

ملخص وحل تمارين من ١١ - ١٤

Non-finical prose

مادة النثر الإنجليزي

المحاضرة ١١

Unit 5 part2

بدأ الدكتور بصفحة ١١٣

Find out everything you can about this gadget. What can it do? Why is it fun (or not fun) to have? How much does it cost? Where can you get it? You can talk about your own experience with the gadget, look it up on the Internet, or go to a store where the gadget is sold.

Take notes on your findings and come to class prepared to talk about it either to the whole class or in a small group. You may even want to bring your gadget if you already own one!

Part 2 Reading Skills and Strategies

يقفز فجوه Leapfrogging the Technology Gap

Before You Read

Strategy

Identifying the Pattern of Organization in a Reading

All professional writing has some set structure. Professional writers are careful in where they put their main points and how they organize their specific details. Understanding the logic behind this structure helps you understand better what is being communicated and also helps you improve your own ability to write well.

1 Identifying the Pattern of Organization Look at the title, illustrations, and instructions of the article on pages 117–118. What problem is being discussed? What solution is being offered?

Now that you know the topic, try to identify the way the article is organized. This can help you to read it more easily. First, look quickly at the following three common patterns. Then take a couple of minutes to skim the article. After you finish, read the three patterns with more care and tell which pattern best describes the article's organization.

من الحديث بشكل عام الى التحديد **Pattern 1: From General to Specific**

- Description of a problem
- Description of the solution(s)
- History of why the problem exists
- Examples to illustrate the problem and solution

من التحديد إلى العام **Pattern 2: From Specific to General**

- Description of a number of specific examples of a larger problem
- Explanation of the problem and its history
- Solution(s)

2. What do you think an *agricultural economy* is? What is an *information economy*?
3. Even before you read the article, do you know (or can you guess) what type of economy usually comes between an agricultural and an information economy that is being skipped over in these “leapfrogging” countries?

UNDERSTANDING COMPOUND WORDS

A number of words in this article, like the words *leapfrog* or *schoolchildren* in the second sentence are actually compound words. (See Chapter 1 page 11 to review what compound words are and how to guess their meaning.)

4 Understanding Compound Words Figure out the meaning of the compound words in the following sentences by breaking them up into parts or by looking at the context. Circle the letter of the phrase that best expresses the meaning of each underlined compound word.

1. Schoolchildren are seeing their country’s most famous landmarks for the first time.

معالم

(A) a monument, building, or other object that serves as a typical marker on the land

(B) a plot of land marked out for a house to be put up

(C) an important person, like a politician or police officer
2. The village economy is taking off, fueled by the sale of its handmade silk scarves on the global market.

مصنوع يدوياً

(A) kept close at hand

(B) made with a pattern of handprints

(C) made by hand, not by a machine
3. Each motorcycle has a transmitter that allows it to upload and download email and data.

رفع تنزيل

(A) to move the computer mouse up and down while riding in a vehicle

(B) to move information up [from vehicle to computer or server] and to move information back down [from server to vehicle]

(C) to package and unpackage the computer before and after loading it in a vehicle that carries information to places that need it
4. Farm economies made room for craftsmen and artisans, who gave way to industrial production.

الحرفي

(A) people who are sneaky and crafty

(B) people who make crafts with their hands

(C) workers in large industrialized factories
5. Widespread industrial development would still leave much of Africa, Asia, or Latin America a generation behind Europe and North America.

واسع الانتشار

(A) extending all over the globe

(B) circulation in limited areas

(C) widely recognized by many people

6. The Internet kiosks [booths or stands] that access a global marketplace can **السوق** also be used to access political information or organize grassroots campaigns in emerging democracies.
- (A) a covered building used for trading food and clothing
 - (B) meeting of representatives from different countries for the purpose of providing aid.
 - (C) place where ideas, as well as goods, are bought and sold
7. The Internet kiosks [booths or stands] . . . can also be used to access political information or organize grassroots campaigns in emerging democracies. **القاعدة**
- (A) based on (rooted in) the needs of ordinary people.
 - (B) natural and friendly to the environment
 - (C) occurring in areas that are full of grass, like fields
8. Pondicherry, India's information and communications technology development strategy traces back to a 1998 project that brought Internet-linked telecentres to the region's villages. (Note: Also spelled *telecenters*) **مركز الاتصالات**
- (A) televisions for viewing programs and movies
 - (B) meeting places for community activities, like team sports, shows, or political rallies
 - (C) locations for long-distance communication by computer, telephone, telegraph, television, etc.

Read

Introduction

In the world today, there are many countries whose development and quality of life still lag behind that of the countries traditionally known as "first world." Moving from an agrarian economy to an industrialized economy and then to an information economy took many decades in Europe, Japan, the United States, and Canada. However, at the present time, some developing countries are bypassing the long route to development. They are "leapfrogging" into the information age by using combinations of high-tech and low-tech technology in creative ways. Read the following article to find out more about this new path to development.

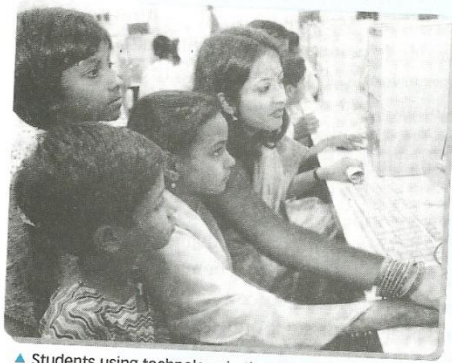
- Have you ever seen a frog leap? What does it look like?
- Why are some developing countries now called "leapfroggers"?
- What technologies do you think you will read about in this article?



Leapfrogging the Technology Gap

- A In Robib, Cambodia, villagers are getting medical advice from the world's best doctors. Schoolchildren are seeing their country's most famous landmarks for the first time. And the village economy is taking off, fueled by the sale of its handmade silk scarves on the global market.
- B All these benefits are coming via motorcycle—Internet-enabled motorcycles. A wireless network links computers in the village to computer chips on each of the five motorcycles. Each vehicle has a transmitter that allows it to upload and download email and data as it passes by village computers. At the end of the day, the bikes return to a hub where they upload the information received. The next morning, they download email and data from the hub and take it out to the villages for transmission. 5
- C Villages like Robib have been described as “leapfroggers:” communities or even whole countries in the developing world that are using information and communication technologies to leapfrog directly from being an agricultural to an information economy. It's a phenomenon that combines technology high and low in innovative ways, and is generating not only economic benefits but a new world of education, social, and political opportunities. 10
- D In highly developed countries, the information economy has emerged from a long evolution—farm economies made room for craftsmen and artisans, who gave way to industrial production, and manufacturing has yielded to the rise of an information and service-based economy. 15
- E Economists and development experts wonder whether the developing world can—or should—follow the same path. Widespread industrial development would still leave much of Africa, Asia, or Latin America a generation behind Europe and North America. 20
- F Of greater concern is the potential environmental impact of widespread industrialization: large-scale factory production in the developing world could greatly increase global energy consumption and pollution levels, particularly if factories use cheaper and dirtier production methods. 25
- G Information and communication technologies provide an alternative to this environmental and economic nightmare. The hardware, software, and networks that have propelled developed economies out of the industrial era and into the information age are now promising to take the developing world directly from agrarian to post-industrial development. 30
- H The same satellite networks that link remote villages to urban markets can bring classroom education to communities too small or poor to support secondary schools. The cell phone systems that power community businesses can connect patients or doctors, or disparate family members. The Internet kiosks that access a global marketplace can also be used to access political information or organize grassroots campaigns in emerging democracies. 35 40

I Societies that place a high value on education, like Vietnam, are at an advantage, because a highly educated population is ready for work in a knowledge-based economy. Bangalore, India, is the best-case scenario. Recognized as the Silicon Valley of the developing world, Bangalore has parlayed India's wealth of well-educated, tech-savvy, English-speaking programmers into a massive hive of interlocking programming shops, call centres, and tech companies.



▲ Students using technology in the classroom.

J While Bangalore's technological, education, and linguistic advantages have given it a head start on leapfrogging, regions that lack those advantages stand to gain even more from the creative use of technology. Indeed, the countries that stand to benefit most from a leapfrogging strategy are those with limited infrastructure, limited education access, and limited literacy rates.

K In Bolivia, a rural radio station uses the Internet to answer questions from listeners—like the farmer who wanted help dealing with a worm that was devouring his crops.

Working online, the station found a Swedish expert who identified the worm and broadcast the information on pest control to the entire community.

L "The development community has placed a great emphasis on being able to meet basic development objectives," says Richard Simpson, the Director of E-Commerce for Industry Canada. "It is not about rich countries getting richer. It's not even about emerging economies. It's about countries at every stage of development using technology in a way that is appropriate to their needs." Needs like those of Nallavadu, a village in Pondicherry, India. A region in which many people live on incomes of less than one dollar a day, Pondicherry's information and communications technology development strategy traces back to a 1998 project that brought Internet-linked telecentres to the region's villages. Today, villagers routinely use the Internet to access information that helps them sell their crops at the latest commodity prices, obtain medical advice, and track regional weather and transport.

M How does that kind of technology affect daily life? Just look at what happened in the village of Nallavadu. Vijayakumar Gunasekaran, the son of a Nallavadu fisherman, learned of December's earthquake and tsunami [2004] from his current home in Singapore. When Gunasekaran called home to warn his family, they passed along the warning to fellow villagers—who used the village's telecentre to broadcast a community alarm. Thanks to that alarm, the village was evacuated, ensuring that all 3,600 villagers survived.

Source: "Leapfrogging the Technology Gap" from pipermail.org (Alexandra Samuel)

UNDERSTANDING COMPOUND ADJECTIVES

Often when two or more words come before a noun and function together as an adjective (word that describes something), they are linked together by a hyphen (-).

6 Analyzing Compound Adjectives with Hyphens Analyze the meanings of the words in italics by looking at the shorter words that are connected by the hyphen and at the context. Write explanations in the blanks.

1. All these benefits are coming via motorcycle—*Internet-enabled motorcycles*
motorcycles that can access the Internet

2. Farm economies made room for craftsmen and artisans, who gave way to industrial production, and manufacturing has yielded to the rise of an information and *service-based economy*. [Hint: *service* here relates to jobs in which employees provide something nontangible rather than producing goods.]
economy that's based on service

3. *Large-scale factory production* in the developing world could greatly increase global energy consumption and pollution levels.
factory that's produce alot of things

4. Societies that place a high value on education, like Vietnam, are at an advantage, because a highly educated population is ready for work in a *knowledge-based economy*.

economy that's baesed on information or knoledge

5. Bangalore, India, is the *best-case scenario*. [Hint: *scenario* here means a course of action that could happen]

trying to see the best option that's going to happen

6. Recognized as the Silicon Valley of the developing world, Bangalore has successfully parlayed India's wealth of *well-educated, tech-savvy, English-speaking* programmers into a massive hive of interlocking programming shops, call centers, and tech companies.

a. *well-educated programmers* are the person who has very good education and be programer

b. *tech-savvy programmers* are [Hint: "savvy" comes from the Spanish word *sabe* which means "know."] the person who knows very well the teqnology

7. Therefore, *well-educated, tech-savvy, English-speaking* programmers are

8. Pondicherry's information and communications technology development strategy traces back to a 1998 project that brought *Internet-linked telecentres* to the region's villages.

التمارين الأخيرة ماحسيت إجابات الدكتور فيها واضحة ومركز انه يعطي جواب واضح لها
عشان كذا تركتها والتي بيبيها يرجع للمحاضرة المسجلة رقم ١١ على آخرها

Chapter

6

Money Matters

In This Chapter

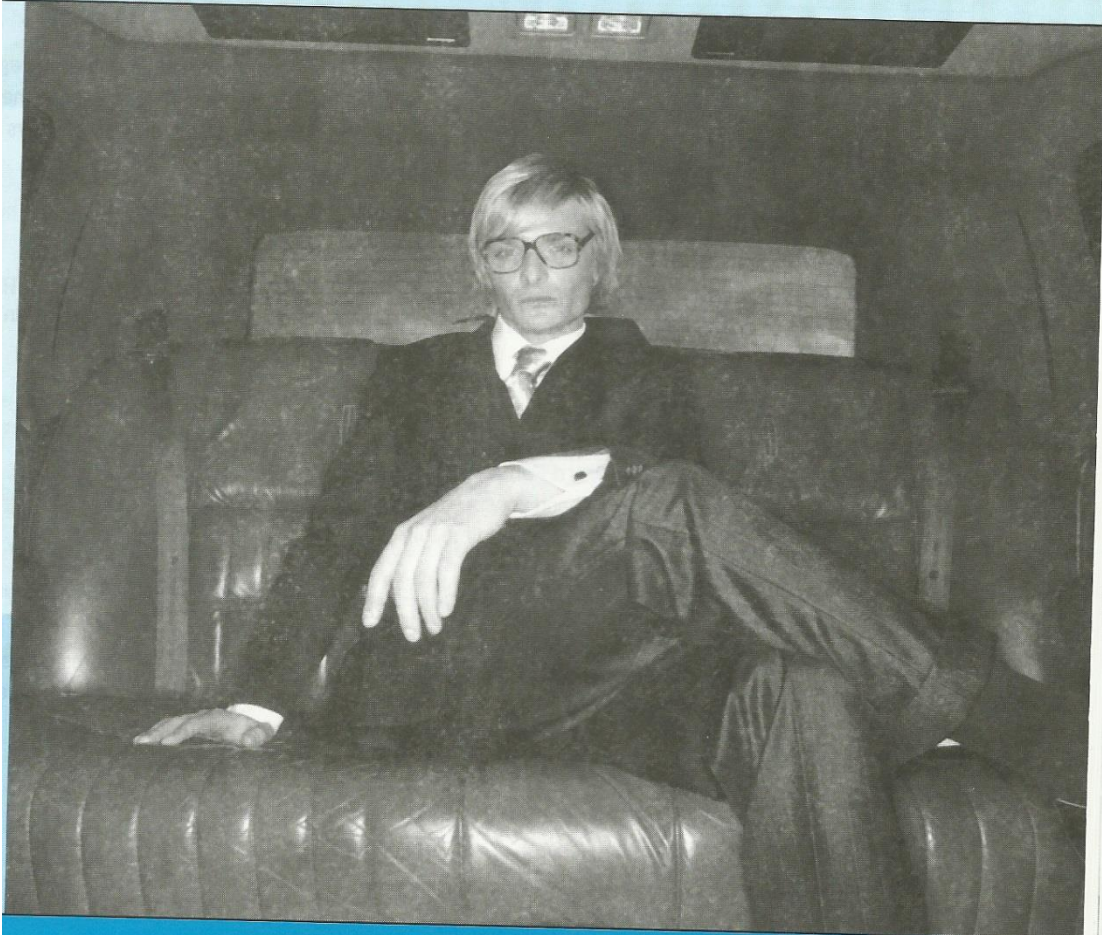
"Money makes the world go 'round," according to an old English saying, and being able to talk about money matters is important in all cultures. The first selection describes the success story of a business that started in Spain with a small idea and grew to make money and create jobs across many borders. The second selection, written by one of the greatest short story writers of the English language, William Somerset Maugham, focuses on a more personal aspect of the financial question: the embarrassment and difficulties that a lack of money can cause in a social situation.

“ One coin in an empty moneybox makes more noise than when it is full. ”

—Arabic proverb

Connecting to the Topic

- 1 Look at the photo. How would you describe this man? Do you think he is careful with money? Why or why not?
- 2 What things do you consider to be a waste of money? What things do you like to splurge (spend a lot of money) on, i.e. nice clothes, eating in fancy restaurants, travel, the latest technology?
- 3 What difficulties can money cause among friends?



Part 1 Reading Skills and Strategies

Executive Takes Chance on Pizza, Transforms Spain

Before You Read

Strategy

Previewing a Reading

Get a general idea of what an article is about before fully reading it. Often, the title presents key points that can help your comprehension.

1 Scanning for Specific Information Look at the title of the article on page 132. Then read the questions below about the title and take one minute to scan the article for the information needed to answer the questions. Compare your answers with those of your classmates.

1. Who is the *executive* (*business manager*) mentioned in the title?
2. What does it mean to say he “takes a chance on pizza”?
3. To *transform* something means to change it, and not just in a small way. How does this man “transform Spain”? Do you think this title uses exaggeration?

Strategy

Recognizing Word Families

A good way to expand vocabulary is through recognizing word families—groups of words related in form and meaning, such as *combine*, *combined*, and *combination*.

2 Recognizing Word Families Scan the reading selection for words related to the given words in column one and write them in the second column. Read the meaning in the third column. The words are in the order of their appearance in the article.

	Related Word in Reading	Meaning of Related Word
1. global	<i>globalization</i>	A noun meaning <i>the growth of something worldwide</i>
2. pizza	<i>pizzeria</i>	A noun meaning <i>a place that produces or sells pizza</i>
3. convenient	<i>convenience</i>	A noun meaning <i>quality of being convenient, easy, or suitable</i>
4. modern	<i>modernizing</i>	A verb meaning <i>becoming modern</i>
5. manage	<i>management</i>	A noun meaning <i>the act or manner of managing</i>
6. prosperous	<i>prospered</i>	A verb meaning <i>did well or became prosperous (wealthy)</i>
7. special	<i>specialties</i>	A noun meaning <i>types of food, or other products that are special</i>
8. afford	<i>affordable</i>	An adjective meaning <i>can be afforded by a person's financial means, not too expensive</i>
9. mental	<i>mentality</i>	A noun meaning <i>mental outlook, way of thinking</i>
10. mature	<i>maturing</i>	A present participle (-ing word) meaning <i>growing older and wiser, becoming more mature</i>

الدكتور حل أول مثالين بس وأنا أكملت الباقي لأننا سهله مرره تدور الكلمه المرتبطه فيها في القطعة

Read

Introduction

The following article gives us some examples of **globalization**: a term used to describe how business, travel, communications, and other institutions spread quickly throughout the globe, without being stopped by borders, distance, language, and regulations the way they were in the past. Leopoldo Fernandez was born in one country, grew up in another, and then went to work in a third country. The article discusses how he starts a business that has an impact on many other countries.

- Why do people move from one country to another? Is this always their choice?
- Have you ever lived in a different country? Would you like to do that some day?



Executive Takes Chance on Pizza, Transforms Spain

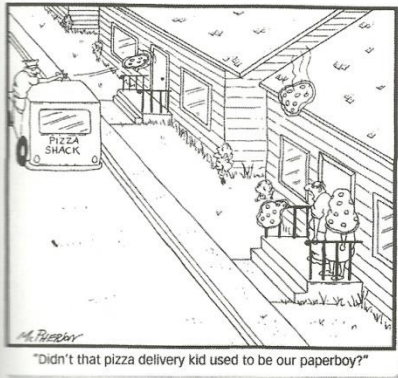
- A MADRID, Spain—Leopoldo Fernandez was earning \$150,000 a year as an **executive** in Spain with Johnson & Johnson when he decided to open a **pizzeria** on the side.
- B “Keep in mind, I knew nothing about pizza. My job was about selling heart valves, heart monitors, surgical instruments,” said the 47-year-old Cuban American, a former **marketing** director for the U.S. medical supply company.
- C Six years later, Fernandez is the president of TelePizza, a **multinational** company with **projected sales** of \$120 million this year. By year’s end, the Madrid-based pizza businessman’s name will adorn more than 200 **outlets** in ten countries. The company, one of the first to answer a need for **convenience** goods in **modernizing** Spain, may even be the world’s fastest growing pizza **chain**, according to a recent issue of the trade magazine *Pizza Today* and research by TelePizza.
- D “I thought I’d just open five little stores and keep my job at Johnson & Johnson,” recalled Fernandez in an interview as he puffed a \$5 Cuban cigar. Two small Cuban flags are placed on his desk top.
- E Success came “so quickly my biggest problem has been keeping on top of the growth-money management, people **management**, training. Most new businesses grow at 10–20 percent yearly. We’ve grown at 10 percent a month since we opened,” Fernandez said.
- F After his first shop **prospered** in Madrid, Fernandez left his job, sold his house and stocks, and cobbled together \$300,000 to put into the business. From then on, new pizzerias opened rapidly, first in Spain and then abroad.
- G At the time TelePizza began in the late 1980s, pizzas were available in Spain only in Italian restaurants, and home delivery of any food was rare. But with more women in the workplace and Spain still modernizing, there was a growing need for convenience foods. TelePizza’s success is widely credited with setting off a **boom** in home-delivered fast food in Spain.
- H Hundreds of motorbikes now ply Madrid’s streets delivering everything from pizza to traditional **specialties** like Spanish tortillas (egg and potato omelettes) and paella.
- I Like the Domino’s chain of U.S. fame, TelePizza’s pies come fast—the company guarantees that pizzas will arrive in under 30 minutes, depending on where customers live. They are fairly **affordable**, with a pie for up to four people costing \$13, compared with \$6 for a McDonald’s quarter pounder, fries, and Coke, undelivered.
- J Some say Spain’s growing appetite for fast food is undermining the country’s healthy Mediterranean diet. “There’s a saying, when we were poor we made better eating choices than we do now,” said Consuelo Lopez

Nomdedeu, a nutritionist with the government-run National College of Health. But Fernandez dismissed such complaints. "The key is variety in the diet," he said. "I wouldn't eat pizza daily or hamburgers (nor would I eat) Spanish dishes like lentils or garbanzos."



▲ Making a delivery on two wheels

CLOSE TO HOME JOHN MCPHERSON



▲ Close to Home © John McPherson, Reprinted with permission of Universal Press Syndicate. All rights reserved.

Source: "Executive Takes Chance on Pizza, Transforms Spain" *Wisconsin State Journal* (Stephen Wade)

K Along with crediting the **untapped** Spanish **market** for his success, Fernandez noted that growing up as an immigrant in the United States probably also helped. Like many other refugees fleeing the Castro revolution, Fernandez moved to Florida from Cuba in 1960 with his parents.

L "An immigrant has to find ways to succeed because he's on the bottom," said Fernandez, who also has worked for Procter & Gamble Co., the leading U.S. consumer products company.

M "Here, my advantage is that I understand Spanish **mentality** better than Americans do, and I understand Americans better than Spaniards do," Fernandez said.

N So far, his recipe for success is working. Fernandez said TelePizza outsells its three biggest rivals in Spain—Domino's, Pizza Hut, and Pizza World—combined. The company has a fleet of more than 2,000 motorbikes in Spain and sells 25,000 pizzas daily in the Spanish market.

O About two-thirds of TelePizza outlets in Spain are **franchises** while 90 percent of the 40 stores abroad are company-owned. In addition to Spain, there are TelePizza outlets located in Mexico, Colombia, Chile, Portugal, Belgium, Greece, and Poland—with stores in France and Brazil set to open before year's end.

P "We plan to go into the U.S. in due time," Fernandez said. "For now we are **maturing** and learning from **growth markets**."

After You Read

3 Getting the Meaning of Words from Context Use the context and the clues to explain the following business terms.

- marketing* (line 6) A market is a place where products are bought and sold. So, *marketing* is promoting the buying and selling of products.
- multinational* (line 8) Break the word apart to find its meaning. to many national
- projected sales* (line 8) Think about projecting something such as fireworks into the sky. Then think about the time frame it refers to. presented sales
- outlets* (line 10) Break the word apart and remember we are talking about a product that is being marketed. center of shops that's buy things in one place
- chain* (line 12) Imagine a picture of a chain, made up of separate parts called links. more than one store in deffernt places
- boom* (line 28) The meaning can be inferred partly from the sound of this word (which is used to describe the sound of an explosion). spreading out in deffernt places
- untapped market* (line 44) *To tap* something means "to open or start," as in tapping an oil well. Then consider how the prefix *un-* affects the meaning. some thing new that's nobody try to do it befour
- franchises* (line 67) Notice these stores are contrasted with others that are company owned. licensed
- growth markets* (line 75) Take a guess from the words themselves. market that's grow from very low to high

4 Checking Your Comprehension Choose the most appropriate answer related to the reading.

- Before starting a pizza business, Fernandez worked for a company that sold _____.
 A Cuban cigars
 B surgical instruments
 C restaurant supplies
- Telepizza grew very fast in the 1980s because at that time in Spain _____ was very rare.
 A Italian food
 B good restaurants
 C home delivery

قال لا تخشون من الكلمات
مجرد أنها تعطيك معلومات عن مصطلحات تجارية
بس أنا ماأضمن هالحكي وراح أذاكرها

3. Another factor that helped the business is that there were more _____ in the workplace than before.
- A women
 B engineers
 C young people
4. According to Consuelo Lopez Nomdedeu, fast food like pizza is not good for Spain because it is _____.
- A very expensive
 B too foreign
 C not healthy
5. Fernandez feels that being an immigrant in the U.S. _____.
- A caused many problems for him and his family
 B was an advantage to him in business
 C did not affect him in any way
6. Telepizza has many outlets in Spain and in different countries and these are _____.
- A franchises
 B company owned
 C both franchises and company owned



5 Guided Academic Conversation: Globalization and How It Affects Us

In small groups, discuss the following issues. Then compare your answers with those of another group. After Leopoldo Fernandez opened his first TelePizza, the company quickly expanded to hundreds of outlets in many countries, including Spain, Germany, Sweden, Chile, Mexico, Morocco, Poland, and Portugal. Obviously, globalization was good for Mr. Fernandez, but is it good for everyone?

- Chain Stores** Make a list of the chain stores, restaurants, or businesses that are popular in the place where you live. Note if they are nationally owned or foreign. Do you know the difference? What is more important: the product or the ownership, or both? Do foreign-owned businesses hurt or help the local economy? What is your group's favorite chain? Why?
- Owning Your Own Business** Would you like to have your own business some day, or do you prefer to work for someone else? Explain your choice. What chain stores, restaurants, or businesses from your country have outlets in other countries? Would you consider working for one of them? Would you work for a chain from a different nation? Why or why not?
- Fast Food: Bad or Good?** Does fast food mean bad food? What are its advantages? There must be a reason that it is so much in demand. Pretend that your group has been given money to set up a new international fast-food chain in foreign markets. What foods would you choose to export from your culture? How would you set up the atmosphere of the outlets? What name would you give to your business?

المحاضرة ١٣

Unit 6 part 2

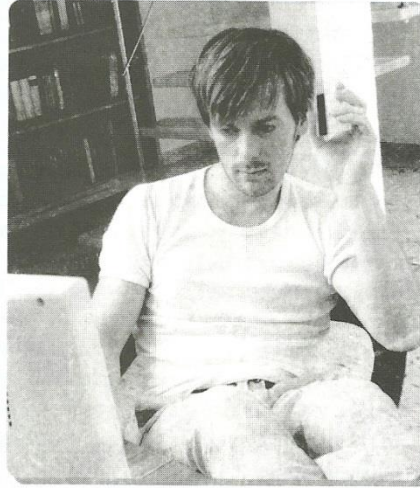
بدأ الدكتور بصفحة ١٣٨ في المحاضرة قصة قصيره



7 What Do You Think? Read the paragraph below and discuss the questions that follow.

Buying on the Internet

People love to shop, and more and more of them are shopping on the Internet. Some are pleased with the variety of goods offered and the ease of shopping in the comfort of their own homes. Yet some are worried about the quality of goods they'll receive or the safety of their credit card numbers.



▲ Do you like to shop on the Internet?

1. Have you ever shopped on the Internet? If so, what products have you bought?
2. Do you prefer to shop online, use a catalog, or go to a store in person? Why?
3. Some consumers think it's not safe to shop on the Internet. Do you agree or not? What precautions would you take before completing a transaction on the Internet?
4. Have you ever heard of "identity theft"? What is it? Do you think it could happen if you buy products on the Internet? Explain.

Part 2 Reading Skills and Strategies

The Luncheon

Before You Read

خصائص القصة القصيرة

Strategy

Identifying the Setting, Characters, and Conflict in a Narrative

Reading a story is easier if you first identify the key elements that every story must have. These are called the *narrative elements*.

- **setting:** the time and place
- **characters:** the main people who are in the story
- **plot:** the action that starts with a **conflict**, develops into a complication, and ends with a resolution (a solution of the conflict)

1 Identifying the Setting, Characters, and Conflict Find the setting by looking at the illustration and skimming the first few paragraphs.

1. When does the story take place (more or less)? years ago ٢٠ Where?

Paris

2. Who are the main characters? There is of course the *narrator* (the one speaking) since the story is written in the first person (using *I* and *me*). The other character is a woman whose name we are never told. What do we know about this woman?

Characters: The narrator- the women

About the woman: _____

3. We cannot identify in advance the whole plot, but we can find out where it begins. The action always starts with a conflict (a problem or difficulty) because if everything were fine, there would be no story. Read quickly up to line 22 and find the conflict. Explain it here.

You will have to read the story to see how this conflict gets complicated, rises to a climax (the most difficult and intense moment of the action), and then ends in the resolution.

2 Getting the Meaning of Words from Context The author uses exact adjectives and adverbs to describe the feelings of the characters and the appearance of their surroundings. Look for clues in the context and choose the word or phrase closest to the meaning of the word in italics.

1. But I was *flattered* by her praise of my book. (lines 18-19)
 A worried about the future
 B pleased by the kind words
 C confused about what to do
Notice the clue in line 19
2. I was *startled* when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. (lines 30-31)
 A depressed by sad memories
 B scared by a sudden surprise
 C filled with hope
3. It would be *mortifying* to find myself ten francs short and be obliged to borrow from my guest. (lines 76-77)
 A embarrassing
 B boring
 C tiring
4. The asparagus appeared. They were enormous, *succulent*, and appetizing. (lines 84-85)
 A too ripe
 B dry
 C juicy
5. I knew—a little later, for my guest, going on with her conversation, *absentmindedly* took one. (lines 107-108)
 A with an intention
 B without thinking
 C in a careful way
6. The bill came and when I paid it I found that I had only enough for a quite *inadequate* tip. (lines 113-114)
 A generous
 B small
 C exact

Read

Strategy

Predicting Events in a Narrative

It is helpful while reading a narrative to think ahead of the action. You don't have to understand every word, just try to follow the action, understand what is happening, and think about what might happen next.

3 Predicting Events in a Narrative As you read the next selection, try to predict what is going to happen next. The story will be interrupted at a few points and you will be asked some questions to guide you. Do not worry about understanding every word. Just try to follow the action and understand what is happening.

Introduction



▲ William Somerset Maugham

The following selection is a narrative (a story) by one of the master short story writers of the English language, William Somerset Maugham (1874–1965). Born in Paris and educated in England, he worked as a secret agent for the British government in World War I and then spent the rest of his life writing and traveling throughout many parts of the world. In “The Luncheon,” the narrator starts out by describing how he went to the park and met a cousin he had not seen in 20 years. This brings to his mind the memory of that time long ago, and so he tells the story of that earlier meeting.

Have you ever had the experience of meeting someone you once knew and had not seen in years? How did the experience turn out?

- In what ways do people change over the years?



The Luncheon

I caught sight of her at the park and in answer to her beckoning I went over and sat down beside her. It was long since I had last seen her and if someone had not mentioned her name I hardly think I would have recognized her. She addressed me brightly.

"Well, it's many years since we last met. How time does fly! We're none of us getting any younger. Do you remember the last time I saw you? You asked me to luncheon."

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday: she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot's afterwards? Foyot's is a restaurant at which the French senators eat and it was so far beyond my means that I had never even thought of going there. But I was flattered by her praise of my book and she was, after all, my father's niece. I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

What do you think of the request that the cousin has made of the main character? Why do you think that he accepted it? Do you think he is going to get into trouble? Why or why not?

I answered that I would meet my cousin-by-correspondence at Foyot's on Thursday at half past twelve. She was not so young as I expected and in appearance imposing. She was in fact a woman of forty, and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about the family, whom I hadn't seen in some years, I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much

nowadays. A little fish, perhaps. I wonder if they have any salmon.”

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Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in—it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

What did the man notice about his cousin's appearance? Does it perhaps give a clue to her character? From what she has said so far, do you expect her to order any more food? Why?

“No,” she answered. “I never eat more than one thing. Unless you had a little caviar. I never mind caviar.”

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My heart sank a little. I knew I could not afford caviar, but I could not very well tell her that. I told the waiter by all means to bring caviar. For myself I chose the cheapest dish on the menu and that was a mutton chop.

“I think you're unwise to eat meat,” she said. “I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach.”

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What do you think his cousin is going to do next? And the man? Why?

She ate the caviar and she ate the salmon. She talked incessantly of the prosperity and successes of her family. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

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“I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and eat just one thing? I'm sure you'd feel ever so much better for it.”

“I am only going to eat one thing,” I said, as the waiter came again with the bill of fare.

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The waiter has come once again. What will happen next?

She waved him aside with an airy gesture.

“No, no, I never eat anything for luncheon. Just a bite, I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn't possibly eat anything more—unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them.”

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“Madame wants to know if you have any of those giant asparagus,” I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread

over his broad face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

Something is ironic when it is the opposite of what is true or expected. What is ironic about what his cousin keeps saying? How do you think the man feels about this? Do you think the man or his cousin will order more food?

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I could not bring myself to do that. I knew exactly how much I had and if the bill came to more I had made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say it had been picked. Of course it would be awkward if she had not money enough either to pay the bill. Then the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous, succulent, and appetizing. The smell of the melted butter tickled my nostrils. I watched her thrust them down her throat in large voluptuous mouthfuls and in my polite way I discoursed on the condition of the drama in the Balkans. At last, she finished.

"Coffee?" I asked.

"Yes, just an ice cream and coffee," she answered.

I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry?" I asked faintly.

"Oh, no. I'm not hungry; you see, I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you."

"Oh, I see!"

Then a terrible thing happened. While we were waiting for the coffee,



▲ A fancy restaurant in Paris in the 1930s.

the head waiter, with an ingratiating smile on his false face, came up to us bearing a large basket full of peaches. They had the rich tone of an Italian landscape. But surely peaches were not in season then? Who knew what they cost? I knew—a little later, for my guest, going on with her conversation, absentmindedly took one. 105

“You see, you’ve filled your stomach with a lot of meat”—my one miserable little chop—“and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.” 110

The bill came and when I paid it I found that I had only enough for a quite inadequate

tip. Her eyes rested for an instant on the three francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket. 115

So far the luncheon has gone badly for the man. Somerset Maugham is known for his irony and surprise endings. Can you think of some way he might turn the situation around?

“Follow my example,” she said as we said farewell, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I retorted. “I’ll eat nothing for dinner tonight.” 120

“Humorist!” she cried, jumping into a cab. “You’re quite a humorist!”

But I dare say she may not appreciate my humor now, as I try to contain a chuckle. Today she weighs twenty-one stone.*

Source: “The Luncheon” *Cosmopolitans* (W. Somerset Maugham)

*The stone is a British unit of measurement. One stone equals fourteen pounds, or 6.35 kilos.

المحاضرة ١٤

الاختبار

- ١- قال في هالمحاضرة ان الاختبار راح يكون ٧٠ سؤال وهالشى تغير طبعاً لأن الأسئلة ٥٠ سؤال
- ٢- وقال أنه راح تكون في قطعتين من اللي درسناهم
- ٣- وفيه قطعه خارجية
- ٤- وقال أن الستة وحدات والأسئلة اللي حليناها هي اللي معنا بس

وبكذا نكون انتهينا وأبقى أنا بشر نقلت لكم وحاولت أحل كل اللي قاله الدكتور فإن أصبت فمن الله وإن أخطأت فمن نفسي والشيطان وفي النهاية كل اللي أبيه دعوه في ظهر الغيب

وفالكم

A+

أختكم جُ حُنُونُ