an old bat searching for young necks. Yawn. The special effects are more silly than scary, but the fake blood does look great.	Our movies often take us to a world of crime and horror. Luckily, not Mr. Bean. The rubbery-faced little fellow faces relatable challenges like toothpaste and seatbelts, just like your child does. A comforting good time you can laugh over together.	I tried to enjoy the latest Mr. Bean movie. I really tried. But every joke, every expression, every minor disaster here has been done before. I couldn't even keep my eyes open after an hour. If you suffer from insomnia, though, you'll love it.
Tone:	Tone:	Tone:	Tone:

6. Theme

Theme is the major concept the writer wants to explore with their work. What “big ideas” was the writer thinking about, and what “big ideas” does the writer want US to think about? Those are the *themes*.

The theme of a work is usually a universal, abstract idea.

Examples: “Romantic love,” “Family loyalty,” “War,” “Freedom,” “Fear of the unknown,” “Loss of a loved one,” “The conflict between duty and desire.”

A work of fiction can have multiple themes. Some themes will be more obvious to one reader or another — we are all different people with different life experiences, so we see different things in art. Some themes are more obvious than others. Discussing, and even arguing about, themes in literature is something many people love to do!

Try It: Match one or more reasonable themes with each work below.

1) <i>Dracula</i>	2) <i>The Hunger Games</i>
<input type="checkbox"/> a) fear of the unknown <input type="checkbox"/> b) love of one’s children <input type="checkbox"/> c) motherhood <input type="checkbox"/> d) fear of death <input type="checkbox"/> e) our responsibility to keep others safe	<input type="checkbox"/> a) the beauty of nature <input type="checkbox"/> b) inequality between rich and poor <input type="checkbox"/> c) abuses by government <input type="checkbox"/> d) the innocence of childhood <input type="checkbox"/> e) the power of religion
3) “Cinderella”	4) <i>Romeo and Juliet</i>
<input type="checkbox"/> a) the power of religion <input type="checkbox"/> b) unfair treatment by parents <input type="checkbox"/> c) reward for obedience <input type="checkbox"/> d) fear of death <input type="checkbox"/> e) fear of death	<input type="checkbox"/> a) reward for obedience <input type="checkbox"/> b) the power of love <input type="checkbox"/> c) fear of the unknown <input type="checkbox"/> d) harm caused by conflict or war <input type="checkbox"/> e) the beauty of nature

Possible answers include:

1) a, d 2) b, c 3) b, c 4) b, d

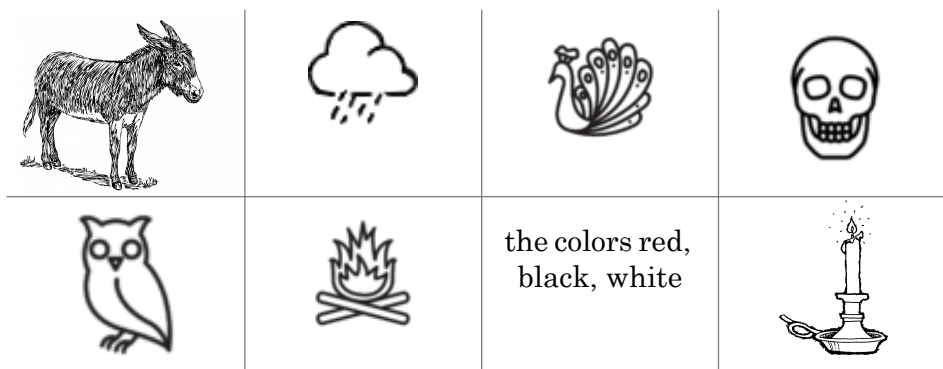
7. Symbol

A *symbol* (noun) is an object that represents a bigger idea. When we ask, “How did the author represent ____?” we answer by naming a *symbol*.

Symbols can be universal. For example, ♥ almost always represents love. If characters in a story walk past a sign with a big red heart, it may symbolize their love.

Other symbols are specific to the writer. Rocks often represent “permanence, power” but a writer may describe a character with a rock in their shoe. That rock might symbolize “problems the character has to deal with.”

Try It: Look at nouns that are often used to symbolize concepts. What concepts does each one represent? Is it different depending on your culture?



Note: Be careful with the word “symbol.” the words symbol (noun) is different from symbolism (noun) and symbolize (verb). The adjective is symbolic.

Writers use symbolism in many ways. Whenever a writer describes a noun in detail, consider if the noun could represent a bigger idea.

8. Figurative Language

Figurative language makes a creative comparison between two things. Figurative language is a way to add emotion and description to writing.

There are two general kinds of figurative language:

- ★ A simile is figurative language that uses “like” or “as.”
- ★ A metaphor is figurative language that does NOT use “like” or “as.”
- ★ There’s a special kind of metaphor called personification: that’s where the metaphor describes something non-human by comparing it to a human.

Examples:

1. Last night, I slept like a log. (S)
2. You are the sunshine of my life. (M)
3. He’s as dumb as a box of rocks. (S)
4. They fought like cats and dogs. (S)
5. “Baby, you’re a firework.” (Katy Perry) (M)
6. “You ain’t nothin’ but a hound dog.” (Elvis Presley) (M)
7. That’s as clear as mud. (S)
8. "Built Like A Rock" (Chevrolet ad) (S)
9. You're as cold as ice. (S)
10. I'm drowning in work. (M)
11. He had hoped to sail on the ocean of love, but found himself lost in a desert. (M, M)
12. The lonely train whistle called out in the night. (M/P)
13. The snow wrapped a white blanket around each tree. (M/P)
14. In the garden, eggplants grow curving like ox horns. (S)
15. The noise split the air. (M)
16. And with those four words, her happiness died. (M/P)

Try It: Complete each sentence starter to create a simile or metaphor.

1. I am as tall as a tree in the forest.
2. The thief slipped through the door like a _____
3. I am as fast as a _____
4. Beyoncé sings like a _____
5. The airplane flew through the air like a _____
6. The snow is a fluffy blanket covering the ground.
7. His heart is a _____
8. My teacher is a _____
9. The world is a _____
10. My best friend is a _____
11. The wind screamed into my ears.
12. The falling raindrops _____
13. The sunlight _____
14. The piano music _____
15. The snake _____

Chapter 2: The Rabbits Who Caused All the Trouble

A Modern Fable by James Thurber

Learning Objectives 2

After completing this chapter, you will be able to:

- identify the characteristics of a fable
- state the setting, identify the characters, and summarize the plot of this fable
- explain how the cultural context impacted the fable
- name some basic facts about Thurber’s life and work
- name differences between sarcasm and irony
- identify the tone, theme, several symbols, and ironic moments of the fable

The modern fable in this chapter was written in 1940 by a famous American humorist. (*Think: What was happening in the world at that time?*) The language is informal and relaxed.

The Fable Form

Some traditional story forms are the fairy tale, the parable, the myth, and the fable. These forms are ancient – and you probably know many examples already.

- ★ **Fairy Tale:** A story to entertain children. Fairy tales often begin with the words “Once upon a time ...” and end with the phrase “And they lived happily ever after.”
- ★ **Parable:** A story meant to teach a deep, difficult lesson. Usually religious.
- ★ **Myth:** A story meant to explain the world. Topics often include “How the world was created” and “How humans began.”
- ★ **Fable:** A story meant to teach a lesson to children. They often have animals as main characters, and they usually end with a **moral** – a very clear lesson in the form of a proverb.

* * * * *

Cultural Context

1930s: The Rise of Fascism

During the 1930s, the United States struggled with the economic and environmental challenges of the Great Depression and the Dust Bowl. During the same years, the countries of Europe and Asia were undergoing huge changes as well. In many countries, especially Germany, Italy and Japan, forceful leaders were taking power away from ordinary people and concentrating power in their own hands. Hitler, Mussolini, Fumimaro Konoe and others each believed that their own races and countries were superior to others. These fascist movements began by identifying groups of their own citizens that were "different" - those with a different religion, ethnicity or political beliefs. They moved on to threatening, jailing and murdering these citizens. Eventually, these countries attacked neighboring countries, starting World War II.

The U.S. and Britain, along with Canada, Australia and many developing countries, witnessed these changes with mixed reactions. Some citizens agreed with the ideas of fascism. Some thought that people attacked by the fascist countries, like the Jewish people in Germany, probably deserved it. Others reacted fearfully and preferred to "mind their own business." They didn't want to get involved. They felt that violence in one country belonged only to that country, and the victims should defend themselves. Eventually, World War II began, but it took years for countries to make that decision.

James Thurber wrote and published "The Rabbits Who Caused All the Trouble" in 1939. It is important to know that Hitler had been arresting and murdering tens of thousands of Jews, Roma, communists and gay people since 1933. It is also important to know that many Americans refused to believe this was true, while others believed it was a terrible thing, but that nothing could be done to help.

The Author

Make notes on what you learn, either in class or your own research.

* * * * *

Fable: "The Rabbits Who Caused All the Trouble"

By James Thurber

Within the memory of the youngest child there was a family of rabbits who lived near a pack of wolves. The wolves announced that they did not like the way the rabbits were living. (The wolves were crazy about the way they themselves were living, because it was the only way to live.) One night several wolves were killed in an earthquake and this was blamed on the rabbits, for it is well known that rabbits pound on the ground with their hind legs and cause earthquakes. On another night one of the wolves was killed by a bolt of lightning and this was also blamed on the rabbits, for it is well known that lettuce-eaters cause lightning. The wolves threatened to civilize the rabbits if they didn't behave, and the rabbits decided to run away to a desert island. But the other animals, who lived at a great distance, shamed them, saying, "You must stay where you are and be brave. This is no world for escapists. If the wolves attack you, we will come to your aid in all probability." So the rabbits continued to live near the wolves and one day there was a terrible flood which drowned a great many wolves. This was blamed on the rabbits, for it is well known that carrot-nibblers with long ears cause floods. The wolves descended on the rabbits, for their own good, and imprisoned them in a dark cave, for their own protection.

When nothing was heard about the rabbits for some weeks, the other animals demanded to know what had happened to them. The wolves replied that the rabbits had been eaten and since they had been eaten the affair was a purely internal matter. But the other animals warned that they might possibly unite against the wolves unless some reason was given for the destruction of the rabbits. So the wolves gave them one. "They were trying to escape," said the wolves, "and, as you know, this is no world for escapists."

Moral: Run, don't walk, to the nearest desert island.

* * * * *

After You Read:

Complete this form. If you don't know an answer, that's OK: discuss it in class. Just be sure you have the form completed by the time you are done with the chapter.

Title: _____

Setting: _____

Main Characters: _____

Tone or Mood: _____

Theme(s): _____

Vocabulary

What do these words or phrases mean? What do they mean in the story?

1. Crazy about
2. Bolt of lightening
3. Civilize
4. At a great distance
5. Escapists
6. Shamed (v)
7. Desert island
8. Descended on
9. Internal
10. An internal matter
11. Unite against

Summary: Timeline

Complete this timeline using the phrases from the box below.

1. A family of rabbits
2. An earthquake
3. The wolves
4. Lightening
5. The wolves
6. Then the wolves
7. The rabbits
8. The other animals
9. A flood
10. The wolves
11. The wolves
12. Then the wolves
13. The other animals
14. The wolves
15. The other animals
16. The wolves

<ul style="list-style-type: none">- killed a wolf- decided to run away- ate the rabbits- blamed the rabbits again- warned the wolves- asked where the rabbits were- killed several wolves- shamed the rabbits	<ul style="list-style-type: none">- threatened the rabbits- lived near a family of wolves- replied they had eaten the rabbits- blamed the rabbits- gave an excuse- trapped the rabbits in a cave- drowned many wolves- blamed the rabbits again
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Summary: Narrative Arc

Use the phrases in the box to complete the narrative arc below.

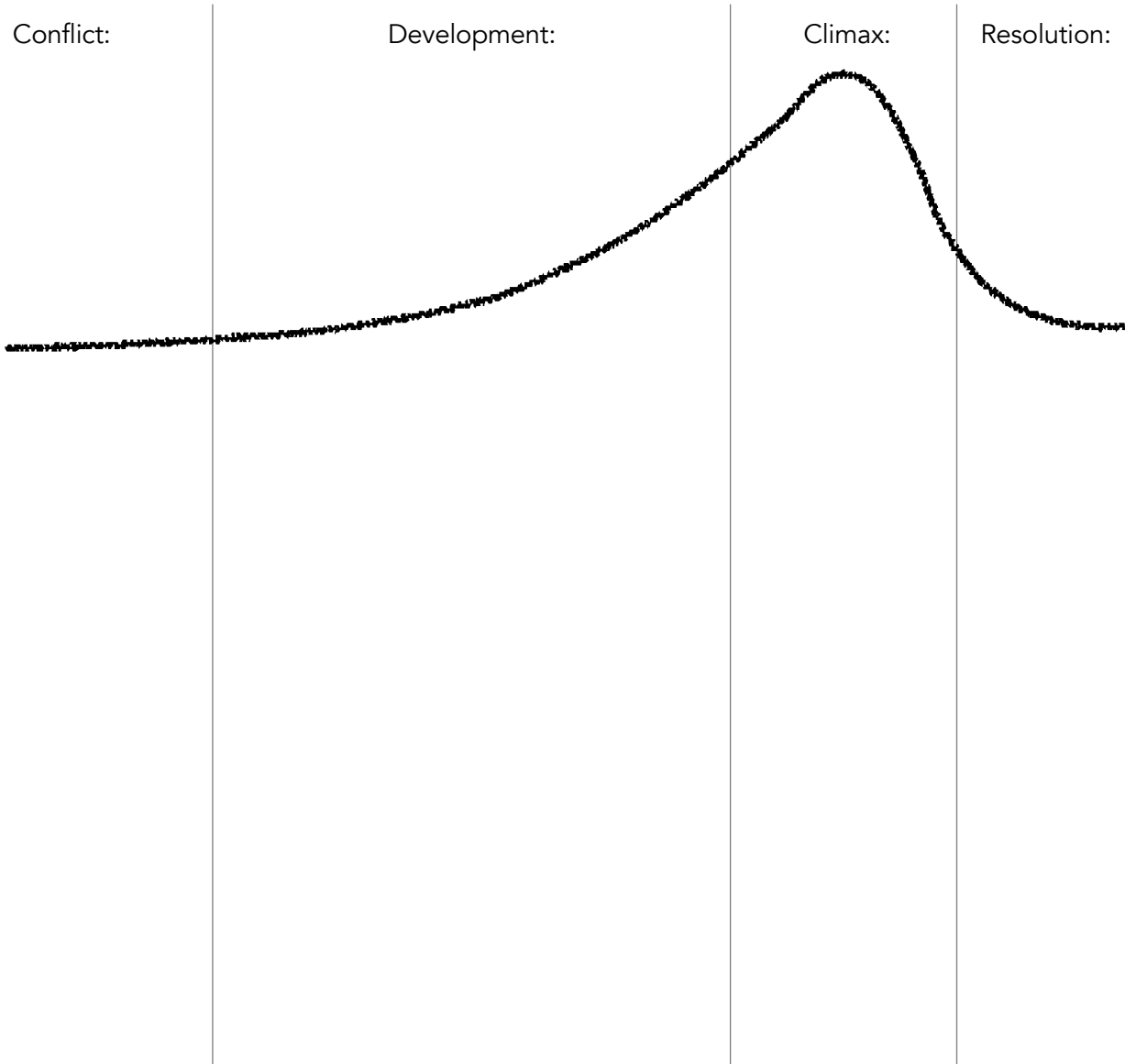
Wolves imprison rabbits	Wolves vs rabbits
Rabbits want to escape	Wolves blame the rabbits for their own death
The wolves blame the rabbits	Natural events kill wolves
Wolves vs other animals	Other animals stop them
Wolves eat the rabbits	The wolves want to eat the rabbits

Conflict:

Development:

Climax:

Resolution:



Irony

Thurber often wrote ironic short stories, and this one is typical. One way to understand irony is to review the concept of *sarcasm*.

Sarcasm is a type of humor based on **saying things that are the opposite of the actual situation**. When your hair is messy, a friend might say "Looking good!" When you look up at a dark, cloudy, rainy sky, you might say "Another beautiful day."

Sarcasm is often a way to deal with an uncomfortable situation.

Irony is used by writers who **create one emotion with their writing, but also create a situation - a setting, character or plot - that is the opposite**. The reader is aware of this, but the characters aren't. One example from the Disney movie *The Little Mermaid* is that the mermaid, Ariel, gives up her voice to win the love of Prince Eric.

However, he is searching for a girl with a beautiful voice, so he refuses to fall in love with her. For the viewer, the situation is *ironic*, because we know it was Ariel whose voice affected him so strongly.

Try It: Identify some ironic moments in the short story.

The wolves say they want
to *civilize* the rabbits,

but actually they want to _____

When the rabbits want to run away, the other
animals tell them *they won't be successful if
they are "escapists,"*

but actually _____

The wolves say they imprisoned the
rabbits *for their protection*,

but actually _____

The wolves call the rabbits
"escapists," which means they
want to *run away from minor
problems*,

but the rabbits actually _____

Review:

1. Make a list of the things which the wolves blame on the rabbits and of the reasons the wolves give. How could you describe these reasons?
2. Consider the way the other animals behave. How do you explain their behavior? That is, why didn't they help the rabbits? Compare what they *said* and what they *did*.
3. Could the rabbits have been saved? Could the wolves have been stopped?
4. This fable was first published in 1940. What do you think Thurber was thinking of when he wrote it? Who do you think the wolves, the rabbits and the other animals represent?
5. What other political situations can you think of that are (or were) similar to the fable?

* * * * *

Chapter 3: Reading Skills Part 1

Learning Objectives 3

After completing this chapter, you will be able to:

- describe twelve different reading skills
- self-assess how well you can use each skill right now
- write self-reflection paragraphs
- correctly capitalize different kinds of titles in your own writing
- use quotation marks or italics to format titles in your writing

Reading Skill Inventory

Please look at the list of skills and write a short description of what these skills are. If you don't know what the skill is, write "I'm not sure". Be honest.

Reading Skill	What is this skill? How might we do it?
1) Guessing Vocabulary from Context	
2) Identifying Main Ideas	
3) Identifying Supporting Ideas	
4) Identifying Implied Main Ideas	

5) Understanding How Transitions Create Relationships of Ideas	
6) Making Inferences	
7) Understanding Purpose and Tone	
Identifying Arguments	
Critical Reading	
Recognizing Figurative Language	
Identifying Themes	
Understanding Symbols	



Reading Skill Self-Assessment 1

Please choose the statement that best describes your understanding and ability in these reading skills. If you don't know what these reading skills are, or don't understand the words, just choose "I don't know." Be honest and don't worry.

	I'm good at this.	I'm okay at this.	I need to improve this.	I don't know what this is.
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What Is Self-Reflection?

Metaphorically, self-reflection is when you look in a mirror to see yourself clearly. We do this all the time in our lives. We ask ourselves: “Why did I do that? Why did I feel that way? What did I learn from this? What will I do the same or differently next time?” As learners, it’s important to ask ourselves these types of questions about our learning, too. Why? So we know what works well for us, what we struggle with, and how to improve going forward. Self-reflection helps us know how to apply our learning to other classes, to our jobs and other aspects of our lives, and to the world.

Your Goal

Write two paragraphs reflecting about yourself as a reader in English. The topic of this assignment is *you* and *your learning*. You can write this paper as a letter to yourself, to me, or to someone else - maybe your child, or maybe to yourself ten years in the future. There is no specific length, but you should try to answer the prompts fully. Don’t worry about answering EVERY single question, and you may answer in any order you like.

You don’t need to have a thesis statement, but you DO need focused paragraphs and clear topic sentences. Focus each paragraph on one question area. Give examples based on our readings, but don’t try to mention every skill or reading we did this term. Focus on those that *resonated with you*.

If you discuss a specific reading, state the title of the reading, correctly formatted. If you include any quotations, use quotation marks and give the page number if available.

Paragraph 1:

- ★ Use pages 18-20: the “Reading Skills Inventory” and “Reading Skills Self-Assessment” handouts. Give at least one specific example of a reading and the skills or strategies you used.

Paragraph 2:

- ★ Now that you have named some skills and strategies, discuss which are the most useful to you personally when reading in English. Why? Describe which skills and techniques you felt most comfortable using. Which have you improved this term? Which do you still struggle with? Why?

* * * * *

Attribution: Formatting Titles 1

- ★ Titles use special capitalization rules. All words begin with a capital EXCEPT function words of 4 letters or less. Typically, the last word is capitalized as well.
- ★ Short story titles are indicated with quotation marks (“ ”).
- ★ Book titles are indicated with *italics* or, when writing by hand, underline.
- ★ If you shorten a title, use ellipses (...) to show that words are omitted.

In general, titles of shorter works are in quotation marks.

Title of longer works are italicized.

“Short Story Title” ----- *Book Title*

“Article Title” ----- *Title of the Magazine*

“Title of a Poem” ----- *Title of the Book of Poetry*

“Song Title” ----- *Title of an Album*

“Title of a News Story” ----- *Title of a Newspaper*

Example 1: Newspaper

The name of the newspaper is *The Oregonian*.
Use italics when typing.

If you write by hand, underline The Oregonian.

The title of the main story is "Wildfire Closes I-5 South of the Border."

Newspapers have their own capitalization rules, but a college writer needs to follow college writing rules.



Example 2: Magazine

The name of the magazine is *Newsweek*.
Use italics when typing.

If you write by hand, underline Newsweek.

The title of the cover story is "The Nixon Tapes."

Notice that the period is **inside** the quotation marks.



Title Format Exercise 1

Correct these sentences. Don't change ANYTHING except capitalization and format. Hint: Every one of these titles is a real title of a real source. You can check each one online to understand what kind of source it is - and maybe even see the correct format!

1. Alison Bechdel wrote and illustrated the graphic novel fun home.
2. Bechdel also wrote a book about her mother, titled are you my mother?
3. Ray Bradbury's great short story all summer in a day was published in 1954.
4. Perhaps the most popular science fiction magazine of the 1940's and 1950's was called the magazine of fantasy and science fiction.
5. Haruki Murakami is primarily a novelist, but his story barn burning is popular.
6. Barn burning appeared in the book the elephant vanishes.
7. John Steinbeck wrote the novel of mice and men as well as the novella the pearl.
8. The magazine time published several articles about Steinbeck during his life.
9. The magazine newsweek is now only available online.
10. Two of the most important American newspapers right now are the washington post and the new york times.

Chapter 4: The Story of an Hour

A Short Story by Kate Chopin

Learning Objectives 4

After completing this chapter, you will be able to:

- name some basic facts about Chopin’s life and work
- state the setting, identify the characters, and summarize the plot of this short story
- discuss how the cultural context impacted the story
- identify the tone, theme, and several symbols of the story
- identify figurative language in the story

Kate Chopin was a well-loved American feminist writer. She lived from 1850–1904, during the time when women were not allowed to vote; she was the mother of six children and lived in the American South. Many of her stories are in the public domain, including this one.

Cultural Context

This short story is considered a classic of American feminist literature. It was written in 1895, a time when upper-middle-class women lived very restricted, controlled lives.

While working-class women worked exhausting jobs and long hours, women in wealthier families would not work. They were treated like children; they had no access to money, were not allowed to own property or vote, and their husbands would make all decisions for them. Obviously, this could be extremely frustrating.

There are a few different characters, but only one **main** character. The story takes place over just one hour — just as the title indicates.

The writing style of the late 1800s was often very formal and difficult to understand, and there are some challenging sentences in this short story. However, overall, the tone of the story is fairly modern and easy to understand. In fact, the change in language through this story — from old-fashioned and difficult to more clear, modern and direct — may be one of the themes that Chopin wanted her readers to experience.

While You Read: Highlighters and Dictionaries

After you learn something about the background of a piece of fiction, you should *preview* the reading itself. Previewing fiction is different from previewing an article or textbook. Simply look over the story; look for any illustrations; check how long it is. This will help you plan your reading time. Where do you like to be as you read? How much time will you need?

It is a good idea to highlight or *annotate* the text as you read. You may want to use two different colors, or two different pen types: one to highlight vocabulary you don't understand, and the other to highlight interesting ideas that may be keys to understanding the whole story.

The first time you read, try not to focus on the words you don't know. Try to finish the whole story, then go back to work on vocabulary at a different time. Be careful not to "kill" the story by working on too many words. Instead, always return to the most important question: "What happened?"

Keep in Mind

Have you ever been aware of a difference between what you were EXPECTED to feel and what you REALLY felt? When? What was that like? This may help you understand the story.

Reading in "Chunks"

A "chunk" is a group of words that "go together" and create a meaning. A good reader reads a "chunk" together as one unit. Read this part of the story aloud or listen to your instructor read. Add notes about meaning as needed. Some of the most important are already done for you.

Story:	Notes:
<p>Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received,</p>	<p>People know that Mrs. Mallard has a bad heart, so they are careful to not upset her</p> <p>But they have to tell her her husband is dead</p> <p>Her sister doesn't say it directly</p> <p>Richards heard about the train accident first The newspaper office got info about a train crash</p>

with Brently Mallard's name
 leading the list of "killed."
 He had only
 taken the time
 to assure himself of its truth
 by a second telegram,
 and had hastened
 to forestall
 any less careful, less tender friend
 in bearing
 the sad message.
 She did not hear the story
 as many women have heard the same,
 with a paralyzed inability
 to accept its significance.
 She wept at once,
 with sudden, wild abandonment,
 in her sister's arms.
 When the storm of grief
 had spent itself
 she went away
 to her room alone.
 She would have no one
 follow her.

Mr. Mallard's name was the
 first on the list of dead people

Richards checked it twice

He hurried to the Mallards' house

He didn't want anyone else
 to get there first
 and tell her too directly

Many women go into shock when
 their husbands die

Mrs. Mallard didn't freeze

She cried dramatically

When she stopped crying

she went to her room
 and told everyone
 to leave her alone

After You Read:
Complete this form.

Title:

Setting:

Characters:

Tone or Mood:

Theme(s):

Symbols:

The spring and new leaves symbolize —

Blue sky showing behind the clouds symbolizes —

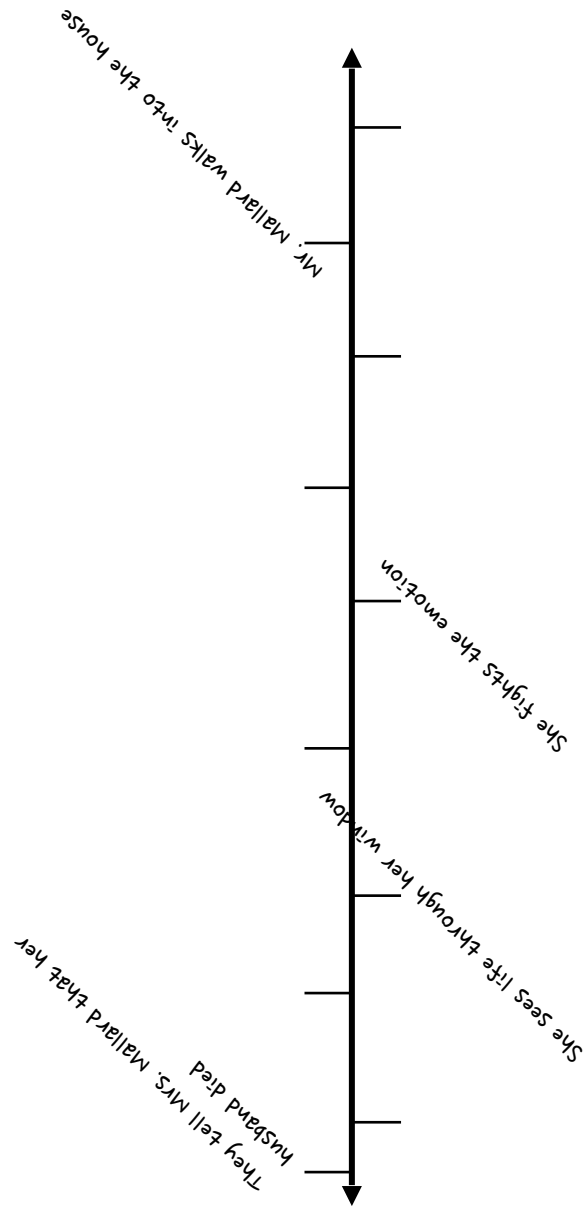
After You Read: Read Again

Story	Notes:
<p>Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will -- as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.</p>	

She knew
that she would weep again
when she saw the kind, tender hands
folded in death;
the face
that had never looked
save with love
upon her,
fixed and gray and dead.
But she saw
beyond that bitter moment
a long procession of years to come
that would belong to her absolutely.
And she opened and spread her arms
out to them
in welcome.
There would be no one to live for
during those coming years;
she would live for herself.
There would be no powerful will
bending hers
in that blind persistence
with which
men and women believe
they have a right
to impose a private will
upon a fellow-creature.
A kind intention or a cruel intention
made the act
seem no less a crime
as she looked upon it
in that brief moment of illumination.

Timeline: What Happened?

Complete the timeline with the events of the story in the order they happened.



Figurative Language

Are these quotations from the story figurative language or not?
Underline the words that create the figurative language.

1. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing.

simile - metaphor - not figurative language

2. When the storm of grief had spent itself she went away to her room alone.

simile - metaphor - not figurative language

3. The delicious breath of rain was in the air.

simile - metaphor - not figurative language

4. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky.

simile - metaphor - not figurative language

5. When she abandoned herself a little whispered word escaped her slightly parted lips.

simile - metaphor - not figurative language

6. What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

simile - metaphor - not figurative language

7. No; she was drinking in a very elixir of life through that open window.

simile - metaphor - not figurative language

8. She breathed a quick prayer that life might be long.

simile - metaphor - not figurative language

9. Someone was opening the front door with a latchkey.

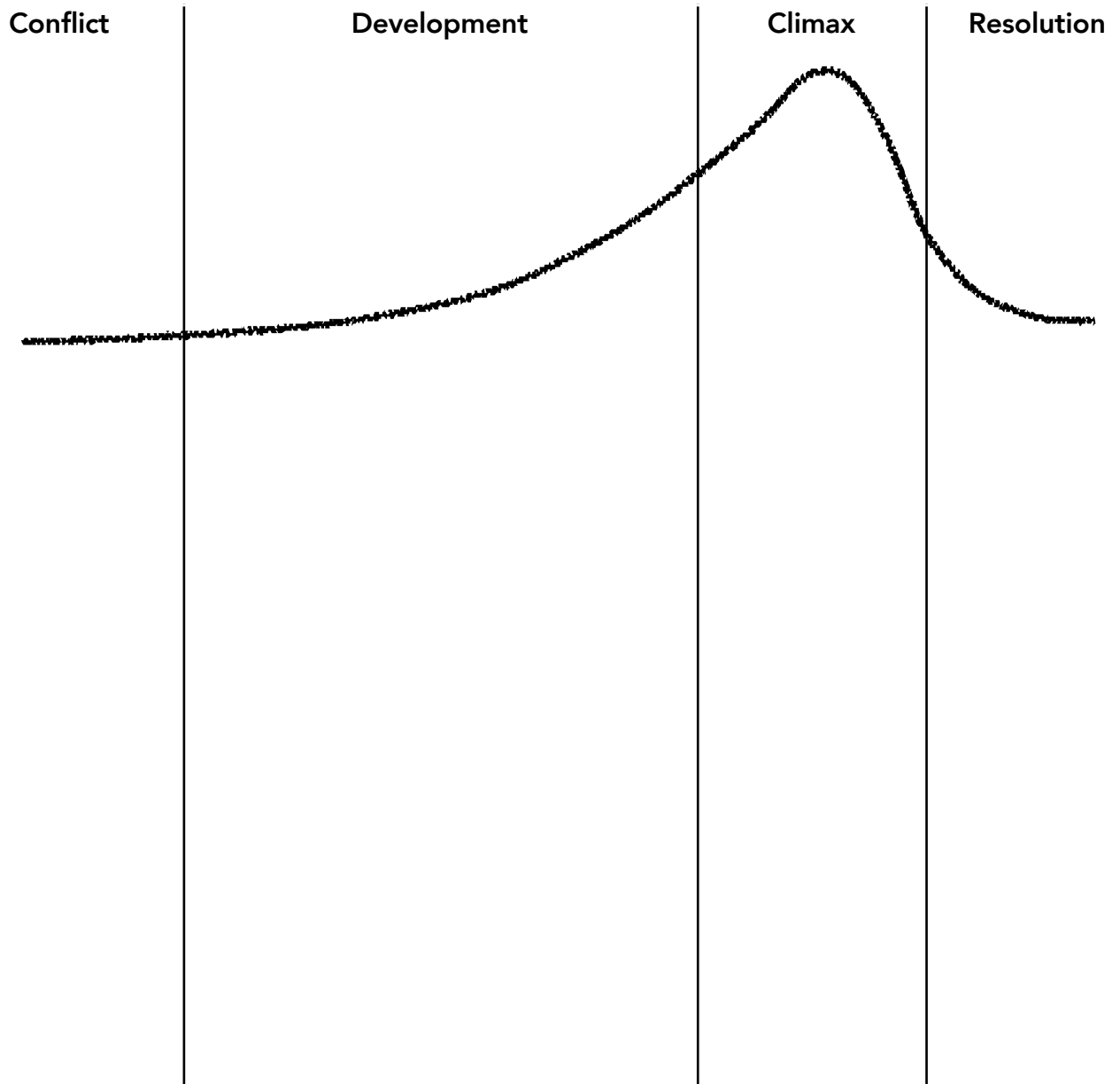
simile - metaphor - not figurative language

Summary: Narrative Arc

Work in small groups to complete this narrative arc.

Hints:

- ★ "Story of an Hour" has two main Conflicts ("Person vs. Self" and "Person vs. Environment")
- ★ Write 3-4 events in the "Development" section
- ★ The Climax is what Mrs. Mallard experiences – the change in her emotions
- ★ The Resolution is a permanent change - it cannot be reversed



1. More Detail: What's the setting?

Time: (Why do you say this?) Place: (Be as specific as possible)

2. More detail: What's Mrs. Mallard's personality?

Describe Mrs. Mallard. Make inferences based on her relationships and memories.

To other people, she seems ...	Privately, she is really ...

3. Summarize this passage from the story.

“She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.”

4. Paraphrase these sentences from the story. Use normal, simple language.

You should **not** paraphrase figurative language.

A. “When the storm of grief had spent itself she went away to her room alone.”

B. “Now her bosom rose and fell tumultuously.”

C. “She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.”

Discussion Notes

1. Is this a *realistic* story? What parts seem realistic, or likely to happen, and what parts seem unrealistic? Which parts of the story could really happen in the past? Could they happen today? What has changed in society that affects your answer?

2. Does Mrs. Mallard *hate* her husband? What is the evidence from the story? Quote exact sentences to support your answer.

3. Is Mr. Mallard a *bad husband*? What evidence do you have to support your answer
4. What does Mrs. Mallard want from her life that she has not gotten?
5. Identify one (or more) way the ending is sad. Identify one (or more) way the ending is happy. Then, give your opinion: is the story's ending **more** happy or **more** sad?
6. Why is the last sentence ironic? In other words: How are these words the opposite of the real situation?

Chapter 5: The Myth of Demeter and Persephone

Learning Objectives 5

After completing this chapter, you will be able to:

- name five different traditional story forms
- identify and contrast the characteristics of a myth, fable and folktale
- identify tone differences between different versions of the same myth
- identify different themes expressed in different versions of the same myth

Traditional Types of Short Fiction

There are many types of short fiction. These short works can be considered “short stories” in some ways, but not in others. Each form has its own unique cultural role. Humans created each type to fulfill a certain cultural need, which shapes their forms. Here are five common types of traditional short fiction.

Myth

Myths are some of the oldest stories ever told. ancient humans, looking around the mysterious natural world, created stories to explain what they saw. Myths answer the questions: Where did we come from? Why do we exist? Who created this world? Why does the sun rise, the winter come, the rainbow appear?

Western culture is founded on Greek and Roman cultures. These two cultures shared many of the same stories, although the languages were different. These stories have many of the same characters. Most come from a large family of gods who walked on Earth and often interacted with humans. The mythology of Greece and of Rome influence Western culture even today.

Many myths have these qualities: They involve gods, humans with god-like qualities, half-human, half-animal monsters, or humans who transform into animals or plants. They are set in ancient times. They often explain natural phenomena, answering questions like “Why do we hear thunder?” or “What happens after we die?” Finally, a single myth is often part of a much larger set of stories about the same characters.

Myths You Know:

Parable

A parable is a short story used to explain a difficult idea. Parables are traditionally used in religion. These short stories are meant to make you think deeply about a complex spiritual idea. Many parables are extremely short; some are only a sentence or two long. The characters in the parable are usually not named. While every parable has a lesson, it is sometimes very difficult to figure out what the lesson is.

Parables You Know:

Fable

Like a parable, a fable is meant to teach a lesson. However, a fable's lesson is always very clear, and is often part of the story itself. Fables often have speaking animals as characters. the last line of the fable usually shares the lesson, which is called the *moral*.

Fables You Know:

Folktale

Every human culture has countless folktales. These are the stories spoken aloud and shared from the time before technology was used for entertainment. Folktales are shared for amusement and pleasure, but they also share cultural values such as what a parent is responsible for, what makes a good wife or a bad wife, how power should be handled, and why people should be honest. Unlike a fable, a typical folktale does not end with a specific moral. The characters of a folktale are often human. Sometimes the teller of a folktale includes qualities to make it more authentic, adding sentences like “This happened in my grandmother's time” or by naming a specific town or part of a country.

There is no strong division between a folktale and a myth, but folktales are typically more informal, passed along by word of mouth and not written down. Unlike a myth, a folktale almost never has a god as a character, and the characters in one folktale usually do not appear in any other folktale.

Fairy Tale

Fairy tales are a special group of folktales which are often told to children. While a folktale might be extremely violent or scary, a fairytale typically focuses on more pleasant things, such as fairies, talking animals, and treasure. The plot of a fairy tale is almost always the same: a person faces a challenge, and if they are good, honest and kind, they are rewarded - with marriage (if they are female) and with wealth (if they are male). Interestingly, many fairy tales told today include a stepmother as a *villain*, or “bad guy.”

Like a fable, a fairy tale usually has some sort of lesson, but the lesson is implied rather than direct. The first words of a fairy tale are usually “Once upon a time,” and the last words are usually “... And they lived happily ever after.”

Folktales or Fairy Tales You Know:

Five Versions of the Myth of Demeter and Persephone

Version 1: Seasons Come to the World

The story of the abduction of Persephone is a touching explanation for the harshness of Winter and the sweetness of Spring. Hades, god of the Underworld, saw the young goddess Persephone, daughter of the goddess Demeter, and instantly fell in love. He was so overwhelmed by Persephone's sweet charms that he abducted her and brought her down to his kingdom under the earth.

While Hades courted Persephone in the Underworld, her mother began to miss her. Demeter sat alone in her temple and cursed the earth with famine. Seeds would not grow. Fields remained empty. For the first time ever, snow fell down and water turned to ice. Zeus and the other immortals were worried that this would be the end of mortal life on earth and thus, their worshipers would die. One by one, the gods begged her to forgive and forget, but Demeter was unmoved.

Zeus sent the messenger god Hermes to speak gentle words to Hades and persuade him to return Persephone to her brooding mother. Hades was sympathetic, but he also wanted to keep his bride. He offered Persephone a pomegranate. For every seed she ate, Persephone would have to return to the Underworld for one month. Today, when she rises up to return to the surface, the warm days of Spring return.

Version 2: Demeter: Cruel Earth Mother

The Greek myth of Demeter and Persephone tells the story of a mother who discovers that her daughter has been kidnapped by the god of the underworld, Hades, and will remain with him in Hell for six months out of each year. Before Hades married Persephone, Demeter was happy, and Spring lasted all year. After her daughter left, the earth hardened and was covered in snow and frost. According to the myth, when mother and daughter reunite it is a time of warmth, growth, and flowers in bloom, and when they separate, it is a time of coldness and death. This myth is one of many which identify the forces of Nature as female. Demeter is mother of Persephone, but humankind is also dependent on her, just as a child is dependent on its mother. When this Earth Mother is happy, her "children" – humans – are safe and comfortable, but when she is depressed or angry, her children suffer. This story illustrates a fundamental conflict in the way Western cultures view motherhood. Mothers are the source of both safety and danger; both warmth and cold; both life and death. These ideas are still influential.

Version 3: The Legacy of Rape

The families of the Greek gods were complex. Demeter, goddess of the harvest, is the sister to Zeus, Hades and Poseidon, and thus originally lived on Mount Olympus with the other gods. Unfortunately, Poseidon, god of the oceans, desired her. To avoid him, she fled to the forest of Arcadia, where she transformed herself into a mare. Poseidon was able to find her, however; he transformed himself into a stallion and raped her. She became pregnant as a result and gave birth to Arion, a talking horse.

Traumatized, Demeter stayed hidden in the caverns of Arcadia. Eventually, Zeus talked her into returning to Olympus. However, in later years, Zeus himself attacked and raped his own sister. Again, Demeter gave birth to a child created by rape. This was her daughter Persephone.

In the well-known myth, Demeter is driven mad by the kidnapping and rape of her beloved only child. Often her grief is represented simply as “mother’s love” or loneliness. However, remembering Demeter’s tragic, painful life, we may also see a mother who has survived rape but failed to protect her daughter from the same. Her suffering at the violence her child endured then became the suffering of the Earth itself. Today we know that trauma can affect a person’s DNA and can be passed down through generations. The myth of Demeter shows that, even before science proved it, humans were aware of the lasting effects of trauma.

Adapted from <http://hunter.apana.org.au/~gallae/pantheon/myth/demeter.htm>

Version 4: Finding Reasons in an Unpredictable World

Most myths involving Demeter are about her obsessive search for Persephone. She is so determined to find her daughter that she neglects the Earth to suffer from cold winds, rains and snow - which humanity had never seen before - until she gets her daughter back. Of course, the people who froze and starved never knew the cause of their misery. As they were mere humans, the motivations and actions of gods were invisible and mysterious.

Life can be random and cruel, both in ancient times and today. One day, the sun shines on us, and good fortune comes our way. Then, suddenly, through no fault of our own, bad luck interrupts our plans. It is terrifying to live in a completely random world, and myths like these provided ancient people with a sense that life is not actually random; every event, good or bad, has a logical reason, even if we are not aware of it. Furthermore, these myths spread the idea that a system of forces, invisible but reliable, control the world around us. This prepared people to think that the events we see around us – the cycle of the seasons, the weather, the tides of the sea, birth and death itself – all have causes which we can study and understand. These ideas were incorporated into the modern view of science.

Version 5: Persephone’s Independence

Persephone's childhood had been, in some ways, ideal. An only child, she received all of her mother's love and attention. With only her mother for company, Persephone grew from infant to young woman, spending her days picking flowers and playing in the warm days of the endless spring, completely sheltered by her overprotective mother. Demeter had controlled everything, including the weather itself. There had been no chance of dating — or even meeting a boy! Imagine her surprise, then, when Hades - strong, powerful Hades, god of the entire underworld — appeared and declared his love for her. What teenager could resist this adventure?

And so, Persephone left her mother’s side, leaving the safety of her childhood home for the wider world of romance, sexuality and power. Her primary relationship was no longer with her mother, but with her husband, an experienced king who was wildly in love with her. She changed from “daughter” to a queen — the literal Queen of the Underworld.

Persephone’s transition, from over-protected child to independent woman, finding her partner and leaving her controlling mother behind, is the journey every woman must make to truly take control of her own life.

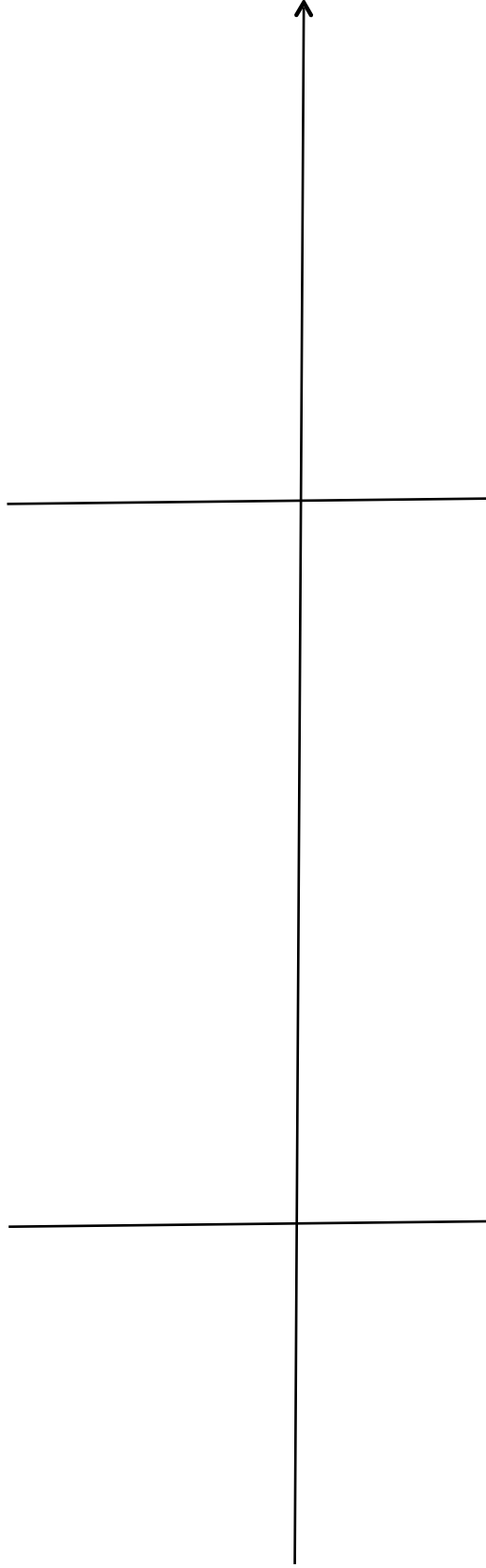
Identify Differences and Similarities

In what key ways are the stories different?

	What is the relationship between mother and daughter?	What is the relationship between Hades and Persephone?	Is Hades a sympathetic character?	Is Demeter a sympathetic character?
Version 1: Seasons Come to the World				
Version 2: Demeter: Cruel Earth Mother				
Version 3: The Legacy of Rape				
Version 4: Finding Reasons in an Unpredictable World				
Version 5: Persephone's Independence				

In what key ways are the stories the same?

What basic events
happen in ALL
versions of this myth?
Complete the timeline.



Theme

A *theme* is an abstract, universal idea that a work of literature explores. Below are a number of possible themes. Which ones fit which version of the myth? Are there some themes that do not match any of the myths? What are other themes that you recognize? Discuss your choices.

Possible Themes

Sadness as children grow up

Effects of violence through generations

The roles of women

The power of chance or fate

The change from childhood to adulthood

The beauty of nature

Kidnapping

The power of nature

Controlling parents

The need to explain the world around us

The power of love to do good

The power of love to harm

The value of life

The damage rape causes

Differences between men and women

Version 1, "Seasons Come to the World:"

Version 2, "Demeter: Cruel Earth Mother:"

Version 3, "The Legacy of Rape:"

Version 4, " Finding Reasons in an Unpredictable World:"

Version 5, "Persephone's Independence:"

Chapter 6: Reading Skills Part 2

Learning Objectives 6

After completing this chapter, you will be able to:

- Define the concept “point of view”
- Identify the point of view used in several stories
- Reassess how well you can use each skill right now
- Write self-reflection paragraphs
- correctly capitalize different kinds of titles in your own writing
- use quotation marks or italics to format titles, including of songs, albums, movies and websites in your writing

More Vocabulary for Discussing Fiction: Point of View:

Every story is told from a point of view. The person telling the story is called the narrator and the story is told from his or her point of view. The reader sees and understands the story the way that the narrator explains it. There are different points of view an author can use.

First Person

If the narrator is actually in the story, the author is using a first-person point of view.

When telling the story, the narrator will use first-person pronouns such as “I,” “mine” and “we.” A first-person narrator is usually the main character, but not always. If you have ever read a Sherlock Holmes story, you might remember that the “I” in those stories is Dr. Watson, not Sherlock.

Third Person

If the narrator is not one of the characters, the author is using a third-person point of view. This kind of narrator is a storyteller and uses third-person pronouns such as “he,” “she,” and “they.”

Omniscient Narrator

“Omniscient” means “knowing everything.” An *omniscient narrator* is exactly that – a narrator who knows everything, like what characters think and feel. Usually, narrators focus on one character and share mostly what that one person thinks and feels, but narrators can also explain the emotional state of every character.

Second Person

What about second-person point of view? It’s possible, but this is a rare style. These are stories told with the second person pronoun – “you.” For example, “You entered the room and looked around. Your hat was on the ground, and you picked it up. It was a cool day, and you hoped that it would not rain.”

Try It!

What point of view is used in each of the three stories we have read so far?

Title:	
Title:	
Title:	

Reading Skill Self-Assessment 2

Check in again. Choose the statement that best describes your understanding and ability in these reading skills. What has changed?

	I'm good at this.	I'm okay at this.	I need to improve	I don't know
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

More Self-Reflection

Write two more paragraphs reflecting about yourself as a reader in English. The topic of this assignment — like the first one — is *you* and *your learning*.

You don't need to have a thesis statement, but you DO need focused paragraphs and clear topic sentences. Give examples based on our readings, but don't try to mention every skill or reading we did this term. Focus on those that *resonated with* you.

When you discuss a specific reading, state the title of the reading, correctly formatted. If you include any quotations, use quotation marks and give the page number if available.

Paragraph 3:

- ★ Are you a different kind of reader in English and in your other language(s)? How are you the same or different? Do you use different strategies in each language? Do you enjoy different genres in each language? Do your new English-reading skills affect your reading in your native language?

Paragraph 4:

- ★ In your everyday life, you have many chances to read. Write about the reading you do that's not for an ESOL class. Do you read more fiction, or more non-fiction? What language(s) do you read? Why are these readings important to you? Then, connect one or more readings from class to your own reading.

Using Titles in Your Writing: Title Format 2

Correct these sentences. Don't change ANYTHING except the capitalization and format! This exercise includes short stories, novels, magazines and newspapers, like Title Format 1, and adds some songs, albums, movies and the name of a news company - NPR, or National Public Radio. Remember to look up titles to check what kind of source each is (and maybe even see which format is correct).

1. The journalist Greg Sargent writes a column called the plum line that's published in the washington post.
2. There are some interesting statistics in this npr article, u.s. income inequality worsens, widening to a new gap.
3. I love the singer Beyoncé, especially her songs crazy in love and single ladies.
4. Beyoncé was also in the movie dreamgirls.
5. In my opinion, the song formation is the best song on her album lemonade.
6. According to the new york times, the new coronavirus is quite dangerous.
7. Stephen King is a horror writer whose books include carrie and the shining.
8. King also wrote a short story called children of the corn. It was made into a movie.
9. The movie children of the corn was much longer than the original story.
10. My favorite poem was written by Maya Angelou. It's called still I rise.



Chapter 7: There Will Come Soft Rains

A Short Story by Ray Bradbury

Learning Objectives 7

After completing this chapter, you will be able to:

- Define science fiction
- Explain how the culture of the US in the 1950s helped develop science fiction
- Identify how several themes related to this culture are expressed in this short story
- Identify tone words and their connotations
- Identify different types of figurative language
- Summarize the short story using both a narrative arc and timeline
- Write critical reflection paragraphs about the story that uses quotations to support your ideas

There Will Come Soft Rains

A Poem by Sara Teasdale, 1920

There will come soft rains and the smell of the ground,
And swallows circling with their shimmering sound;

And frogs in the pools singing at night,
And wild plum trees in tremulous white;

Robins will wear their feathery fire,
Whistling their whims on a low fence-wire;

And not one will know of the war, not one
Will care at last when it is done.

Not one would mind, neither bird nor tree,
If mankind perished utterly;

And Spring herself, when she woke at dawn
Would scarcely know that we were gone.

Discuss:

What does the poem mean? Do you agree?

Before You Read: Cultural Context

Watch the video lecture "Ray Bradbury and the 1950s" for more discussion of these points.

The Cold War

This explanation is taken from *Simple English Wikipedia* (https://simple.wikipedia.org/wiki/Cold_War) April 2021.

The **Cold War** was the tense relationship between the United States (and its allies) and the Soviet Union (the USSR and its allies) between the end of World War II and the fall of the Soviet Union. It is called the "Cold" War because the US and the USSR never actually fought each other directly. Instead, they opposed each other in conflicts known as proxy wars, where each country chose a side to support.

The start of the Cold War in 1947 was due to a belief that all governments would become either communist or capitalist. The Western allies feared that the Soviet Union would use force to expand its influence in Europe, and was especially concerned that Soviet agents had obtained information on making the Atom Bomb after the war.

The Cold War lasted from the 1950s until the 1980s.

The Nuclear Arms Race

This explanation includes a quote from *Wikipedia* (https://simple.wikipedia.org/wiki/Space_Race) April, 2021

The **nuclear arms race** was a competition for supremacy in nuclear weapons between the United States, the Soviet Union, and their respective allies during the Cold War. During this same period, in addition to the American and Soviet nuclear stockpiles, other countries developed nuclear weapons.

Both sides developed a capability to launch a devastating attack even after sustaining a full assault from the other side (especially by means of submarines), called a second strike. This policy became known as Mutual Assured Destruction: both sides knew that any attack upon the other would be devastating to themselves, thus in theory restraining them from attacking the other.

Ordinary people in both countries were aware of the arms race. The constant fear that extremely destructive bombs might drop on them, completely without warning, was psychologically and emotionally traumatic. This underlying anxiety affected the public mood and arts of the 1950s - 1980s.

The Space Race

This explanation is taken from *Simple English Wikipedia* (https://simple.wikipedia.org/wiki/Space_Race) April, 2021.

The **Space Race** was a 20th-century competition between two Cold War enemies, the Soviet Union (USSR) and the United States (US), to achieve better spaceflight capability than the other. It had its origins in the [...] nuclear arms race between the two nations following World War II. Both governments saw having better spaceflight technology as necessary for national security. The Space Race enabled the first launches of artificial satellites, uncrewed space probes to the Moon, Venus, and Mars, human spaceflight in low Earth orbit, and ultimately spaceflight to the Moon.

The competition began on August 2, 1955, when [both countries declared they would] launch a satellite "in the near future". The Soviet Union achieved the first successful artificial satellite launch on October 4, 1957 of Sputnik 1, and sent the first human to space with the orbital flight of Yuri Gagarin on April 12, 1961. The USSR was superior for the first few years ... [until] US president John F. Kennedy set the goal of "landing a man on the Moon and returning him safely to the Earth". Kennedy's Moon landing goal was achieved in July 1969 with the flight of Apollo 11, which sent and returned three men, and landed two of them [on the Moon itself].

Background

Learn about Bradbury's life and influences by skimming websites.

a) Ray Bradbury was born in 1820.	T	F
b) Bradbury started to write as a college student.	T	F
c) Bradbury never won an important prize.	T	F
d) Bradbury helped invent science fiction.	T	F
e) Space flight was possible during Bradbury's childhood.	T	F
f) "Science fiction" is a type of factual writing to teach about technology.	T	F
g) Science improved rapidly after WWII.	T	F
h) Most Americans weren't affected by technology development in the 1950's.	T	F
i) The American economy was in depression in the 1950's.	T	F
j) The "Cold War" involved the U.S and Vietnam.	T	F
k) The country of Russia used to be called "Soviet Union."	T	F
l) The "Cold War" involved the U.S and Vietnam.	T	F
m) The USSR and the U.S. were friends.	T	F

Words from Context

Work in groups and give your answers by talking, not writing! Guess the meaning of the underlined words.

- 1) In the kitchen the breakfast stove gave a hissing sigh and ejected from its warm interior eight pieces of perfectly browned toast.
- 2) Outside, the garage chimed and lifted its door to reveal the waiting car.
- 3) The dirty dishes were dropped into a hot washer and emerged twinkling dry.
- 4) The house stood alone in a city of rubble and ashes.
- 5) The garden sprinklers whirled up in golden fountains.
- 6) The water pelted windowpanes.
- 7) The water ran down the charred west side where the house had been burned evenly free of its white paint.

Scanning

Scan the reading for names.

Reading in "Chunks"

A "chunk" is a group of words that "go together" and create a meaning. A good reader reads a "chunk" together as one unit. Read this part of the story aloud or listen to your instructor read. Use the questions to help you make notes.

Story	Notes:
<p>In the living room the voice-clock sang, <i>Tick-tock, seven o'clock,</i> <i>time to get up, time to get up, seven o'clock!</i> as if it were afraid that nobody would. The morning house lay empty. The clock ticked on, repeating and repeating its sounds into the emptiness. <i>Seven-nine, breakfast time, seven-nine!</i> In the kitchen the breakfast stove gave a hissing sigh and ejected from its warm interior eight pieces of perfectly browned toast, eight eggs sunnyside up, sixteen slices of bacon, two coffees, and two cool glasses of milk. "Today is August 4, 2026," said a second voice from the kitchen ceiling, "in the city of Allendale, California." It repeated the date three times for memory's sake. "Today is Mr. Featherstone's birthday. Today is the anniversary of Tilita's marriage. Insurance is payable, as are the water, gas, and light bills." Somewhere in the walls, relays clicked, memory tapes glided under electric eyes.</p>	<p>What's a "voice-clock"?</p> <p>Why are these words in italics?</p> <p>Who is cooking?</p> <p>How many people would eat this breakfast?</p> <p>What kind of technology are "relays" and "memory tapes" – modern or not?</p>

*Eight-one, tick-tock,
eight-one o'clock, off to school,
off to work,
run, run, eight-one!*
But no doors slammed,
no carpets
took the soft tread
of rubber heels.
It was raining outside.
The weather box on the front door sang quietly:
"Rain, rain, go away;
rubbers, raincoats for today..."
And the rain
tapped on the empty house,
echoing.
Outside,
the garage chimed
and lifted its door
to reveal the waiting car.
After a long wait
the door swung down again.
At eight-thirty
the eggs were shriveled
and the toast was like stone.
An aluminum wedge
scraped them into the sink,
where hot water whirled them
down a metal throat
which digested and flushed them away
to the distant sea.
The dirty dishes
were dropped into a hot washer
and emerged twinkling dry.

Vocabulary

Here are some verbs you will read in the short story. Write your understanding and a translation into your language of each word.

tick:

flush:

hiss:

dart:

eject:

crawl:

click:

thud:

glide:

whirl:

slam:

knead:

chime:

fade:

scrape:

whirl:

digest:

pelt:

Other Important Words

anniversary (Noun):

aluminum (Noun):

radioactive (Adjective):

silhouette (Noun):

After You Read: Plot

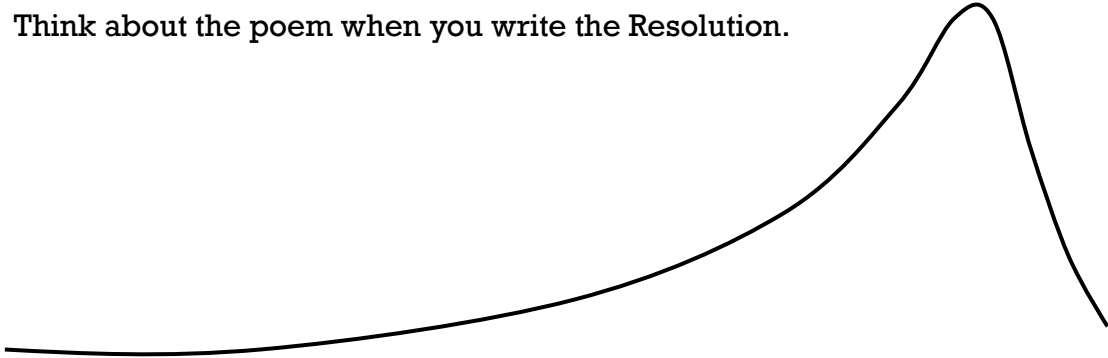
Complete the Narrative Arc. Draw the lines and write labels for the 4 sections.

(Hint: The conflict type is "Person vs. Environment.")

Write a few major events - not too many! - in the "Development" section.

(Hint: There is no war in the story itself!)

Think about the poem when you write the Resolution.



Close Reading: Tone

Read these paragraphs from the short story and highlight words that indicate the writer's tone. Do these words show respect for the house or not?

Until this day, how well the house had kept its peace. How carefully it had inquired, "Who goes there? What's the password?" and, getting no answer from lonely foxes and whining cats, it had shut up its windows and drawn shades in an old-maidenly preoccupation with self-protection which bordered on a mechanical paranoia.

It quivered at each sound, the house did. If a sparrow brushed a window, the shade snapped up. The bird, startled, flew off! No, not even a bird must touch the house!

Positive words:

Negative words:

Figurative Language

Do these quotations from the story contain figurative language? Identify the type. Underline the words that create the figurative language.

1. An aluminum wedge scraped them into the sink, where hot water whirled them down a metal throat which digested and flushed them away to the distant sea.

simile - metaphor - personification - no figurative language

2. The five spots of paint — the man, the woman, the children, the ball — remained.

simile - metaphor - personification - no figurative language

3. The dog frothed at the mouth, lying at the door, sniffing, its eyes turned to fire.

simile - metaphor - personification - no figurative language

4. Now the fire lay in beds, stood in windows, changed the colors of drapes!

simile - metaphor - personification - no figurative language

5. Heat snapped mirrors like the brittle winter ice.

simile - metaphor - personification - no figurative language

6. ... a few last cleaning mice darting bravely out to carry the horrid ashes away!

simile - metaphor - personification - no figurative language

Comprehension

Write a PEA paragraph of 3 or more sentences to answer each question.

1. List three things the house can do. How is it similar to today's "smart houses"?
2. What has happened to the city?
3. Why was the west face of the house black? How did the silhouettes get there?
4. Bradbury writes: "The house was an altar ... but the gods had gone away, and the ritual of the religion continued senselessly, uselessly." What type of figurative language is this? Why did Bradbury choose the word "gods"?
5. Describe the dog. What is its condition? Why?
6. Why is the time repeated throughout the story?

7. Why does the house read a poem?

8. Format: Notice that the story continues to mention the time of day, but the font changes. How does it change? Why does it change?

9. What harmful thing happens to the house?

10. The word and concept of **rain** reoccurs many times in the story. Why is this *ironic*?

11. Who are the main characters in this story?

Chapter 8: Reading Skills Part 3

Learning Objectives 8

After completing this chapter, you will be able to:

- correctly format titles of sources including websites, webpages, and online videos
- reassess how well you can use each skill right now
- accurately identify self-reflective writing
- write self-reflection paragraphs

In general, titles of shorter works are in quotation marks and title of longer works are italicized.

“Short Story Title” ----- *Book Title*

“Article Title” ----- *Title of the Magazine*

“Title of a News Story” ----- *Title of a Newspaper*

Sometimes the works in the right column are called *containers*. Containers are the larger works which hold, or contain, the source. For example, if you want to cite a poem that you found in a book of poems, the individual poem is the **source**, while the book is the **container**. The title of the container is usually *italicized* when cited or written about. When your writing quotes several sources, you need to add a page of citations at the end; when you quote only one source, it’s enough to name the writer and title once, in the paper itself.

Here is an MLA-style citation for a short story found in a book.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*, edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

The container may also be a television series, which is made up of episodes.

“94 Meetings.” *Parks and Recreation*, created by Greg Daniels and Michael Schur, performance by Amy Poehler, season 2, episode 21, Deedle-Dee Productions and Universal Media Studios, 2010.

The container could be a website, which contains articles, postings, and other works.

Wikipedia contributors. "Plagiarism." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 5 Sep. 2023. Web. 13 Sep. 2023.

Information on this page is adapted from Purdue University’s *Online Writing Lab*:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html



Title Format 3

Correct these sentences. Again: don't change ANYTHING except the capitalization and format. This exercise includes the previous types of sources and adds websites and webpages. Check them online.

1. According to the new york times, Zika virus is spreading.
2. The website wikipedia is the one I use the most.
3. In my research I used two pages: axolotl on wikipedia and how to save the paradoxical axolotl on the smithsonian magazine website.
4. The website purdue writing lab is useful.
5. The purdue writing lab is at the web address <https://owl.purdue.edu/>.
6. I'm using the page mla style introduction (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html).
7. I learned about cooking American dishes on the website ehow.
8. The assignment is to watch the documentary oregon's black pioneers. It's available on youtube or on the website opb: oregon public broadcasting.
9. Erin kauppenen has a video on youtube called costa's levels of thinking and questioning.
10. Almost everyone knows the play romeo and juliet, but the play the comedy of errors is less popular.

Reading Skill Self-Assessment 3

Check in again. Choose the statement that best describes your understanding and ability in these reading skills. Are there any changes?

	I'm good at this.	I'm okay at this.	I need to improve this.	I don't know what this is.
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final Self-Reflection Letter

Write a 1- to 3-page reflection letter in which you think about yourself as a reader in English. The topic of this assignment is *you and your learning*.

This paper is **a letter** to yourself, to me, or to someone else - maybe your child, or maybe to yourself ten years in the future. There is no specific length. You don't need to have a thesis statement, but you **DO** need focused paragraphs and clear topic sentences.

Go back to your earlier Self-Reflection paragraphs and use those to help write this letter. Answer these questions in the letter.

Question 1:

- How has your reading changed this term?

Question 2:

- What was your favorite reading this term?

Question 3:

- How does being a better reader help you? Which skills, strategies, topics, activities, or readings from this class will help you, your family, or your community in the future? How could they have helped you in the past?

Chapter 9: The Ones Who Walk Away from Omelas

A Short Story by Ursula K. LeGuin

Learning Objectives 9

After completing this chapter, you will be able to:

- Give some facts about LeGuin’s life and writing
- Identify tone words and their connotations
- Identify different types of figurative language
- Summarize the short story using both a narrative arc and timeline
- Reflect on your personal interpretation (meaning) of the story

Before You Read: Background

Learn about LeGuin’s life and the history of this story by skimming websites.

1. Where is LeGuin from? Is she alive now?
2. What does the word “Omelas” mean?
3. Is this story popular or famous?
4. Explain the words *clergy*, *military*.
5. Explain the words *feeble-minded*, *defective*, *imbecile*.

Before You Read: Background

“The Ones Who Walk Away from Omelas” is the most modern story in this workbook, and it is organized in the most non-traditional way. In the first part of the story, LeGuin introduces us to a new society by describing a single morning. It is a special day, and the narrator describes the details very specifically. Then, the narrator begins to describe the overall society and culture, and the story becomes a little strange. The details are no longer specific, and the narrator speaks directly to the reader, giving us choices about how we would think the society “should” be in order to be a happy one. The narrator even comments that she is worried that we will not believe a perfect society like this could exist, although she insists that it does.

In the second part of the story, the narrator explains to us the reason why this society is so deeply happy. By the end of the story, you will ask yourself the same question that citizens of Omelas must ask themselves.

You will need to read this story several times. Your reaction and your understanding will probably change each time you eat it.

Before You Read: Vocabulary

Answer before you read the story. Write your best guess or translation of the meaning under the underlined word, based on context. Do NOT look up definitions for this exercise; do NOT worry about exact meanings at this point. Practice making a guess and continuing to read without knowing the exact meaning.

1. **Meaning 1:**

Meaning 2: I wish I was an athlete, but my body is inclined to prefer resting to exercise.

I don't know if he's telling the truth, but I'm inclined to believe him.

2. Most people wear conservative, decorous clothing to the office.

I like to imagine people of the 1800s drinking tea and having decorous conversations.

3. It's a very old book, so the words in it are archaic.

In today's world, the idea of kings and queens ruling a government seems archaic.

4. People believe that Native Americans were barbarians, but it's not true; their civilizations were highly developed and they did not solve problems with violence.

5. Justin Bieber became popular because of his dulcet voice.

Years of smoking have changed her dulcet voice to a deeper, harsher tone.

6. This dish is too bland — it needs spices.

Car designers today seem to create bland, lookalike cars with no style.

7. I enjoy imagining the future. Will it be a horrible nightmare or a utopia?

Democracy does not create utopias, but neither do other styles of government.

8. When the school bell rings, the children jump up and run out, filled with exuberance.

The natural exuberance of teenagers makes them dangerous drivers.

9. My sister usually acts like a perfect, polite, goody-goody daughter, but sometimes she can break the rules.

Don't pretend to be such a goody-goody. I know you have a wild side.

10. There are some provisioners selling food at the music festival.

11. I just bought these headphones and they don't work! They must be defective.

12. I watched a movie about the Nazis. It was an abominable part of history.

13. I hate “reality TV.” The people on those shows are so immature and **vapid**.
14. The moment when your child walks away to school alone the first time is **poignant**.
15. Looking into the night sky gives me **profound** thoughts, like “Why are we born?”

Reading in "Chunks"

Story	Notes:
<p>With a clamor of bells that set the swallows soaring, the Festival of Summer came to the city Omelas, bright-towered by the sea. The rigging of the boats in harbor sparkled with flags. In the streets between houses with red roofs and painted walls, between old moss-grown gardens and under avenues of trees, past great parks and public buildings, processions moved. Some were decorous: old people in long stiff robes of mauve and gray, grave master workmen, quiet, merry women carrying their babies and chatting as they walked. In other streets the music beat faster, a shimmering of gong and tambourine, and the people went dancing, the procession was a dance. Children dodged in and out, their high calls rising like the swallows' crossing flights over the music and the singing. All the processions wound towards the north side of the city, where on the great water-meadow called the Green Fields boys and girls, naked in the bright air, with mud-stained feet and ankles and long, lithe arms, exercised their restive horses before the race.</p>	

The horses
wore no gear at all
but a halter without bit.
Their manes were braided
with streamers of silver, gold, and green.
They flared their nostrils and pranced
and boasted to one another;
they were vastly excited,
the horse
being the only animal
who has adopted our ceremonies
as his own.
Far off to the north and west
the mountains stood up
half encircling Omelas on her bay.
The air of morning was so clear
that the snow
still crowning the Eighteen Peaks
burned with white-gold fire
across the miles of sunlit air,
under the dark blue of the sky.
There was just enough wind
to make the banners
that marked the racecourse
snap and flutter now and then.
In the silence of the broad green meadows
one could hear the music
winding throughout the city streets,
farther and nearer and ever approaching,
a cheerful faint sweetness of the air
from time to time trembled
and gathered together
and broke out
into the that great joyous clanging of the bells.

Joyous!
How is one to tell about joy?
How describe the citizens of Omelas?

Comprehension

Give a short answer after you have read the story once.

1. On what day does the story take place?
2. What is a major event on this day?
3. What kind of technology does Omelas have?
4. Does Omelas have a king?
5. What kind of religion(s) do the people of Omelas have?
6. Who is in the basement room?
7. Was the child always there?
8. Do the people of Omelas know about the child?
9. Who feeds the child?
10. What types of people walk away from Omelas?
11. What direction do they walk in?

Close Reading

Read the story for the third time; then, think about these quotations.

1. As they did without monarchy and slavery, so they also got on without the stock exchange, the advertisement, the secret police, and the bomb.
 2. This is the treason of the artist: a refusal to admit the banality of evil and the terrible boredom of pain.
 3. Religion yes, clergy no.
 4. I don't think many of them need to take *drooz*.
-

Match the quote to the discussion

These are not exact paraphrases or explanations, but thoughts which reflect the quotes from LeGuin's story. There may be more than one match for each quote.

- A. _____ Happy people don't want to escape from reality.
- B. _____ Only in religion can we be free of human suffering.
- C. _____ The people of Omelas consider that some emotions are not very healthy or beautiful; they think that when people are psychologically well-developed, they don't have certain emotions.
- D. _____ Writers usually like to write about tragedies. It's a common thought that sad stories are more "serious" and "important" than happy stories.
- E. _____ Humans have a deep need for spiritual expression and belief, but the structure of a church, temple or mosque is unnecessary.
- F. _____ In a healthy society, most people would avoid drug addiction.
- G. _____ Artists don't explore how boring the negative parts of life are.
- H. _____ The development of society requires some human suffering. It cannot be escaped.

Close Reading

Match the quote to the discussion

These are not exact paraphrases or explanations, but thoughts which reflect the quotes from LeGuin's story. There may be more than one match for each quote.

1. They feel disgust, which they had thought themselves superior to.
 2. Those are the terms. To exchange all the goodness and grace of every life in Omelas for that single, small improvement: to throw away the happiness of thousands for the chance of happiness of one: that would be to let guilt within the walls indeed.
 3. It is too degraded and imbecile to know any real joy. It has been afraid too long ever to be free of fear. Its habits are too uncouth for it to respond to humane treatment. Indeed, after so long it would probably be wretched without walls about it to protect it, and darkness for its eyes, and its own excrement to sit in.
 4. The place they go towards is a place even less imaginable to most of us than the city of happiness. I cannot describe it at all.
-

- A. _____ A cultural value or norm of Omelas it to accept life and other people without judging them negatively
- B. _____ Sometimes people want to help others because of their own guilty feelings.
- C. _____ When someone is psychologically limited and damaged, they can never recover. They will never enjoy life.
- D. _____ You need some intelligence to truly enjoy your own life.
- E. _____ Society seems to think that tragic stories are more "serious" and "important" than happy stories.
- F. _____ If you decide to leave your own culture and reject its rules of behavior and society, there is no way to tell if you've made the right decision or not; your "new" life might be better or worse.
- G. _____ If you choose to let a thousand people suffer to help one person you can see, you are acting from your own guilt.

Written Response

Discussion Question. Choose ONE of these questions and write a full, well-developed paragraph (approximately 350 words) to answer it.

- 1. Review Response.** Visit Amazon.com. On the webpage for each book it sells, Amazon.com gives its customers an opportunity to give their opinions about the book. Search Amazon for this book and skim the reviews. Which is closest to your opinion? Which is the most different from your opinion? Choose a review and respond to it.
- 2. Your own review.** After reading several Amazon reviews, write your OWN “review” of the story.
- 3. Character analysis.** Who is “better:” the ones who walk away or the ones who stay? Who is “better” to LeGuin? Who is “better” to you?
- 4. Reflect and connect.** In our society, do we have something similar to a “child locked in a basement”? What is it?
- 5. If you lived in Omelas,** what would you do? Discuss the consequences of your choice; how would your actions affect others? Do you have the right to affect others this way?

Part 2:
Reading Fluency
and Vocabulary Exercises



SECTION 1

Good readers are fast readers. Your goal is to read 200 words per minute. Research shows us that this is the best speed to understand and remember what you are reading.

200 words per minute is fast! When you are reading at this speed, you should expect to understand about 70% of what you are reading. You probably *will not* understand 100%. But this 70% or better is enough to communicate the main idea of the reading. After you understand the main idea, choose your next actions depending on your reading purpose.

Fluency Reading 1

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1 Children eagerly look for someone to imitate. That "someone" is
2 usually one or both of their parents. Parents are a
3 child's first teachers. But, more importantly, parents are a child's
4 first role models. A role model is someone who the
5 child looks up to and wants to be like. Most parents
6 continue to be a role model throughout the child's life.
7 Usually, children are more affected by what their parents do
8 than by what they say. Children learn how to behave
9 by seeing how their mothers and fathers behave and following
10 that example. That's why the best way to help your
11 children do their best at school is to demonstrate good
12 study habits in your own life. If your children see
13 you reading, they are more likely to read. If your
14 children hear you thinking through problems, considering different solutions, they
15 are more likely to think through their problems. If you
16 meet deadlines and put in extra effort, so will your
17 children. If you listen to others, so will your children.
18 If you are curious, your children will be curious and
19 enjoy learning. If you include the family in discussion, your
20 children will learn how to express themselves and include others.
21 Parents aren't perfect. We lose our tempers and we have
22 bad habits. Sometimes we do not set the perfect example.
23 We are human and so are our children. What is
24 important is that we admit to our mistakes, try to
25 do better, and try to make up for our failures.
26 Being a good role model is one of the most
27 important and rewarding things you can do for your children.

Adapted from Info U, University of Minnesota Extension Service

Word Recognition Practice 1

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~aware~~ were away unaware awful
B) isolate | ~~isolate~~ insulate island isolated absolute aspire

- 1) adult | assault adult about admit adept
- 2) task | tisk task mask risk rash
- 3) investigate | infinite initiate individual investigate invigorate
- 4) challenge | collage challenged challenger challenge college
- 5) reveal | reveal reverse revel revisal revealed
- 6) substitute | substance substrate subtitle subterfuge substitute
- 7) conduct | contact compact conflict contract conduct
- 8) team | time tame them term team trim
- 9) virtual | virtual virtually vitriol mutual virtue
- 10) encounter | accounted accountant encountered encounter counter
- 11) contact | content context contact contract contrast
- 12) demonstrate | demotivate template democrat modulate demonstrate
- 13) individual | invitiate invigilate investigate invigorate individual
- 14) challenge | challenge college collage challenged challenger
- 15) normal | model mental email normal moral
- 16) concept | concert contempt concert corrupt concept
- 17) interact | interest internet interact interrupt intercept
- 18) respond | response responder surprised inspired respond
- 19) task | risk task mask talk trick tisk
- 20) aware | away unaware awful warfare aware
- 21) isolate | isolated isolate insulate aspire absolute
- 22) team | tram team tame time them term
- 23) conduct | contract conflict conducted contact contact
- 24) demonstrate | democrat baserate demonstrate demotivate bedlamites
- 25) virtual | virtue virtually vitriol virtuous virtual

Vocabulary List 1

For each word, write 1) the part of speech; 2) some notes to help you remember its core meaning, which could include a translation; and 3) a sentence using the word.

1) aware

2) challenge

3) communicate

4) concept

5) demonstrate

6) encounter

7) environment

8) illustrate

9) investigate

10) isolation

11) occur

12) precise

Words in Context: Vocabulary List 1

aware:

We aren't always aware of our surroundings.
Were you aware that PCC has an Instagram account?
Most people are aware of the situation in Ukraine.
Please be aware that the road will be closed from 10pm - 4am.

challenge, N:

I decided to take on the challenge of Meatless Mondays.
It will be a challenge for the Timbers to reach the playoffs this year.
Reducing waste is an ongoing challenge.
Can we meet the challenge of climate change?

challenge, V:

I challenge you to a game of chess.
My coworker is constantly challenging me in small ways.

communicate:

A family must communicate with each other about these decisions.
Today, we communicate by text and social media.
Being able to communicate cross-culturally is key to success.
What does your facial expression communicate?

concept:

"Balance" is a core concept of yoga.
Kids must learn the concept of addition before multiplication.
Are you familiar with the concept of the "boss" in a video game?
The concept behind "green design" is easy to understand.

demonstrate:

The chef will demonstrate the correct way to use this knife.
The salespeople demonstrated excellent technical knowledge.
The method was first demonstrated by Professor Pringle in 1961.
These students demonstrate exceptional personal talent.
This just demonstrates that you aren't ready to play professionally.

encounter:

This is a problem I encountered in my workplace.
Single-parent families encounter more barriers than two-parent ones do.
This is a great example of the misleading advertising we encounter in daily life.
The team encountered many difficulties on the way to the North Pole.
It is rare to encounter sharks near beaches in Southern California.

environment:

I've encountered only professional behavior in my work environment.
The human brain evolved in an environment of scarcity.
In this new environment, the barred owl thrived.
What role does environment play in the development of obesity?

illustrate:

This experience illustrates the need for better cybersecurity.
The need for a new system was illustrated by the snowstorm of 2018.
Our data illustrates that even two days of training resulted in better outcomes.
The change is illustrated in Graph 3.
The book is beautifully illustrated with full-color pictures.

investigate:

I'd like to investigate the effects of organic vegetables.
Doctors are investigating how yoga can help older people improve their balance.
The committee is investigating whether the President abused his powers.
Does this group have the power to investigate and punish acts of terrorism?

isolation:

North Korea continues its isolation from the world.
Being left in isolation all day is bad for a dog, but most cats don't mind it.
A good social network will prevent feelings of isolation and loneliness.
Some patients at the hospital are kept in isolation, so that the disease doesn't spread.

occur:

When did the accident occur?
Let your doctor know if sleepiness occurs at other times of day.
These strange dreams occurred every night for nearly two weeks.
About 800,000 divorces occur in the US every year.
Has this ever occurred to you?

precise:

At that precise moment, my phone buzzed.
Doctors hope this experiment will provide more precise answers to the problem.
We don't have a precise definition of "internet literacy" yet.
The violinist's fingers moved in a precise but sensitive way.

Word Families 1

Complete the table with as many word forms as possible.

Noun	Verb	Adjective	Adverb
awareness	X	aware unaware	
challenge challenger	to challenge	challenging challenged	challengingly
	to communicate		
concept			
	to demonstrate		
encounter	to encounter		
environment			
	to illustrate		
	to investigate		
isolation			
	to occur		
		precise	

Exercises: Fill in the Blank List 1

You may need to change the word form (for example, change a verb to past tense).
You will not use all the words.

aware awareness challenge challenging challenged communicate concept	demonstrate demonstration encounter encountered environment illustrate	investigate investigation isolation isolated occur precise
--	---	---

- 1) The president _____ NASA to figure out how to put human beings on Mars.
- 2) The study will _____ the long-term effects of smoking.
- 3) These pictures brilliantly _____ the miracle of the earliest days of life.
- 4) A child's home _____ affects their ability to learn in school.
- 5) Are you familiar with the _____ of reincarnation?
- 6) He attended a _____ of new equipment, tried it out, and was so impressed that he bought the company.
- 7) Hospitals today have CT scanners, which show _____ details.
- 8) Hundreds of auto accidents _____ in the US every day.
- 9) Some elderly people are suffering silently in _____ in their homes.
- 10) The U.N. Secretary-General wants an _____ into the human rights violations.
- 11) Divers in the Caribbean have _____ several types of sharks.
- 12) The digital devices that allow us to _____ so easily also interrupt our work.
- 13) Were you _____ of the new law?
- 14) The Everton team played champions Chelsea F.C. in a _____ match.
- 15) We visited a quiet, _____ beach on Spain's Catalan coast.
- 16) Can you face the _____ of a 10-K run?
- 17) The employees _____ excellent technical skill.

SECTION 2

Fluency Reading 2

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1 Of the ten behaviors and cultural issues that leaders identified
2 as barriers to courage, there was one issue that leaders
3 ranked as the greatest concern: Avoiding tough conversations, including giving
4 honest, productive feedback. Some leaders attributed this to a lack
5 of courage, others to a lack of skills, and, shockingly,
6 more than half talked about a cultural norm of “nice
7 and polite” that’s used as an excuse to avoid tough
8 conversations. Whatever the reason, there was widespread agreement that the
9 consequences of avoiding tough conversations or leaving as soon as
10 it gets uncomfortable include: 1) Less trust and engagement; 2) Increases in
11 problematic behavior; and 3) Decreasing performance due to a lack of
12 clarity and shared purpose. “Problematic behavior” includes many destructive ways
13 of communicating, including passive-aggressive behavior, talking behind people’s backs,
14 pervasive backchannel communication (or “the meeting after the meeting”), gossip,
15 and the “dirty yes” (when I say yes to your
16 face and then go behind your back). Over the past
17 several years, my team and I have learned something about
18 clarity and the importance of hard conversations that has changed
19 everything from the way we talk to each other to
20 the way we negotiate with external partners. It’s simple but
21 transformative: Clear is kind. Unclear is unkind. Most of us
22 avoid clarity because we tell ourselves that we’re being kind,
23 when what we’re actually doing is being unkind and unfair.
24 Feeding people half-truths to make them feel better (which
25 is almost always about making ourselves feel more comfortable) is
26 unkind. Not getting clear with a colleague about your expectations
27 because it feels too hard, yet holding them accountable or
28 blaming them for not delivering is unkind. Talking *about* people
29 rather than *to* them is unkind.

Adapted from “Clear Is Kind. Unclear Is Unkind” by Brené Brown, 2018. <https://brenebrown.com/articles/2018/10/15/clear-is-kind-unclear-is-unkind/>

Word Recognition Practice 2

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~aware~~ were away unaware awful
B) isolate | ~~isolate~~ insulate island isolated absolute aspirate

- 1) adult | assault adulterate adult about admit adept
- 2) task | trash trick tisk task mask risk rash
- 3) investigate | infinite initiate individual investigate invigorate invitiate
- 4) challenge | collage challenged challenger challenge college village
- 5) reveal | revival reveal reverse revel revisal revealed
- 6) substitute | substance subjective substrate subtitle subterfuge substitute
- 7) conduct | contact contact concepts conducted contract conducted
- 8) team | time tame them term team trim tatum
- 9) virtual | vital virtual virtually vitriol mutual virtuous virtue
- 10) encounter | accounted accountant recount encountered encounter counter
- 11) contact | content protect context contact contract contrast
- 12) demonstrate | demotivate template democrat modulate demonstrate
- 13) individual | invitiate invigilate investigate invigorate individual
- 14) challenge | challenge college village collage challenged challenger
- 15) normal | medical model mental email normal moral
- 16) concept | except concert contempt concert corrupt concept
- 17) interact | interest internet interact interrupt intercept deterrent
- 18) respond | response responder surprised inspired respond sponsored
- 19) task | risk task mask rash talk trick tisk
- 20) aware | were away unaware awful warfare award aware
- 21) isolate | island isolated isolate insulate aspirate absolute
- 22) team | trim tram team tame time them term
- 23) conduct | contract conducted conflict conducted contact contact
- 24) demonstrate | democrat baserate demonstrate demotivate bedlamites
- 25) virtual | mutual vital virtue virtually vitriol virtuous virtual

Word Analysis 1

Many English words are based on old English, Greek, and Latin word parts. If you know the meanings of some of these word parts, you can **analyze** a word, or understand it by understanding its parts.

For example, the word **report** is formed from **re**, which means **back**, and **port**, which means **carry**. **Scientist** comes from **sci**, which means **know**, and **ist**, which means **one who**.

Port and **sci** are called “**stems**” or “**roots**.” they give a core meaning.

A *stem* is the basic part on which groups of related words are built.

Re and **ist** are called *affixes*: word parts that are attached to stems.

Affixes that attach to the beginning of words are called *prefixes*.

Affixes attached to the end are called *suffixes*.

Generally, prefixes **change the meaning of a word** and suffixes **change its part of speech**.

For example:

Stem: pay (verb)

Prefix: repay (verb)

Suffix: repayment (noun - the suffix changes it)

Stem: honest (adjective)

Prefix: dishonest (adjective)

Suffix: dishonestly (adverb - the suffix changes it)

Word analysis will not give you the precise definition of a new word, but it can help you understand the *general meaning* of the word so that you can continue reading without stopping to use a dictionary. That’s your goal!

Brainstorm Words

What words do you already know containing these affixes? Write examples here:

com-, con-, co-	-scrib-, -script-
in-	-spect-
pre-	-vid-, -vis-
audi-, -audit-	-er, -or
-dic-, -dict-	-ist
-phon-	-tion, -ation

Words in Context: Affix List 1

Read the example sentences. Choose the meaning that best fits the affix.

- 1) **com-, con-, co-** Combine blue and yellow to make green.
I have a good relationship with my coworkers.
Three famous actors costarred in the movie.
There was a comic book convention last weekend.
- A. Company B. Against C. Together, with
-
- 2) **in-** I got a pay raise, so my income is better this year than last year.
Let's include more people in the decision.
The supervisors made the decision with no input from the workers.
- A. During a certain time B. In, into C. Condition, the act of
-
- 3) **pre-** Dinosaurs lived in prehistoric times.
Squirrels prepare for the winter by collecting and storing food.
Children who go to preschool learn how to get along with others.
- A. Before, earlier B. Partly, incomplete C. Look at
-
- 4) **audi-, -audit-** There's a small but audible buzz coming from the equipment.
The singer auditioned to be in a new band.
I sell audio equipment to recording artists.
- A. Condition, the act of B. State, act of C. Hear
-
- 5) **-dic-, -dict-** A dictator can create a new law just by saying it.
Let's take dictation. Write the words you hear.
What will happen? Tell me your predictions.
- A. Before, earlier B. Say, speak C. Together, with
-
- 6) **-phon-** Another name for a record player is "phonograph."
Learning to read by the sound of the words is called "phonics."
My home telephone is old. It can't take messages.
- A. Say, speak B. Write C. Sound
-
- 7) **-scrib-, -script-** Describe the problem, please.
The original script for the movie was written in 1997.
The ring has an inscription in old-fashioned writing.
- A. Write B. Person who does C. Hear
-
- 8) **-spect-** Thousands of spectators watched the championship game.
The city's Health Inspector checks every restaurant for cleanliness.
Do you use contact lenses or spectacles?
- A. Hear B. Look at C. Condition, the act of
-

9) -vid-, -vis-	Watch the video before class. Police found some evidence about the crime. New technology allows companies to manufacture larger televisions. For safety, bicyclists should wear high-visibility colors like bright	A. See	B. Before	C. Sound
10) -er, -or	I love being a teacher. Lawyers make a lot of money. This new company is looking for a major investor.	A. Person who does	B. Write	C. Condition, the act of
11) -ist	A team of scientists spoke about climate change. I plan to become a biologist when I graduate. The factory needs to hire three machinists.	A. Professional	B. Person who does	C. Speak
12) -tion, -ation	After winning the championship, the team had a huge celebration. The Constitution requires the separation of religion and government. Winter is a hard time for deer. Some die from starvation.	A. Together, with	B. State or act of	C. In, into

Word Affix List 1

Prefixes

com-, con-, co-	together, with	cooperate, connect
in-	on, into	income, include, input
pre-	before	prepare, prehistoric

Stems

-audi-, -audit-	hear	audible, audition, audio
-dic-, -dict-	say, speak	dictator, dictation
-phon-	sound	phonograph, phonics, telephone
-scrib-, -script-	write	describe, script, inscription
-spect-	look at	inspect, spectator, spectacles
-vid-, -vis-	see	video, evidence, visibility

Suffixes

-er, -or	one who	worker, spectator
-ist	one who	typist, biologist
-tion, -ation	State, act of	action, celebration, starvation

SECTION 3

Fluency Reading 3

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1 Have you ever heard of gap year? It's a common
2 custom in British society. When teens finish their secondary schooling
3 (aka high school in the United States), they often take
4 a year "off" before entering college. Frequently, they might take
5 a job, travel, or find other ways to experience another
6 culture. Prince William, the Duke of Cambridge, spent his gap
7 year practicing survival skills in Belize, teaching English in Chile,
8 and working on a dairy farm in the United Kingdom
9 (Prince of Wales 2012a). His brother, Prince Harry, advocated for
10 AIDS orphans in Africa and worked as a jackeroo (a
11 novice ranch hand) in Australia (Prince of Wales 2012b). In
12 the United States, this life transition point is socialized quite
13 differently, and taking a year off is generally frowned upon.
14 Instead, U.S. youth are encouraged to pick career paths by
15 their mid-teens, to select a college and a major
16 by their late teens, and to have completed all collegiate
17 schooling or technical training for their career by their early
18 twenties. In yet other nations, this phase of the life
19 course is tied into conscription, a term that describes compulsory
20 military service. Egypt, Switzerland, Turkey, and Singapore all have this
21 system in place. Youth in these nations (often only the
22 males) are expected to undergo a number of months or
23 years of military training and service. How might your life
24 be different if you lived in one of these other
25 countries? Can you think of similar social norms—related to
26 life age-transition points—that vary from country to country?

From [Introduction to Sociology 2e](https://openstax.org/details/books/introduction-sociology-2e?Book%20details), by Griffiths et al. <https://openstax.org/details/books/introduction-sociology-2e?Book%20details>

Word Recognition Practice 3

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~–aware–~~ were away unaware awful
B) isolate | ~~isol~~ate insulate island isolated absolute aspirate

- 1) areas | arena aerial arenas areas arrears
- 2) encounter | accounted accountant encountered encounter counter
- 3) process | jobless princess process progress quickness
- 4) army | amy enemy arty army armed
- 5) option | open options openly caption option
- 6) aspect | aspect respect aspire suspect aspen
- 7) contact | content context contact contract contrast
- 8) previous | pervious previous precious preview
- 9) more | morel mora amore more nora
- 10) focus | focal foetal locus forces focus
- 11) challenge | challenge college collage challenged
- 12) identity | identify identity indemnify identically
- 13) transition | transaction transition transmission transitive
- 14) more | mora more snore moral moan
- 15) social | soccer society asocial social soviet
- 16) require | inquire require aspire requiem
- 17) aspect | respect aspen aspire suspect aspect
- 18) demonstrate | demotivate template democrat modulate demonstrate
- 19) area | aries arrow arena areas are apnea area
- 20) given | grove raven giver given riven
- 21) require | required inquire aspire requiem require
- 22) individual | invitiate invigilate investigate invigorate individual
- 23) vary | gravy very vary wary yarn
- 24) difficult | diffident difficult occult defender
- 25) option | potion option openly optional poison

Vocabulary List 2

For each word, write 1) the part of speech; 2) some notes to help you remember its core meaning, which could include a translation; and 3) a sentence using the word.

1) achieve

2) area

3) aspect

4) emphasize

5) focus

6) identity

7) option

8) previous

9) process

10) require

11) transition

12) vary

Words in Context: Vocabulary List 2

achieve:

Education will help you achieve your goals.
What are you hoping to achieve with this exercise?
Usain Bolt achieved the world record in the 100 meter run.

area

What areas are you strongest in: science, athletics, or arts?
The hikers camped in an isolated area, far out of cell phone range.
Area hospitals were overwhelmed by COVID patients in 2021.

aspect

An aspect of marriage that couples sometimes don't discuss is financial planning.
There are many aspects to the problem, and we haven't discussed them all yet.
Interior design has many aspects: color, texture, size, and position, to name just a few.

emphasize

I want to emphasize the importance of hand-washing in public health.
This movie emphasizes the similarities between people, not the differences.
Albert Einstein always emphasized the importance of imagination.

focus

Lie down, relax, and focus on your breathing.
Our company has remained focused on providing excellent customer service.
The world has been focused on this big story.

identity

Identity theft is a crime that did not really exist in the past.
A positive sense of ethnic identity helps people succeed.
In some states, it's legal to fire a worker because of their gender identity.

option

Fast-food restaurants now offer a few healthy options.
Today, there are many options available for cancer treatment.
You don't have to quit your job to attend college; there are other options.

previous

Chang-rae Lee's previous books include *Native Speaker* and *The Surrendered*.
Each generation deals with technology the previous generation never had.
Unemployment this year is less than the previous year.

process

What is the company's decision-making process?

The complete process takes a long time, but is very effective!

Psychologists have a multi-step process to determine if a child has a disability.

require

No special installation tools are required.

Researchers made a version of the vaccine that required no refrigeration.

The city requires restaurants to recycle food scraps.

transition

Voters expected a smooth transition to the new government.

Automobile manufacturers are making the transition to electric cars.

Sweden recently transitioned to a new energy system based on renewable fuel.

vary

Levels of cholesterol vary from person to person.

The quality of health care varies from hospital to hospital.

Prices vary depending on the options you choose.

Word Families 2

Complete the table with as many word forms as possible.

Noun	Verb	Adjective	Adverb
	achieve		
aspect			
area			
	to emphasize		
focus	to focus		
identity			
option			
		previous	
process			
	to require		
transition	to transition		
	to vary		

Exercises: Fill in the Blank List 2

You may need to change the word form (for example, change a verb to past tense). You will not use all the words.

achieve	focused	require
achievement	identity	requirement
area	option	transition
aspect	optional	transitional
emphasize	previous	vary
emphasis	previously	variation
focus	process	varying

- 1) Getting a green card is a multi-step _____ .
- 2) I have a few _____ for my housemates. They must be clean, pay rent on time, and show respect to everyone in the house.
- 3) Results _____ depending on many factors.
- 4) My doctor _____ the importance of exercise in improving my health.
- 5) When you study, you should _____ on both new topics and review.
- 6) I'm trying to stay _____ on the movie, but it's hard with all this noise.
- 7) You have the _____ to work remotely this year.
- 8) There's usually a lot of rain during the _____ from winter to spring.
- 9) Scholarships are available for students with outstanding academic _____.
- 10) We worked on puzzles with _____ degrees of difficulty.
- 11) Doctors _____ believed that cigarette use was harmless.
- 12) The state _____ all drivers to pay a special tax for roads.
- 13) There are many childcare _____ for students who are parents.
- 14) This year, the brand Nike put equal _____ on its clothing and its shoes.
- 15) If you have an _____ to turn off the sound, do it now.
- 16) Wild horses show wide _____ in color and behavior.
- 17) Which _____ of medicine do you plan to study?
- 18) There was more snow in 2018 than the _____ year.

SECTION 4

Fluency Reading 4

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1. Mama has been to the hospital quite a few times
2. before, but she always comes back home eventually. So, when
3. she went to the hospital this morning, I thought this
4. time wouldn't be different. Baba even insisted that I go
5. to football practice today as well. I've been playing for
6. the Shooting Club in El Dokki, Giza, for almost 6
7. years now, so when Mama went to the hospital, Baba
8. called the coach, Captain Abdallah, and told him that she
9. was ill. Captain Abdallah apparently told my teammates because when
10. I went to practice they all asked if Mama was
11. okay, to which I responded, "Yeah, she will be home
12. soon. She has been to the hospital before, but she
13. always comes home." My teammate, Omar, commented I should be
14. worried about having ended that sentence without saying 'Inshallah' (God
15. Willing). For a moment I thought maybe I should say
16. it. But I didn't want to obey his advice. Instead,
17. I just walked onto the field, said "Peace to you"
18. to the coach and awaited his instructions. The others followed
19. my lead and we all stood shoulder to shoulder. "Peace
20. be unto you and God's mercy and blessings," the coach
21. replied. He then walked over to me and bowed down
22. as he said, "I wish your mother safety a thousand
23. times. Madame Shayma'a is a very respectable and extremely gentle
24. person. I will pray for her." "Thank you, Captain Abdallah.
25. God bless you," I said. (245 words)

Source: "Inshallah" by [Adam El Nabli](#)
from <https://blog.reedsy.com/creative-writing-prompts/contests/132/>

Word Recognition Practice 4

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~aware~~ were away unaware awful
B) isolate | ~~isolate~~ insulate island isolated absolute aspirate

- 1) design | align designer design division designs
- 2) cultural | critical control crucial cultural mutual
- 3) function | formation function fraction federal infection
- 4) survive | subjective revive survival serve survive
- 5) valid | solid invalid valid vapor veiled
- 6) range | range ranger deranged ridge rampage
- 7) perception | population permission exception petition perception
- 8) concept | conception concept corrupt swept
- 9) team | time tame them term team trim
- 10) virtual | vital virtual virtually vitriol mutual virtue
- 11) complex | cortex duplex complex complexed index
- 12) valid | valued vivid void guild eyelid valid
- 13) reliable | replied reliable viable triable rely relatable
- 14) encounter | accounted recount encountered encounter counter
- 15) technical | technician electrical technically technique technical
- 16) function | functional foundation facilitation function functions
- 17) range | ranges frame range rame crane rage
- 18) complex | multiplex climax complex crucifix complexity
- 19) diverse | diversity disperse universe diverse immerse
- 20) enhance | chance enhance lance entrance elance
- 21) functional | fanatical fantastical fundamental funeral functional
- 22) outcome | overcome onetime become outcome income
- 23) potentially | potential mentally potentially especially partially
- 24) concept | concept contempt concert corrupt except concert
- 25) interact | interest internet intercept interact interrupt

Vocabulary List 3

For each word, write 1) the part of speech; 2) some notes to help you remember its core meaning, which could include a translation; and 3) a sentence using the word.

1. accompanying

2. appreciate

3. complex

4. comprehensive

5. concept

6. design

7. diverse

8. external

9. function

10. perception

11. potential

12. range

Words in Context: Vocabulary List 3

accompany

He worked countless hours in the fields, accompanied by his brother.
A lawyer's letter accompanied the package.
Symptoms of nausea are often accompanied by a fever.

appreciate

I appreciate the fact that you spent a great deal of time on the proposal.
The hikers stood in silence, appreciating the view of Niagara Falls.
Visitors don't always appreciate all the details of the costumes.

complex (adj)

Her scientific training prepared her to solve complex problems.
There is a complex relationship between our moods and our personalities.
Here is a model of the complex structure of the human ear.

comprehensive

Please provide us with a comprehensive list of your actions on March 9.
The school district runs comprehensive background checks on all applicants.
The report recommends a comprehensive review of the tax system.

concept

Don't confuse *design* with *composition* - they are two different concepts.
The Western concept of democracy differs from the Arab concept in several ways.
The concept of life after death is universal across cultures.

design (v)

With our software, you can design your website in minutes.
Our line of clothing is designed for extreme winter weather.
The writing workshop was designed to support you with your classwork.

diverse

Volunteers from diverse backgrounds worked together to develop the brochure.
A diverse range of dishes is available from our hotel restaurant.
In a culturally diverse workplace, tensions can arise.

external

The problem was caused by external factors out of our control.
She was hired as Minister of External Affairs.
All external damage to the ship has been repaired.

function

My function as an attorney is to put experts on the stand and cross-examine them.
This medication is proved to improve heart function.
Apparently, sports events have multiple functions in a society.

perception

People have drastically different perceptions about police.

Your perception of the problem is nothing like mine.

A child's perception of the world affects their emotional development.

potential (n, adj)

You have the potential to become anything - a leader, a scholar, an artist.

Diet has the potential to cause, or cure, almost every illness.

The ad's job is simple: to attract potential customers.

range (n)

The gun was fired at close range.

A high-fat diet makes us susceptible to a wide range of health problems including diabetes, high blood pressure, and heart attack.

The age range of participants was 19 to 59 years.

Word Families 3

Complete the table with as many word forms as possible.

Noun	Verb	Adjective	Adverb
		accompanying	
	appreciate		
		complex	
		comprehensive	
concept			
design			
		diverse	
		external	
function			
perception			
potential		potential	
range			

Exercises: Definitions List 3

Each box contains several definitions from the MacMillan Dictionary (<https://www.macmillandictionary.com/>). Choose the definition that best fits the given sentence.

accompany, VERB TRANSITIVE

1. FORMAL to go with someone to a place or event

Children must be accompanied by an adult.

2. OFTEN PASSIVE FORMAL to happen or exist while something else is happening

A sore throat may be accompanied by fever.

3. FORMAL to appear or be provided with something else, as an addition or explanation

An illustrated catalogue accompanies the exhibition.

4. MUSIC to play the supporting music while someone sings or plays the main tune

The singer was accompanied by piano and cello.

- _____ A) A violinist accompanied the poetry reading.
- _____ B) My daughter will go on the flight alone, as an unaccompanied minor.
- _____ C) COVID infections are sometimes accompanied with loss of smell.
- _____ D) There was no accompanying letter with the package.

comprehensive, ADJECTIVE

1. including many details or aspects of something

We offer a comprehensive range of goods and services.

2. insurance that pays for losses of a number of different types

I pay for both comprehensive and liability insurance on my car.

3. BRITISH complete and easily achieved

Manchester City won a comprehensive victory.

- _____ A) The college will conduct a comprehensive review of admission policies.
- _____ B) The final score was 6-0 — a comprehensive defeat.
- _____ C) Did you buy comprehensive coverage for your motorcycle?

complex, ADJECTIVE

1. having many details or small parts that make it difficult to understand or deal with
the complex web of relationships between the two families

complex, NOUN

2. a group of buildings together, or a building that has several parts
I just moved into a new apartment complex.

3. an emotional problem caused by unreasonable fears or worries
I used to have a complex about being in crowds.

4. FORMAL a large number of things together, especially when they are difficult or confusing

complex of: *the complex of delicate wiring*

- _____ A) The awards ceremony was held at the Southridge Sports Complex.
- _____ B) The main character in the movie is a maniac with a Napoleon complex.
- _____ C) There's a complex relationship between insulin and growth hormone in the human body.
- _____ D) Prairie dogs are medium-sized rodents who live in complexes of tunnels built over many generations.

potential, ADJECTIVE ONLY BEFORE NOUN

1. possible or likely in the future
The disease is a potential killer.

potential, NOUN UNCOUNTABLE

2. the possibility to develop or achieve something in the future
Our common goal is to maximize our potential for economic growth.

- _____ A) Compare the benefits to the potential drawbacks.
- _____ B) Officials say there is a real potential for a new pandemic.
- _____ C) Children have infinite potential for joy and growth.
- _____ D) We'd like to reach a larger pool of potential investors.

Exercises: Antonyms List 3

Choose the words which are closest to the opposite of each adjective.

- 1) **accompanied:** business - alone - unaccompanied - along with
- 2) **appreciative:** unappreciative - thankful - thankless - beautiful
- 3) **complex:** problem - simple - building - colorful
- 4) **comprehensive:** understanding - clear - misunderstanding - exclusive
- 5) **designed:** planned - accidental - attractive - chosen
- 6) **diverse:** various - amazing - same - alike
- 7) **external:** outward - visible - internal - invisible
- 8) **functional:** working - useful - structure - dysfunctional
- 9) **perceptive:** sensitive - unobservant - fearful - knowledgeable

SECTION 5

Fluency Reading 5

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1. How would you define 'art'? For many people art is
2. a specific thing; a painting, sculpture or photograph, a dance,
3. a poem or a play. It is all of these
4. things, and more. They are mediums of artistic expression. Webster's
5. New Collegiate dictionary defines art as the "conscious use of
6. skill and creative imagination especially in the production of aesthetic."
7. Yet art is much more than a medium, or words
8. on a page. It is the expression of our experience.
9. **Joseph Brodsky** hints at a definition of art in his
10. poem *New Life*: Ultimately, one's unbound curiosity about these empty
11. zones, about these objectless vistas, is what art seems to
12. be all about. Art is uniquely human and tied directly
13. to culture. It takes the ordinary and makes it extraordinary.
14. It asks questions about who we are, what we value,
15. the meaning of beauty and the human condition. As an
16. expressive medium it allows us to experience sublime joy, deep
17. sorrow, confusion and clarity. It tests our strengths, vulnerabilities and
18. resolve. It gives voice to ideas and feelings, connects us
19. to the past, reflects the present and anticipates the future.
20. Along these lines, art history, combined with anthropology and literature,
21. are three main sources in observing, recording and interpreting our
22. human past. Visual art is a rich and complex subject
23. whose definition is in flux as the culture around it
24. changes. Because of this, how we define art is in
25. essence a question of agreement. In this respect, we can
26. look again to the dictionary's definition for an understanding of
27. exactly what to look for when we proclaim something as
28. 'art.' (271 words)

Source: Christopher Gildow, Washington State Board for Community and Technical Colleges, <http://opencourselibrary.org/art-100-art-appreciation/>

Word Recognition Practice 5

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~aware~~ were away unaware awful
B) isolate | ~~isolate~~ insulate island isolated absolute aspirate

- 1) abstract | subtract contract abstract attract retract
- 2) similarity | similar similarity popularity familiarity singularity
- 3) range | change strange exchange arrange range
- 4) image | imagine message impinge improve image
- 5) achieve | achieved achieve leave achievement heave
- 6) element | elemental mental elegant element elect
- 7) formal | formal format formality moral formals
- 8) area | asia alpha agenda arabia area
- 9) challenge | challenger challenge allege challenging
- 10) technique | technical techniques technique technology
- 11) styles | style styles styled studies stales
- 12) instance | stance instances instance insurance imbalance
- 13) function | functional fraction foundation frustration function
- 14) challenge | revenge challenged challenge challenges change
- 15) series | studies series stories spies species
- 16) deny | daily delay duty reply deny
- 17) complex | complexity complex multiplex netflix
- 18) abstract | distracted tracts absent abstract abject
- 19) traditional | tradition transitional transnational traditional
- 20) layer | later layer leader latter liver longer
- 21) energy | energies entry entirely energy enemy
- 22) element | elect elephant element elopement eloquent
- 23) region | religion regions regulation reduction region
- 24) valid | validity solid valid eyelid invalid
- 25) indicate | indicated graduate investigate immediate indicate

Word Analysis 2: Brainstorm Words

What words do you already know containing these affixes? Write examples here:

- tion	
- sion	-al, -ial
-ness	-ual
-ment	-ive
-ism	-able
-ity	-ent

Words in Context: Affix List 2

Read the example sentences. Choose the meaning that best fits the affix.

1) **-tion** Start by reading the introduction before you begin the chapter.
A dictionary usually has many different definitions for each word.
There are several clear differences, or distinctions, between the two types.

- A. Comparative B. Having the appearance of C. The noun state of an action or adjective

2) **-sion** Artists usually work with a great deal of passion.
Let's include more people in the decision.
What did you think? What was your first impression?

- A. The noun state of an action or adjective B. Full, complete C. Condition, the act of

3) **-ness** Messi is a great football player because of his awareness of other players on the field.
One of my weaknesses is my pronunciation.
You showed me great kindness when I needed it, and I appreciate that.

- A. Before, earlier B. Having a quality C. Causing or doing an action

4) **-ment** I love the ocean. I love watching the movement of the waves.
There is a new drug treatment for this illness.
My neighbors had a loud argument last night. I could hear them yelling.

- A. Having the nature of B. State, act of C. Noun form of a verb

5) **-ism** Racism or sexism are not acceptable on our campus.
We'd love to hear constructive criticism to help make the website better.
Which system do you think is better, capitalism or socialism?

- A. System of beliefs, actions, or traits B. Causing or doing an action C. Earlier, before

6) **-ity** Children need a sense of security in order to develop normally.
This is a great opportunity to expand your skills.
A small majority of Congresspeople voted for the new law.

- A. Causing or doing an action B. Having the nature of C. Noun form of an adjective

7) **~ial, ~ual ~al** Dogs are social animals; they need to be around people or other dogs.
Wear professional clothes at all times in this office.
I have a technical question about the exact process.

- A. Noun state of an adjective B. Adjective state of a noun C. A state or condition of being

8) ~ive	<p>Your explanation was very instructive, and I understand this issue better now.</p> <p>If you have negative thoughts, you will probably have negative outcomes.</p> <p>What an interesting insight! That's very perceptive.</p>
A. Person who does	B. Adjective form of a verb C. Full, complete
9) ~able	<p>Are you getting comfortable in your new position?</p> <p>There are always computers available to you in the computer lab.</p> <p>Fresh peaches are unavailable for most of the year.</p> <p>Public demand for this product is highly variable and hard to predict.</p>
A. Without; free of	B. Opposite of; unlike C. Able to do/be, or related to
10) ~ent, ~ant	<p>These tissues are very absorbent and can soak up a lot of water.</p> <p>Some look the same; others look different.</p> <p>This is an important point.</p>
A. Having the appearance of	B. Causing or doing an action C. Showing or having a condition or ability

Word Affix List 2

Suffixes:

- tion, - sion	The noun state of an action or adjective	Introduction, definition, distinction Passion, decision, impression
-ness	Having a quality	Awareness, weakness, kindness
-ment	Noun form of a verb	Movement, treatment, argument
-ism	System of beliefs, actions, or traits	Racism, sexism, criticism, capitalism, socialism
-ity	Noun form of an adjective	Security, opportunity, majority
-al, -ial, -ual	Adjective state of a noun	Social, professional, technical
-ive	Adjective form of a verb	Instructive, negative, perceptive
9. -able	Able to do/be, or related to	Comfortable, available, unavailable, variable
10. -ent	Showing or having a condition or ability	Absorbent, different, important

SECTION 6

Fluency Reading 6

Directions: Read as quickly as you can. Stop after one minute and mark the text at that point with a small ①. Then read the text again. Stop after one minute and mark the text at your new stopping point with a small ②. Repeat a third time, marking with a ③.

1. If there's a topic that's bound to get designers riled
2. up into a fiery debate, it's the issue of choosing
3. the best font for reading to use on the screen.
4. There are two main types of font: serif and sans-serif.
5. A serif font contains structural details that appear at the
6. ends of the lines used to make up a letter
7. or numeral – these adornments are called serifs. A sans-serif
8. font is just what it sounds like – a typeface without
9. serifs. In print design, we're told that serif fonts are
10. considered the most readable. The serifs purportedly serve as aids
11. to the eye, moving you from one letter to the
12. next in a smoother fashion. Given this age-old knowledge,
13. it would make sense to assume that serif fonts would
14. also make for a more readable experience on the screen,
15. right? But as if to make life more difficult for
16. designers everywhere, that's not the case. When low resolution screens
17. were common, it became apparent that fonts designed for print
18. didn't look right on screen. There simply weren't enough pixels
19. to display the details of the typeface naturally. Today, our
20. devices boast screens that have higher PPI (pixel per inch)
21. counts than ever before. On devices such as the iPhone
22. 4, the display is so dense that research shows the
23. individual pixels are no longer visible to the human eye.
24. However, the current consensus – at least as close as anyone
25. can get to one – is that sans-serif fonts are
26. superior for screen body text, and serif fonts are best
27. used for headings. For many users with newer displays, though,
28. the difference is negligible. (274 words)

From "What's the Most Readable Font for the Screen?" by Joel Falconer <https://thenextweb.com/news/whats-the-most-readable-font-for-the-screen>

Word Recognition Practice 5

Your goal in this activity is to practice rapid word recognition. The first word in each line is the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 30 seconds to complete this activity.

Example:

- A) aware | warfare award ~~aware~~ were away unaware awful
B) isolate | ~~isolate~~ insulate island isolated absolute aspirate

- 1) abstract | abstract subtract attract contract retract
- 2) emerge | emergent emerge enrage merge emergency
- 3) range | range enrage hang orange rang
- 4) visualize | vaporize verbalize vocalize vandalize visualize
- 5) element | moment electric elected element segment
- 6) apparent | parent apparently approach appear apparent
- 7) paint | part pain point sprain paint plant
- 8) design | deign benign design align define
- 9) accompany | accuracy accessory accompany accordingly
- 10) deny | daily delay duty reply deny
- 11) complex | cortex netflix complexity complex convex
- 12) abstract | distracted abstract artifact aspect absent
- 13) traditional | tradition transitional transnational traditional
- 14) visual | visual usual vestigial verbal virgil virtual
- 15) perspective | positive predictive proactive respective perspective
- 16) objective | perspective objection outlive objective obtrusive
- 17) technique | techlike unique technique technical antique
- 18) enhance | chance enhance elegance embrace entrance
- 19) functional | fanatical fantastical fundamental funeral functional
- 20) outcome | income outcome onetime overcome become
- 21) potentially | potentially potion potential mentally potently
- 22) emerge | enlarge emerge meringue enrage emergent engage
- 23) physical | physician psychical quizzical psyched physical
- 24) design | align define drawn designed deign design
- 25) objective | obtrusive observe operative abjective objective

Vocabulary List 4

For each word, write 1) the part of speech; 2) some notes to help you remember its core meaning, which could include a translation; and 3) a sentence using the word.

1. abstract

2. attribute

3. element

4. emerge

5. objective

6. perspective

7. physical

8. techniques

9. traditional

10. visual

Word Families 4

Complete the table with as many word forms as possible.

Noun	Verb	Adjective	Adverb
		abstract	
attribute			
element			
	to emerge		
		objective	
perspective			
		physical	
technique			
		traditional	
		visual	