“Long, long ago, when we were young, in the days when the sky was blue…”

—Joan Aiken—
You will be introduced to the science fiction genre.

You will explore the main characters’ motives and points of view on sunlight.

You will learn to use context to find out the meaning of words.

You will identify and understand compound subjects and compound predicates.

You will learn about the origin of words.
Searching for Summer
by Joan Aiken

Lily wore yellow on her wedding day. In the eighties people put a lot of faith in omens and believed that if a bride’s dress was yellow her married life would be blessed with a bit of sunshine.

It was years since the bombs had been banned, but still the cloud never lifted. Whitish gray, day after day, sometimes darkening to a weeping slate color or, at the end of an evening, turning to smoky copper, the sky endlessly brooded.

Old people began their stories with the classic, fairy-tale opening: “Long, long ago, when I was a liddle un, in the days when the sky was blue...” and children, listening, chuckled among themselves at the absurd thought, because, blue, imagine it! How could the sky ever have been blue? You might as well say, “In the days when the grass was pink.”

Stars, rainbows, and all other such heavenly sideshows had been permanently withdrawn, and if the radio announced that there was a blink of sunshine in such and such a place, where the cloud belt had thinned for half an hour, cars and buses would pour in that direction for days in an unavailing search for warmth and light.

After the wedding, when all the relations were standing on the church porch, with Lily shivering prettily in her buttcup nylon, her father prodded the dour and withered grass on a grave—although it was August, the leaves were hardly out yet—and said, “Well, Tom, what are you aiming to do now, eh?”

“Going to find a bit of sun and have our honeymoon in it,” said Tom. There was a general laugh from the wedding party.

“Don’t get sunburned,” shrilled Aunt Nancy.

“We’ll come back brown as—as this grass,” said Tom, and ignoring the good-natured teasing from their respective families, the two young people mounted on their scooter, which stood ready at the churchyard wall, and chugged away in a shower of golden confetti.

Tom and Lily buzzed on hopefully across the gray countryside, with Lily’s veil like a gilt banner floating behind. It was chilly going for her in her wedding things, but the sight of a bride was supposed to bring good luck, and so she stuck it out, although her fingers were blue to the knuckles.

brood: [brud] v. to hang over in a threatening way, to loom
unavailing: [ənəˈveləŋ] adj. producing no result or effect
dour: [də(r)] adj. gloomy, unyielding, harsh
withered: [ˈwɪðərd] adj. dried up, shriveled
gilt: [gilt] adj. gold in color, golden
Every now and then they switched on their portable radio and listened to the forecast. Inverness had seen the sun for ten minutes yesterday, and Southend for five minutes this morning, but that was all.

Tom had lost some of his bounce and confidence. Every place they passed through looked nastier than the last, partly on account of the dismal light, partly because people had given up bothering to take pride in their boroughs. And then, just as they were entering a village called Molesworth, the dimmest, drabbest, most insignificant huddle of houses they came to yet, the engine coughed and died on them.

“Can’t see what’s wrong,” said Tom, after a prolonged and gloomy survey.

“Oh, Tom!” Lily was almost crying. “What’ll we do?”

“Have to stop here for the night, s’pose.”

Tom was short-tempered with frustration.

“Look, there’s a garage just up the road. We can push the bike there, and they’ll tell us if there’s a pub where we can stay. It’s nearly six anyway.”

They had taken the bike to the garage, and the man there was just telling them that the only pub in the village was the Rising Sun, where Mr. Noakes might be able to give them a bed, when a bus pulled up in front of the petrol pumps.

“Look,” the garage owner said, “there’s Mr. Noakes just getting out of the bus now. Sid!” he called.

But Mr. Noakes was not able to come to them at once. Two old people were climbing slowly out of the bus ahead of him: a blind man with a white stick, and a withered, frail old lady in a black satin dress and hat. “Careful now, George,” she was saying, “mind ee be careful with my son William.”

“I’m being careful, Mrs. Hatching,” the conductor said patiently, as he almost lifted the unsteady old pair off the bus platform. The driver had stopped his engine, and everyone on the bus was taking a mild and sympathetic interest, except for Mr. Noakes just behind who was cursing irritably at the delay.

“Old nuisances,” Mr. Noakes said furiously.

“Wasting public time. Every week that palaver goes on, taking the old

- dismal: [ˈdɪzməl] adj. gloomy, dreary
- pub: [pʌb] n. (short for public house) an establishment in the UK where alcoholic beverages are sold and consumed
- petrol: [ˈpɜːtroʊl] n. British term for gasoline
- nuisance: [ˈnɪsəns] n. something inconvenient or annoying
- palaver: [pəˈlævər] n. useless chatter
man to Midwick Hospital Outpatients and back again. I know what I’d do with ‘em. Put to sleep, that sort ought to be.”

Mr. Noakes was a repulsive-looking individual, but when he heard that Tom and Lily wanted a room for the night, he changed completely and gave them a leer that was full of false goodwill. He was a big, red-faced man with wet, full lips, bulging pale-grey bloodshot eyes, and a crop of stiff greasy black hair. He wore tennis shoes.

Lily stooped and picked up something from the pavement. They followed Mr. Noakes glumly up the street to the Rising Sun.

While they were eating their baked beans, Mr. Noakes stood over their table grimacing at them. Lily unwisely confided to him that they were looking for a bit of sunshine. Mr. Noakes’s laughter nearly shook down the ramshackle building.

“Sunshine! Oh my gawd! That’s a good ‘un! Hear that, Mother?” he bawled to his wife. “They’re looking for a bit of sunshine. Heh-heh-heh! Why,” he said, banging on the table till the baked beans leaped about, “if I could find a bit of sunshine near here, permanent bit that is, dja know what I’d do?”

“Trailer site, country club, holiday camp—you wouldn’t know the place. Land around here is dirt-cheap; I’d buy up the lot. I’d advertise—I’d have people flocking to this little dump from all over the country. But what a hope, what a hope, eh? Well, feeling better? Enjoyed your tea? Heh-heh-heh-heh, bed’s ready for you.”

Avoiding one another’s eyes, Tom and Lily stood up.

“I’d—I’d like to go for a bit of a walk first, Tom,” Lily said in a small voice. “Look, I picked up that old lady’s bag on the pavement; I didn’t notice it till we’d done talking to Mr. Noakes, and by then she was out of sight. Should we take it back to her?”

“Good idea,” said Tom, pouncing on the suggestion with relief. “Do you know where she lives, Mr. Noakes?”

“Who, old Ma Hatching? Sure I know. She lives in the wood. But you don’t want to go taking her bag back, not this me o’ the evening you don’t. Let her worry. She’ll come asking for it in the morning.”

“She walked so slowly,” said Lily, holding the bag gently in her hands. It was very old, made of black velvet on two ring handles, and embroidered with beaded roses. “I think we ought to take it to her, don’t you, Tom?”
“Oh, very well, very well, have it your own way,” Mr. Noakes said, winking at Tom. “Take that path by the garage; you can’t go wrong. I’ve never been there meself, but they live somewhere in that wood back o’ the village; you’ll find it soon enough.”

They found the path soon enough, but not the cottage. Under the lowering sky they walked forward endlessly among trees that carried only tiny and rudimentary leaves, wizened and poverty-stricken. Lily was still wearing her wedding sandals, which had begun to blister her. She held onto Tom’s arm, biting her lip with the pain, and he looked down miserably at her bent brown head; everything had turned out so differently from what he had planned.

Hardly noticing the cottage garden, beyond a vague impression of rows of runner beans, they made for the clematis-grown porch and knocked.

“Oh, me dear!” It was the old lady, old Mrs. Hatching, who opened the door, and her exclamation was a long-drawn gasp of pleasure and astonishment. “Oh, me dear! ’Tis the pretty bride. See’d ye s’arfternoon when we was coming home from hospital. Come in, come in, me dears.”

“We brought back your bag,” Tom said, putting it in her hands, “and we wondered if you’d have a bit of plaster you could kindly let us have. My wife’s hurt her foot—”

My wife. Even in the midst of Mrs. Hatching’s voluble welcome the strangeness of these words struck the two young people, and they fell quiet, each of them, pondering, while Mrs. Hatching thanked and commiserated, all in a breath, and asked them to take a seat on the sofa and fetched a basin of water from the scullery, and William from his seat in the chimney corner demanded to know what it was all about.

“Now us’ll have a cup of tea, eh? Proper thirsty you’m fare to be, walking all the way here in this hot day.”

Hot day? Tom and Lily stared at each other and then around the room. Then it was true, it was not their imagination that a great dusty golden square of sunshine laid on the fireplace wall, where the brass pendulum of the clock at every swing blinked into sudden brilliance?

- **lowering** [ˈlaʊərɪŋ] adj. dark and threatening
- **rudimentary** [ˈruːdiˌmɛntəri] adj. underdeveloped
- **wizened** [ˈwɪznid] adj. shriveled or wrinkled with age
- **plaster** [ˈpleɪstər] n. British term for an adhesive bandage
- **midst** [mɪdst] n. middle
- **voluble** [vəˈluːbəl] adj. talking easily, readily, and at length
- **commiserate** [kəˈmɪzərət] v. to feel or express sorrow or sympathy
- **scullery** [ˈskɔl(ə)ri] n. a small room for dishwashing and other chores
That the blazing geraniums on the windowsill housed a drove of murmuring bees? That, through the window, the gleam of linen hung in the sun to whiten suddenly dazzled their eyes?

“The sun? Is it really the sun?” Tom said, almost doubtfully.

“And why not?” Mrs. Hatching demanded. “How else’ll beans set, tell me that? Fine thing if sun were to stop shining.” Chuckling to herself she set out a Crown Derby tea set, gorgeously colored in red and gold, and a baking of saffron buns. The tea was tawny and hot and sweet; the clock’s tick was like a bird chirping; Lily looked sleepily around the little room, so rich and peaceful, and thought, I wish we were staying here. I wish we needn’t go back to that horrible pub... She leaned against Tom’s comforting arm.

“Look at the sky,” she whispered to him. “Out there between the geraniums. Blue!”

“And ee’ll come up and see my spare bedroom, won’t ee now?” Mrs. Hatching said, breaking off the thread of her questions—which indeed was not a thread, but merely a savoring of her pleasure and astonishment at this unlooked-for visit—“Bide here, why don’t ee? Mid as well. The lil un’s fair wore out. Us’ll do for ee better ‘n old Noakes; proper old scoundrel ‘e be. Won’t us, William?”

A sight of the spare room settled any doubts. The great white bed, huge as a prairie, built up with layer upon solid layer of mattress, blanket, and quilt, almost filled the little shadowy room in which it stood. Brass rails shone in the green dimness. “Isn’t it quiet,” Lily whispered. Mrs. Hatching, silent for the moment, stood looking at them proudly, her bright eyes slowly moving from face to face.

And so, almost without any words, the matter was decided.

Three days later they remembered that they must go to the village and collect the scooter, which must, surely, be mended by now.

They had been helping old William pick a basketful of beans. Tom had taken his shirt off and the sun gleamed on his brown back; Lily was wearing an old cotton print, which Mrs. Hatching, with much chuckling, had shortened to fit her.

Tom and Lily, even on the third day, were still stopping every other minute to exclaim over the blueness of the sky. At night they sat on the back doorstep while Mrs. Hatching clucked inside as she dished the supper, “Starstruck, ee’ll be! Come along in, doee, before soup’s cold; stars niver run away yet as I do know.”

- **saffron**: [sæfrən] n. a spice that colors and flavors food, imparting an orange-yellow tint
- **tawny**: [ˈtɔni] adj. brownish-orange in color
- **cluck**: [klʌk] v. to make a sound like a hen calling her chicks
She waved to them and stood watching as they walked into the wood, thin and frail beyond belief, but wiry, indomitable, her eyes full of zest. Then she turned to scream menacingly at a couple of pullets that had strayed and were scratching among the potatoes.

Almost at once they noticed, as they followed the path, that the sky was clouded over.

“It is only there on that one spot,” Lily said in wonder. “And they’ve never even noticed that the sun doesn’t shine in other places.”

“That’s how it must have been all over the world, once,” Tom said.

At the garage they found their scooter ready and waiting. They were about to start back when they ran into Mr. Noakes.

“Well, well, well!” he shouted, glaring at them with ferocious good humor. “How many wells make a river, eh? But hullo, hullo, what’s this? Brown, eh? Suntan? Scrumptious,” he said. “Where’d you get it, eh? That wasn’t all got in half an hour, I know. Come on, this means money to you and me; tell us the big secret. Remember what I said; land around these parts is dirt cheap.”

Tom and Lily looked at each other in horror. They thought of the cottage, the bees humming among the runner beans, the sunlight glinting in the red-and-gold teacups. At night, when they had lain in the huge sagging bed, stars had shone through the window, and the whole wood was as quiet as inside of a shell.

“Oh, we’ve been miles from here.” Tom lied hurriedly. “We ran into a friend, and he took us right away beyond Brinsley.” And Mr. Noakes still looked suspicious and unsatisfied; Tom did the only thing possible. “We’re going back there now,” he said. “The sunbathing’s grand.” And opening the throttle, he let the scooter go. They waved at Mr. Noakes and chugged off toward the gray hills that lay to the north.

“My wedding dress,” Lily said sadly. “It’s on our bed.”

They wondered how long Mrs. Hatching would keep tea hot for them, who would eat all the pasties.

“Never mind, you won’t need it again,” Tom comforted her.

At least, he thought, they had left the golden place undisturbed. Mr. Noakes never went into the wood. And they had done what they intended; they had found the sun. Now they, too, would be able to tell their grandchildren, when beginning a story, “Long, long ago, when we were young, in the days when the sky was blue…”

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**indomitable:** [ɪnˈdɒmətəbl] adj. unwavering, unconquerable

**pullet:** [ˈpʌlet] n. a young hen

**scrumptious:** [ˈskrʌmpʃəs] adj. delightful, delicious

**pasty:** [ˈpæsti] n. British term for a meat pie
FOCUS the reading

Complete the diagram.

CONNECT to the reading

Label each quotation with the corresponding stage of the plot. Then explain how the stages of the plot match the characters’ attitudes reflected in the quotations.

a. And children, listening, chuckled among themselves at the absurd thought, because, blue, imagine it! How could the sky ever have been blue?

b. “Going to find a bit of sun and have our honeymoon in it,” said Tom. There was a general laugh from the wedding party.

c. Tom had lost some of his bounce and confidence. Every place they passed through looked nastier than the last, partly on account of the dismal light.

d. “Sunshine! Oh my gawd! That’s a good ‘un! Hear that, Mother?” he bawled to his wife. “They’re looking for a bit of sunshine. Heh-heh-heh!”

e. Then it was true, it was not their imagination that a great dusty golden square of sunshine laid on the fireplace wall, where the brass pendulum of the clock at every swing blinked into sudden brilliance?

f. “Never mind, you won’t need it again,” Tom comforted her. At least, he thought, they had left the golden place undisturbed.
ANALYZE the reading

1. Answer the following questions in complete sentences.
   a. Why would a yellow wedding dress be a good omen? Why is the color yellow present throughout the entire story? Does it have a special meaning?
   b. The story is set in a place where there is no sunshine. What was the author’s intention in presenting such a dark and dreary place?

2. Answer the following questions about the characters.
   a. There is a stark contrast between Mr. Noakes and Mrs. Hatching. Compare their attitudes toward sunshine and explain why these differences are important in the development of the plot.
   b. In a world where there is no sunshine, Tom and Lily set out to find a place in the sun against all odds. What does this action reflect about the characters’ attitudes?
   c. The pub in the story was called “Rising Sun.” How is this ironic? Why do you think Mr. Noakes picked that name for it?
   d. Why did Tom tell Lily that she would never need her yellow wedding dress again?
   e. Why does Tom feel comforted by the thought of being able to tell his grandchildren stories that begin with “long, long ago, when we were young, in the days when the sky was blue”?

EVALUATE the reading

Choose the correct answer.
   a. Younger generations had never seen a blue sky because...
      ■ the sun exploded before they were born.
      ■ there was still a dense cloud after the bombings.
      ■ the earth’s atmosphere was a different color.
   b. If Mr. Noakes ever found a place where the sun shone, he would...
      ■ plant a garden.
      ■ build a cottage.
      ■ profit from it.

Plot

The plot is the narrative line of a story. It maps out its parts beginning with the exposition, followed by the rising action, climax, and falling action, and ends with the resolution or denouement. The exposition introduces the characters and setting, and provides a general background to the story. The rising action presents the conflict, which sparks the development of the plot, and the climax is the moment of highest tension in the story. Falling action refers to the stage in which everything begins to fall into place leading up to the resolution, which brings the story to its end.
Context Clues

**DISCOVER the concept**

**Context clues** are hints about the definition of a word found in the text surrounding it. It is the first way to figure out the meaning of a word. Sometimes the writer of a story places the definition, or an example, right next to the difficult word so the reader can figure out the meaning easily. Another way of figuring out the meaning of a word using its context can be through an antonym: if you can recognize the meaning of a word used as the opposite of the word you do not know, then you can figure out its meaning. This is especially important when a word has multiple meanings that you already know and you must decide the particular one that applies. If these context clues do not apply, you can try replacing an unfamiliar term with a word or phrase you do know, restating the sentences and seeing if it makes sense that way. By using inference, the reader will logically guess the meaning of the difficult word, even if it is not directly described, by searching for clues in the sentences before or after the sentence in which the word is used. As cautious readers, it is important that we recognize and take advantage of context clues, so we can learn new vocabulary every time we read.

**PICTURE the concept**

**Types of Context Clues**

- **Definition**
  - Some people believe in omens, an event of prophetic significance.

- **Antonym**
  - Eric is always **gloomy**, unlike his friend John, who is always joyful.

- **Synonym**
  - The photograph was so **withered** and decayed that the faces were blurry.

- **Inference**
  - It was so chilly that the bride’s fingers turned blue.
PRACTICE the concept

1. Using the clues from the story, match the words with their correct definitions.
   a. Faded away; decayed, as from age 1. brooded
   b. Made a short, dull, explosive sound 2. absurd
   c. Irritating or provoking 3. shivering
   d. Hung over in a threatening way 4. withered
   e. Dark; causing depression or sadness 5. teasing
   f. Something laughably foolish or false 6. chugged
   g. Shaking with cold, fear, excitement 7. gloomy
   h. Making an expression that indicates disapproval, pain, etc. 8. grimacing

2. Choose the word that you think has the same meaning as the underlined word.
   a. Mr. Noakes was a repulsive-looking individual. He was a big, red-faced man with wet, full lips, bulging pale-grey bloodshot eyes, and a crop of stiff greasy black hair.
      ■ disgusting ■ nice ■ handsome
   b. Lily was still wearing her wedding sandals, which had begun to blister her. She held onto Tom’s arm, biting her lip with the pain.
      ■ look dirty ■ break ■ hurt, bruise
   c. It was the old lady, old Mrs. Hatching, who opened the door, and her exclamation was a long-drawn gasp of pleasure and astonishment.
      ■ surprise ■ fear ■ anger

3. Read each sentence and determine which type of context clue is being used to describe the underlined word.
   a. Christy would always siphon, draw off or empty, her sister’s candy box.
   b. I talk so stridently that everyone always asks me to lower my voice.
   c. Anna is ecstatic because of her family moving to Europe; her sister is unhappy because she doesn’t want to leave.
   d. Michael had a condescending attitude toward his classmates since he has always gotten A’s on his exams.

Consider...

Environmental Awareness

In the story, the characters live in a town where the sky is always gray and there is very little sunshine. Just as in the story, in many industrialized, modern cities, a cloud of polluted air covers the sky. This air is called smog, a blend of the words smoke and fog. Smog is formed by the release of gases from car engines and industrial fumes that react in the atmosphere with sunlight. This environmental problem is usually present in cities where there is a great concentration of population. Smog is a serious problem, since it is harmful to our respiratory system, especially to people with conditions such as asthma and emphysema. Smog is only one of the many consequences that occur when we are not environmentally responsible. It is the duty of government officials and citizens to work together to take care of the environment. What can you do to take care of the environment?
Compound Sentences

UNDERSTAND the concepts

Compound subjects and compound predicates

Compound sentences contain more than one independent clause (i.e., with a subject and a verb) and express a complete thought. A compound sentence has two independent clauses joined by a conjunction such as for, and, but, and yet.

**Compound Subject**

A compound subject consists of two or more subjects, generally a noun or a pronoun, that are joined by a conjunction such as and, or, nor, and but. The subjects in a compound subject share the same verb.

**Example**

Tom and Lily buzzed on hopefully across the gray countryside.

**Compound Predicate**

A compound predicate consists of two or more verbs or verb phrases joined by a conjunction such as and, or, nor, and but. The verbs in a compound predicate share the same subject.

**Example**

The conductor picked up the bicycle and held it until the two old people passed the line of petrol pumps.

A sentence may have both a compound subject and a compound predicate.

**Example**

Tom and Lily stood up and went for a walk.

The compound subject is Tom and Lily; the compound predicate is stood up and went. If the auxiliary verb is the same for the two verbs in a compound predicate, it may or may not be repeated.
PRACTICE what you learned

1. **Identify** each compound subject in the following sentences and **point out** the verb that refers to the same subject.
   a. Aunt Nancy and Uncle Arthur wished the couple happiness.
   b. Neither Tom nor Lily knew where to find a little bit of sunshine.
   c. Cars and buses would pour in that direction to search for sunlight.
   d. Both George and Mrs. Hatching received the couple with great love.
   e. Stars, rainbows, and all other such heavenly sideshows had been permanently withdrawn.

2. **Identify** the verbs in each compound predicate and **point out** the subject that refers to the same verb.
   a. Lily's father prodded the dour and withered grass on a grave.
   b. The two young people mounted on their scooter and chugged away in a shower of golden confetti.
   c. Every now and then they switched on their portable radio and listened to the forecast.
   d. Tom and Lily came to the hills and passed them.
   e. Lily looked sleepily around the little room and thought, “I wish we were staying here.”

3. **Classify** each sentence as having a compound subject (CS) or a compound predicate (CP).
   a. Mrs. Hatching told them to go up and see the spare bedroom.
   b. The blanket and quilt in the great white bed almost filled the little shadowy room.
   c. William moved among the beans, rustling leaves for the stiffness of concealed pods.
   d. At night Lily and Tom sat on the back doorstep and watched Mrs. Hatching while she clucked inside as she dished the supper.
   e. They had left the golden place and never went into the wood.

4. **Identify** whether the following sentences have compound subjects or compound verbs.
   a. She waved to them and stood watching as they walked into the wood.
   b. Tom and Lily wanted a room for the night.
   c. They had been helping old William pick a basketful of beans.
   d. Mrs. Hatching asked them to take a seat on the sofa and fetched a basin of water from the scullery.
   e. Lily stooped and picked up something from the pavement.

5. **Determine** whether the underlined words in each sentence are a compound subject, a compound predicate, both, or neither.
   a. Mrs. Hatching, silent for the moment, stood looking at them proudly.
   b. The engine **coughed and died on them**.
   c. Tom and Lily wanted a room for the night.
Count and Mass Nouns

UNDERSTAND the concepts

Common nouns name general items. They can be subdivided according to what determiners (noun modifiers) they allow.

count nouns

Count nouns are nouns that are countable or can be enumerated. They refer to a person, an object, or an idea. Count nouns can also be accompanied by the articles *a*, *an*, or *the*, or a number, and they can form plurals.

Example

*Old people began their stories with a classic, fairy-tale opening.*

When in plural form, a count noun can be preceded by a specific number (two, three, four…) or by modifiers such as *many*, *several*, and *few*.

Example

*Three days later they remembered that they must go to the village.*

*Several men spoke about the wedding ceremony.*

mass nouns

Mass nouns are nouns that are uncountable or cannot be enumerated. They can be accompanied by the definite article *the*, or they can be preceded by words such as *much*, *a little*, and *some*, or by a unit of measurement and the word *of*. They are considered as a group or a quantity. Mass nouns cannot form plurals.

The context of a sentence is critical for classifying a noun as a count noun or a mass noun. Some nouns can be classified as both.

Example

*Would you like a cake?*  
*Tom, do you like cake?*

In the first sentence, *cake* is considered a count noun. In the second sentence, *cake* is a mass noun.

Example

*William had work to do: to plant the beans.*

*In my opinion, this is Joan Aiken’s greatest work.*

In the first sentence, *work* refers to a task that has to be completed; therefore, it is a mass noun. In the second sentence, *work* is a count noun because it refers to one work that the author has written.
**PRACTICE what you learned**

1. **Classify** the following nouns as count nouns or mass nouns.
   
   a. warmth
   b. finger
   c. bus
   d. wind
   e. hope
   f. sunshine
   g. water
   h. bandage
   i. sandal
   j. wine
   k. money
   l. humor
   m. river
   n. chimney
   o. relief

2. **Read** the following sentences carefully. Then **determine** whether the nouns in them are count nouns or mass nouns.
   
   a. Tom was short-tempered with frustration.
   b. There is a garage just up the road.
   c. We are going slowly off along a path across the fields.
   d. Everyone on the bus was taking a mild and sympathetic interest, except Mr. Noakes.
   e. The driver had stopped his engine.
   f. People had given up bothering to take a pride in their boroughs.
   g. The Whitemores strolled off, sighing, to eat wedding cake and drink currant wine.
   h. You might as well say, “In the days when the grass was pink.”
   i. Cars and buses would pour in that direction for days in an unavailing search for warmth and light.
   j. Tom was going to find a bit of sun and have his honeymoon in it.
   k. It was not their imagination that a great dusty golden square of sunshine laid on the fireplace wall.
   l. The young couple looked at him inquiringly across the bread and margarine.
   m. I picked up that old lady’s bag on the pavement.
   n. Mrs. Hatching fetched a basin of water from the scullery.
   o. Come on, this means money to you and me; tell us the big secret.

**GET IT RIGHT**

- **Rewrite** the following sentences by correcting any errors in the use of compound subjects, compound predicates, count nouns, or mass nouns.
  
  a. Neither Mr. Noakes nor the neighbors believed that the couple would find sunlight.
  b. Lily and Tom had joys and pride on their wedding days.
  c. Mr. Noakes shouted, glaring at Tom and Lily with ferocious good humors.
  d. Those people believed that the bride had to wear a yellow dress.
LEARN the concepts

Exploring your family heritage is an essential part of understanding who you are. Words, like human beings, have a historical background that has shaped their identity. **Etymology** explores the history of words. As a branch of linguistics, it searches for the earliest-known use of a word, its transmission from one language to another, and its transformation in form and meaning.

A member of the Germanic family of languages, the English language can be traced back to the fifth century when three Germanic tribes (the Angles, the Saxons, and the Jutes) invaded Britain.

Even though some languages are no longer in use, they have had a significant influence on modern languages. Traces of Latin, which in turn was influenced by ancient Greek, can be found in many words of the English language. The etymology of the word *comet* is an example of this.

**Example**

*comet*
*from Old French comete*
*from Latin comēta*
*from Greek komētēs (long-haired), from komē (hair)*

As time passes, languages evolve as a consequence of political, sociological and cultural processes. As a result, some words have their spelling, pronunciation, or meaning altered. Also, speakers adopt words from other languages into their own language. In fact, many languages share the same or similar words for the same things. Here are some common loanwords that were adopted into English from other languages.

<table>
<thead>
<tr>
<th>French</th>
<th>Spanish</th>
<th>Italian</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>champagne</td>
<td>coyote</td>
<td>casino</td>
<td>hamburger</td>
</tr>
<tr>
<td>jeans</td>
<td>mosquito</td>
<td>opera</td>
<td>kindergarten</td>
</tr>
<tr>
<td>souvenir</td>
<td>barbecue</td>
<td>barista</td>
<td>pretzel</td>
</tr>
<tr>
<td>boutique</td>
<td>chocolate</td>
<td>pizza</td>
<td>sauerkraut</td>
</tr>
<tr>
<td>villain</td>
<td>renegade</td>
<td>salami</td>
<td>waltz</td>
</tr>
</tbody>
</table>

Do not be fooled by false etymologies, which are based on urban legends and widespread but incorrect ideas concerning the origin of common words.
PUT IT in practice

1. Use your linguistic instincts to match each English word with its Germanic root.

<table>
<thead>
<tr>
<th>English Word</th>
<th>Germanic Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. king</td>
<td>1. sterro</td>
</tr>
<tr>
<td>b. water</td>
<td>2. brinnan</td>
</tr>
<tr>
<td>c. apple</td>
<td>3. fuoz</td>
</tr>
<tr>
<td>d. ladder</td>
<td>4. fedara</td>
</tr>
<tr>
<td>e. yellow</td>
<td>5. kuning</td>
</tr>
<tr>
<td>f. burn</td>
<td>6. apful</td>
</tr>
<tr>
<td>g. feather</td>
<td>7. gluoen</td>
</tr>
<tr>
<td>h. star</td>
<td>8. gelo</td>
</tr>
<tr>
<td>i. foot</td>
<td>9. wazzar</td>
</tr>
<tr>
<td>j. glow</td>
<td>10. leitara</td>
</tr>
</tbody>
</table>

2. Use an online dictionary to explore the etymology of the words below. Write the Latin or Greek root word for each.

<table>
<thead>
<tr>
<th>Word</th>
<th>Latin / Greek Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ridiculous</td>
<td>from Latin:</td>
</tr>
<tr>
<td>b. chronic</td>
<td>from Greek:</td>
</tr>
<tr>
<td>c. lunatic</td>
<td>from Latin:</td>
</tr>
<tr>
<td>d. amicable</td>
<td>from Latin:</td>
</tr>
<tr>
<td>e. rhinoceros</td>
<td>from Greek:</td>
</tr>
<tr>
<td>f. crisis</td>
<td>from Greek:</td>
</tr>
<tr>
<td>g. accurate</td>
<td>from Latin:</td>
</tr>
<tr>
<td>h. technology</td>
<td>from Greek:</td>
</tr>
<tr>
<td>i. dialogue</td>
<td>from Greek:</td>
</tr>
<tr>
<td>j. hymn</td>
<td>from Latin:</td>
</tr>
</tbody>
</table>

3. Read each etymology excerpt. Match the excerpt with its corresponding English word.

<table>
<thead>
<tr>
<th>Etymology Excerpt</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. “tax paid to a ruler or master for security or protection,” from Latin tributum, “a thing contributed or paid”</td>
<td>1. examination</td>
</tr>
<tr>
<td>b. “action of testing or judging; judicial inquiry,” from Old French examinacion, from Latin examinationem</td>
<td>2. exquisite</td>
</tr>
<tr>
<td>c. “carefully selected,” from Latin exquisitus, “carefully sought out”</td>
<td>3. tribute</td>
</tr>
</tbody>
</table>

4. Use an online dictionary to write in your notebook the etymology of the words from the story “Searching for Summer” represented in the following pictures.
A Short History of Music Players

Music has always been an essential component of humanity. Until 1877, people either had to play an instrument or had to attend live performances in order to enjoy music. That year, however, Thomas Edison invented the phonograph. It was a device that recorded and played sound back, but only once, and it had to be cranked by hand. Ten years later, Emile Berliner invented the gramophone, which could be used over and over again. This device played the first records, which were made out of glass. Later on, records were made out of plastic, and the gramophone evolved to be powered by a motor.

By 1948, records were made of vinyl, and were called LP (long playing) albums. They dominated the music scene until the cassette player appeared. In 1963, Phillips released a compact stereo cassette player. This release was important because it was the first device to allow any person to listen to music on the go. In the 1970s, further progress was made, and it became possible to record your own music and voice onto a blank cassette tape. The most famous portable cassette player was the Walkman, invented in 1979. Compact discs (CDs) hit the scene in 1982. By 1984, Sony had already launched their portable CD player. Then came the MP3, a digital audio file format, and MP3 players in 1998.

You may wonder what the differences are between the latest forms of listening to music. We still buy CDs at a store, and we can buy MP3s on the Internet. Every song on a CD has a WAV format, which occupies more memory space in a computer than an MP3. The latter is a compressed music file of the former; that is why a typical CD can store up to 20 songs, but if you had the same CD recorded with MP3 files, you could record up to 200 MP3s. The sound quality of a CD is better than that of a MP3, but an untrained ear cannot detect it. If you are looking to store more music, the MP3 format should be your choice; if you want high-quality music, then you should stay with the CD.

The purpose of writing a compare-and-contrast essay is to show the similarities and differences of two or more things, places, or ideas, among other concepts. When we compare and contrast two things, we observe and think about them in new ways because we identify what makes them alike and different at the same time. We can structure our writing in different ways. If we are comparing two events, we can speak about one in the first half of the essay and then dedicate the second part of the essay to the other one. Another way is to compare both events directly, back and forth, like a ping-pong match. Most of the time we are asked to compare and contrast two things in order to choose a preference. We must do this without stating which one we prefer, but by comparing both objects.
GET to work

PLANNING

1. Imagine a sci-fi story, set in the present, that narrates something that happened in the past.
2. Decide which topic you would like to write about, related to your story.
3. Reflect on how your imaginary world is, how people's lives are, and how they communicate.
4. Make an outline of the important details you want to illustrate.

DEVELOPING

1. Specify the characters, conflict, and setting.
2. Make a list of all the essential present and past descriptions you want to make.
3. Write at least three characteristics that you want to compare and contrast.
4. Reflect on what you want to communicate when comparing and contrasting.

WRITING

1. Draft the beginning of your story. Verify that the present setting and the narration of your past event are clear.
2. Narrate what happened in the past and make sure to include the three characteristics taken from the Developing section that you wanted to compare and contrast.
3. Develop your story and make sure that you compare and contrast the events, in order to show the differences between past and present.
4. Remember to write in a clear manner, so that the reader knows when you are narrating about the past and when you are narrating about the present.
5. Prepare a clear ending to your story.

EDITING

☑ The main comparison and contrast details are recognized clearly, and I used the correct strategies to state the differences.
☑ My work is original and follows the three parts of a story’s plot: beginning or exposition, body, and ending.
☑ I used various writing techniques in order to make my work interesting to read.
☑ I used appropriate, clear, and precise language and syntax.
Reflect Upon...

Don’t Just Comment, Blog!

Freedom to write about what you want anytime, anywhere.

Maybe, in a not-so-distant future, this feature will be available.

The urgent need to express feelings or shout out opinions has always been present in our society. Since we were usually unable to say what we thought out loud, we tended to pour our hearts out in our diaries. Nevertheless, it always felt that thoughts were taken more seriously when others had a chance to read them and react to them. Now, the days of hiding behind the pages of your most precious keepsake are over. Now, we have almost immediate access to a forum that can be used to say, or should it be blog, about whichever topic we have in mind.

The modern blog evolved from the online version of the diary. The concept is actually a contraction of the words web and log, and it means just that: a way of keeping a log of your thoughts and opinions on the web, which makes them available to anyone that has access to the Internet. Although the term blog started being used in 1999, the first popular blog was created in 1994 by a college student named Justin Hall. He originally created Links.net to provide a guided tour of the Internet. However, he then converted it into a narrative of his life. This blog is currently online, updated constantly, and still visited by many web surfers.

Hall’s blog was just the beginning. By August 1999, Blogger.com presented the first free blog-creation service, which currently serves over 2 million users. Two years later, a web designer by the name of Heather Hawthorne launched her blog Dooce.com to talk about pop culture, music, and life as a single woman. The blog became unexpectedly popular, and when in February 2002 she made comments about her coworkers, she was fired from her job. Hawthorne became so popular that the verb dooced, derived from the name of her blog, has been used to refer to someone that has been fired for blogging.

Blogs give you the liberty to talk about anything. However, since they are public, you must always think about the consequences of your comments. You never know who might be reading the blog, and just as it has its benefits, what you write may backfire and may put your career or your friendships at risk.

Ever since their appearance, blogs have been well accepted among web users. They have become so common that the word blog was declared the “Word of the Year” a couple of years ago. Because of the popularity of and the ease of access to this communication forum, nearly every company, political candidate, journalist, economist, and sociologist, among others, has created a blog. Blogs also serve as an advertisement forum. Just think about it when you enter a blog—you are bombarded with ads for services, future events, or special sales. In fact, during 2005, advertising companies invested more than $100 million on blog ads.

There is no doubt that blogs have allowed users to liberate themselves from feelings and emotions that otherwise would have to be kept private. Nowadays, people from anywhere on the planet can read and comment on what anyone posts. So, why not enter the world of blogging?
Ecological consciousness is increasing by the minute. So why not use your voice and tell the world what to do to save the earth? There are many things you can do to save natural resources, reduce the number of endangered species, promote a greener lifestyle, help slow down deforestation, and even simpler, begin a recycling program in your community. Since creating a blog is such an accessible and cost-efficient means to share information, let your voice be heard. Share with others what you’ve learned from eco-related blogs or create a blog in which you share your concerns about the environment; offer possible solutions, and tell others how these should be carried out. No one will ignore the voice of a concerned teen crying for help to save Mother Earth’s life.

GREEN CONSCIENCE

Ecological consciousness is increasing by the minute. So why not use your voice and tell the world what to do to save the earth? There are many things you can do to save natural resources, reduce the number of endangered species, promote a greener lifestyle, help slow down deforestation, and even simpler, begin a recycling program in your community. Since creating a blog is such an accessible and cost-efficient means to share information, let your voice be heard. Share with others what you’ve learned from eco-related blogs or create a blog in which you share your concerns about the environment; offer possible solutions, and tell others how these should be carried out. No one will ignore the voice of a concerned teen crying for help to save Mother Earth’s life.
1. **Compare** and **contrast** how the world was, as presented by the way Mrs. Hatching lives, and the reality of the present, as presented by Mr. Noakes. **Discuss** the differences in class. **Write** a pros-and-cons list on the board.

2. **Choose** one of the three scenarios presented below and elaborate.
   - Hypothesize: What kind of natural or human-made disasters would cause the weather conditions described in the story?

3. Using context clues, **define** the underlined words.
   - And then, just as they were entering a village called Molesworth, the dimmest, **drab**est, most insignificant **huddle** of houses they came to yet, the engine coughed and died on them.
   - Whitish gray, day after day, sometimes darkening to a **weeping** slate color or, at the end of an evening, turning to smoky copper, the sky endlessly, **secretively** brooded.
   - “Can’t see what’s wrong,” said Tom, after a prolonged and **gloomy** survey.

4. **Classify** the following nouns as either count nouns or mass nouns.
   - buzz  
   - apple  
   - car  
   - fire  
   - angst  
   - sorrow  
   - sand  
   - cup  
   - shoe  
   - juice  
   - bill  
   - sadness  
   - lagoon  
   - door  
   - hope

5. **Write** a complete sentence containing two examples of count nouns and two examples of mass nouns.

6. **Classify** each sentence as having a compound subject or a compound predicate.
   - Tom and Lily buzzed on hopefully across the gray countryside.
   - Every now and then they switched on their portable radio and listened to the forecast.
   - Lily stooped and picked up something from the pavement.
   - He changed completely and gave them a leer that was full of false goodwill.
   - Tom and Lily stared at each other and then around the room.
7. Choose which language these common English words come from.
   a. bonsai, geisha, kimono, samurai, sushi
      ■ Cantonese
      ■ Japanese
      ■ Mandarin
      ■ Malay
   b. orange, bikini, checkmate, hotel, mustache
      ■ Latin
      ■ Dutch
      ■ French
      ■ Spanish
   c. alphabet, biology, geometry, theater, zoo
      ■ Latin
      ■ Persian
      ■ Italian
      ■ Greek

8. Compare and contrast the following subjects in the Venn diagram. Explain how they are similar and how they are different. Poll the class for your classmates’ opinions.

9. Look on a video-sharing website for a video of actor Alan Rickman reciting the poem “The Long War” by Laurie Lee. Study his delivery. What do the images and metaphorical language suggest to you? What senses does the poem awaken?

10. Answer the following reading comprehension questions about “Searching for Summer.”
    a. Which is your favorite character in the story? Explain why.
    b. Where is the story set? Which country? What year would you say it is?
    c. What do you think happens afterward?