Another World

Elaine O'Reilly

Summary

BZ is happy in Eden City. He doesn't have a mother or father and no brothers or sisters. There are no families in Eden City. People are born in the New Life Centre and brought up in the Little People's Park. Now, BZ goes to school where he is taught to be happy. He has learnt his lessons well. Everybody is the same, everybody has blue eyes, everybody is beautiful . . . and everybody dies at the age of 25. What can the Real World offer someone from Eden City?

It seems that Eve, the mysterious stranger who appears one day on BZ's school bus, believes that the Real World is better than Eden City. She takes BZ on a visit to the Real World, where he is shocked by the noise, the dirt and the ugliness of people. He is repelled by Eve's family, and the fact that her parents are old. He does not understand about money, or why people should be rich or poor. He cannot understand the concept of freedom and the fact that differences are welcome.

BZ hurries back to Eden City and tries to forget his visit to the Real World. Meanwhile, we discover the true purpose of the visit. Eve was testing BZ on behalf of the Team, who rule Eden City . . . and BZ, with his conventional reactions to everything in the real world, passed the test with flying colours. He is perfect to be part of The Team. Eve, however, must now die, because now she is 25.

Chapter 1: BZ is on the bus to school and he meets Eve, a girl whose eyes are different. BZ is a bit uncomfortable with this, though she's happy, because she's different.

Chapter 2: Eve invites BZ to a dance and tells him she wants to tell him something that can change their lives. BZ is tempted to go, but at the same time, he's not happy with her because she's different, therefore she's strange.

Chapter 3: Eve tells BZ about real freedom and offers to take him to the real world. BZ doesn't like the idea. He's afraid of change.

Chapter 4: BZ and Eve go to the end of Eden City and take a lift to the real world.

Chapter 5: BZ sees the real world and real people. He isn't happy.

Chapter 6: They take a taxi to Eve's house. On the way, they see houses for rich people. BZ doesn't understand the concept of money. Eve tells BZ about her family.

Chapter 7: BZ meets Eve's family. He sees old people and doesn't like it at all.

Chapter 8: BZ is back in Eden City. He's happy. He feels safe. Eve tells her boss about BZ's reaction. He's perfect for The Team. Eve is 25, and she's ready to die.

About the author

Elaine O'Reilly was born in South Africa. She has written numerous books. She now lives in Rome, where she owns a bookshop and writes for children's television. She has two dogs, three cats and a daughter.

Background and themes

Temptation: *Another World* is a story from a long tradition, one of the longest traditions in the history of writing. By placing BZ in Eden, the writer wants the reader to think of his world as a Christian biblical paradise, where everything is perfect and beautiful. Eve comes to tempt him with other pleasures.

Utopia and perfection: The myth of a Utopia, a land where everything is perfect. Is it possible? What price do people have to pay? The key question in considering utopias is what rights the individual should retain. What decisions should the state take on behalf of the individual? Is Eden City better than the Real World? As in all stories about Utopia, the reader must decide.

Freedom: What is the real meaning of freedom? Are people free if they can do what they like but they cannot take any decisions?

Tolerance and respect for differences: BZ gets to know the real world and is shocked to see that people are different. Differences are described as negative.

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Teaching College Students to Read Analytically Jan Cooper,Rick Evans,Elizabeth Robertson,1985 Based on the experiences of writing lab instructors working with college students whose writing was affected by poor comprehension of difficult texts this book explores the use of writing about reading to help students become more aware or analytical of their reading processes The first chapter provides a theoretical context for teaching analytical reading in the context of writing The second chapter recounts a teacher s work with a basic writing student whose inexperience with reading interfered with his writing and describes the individualized reading course that balanced familiar and unfamiliar reading materials The third chapter describes adapting a similar approach in a class of 22 freshman English students focusing on a single book and how the teacher s responses to student journal entries concerning their reactions to the book helped the students develop both critical reading and critical writing abilities The fourth chapter discusses how the same approach was adapted to a sophomore literature class and how the students writing about reading allowed the instructor to take part in their attempts to understand the assigned texts at every stage of their reading The book concludes with a 16 item annotated bibliography of works exploring the psychological and pedagogical theory behind this approach HTH **Linguistics for Teachers** Linda Miller Cleary,Michael D. Linn,1993 This reader aims to give the background necessary in both the underlying research and the applications of language theory Emphasizing the connections between theory research and pedagogy the readings should

reflect the divese and multicultural nature of today s classroom The book is designed to stand alone or to be used as a supplement to an introduction to linguistics text The text includes chapters on dialects teaching of grammar syntax and teaching English as a second language *Access* ,1995 *Linguistics and Language Behavior Abstracts* ,1989 **The Elementary School Library Collection** Lauren K. Lee,Linda L. Homa,1994 Cited in Sheehy and Walford this comprehensive reference recommends print and audiovisual materials as well as microcomputer software and CD ROM products for preschool through sixth grade children The present edition includes 12 294 recommended titles 3 070 being new listings Each entry notes the format s available and provides cataloging and ordering information a critically descriptive annotation interest and reading level estimates and priority for acquisition For school public and academic librarians and preservice and inservice faculty Published by the Brodart Company 500 Arch St Williamsport PA 17705 Annotation copyright by Book News Inc Portland OR **The Practice of English Language Teaching** Jeremy Harmer,1983 The Third Edition of this AclassicA text incorporates a broader and more detailed analysis of issues relevant to language teachers The Practice of English Language Teaching is full of practical suggestions and samples from actual teaching materials **Resources in Education** ,1996 *Subject Guide to Books in Print* ,1997 **The School Librarian** School Library Association,1990

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