



SUBJECT:	English
PAPER NUMBER:	I
DATE:	2 nd September 2019
TIME:	9:00 a.m. to 12:05 p.m.

Answer **ONE** question from **EACH** section. In Sections A and B, each answer must **not** be shorter than 400 words. In Section C, it is recommended that essays are **not** shorter than 400 words. Each section carries one-third of the total marks allotted to this paper.

In the gobbet question, you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to at least **TWO** of the following while making reference to the play as a whole: characterisation, imagery, theme, setting.

SECTION A: SHAKESPEARE SET TEXTS

1. *Julius Caesar*

EITHER

(a) Gobbet

CASSIUS Hear me, good brother.

BRUTUS Under your pardon. You must note beside,
That we have tried the utmost of our friends;
Our legions are brim-full, our cause is ripe.
The enemy increaseth every day;
We, at the height, are ready to decline.
There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

CASSIUS Then, with your will, go on.
We'll along ourselves, and meet them at Philippi.

BRUTUS The deep of night is crept upon our talk,
And nature must obey necessity,
Which we will niggard with a little rest.
There is no more to say.

CASSIUS No more. Good night.
Early tomorrow will we rise and hence.

OR

(b) Discuss the relation between power and responsibility in *Julius Caesar*.

OR

(c) Discuss Antony's contribution to tragedy in *Julius Caesar*.

2. ***The Tempest***

EITHER

(a) Gobbet

PROSPERO

Ye elves of hills, brooks, standing lakes and groves,
And ye that on the sands with printless foot
Do chase the ebbing Neptune, and do fly him
When he comes back; you demi-puppets that
By moonshine do the green sour ringlets make
Whereof the ewe not bites; and you whose pastime
Is to make midnight mushrooms, that rejoice
To hear the solemn curfew; by whose aid,
Weak masters though ye be, I have bedimmed
The noontide sun, called forth the mutinous winds,
And 'twixt the green sea and the azured vault
Set roaring war – to the dread rattling thunder
Have I given fire, and rifted Jove's stout oak
With his own bolt; the strong-based promontory
Have I made shake, and by the spurs plucked up
The pine and cedar; graves at my command
Have waked their sleepers, oped, and let 'em forth
By my so potent art. But this rough magic
I here abjure. And when I have required
Some heavenly music – which even now I do –
To work mine end upon their senses that
This airy charm is for, I'll break my staff,
Bury it certain fathoms in the earth,
And deeper than did ever plummet sound
I'll drown my book.

Solemn music

OR

(b) Discuss the theme of power in *The Tempest*.

OR

(c) '*The Tempest* involves conflict between the aggressor and the victim.' Discuss.

3. ***Othello***

EITHER

(a) Gobbet

IAGO Poor and content is rich, and rich enough,
But riches fineless is as poor as winter
To him that ever fears he shall be poor.
Good God, the souls of all my tribe defend
From jealousy!

OTHELLO Why, why is this?
Think'st thou I'd make a lie of jealousy,
To follow still the changes of the moon
With fresh suspicions? No, to be once in doubt
Is once to be resolved. Exchange me for a goat
When I shall turn the business of my soul
To such exsufflicate and blowed surmises,
Matching thy inference. 'Tis not to make me jealous
To say my wife is fair, feeds well, loves company,
Is free of speech, sings, plays and dances well.
Where virtue is, these are more virtuous,
Nor from mine own weak merits will I draw
The smallest fear or doubt of her revolt;
For she had eyes, and chose me. No, Iago,
I'll see before I doubt; when I doubt, prove;
And on the proof, there is no more but this,--
Away at once with love or jealousy.

OR

(b) Discuss some of the main ways in which female characters are perceived by male characters in *Othello*.

OR

(c) Discuss the importance of honour and reputation in *Othello*.

SECTION B: POETRY SET TEXTS

1. **Emily Dickinson**

EITHER

- (a) With reference to **THREE** poems of your choice, discuss the relationship between the individual and God or the divine in Dickinson's poetry.

OR

- (b) Discuss Dickinson's use of symbols with reference to **THREE** or more poems of your choice.

2. **John Keats**

EITHER

- (a) With reference to **THREE** or more poems of your choice, discuss Keats's poetic style.

OR

- (b) Discuss the significance of dreams in Keats's poetry.

3. **Wilfred Owen**

EITHER

- (a) With detailed reference to **THREE** poems of your choice, discuss how Owen uses setting as a platform on which the soldiers' experiences of war unfold.

OR

- (b) With reference to **THREE** or more poems of your choice, discuss some of the different feelings that Owen explores in his poetry.

SECTION C: LITERARY CRITICISM

In this exercise of practical criticism, you are asked to write an appreciation of the poem below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the poem that you consider to be worthy of discussion:

- theme and motifs;
- form and structure;
- imagery and rhetoric;
- rhyme and metre;
- style and tone;
- place, time and mood.

First Love

Falling in love was like falling down the stairs
Each stair had her name on it
And he went bouncing down each one like a tongue-tied lunatic
One day of loving her was an ordinary year
He transformed her into what he wanted
And the scent from her
Was the best scent in the world
Fifteen he was fifteen
Each night he dreamed of her
Each day he telephoned her
Each day was unfamiliar
Scary even
And the fear of her going weighed on him like a stone
And when he could not see her for two nights running
It seemed a century had passed
And meeting her and staring at her face
He knew he would feel as he did forever
Hopelessly in love
Sick with it
And not even knowing her second name yet
It was the first time
The best time
A time that would last forever
Because it was new
Because he was ignorant it could ever end
It was endless

by Brian Patten



SUBJECT:	English
PAPER NUMBER:	II
DATE:	3 rd September 2019
TIME:	9:00 a.m. to 12:05 p.m.

Answer **BOTH** sections.

SECTION A: NOVEL SET TEXTS

Answer **TWO** questions (**NOT** on the same novel) from this section. Answers in this section must **NOT** be shorter than 400 words. This section carries two thirds of the total marks allotted to this paper.

In the gobbet question you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to **TWO OR MORE** of the following while making reference to the novel as a whole: characterisation, imagery, theme, setting.

1. ***The Handmaid's Tale*, Margaret Atwood**

EITHER

(a) Gobbet

We've given them more than we've taken away, said the Commander. Think of the trouble they had before. Don't you remember the singles bars, the indignity of high-school blind dates? The meat market. Don't you remember the terrible gap between the ones who could get a man easily and the ones who couldn't? Some of them were desperate, they starved themselves thin or pumped their breasts full of silicone, had their noses cut off. Think of the human misery.

He waved a hand at his stacks of old magazines. They were always complaining. Problems this, problems that. Remember the ads in the Personal columns, *Bright attractive woman, thirty-five...* This way they all get a man, nobody's left out. And then if they did marry, they could be left with a kid, two kids, the husband might just get fed up and take off, disappear, they'd have to go on welfare. Or else he'd stay around and beat them up. Or if they had a job, the children in daycare or left with some brutal ignorant woman, and they'd have to pay for that themselves, out of their wretched little paycheques. Money was the only measure of worth, for everyone, they got no respect as mothers. No wonder they were giving up on the whole business. This way they're protected, they can fulfil their biological destinies in peace. With full support and encouragement. Now, tell me. You're an intelligent person, I like to hear what you think. What did we overlook?

Love, I said.

Love, said the Commander. What kind of love?

Falling in love, I said.

The Commander looked at me with his candid boy's eyes. Oh yes, I've read the magazines, that's what they were pushing, wasn't it? But look at the stats, my dear. Was it really worth it, *falling in love*? Arranged marriages have always worked out just as well, if not better.

OR

- (b) Discuss the importance of naming and names in Atwood's *The Handmaid's Tale* and the ways in which these contribute to the dystopian vision in the novel.

2. **Emma, Jane Austen**

EITHER

(a) Gobbet

The quarter of an hour brought her punctually to the white gate again; and Miss Smith receiving her summons, was with her without delay, and unattended by any alarming young man. She came solitarily down the gravel-walk—a Miss Martin just appearing at the door, and parting with her seemingly with ceremonious civility.

Harriet could not very soon give an intelligible account. She was feeling too much; but at last Emma collected from her enough to understand the sort of meeting, and the sort of pain it was creating. She had seen only Mrs Martin and the two girls. They had received her doubtingly, if not coolly; and nothing beyond the merest commonplace had been talked almost all the time—till just at last, when Mrs Martin's saying all of a sudden, that she thought Miss Smith was grown, had brought on a more interesting subject, and a warmer manner. In that very room she had been measured last September with her two friends. There were the pencilled marks and memorandums in the wainscot by the window. *He* had done it. They all seemed to remember the day, the hour, the party, the occasion—to feel the same consciousness, the same regrets—to be ready to return to the same good understanding; and they were just growing again like themselves, (Harriet, as Emma must suspect, as ready as the best of them to be cordial and happy) when the carriage reappeared, and all was over. The style of the visit, and the shortness of it, were then felt to be decisive. Fourteen minutes to be given to those with whom she had thankfully passed six weeks not six months ago! Emma could not but picture it all, and feel how justly they might resent, how naturally Harriet must suffer. It was a bad business. She would have given a great deal, or endured a great deal, to have had the Martins in a higher rank of life. They were so deserving, that a *little* higher should have been enough; but as it was, how could she have done otherwise? Impossible! She could not repent. They must be separated; but there was a great deal of pain in the process—so much to herself at this time, that she soon felt the necessity of a little consolation, and resolved on going home by way of Randalls to procure it. Her mind was quite sick of Mr Elton and the Martins. The refreshment of Randalls was absolutely necessary.

OR

- (b) 'In Jane Austen's *Emma*, the tranquillity of social life is in stark contrast with the drama taking place in the heroine's life'. Discuss.

3. ***Great Expectations*, Charles Dickens**

EITHER

(a) Gobbet

When I told the clerk that I would take a turn in the air while I waited, he advised me to go round the corner and I should come into Smithfield. So, I came into Smithfield; and the shameful place, being all asmeared with filth and fat and blood and foam, seemed to stick to me. So I rubbed it off with all possible speed by turning into a street where I saw the great black dome of Saint Paul's bulging at me from behind a grim stone building which a bystander said was Newgate Prison. Following the wall of the jail, I found the roadway covered with straw to deaden the noise of passing vehicles; and from this, and from the quantity of people standing about, smelling strongly of spirits and beer, I inferred that the trials were on.

While I looked about me here, an exceedingly dirty and partially drunk minister of justice asked me if I would like to step in and hear a trial or so: informing me that he could give me a front place for half a crown, whence I should command a full view of the Lord Chief Justice in his wig and robes—mentioning that awful personage like waxwork, and presently offering him at the reduced price of eighteen-pence. As I declined the proposal on the plea of an appointment, he was so good as to take me into a yard and show me where the gallows was kept, and also where people were publicly whipped, and then he showed me the Debtors' Door, out of which culprits came to be hanged; heightening the interest of that dreadful portal by giving me to understand that "four on 'em" would come out at that door the day after tomorrow at eight in the morning, to be killed in a row. This was horrible, and gave me a sickening idea of London: the more so as the Lord Chief Justice's proprietor wore (from his hat down to his boots and up again to his pocket-handkerchief inclusive) mildewed clothes, which had evidently not belonged to him originally, and which, I took it into my head, he had bought cheap of the executioner. Under these circumstances I thought myself well rid of him for a shilling.

I dropped into the office to ask if Mr. Jaggers had come in yet, and I found he had not, and I strolled out again.

OR

- (b) 'In *Great Expectations*, Pip's greatest lesson concerns his understanding of what it means to become a gentleman.' Discuss.

4. ***The Heart of the Matter*, Graham Greene**

EITHER

(a) Gobbet

In the old days she had replied, but she was not such a creature of habit as he was—nor so false, he sometimes told himself. Kindness and pity had no power with her; she would never have pretended an emotion she didn't feel, and like an animal she gave way completely to the momentary sickness and recovered as suddenly. When he found her in the bedroom under the mosquito net she reminded him of a dog or a cat, she was so completely "out". Her hair was matted, her eyes closed. He stood very still like a spy in foreign territory, and indeed he was foreign territory now. If home for him meant the reduction of things to a friendly unchanging minimum, home to her was accumulation. The dressing-table was crammed with pots and photographs—himself as a young man in the curiously dated officer's uniform of the last war: the Chief Justice's wife whom for the moment she counted as her friend: their only child, who had died at school in England three years ago—a little pious nine-year-old girl's face in the white muslin of first communion: innumerable photographs of Louise herself, in groups with nursing sisters, with the Admiral's party at Medley Beach, on a Yorkshire moor with Teddy Bromley and his wife. It was as if she were accumulating evidence that she had friends like other people. He watched her through the muslin net. Her face had the ivory tinge of atabrine: her hair which had once been the colour of bottled honey was dark and stringy with sweat. These were the times of ugliness when he loved her, when pity and responsibility reached the intensity of a passion. It was pity that told him to go: he wouldn't have woken his worst enemy from sleep, leave alone Louise.

OR

(b) Discuss Greene's treatment of religion in *The Heart of the Matter*.

5. ***Atonement*, Ian McEwan**

EITHER

(a) Gobbet

To be cleared would be a pure state. He dreamed of it like a lover, with a simple longing. He dreamed of it in the way other soldiers dreamed of their hearths or allotments or old civilian jobs. If innocence seemed elemental here, there was no reason why it should not be so back in England. Let his name be cleared, then let everyone else adjust their thinking. He had put in time, now they must do the work. His business was simple. Find Cecilia and love her, marry her, and live without shame.

But there was one part in all this that he could not think through, one indistinct shape that the shambles twelve miles outside Dunkirk could not reduce to a simple outline. Briony. Here he came against the outer edge of what Cecilia called his generous spirit. And his rationality. If Cecilia were to be reunited with her family, if the sisters were close again, there would be no avoiding her. But could he accept her? Could he be in the same room? Here she was, offering a possibility of absolution. But it was not for him. He had done nothing wrong. It was for herself, for her own crime which her conscience could no longer bear. Was he supposed to feel grateful? And yes, of course, she was a child in nineteen thirty-five. He had told himself, he and Cecilia had told each other, over and again. Yes, she was just a child. But not every child sends a man to prison with a lie. Not every child is so purposeful and malign, so consistent over time, never wavering, never doubted. A child, but that had not stopped him daydreaming in his cell of her humiliation, of a dozen ways he might find revenge. In France once, in the bitterest week of winter, raging drunk on cognac, he had even conjured her onto the end of his bayonet.

OR

(b) 'McEwan's main concern in *Atonement* is the possibility of redemption.' Discuss.

6. ***A Handful of Dust*, Evelyn Waugh**

EITHER

(a) Gobbet

It took them two hours. Beaver was well practised in the art of being shown over houses. He had been brought up to it in fact, ever since he had begun to accompany his mother, whose hobby it had always been, and later, with changing circumstances, profession. He made apt and appreciative comments and greatly enhanced the pleasure Tony always took in exposing his treasures.

They saw it all: the shuttered drawing room like a school speech-hall, the cloistral passages, the dark inner courtyard, the chapel, where until Tony's succession, family prayers had been daily read to the assembled household, the plate room and estate office, the bedrooms and attics, the water-tank concealed among the battlements. They climbed the spiral staircase into the works of the clock and waited to see it strike half past three. Thence they descended with ringing ears to the collections – enamel, ivories, seals, snuff-boxes, china, ormolu, cloisonné; they paused before each picture in the oak gallery and discussed its associations; they took out the remarkable folios in the library and examined prints of the original buildings; manuscript accounts of the old Abbey, travel journals of Tony's ancestors. At intervals Beaver would say, "The So-and-sos have something rather like that at Such-and-such a place," and Tony would say, "Yes, I've seen it but I think mine is the earlier". Eventually they came back to the smoking room and Tony left Beaver to Brenda.

OR

- (b) 'The fragility of contemporary civilization is central to our understanding of Waugh's *A Handful of Dust*.' Discuss.

SECTION B: LITERARY CRITICISM

This section carries one third of the total marks allotted to this paper. It is recommended that answers in this section are **NOT** shorter than 400 words.

In this exercise of practical criticism, you are asked to write an appreciation of the passage below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the passage that you consider to be worthy of discussion:

- theme and motifs;
- pattern and form;
- character and personality;
- drama and crisis;
- imagery and rhetoric;
- style and tone;
- place, time and mood;
- idiom and register.

The Saturday traffic moved fast, dispersed, the South Circular was clear and Alice arrived sooner than she expected. Earlier than arranged with her grandfather and he wasn't at home. She rang the bell a second time, just to be sure, before she let herself in.

Three letters lay unopened on the side table in the porch, one for her gran. The house was cool, dim, although the day outside was bright spring. The tiled hall was swept, the carpet runner clean, but surprisingly threadbare: there all her life and Alice had never noticed it before, that red-green pattern had worn brown in places, marking the path of feet over years and decades. Two weeks since she was last here, and not quite four months since the funeral. When the house had been full of quiet guests holding plates of uneaten sandwiches and her grandfather paced between them, shaking hands and saying thanks for coming, as if he wanted them all gone as soon as possible.

Alice didn't like to go further inside the empty house, stepped out again through the porch, past the roses along the short gravel path to the gate. She looked up and down the street, but there was no sign of him, just the pillar-box and the lamp-post, bay windows. Parked cars and bedding plants. He didn't say he had anything planned, but then why should he tell her his business? More empty hours to fill each day, more chores to do now he's on his own.

Alice went inside and put the kettle on. In the kitchen, she noticed it too: everything clean and in its place, but somehow sparse and worn. Colours faded, numbers rubbed off the cooker dials over the years. The cupboards mostly empty, a few tins and jars, and though they were all spotless, they still smelled of crumbs.

The kettle roared and Alice pulled out mugs, teapot, a spoon from the drawer. Didn't hear the key in the door.

- Hello hello. You're early, dear. Or is it me? Late I mean?

Her grandfather called from the hallway and Alice stepped out to meet him. A quiet smile, smart in his blue blazer and tie. Pressed and trimmed and groomed. The familiar smell, as though he were freshly shaven which he carried with him through the day.

- Hello, grandad. Traffic was better than I thought.
- You came by car?
- I borrowed Martha's. Easier than getting the train.
- Yes, we suburbanites are not well served these days.

Alice smiled at him: the usual pragmatics, the usual opening gambits. Her grandfather squeezed her shoulder in silent greeting. He looked well, she thought. A bit tired maybe.



SUBJECT:	English
PAPER NUMBER:	III
DATE:	4 th September 2019
TIME:	9:00 a.m. to 11:50 a.m.

Answer **ALL** sections.

SECTION A: LANGUAGE ESSAY

Write an essay of not less than 500 words on ONE of the following topics:

1. The time I was wrong about a person
2. An urban landscape
3. Memories of my first home
4. The effect of social media on our well-being
5. Do you agree with beauty pageants for children and young adolescents?
6. Discuss the main characteristics of a democracy.
7. How far do you agree that taking care of the environment is primarily the responsibility of the authorities?
8. Freedom

(Total: 33 marks)

SECTION B: SUMMARY

Read this passage and write a summary of between 150 and 200 words.

School shootings remain a confounding horror. Not only is there little consensus on how to stop them — with suggestions ranging from restricting gun access to arming teachers — but there's even less certainty about why a student would open fire on his classmates.

Now, some scientists are starting to explore if artificial intelligence (AI) could help find answers. The idea is that algorithms* might be able to better analyse data related to school shootings and perhaps even identify patterns in student language or behaviour that could foreshadow school violence. The research is still in its early stages, and the prospect of using machines to predict who might become a school shooter raises privacy issues and other ethical questions associated with any kind of profiling, particularly since the process would involve children. The goal, though, is to see if the analytical power of intelligent machines can provide more clarity to tragedies too often consumed in a swirl of high emotions and political rhetoric.

A team of researchers at Cincinnati Children's Hospital Medical Centre is using AI to address school violence. It published a recent study suggesting AI could potentially help therapists and counsellors in discerning the level of risk a student may present.

Specifically, the scientists found that AI was as accurate as a team of child and adolescent psychiatrists when it came to assessing the risk of violent behaviour. While the study focused broadly on physical aggression, lead researcher Drew Barzman says it was also applicable to assessing school shooting risk.

"There are usually warning signs before there is school violence," he says. In particular, the language a student uses during an interview can help distinguish a high-risk teenager from a low-risk one. In fact, the former is more likely to express negative feelings about himself and about the acts of others. He also is more likely to talk about violent acts involving himself and violent video games or movies.

The team had the AI algorithm use results from an earlier study in order to analyse transcripts of students interviewed for the new research. Based on language patterns, it indicated if a person was a high or low risk of committing violence. More than 91 percent of the time, the algorithm, using only the transcripts, aligned with the more extensive assessments of a team of child and adolescent psychiatrists, who also had access to information from parents and schools.

According to Barzman, the study focused on predicting physical aggression at school, but it's still not known if AI could actually prevent violence. The focus at this point is to provide therapists and counsellors with a tool that could sharpen their assessments of students based on interviews.

But others have serious concerns about the rush to use software algorithms to address complex societal issues.

One area where the use of AI has come under fire is predictive policing, which involves software products analysing crime statistics and then predicting where crimes are more likely to be committed. Critics point out that data such as arrests can be the result of human bias, which ultimately can get baked into the algorithm. That's always a risk of predictive analysis and why the source of the data is a key factor in determining how objective it is. Another concern is that even if an AI program is developed with the best of intentions, it can end up being used in ways not anticipated by its creators.

(Adapted from thesmithsonian.org)

(Total: 15 marks)

**algorithm*: a procedure for solving a problem or accomplishing a task, in this text referring to algorithms used in computer programmes

SECTION C: LINGUISTICS

Choose ONE question from this section.

EITHER

1.

- a) Words are grouped in classes according to the ways they are used. The following sentences are taken from a nonsense poem called *Jabberwocky*. They include commonly used words as well as words coined (invented) by the writer.

Identify the word class to which the words in bold belong. One sentence (0) is given to you as an example.

0. He took his **vorpal sword** in hand.

Answer:

vorpal → adjective

sword → noun

- i. The **slithy toves** did **gyre** and **gimble** in the **wabe**.
ii. As in **uffish** thought he **stood**, the Jabberwock, with eyes of flame, came **whiffling** through the **tulgey** wood, and **burbled** as it came!
iii. He left it **dead**, and with its head he went **galumphing back**.
iv. All **mimsy** were the **borogoves**, and the **mome raths outgrabe**. (9)
- b) Rewrite the following sentence adapted from *Jabberwocky* by replacing each of the words in bold with another appropriate word from the same word class that fits in the context of the sentence:

“Beware the Jubjub bird, and shun the **frumious Bandersnatch!**” (2)

- c) Name the Clause Elements (Subject, Verb, Object, Complement, Adverbial) in the following sentences. The square brackets mark each of the clause elements to be identified. The first sentence (0) is given to you as an example.

(0) [Once the truck was loaded], [he] [left].

Adverbial

Subject

Verb

- i. [The butcher] [gave] [the dog] [a juicy sausage].
ii. [Yesterday], [she] [called] [the club president] [an idiot].
iii. [Throughout the winter], [when there are no tourists], [the blocks of flats] [remain] [empty].
iv. [They] [should have placed] [the meat] [in the oven] [after defrosting it].
v. [It] [snowed] [heavily] [on the mountains] [while we were there]. (12)

Question continues on next page

- d) Identify the noun phrase/s that include/s modification in each of the following sentences. The first sentence (0) is given to you as an example.

(0) Dogs were barking in the yard.

Answer – **the yard**

- i. The old lady had to cross the busy street to go to her favourite grocery store.
- ii. Some rare antiques were being sold at the main auction house in the city.
- iii. It was a pleasant evening at the theatre.
- iv. Should we pack our camping equipment in the van or not?
- v. The small white boat once belonged to my grandfather who has since passed away. (10)

(Total: 33 marks)

OR

2. The term 'dialect' refers to linguistic varieties evidencing distinct features of vocabulary, grammar and pronunciation. Write an essay of not more than 400 words on dialects, sociolects and idiolects, explaining these terms and supporting your answer with clear examples.

(Total: 33 marks)

OR

3. Read the following advertisement carefully. In not more than 400 words, write a detailed commentary. You are expected to analyse its particular stylistic features in terms of
- Visual Elements/Graphology;
 - Form and Structure;
 - Attitudes to the reader/audience;
 - Vocabulary;
 - Grammar;
 - Content.

A transcription of the text in the advertisement is provided on page 6 for ease of reading.

(Total: 33 marks)



INTERNATIONAL AND INTERCULTURAL CENTER

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Please feel free to stop by to learn more about the International Host Family program or to pick up an application.

What is the Host Family Program?

The host family program is sponsored by the International and Intercultural Center (IIC) at Alverno College. It is designed to connect international students with members of the Alverno community. It presents an opportunity to welcome students to the United States and to introduce our customs, culture and community.

Students welcome mentors and friends as they transition far away from home. The distance and many cultural adjustments are ripe opportunities for creating bonds of friendship.

The cross cultural relationship provides an enriching intercultural connection for all to learn about one another. Students and their host families are encouraged to get together regularly for various activities such as family dinners, movies, sporting events, holidays and just enjoying each other's company. Additionally, there are activities sponsored by the IIC that students and host families may attend.



*"Culture is widening of the mind and spirit."
- Jawaharla Nehru*

New International Host Family Program



"One of the great things about travel is that you find out how many good, kind people there are."

- Edith Wharton



"Today, every single one of us is a 'Global Citizen', whether we are conscious of it or not. Global inter-dependence happens every day. We rely on countless different people from all over the world for the clothes we wear, the food we eat and the technology we use. Our daily lives are constantly affected by what people on the other side of the planet are doing!"

- Anonymous

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The host family program is sponsored by the International and Intercultural Centre (IIC) at Alverno College. It is designed to connect international students with members of the Alverno community. It presents an opportunity to welcome students to the United States and to introduce our customs, culture and community.

Students welcome mentors and friends as they transition far away from home. The distance and many cultural adjustments are ripe opportunities for creating bonds of friendship.

The cross cultural relationship provides an enriching intercultural connection for all to learn about one another. Students and their host families are encouraged to get together regularly for various activities such as family dinners, movies, sporting events, holidays and just enjoying each other's company. Additionally, there are activities sponsored by the IIC that students and host families may attend.

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"Culture is widening of the mind and spirit."

- Jawaharla Nehru

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Please feel free to stop by to learn more about the International Host Family program or to pick up an application.

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"Today, every single one of us is a 'Global Citizen', whether we are conscious of it or not. Global interdependence happens every day. We rely on countless different people from all over the world for the clothes we wear, the food we eat and the technology we use. Our daily lives are constantly affected by what people on the other side of the planet are doing!" - Anonymous

***"One of the great things about travel is that you find out how many good, kind people there are."
- Edith Wharton***