

# Summer Reading Assignment:

## *Brave New World* by Aldous Huxley

**DIRECTIONS:** You are to complete the following assignment and bring it and a copy of the novel to class on the first day of school. Answer each question in complete sentences on a separate piece of paper, writing legibly with correct spelling and observing the conventions of Standard English. You may also chose to type the answers; if you chose to do so, you must still have your answers printed out for the first day of class.

### Chapter 1

1. What happens at the Central London Hatchery and Conditioning Centre?
2. Describe Bokanovsky's Process.
3. Give an example of how the embryos are conditioned as discussed in the Embryo Store.

### Chapter 2

4. Explain the conditioning that takes place in the Infant Nurseries: Neo-Pavlovian Conditioning Rooms.
5. What words cause the students to become uneasy and blush?
6. What is hypnopaedia? For what is it used? For what is it not used?

### Chapter 3

7. What is required before a new game can be considered for approval? Why?
8. What are the students told of in the garden that they regard as "terrible" and "incredible"?
9. Which important figure do the students meet? What does he explain to the students about the role of the past? How does he explain families and homes as we know them?
10. What are some of the things discussed about Bernard that make him so odd?
11. What is the "insurmountable obstacle" described by the boy when asked by the D.H.C.? What is the consequence of this hardship? How is this perceived by society?

### Chapter 4

12. How is Bernard's life a vicious circle of disrespect, contempt and feelings of inferiority?
13. What do Bernard and Helmholtz have in common? How are they different?

### Chapter 5

14. Describe Lenina and Henry's date. They enjoyed Obstacle Golf during the last chapter, but now go to the Stoke Poges Club House. What do they do there? How does their date end? Is this a typical date?
15. What is a Solidarity Service? What happens during a service? Describe Bernard's experience there. Is his experience typical?

### Chapter 6

16. How is Lenina's date with Bernard different than her date with Henry? How are Bernard's expectations somehow strange to Lenina?
17. How does Bernard view the sea? How does Lenina view the sea?
18. What does the Director tell Bernard about his own visit to the Savage Reservation?
19. Why does Bernard become distracted when talking to the Warden? What kinds of things does the Warden explain to them about the Reservation? What does he say in hopes of making Lenina blush?
20. What does Bernard learn about the Director's plans when he contacts Helmholtz? What does Lenina suggest he do?

### Chapter 7

21. How does Lenina react to life at the Reservation? Why?
22. What does Bernard discover about Linda and John?

## **Chapter 8**

23. Why was Linda not well received by the women in her community? Give examples from the text to support your claim.
24. Why didn't Linda return to the "Other World"? Describe her love/hate relationship with John.
25. How are Bernard and John both perceived as outcasts in their societies?

## **Chapter 9**

26. Where does Bernard go the day after he meets Linda and John? Why? Where is Lenina?
27. Describe John's obsession that drives him to break the window.

## **Chapter 10**

28. Describe the scene that takes place between the Director and Bernard, and Bernard's secret weapon. Why is the Director shamed?

## **Chapter 11**

29. What does Linda do with her time now that she has returned? What is John's reaction?
30. Why are people interested in seeing John, but not Linda?
31. How does this new interest in meeting the Savage affect Bernard's life?
32. Where do Lenina and John go? Describe the experience. What is John's reaction? What does John do that is completely unexpected to Lenina?

## **Chapter 12**

33. What does John refuse to do that is especially bad timing for Bernard? What does Bernard come to realize as a result of the disastrous evening?
34. Why does Helmholtz get in trouble for the rhymes he teaches his students?
35. Provide textual evidence to support the claim that John and Helmholtz get along with one another. Why do you believe this relationship exists? What do they have in common?

## **Chapter 13**

36. What happens when Lenina shows up? What are Lenina's expectations? What are John's expectations? How does John react to Lenina's advances?

## **Chapter 14**

37. What is the hospital like? How is John's reaction different than anything the nurse has ever seen? Why?
38. What are the children doing in the hospital? Describe their behavior and John's reaction.

## **Chapter 15**

39. Who is involved in the riot? What is their intention? How do the police intervene?

## **Chapter 16**

40. Where will Helmholtz and Bernard be sent? Why is this considered to be a good thing for them from both the Controller's standpoint and their own?
41. What did the experiment at Cyprus prove?
42. Why does the Controller say that people don't need more free time?
43. How is the Controller similar to Bernard, Helmholtz and John in some ways?
44. What values of each society (John's vs. the brave new world) are in conflict?

## **Chapter 17**

45. Describe the debate between John and the Controller about God. Provide three major points of the discussion, and state what each person believes.
46. Why does John believe that people must experience emotion, and the Controller believe that people must not?

## Chapter 18

47. How does John decide to spend the rest of his days? Where does he go and what does he do? How will he survive?
  48. What initial incident attracts the attention of the media? What is John's reaction when they come to speak with him?
  49. Describe the final scene, as John is surrounded by curious people. How does he react to Lenina's presence? What becomes of John?
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### Vocabulary

**Directions:** Define the following words. The order in which they are listed is the order in which they appear in the novel.

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|------------------|-------------------|------------------|
| 1. pallid        | 18. indefatigable | 35. stoic        |
| 2. abject        | 19. sibilant      | 36. contempt     |
| 3. salinity      | 20. imperative    | 37. diadem       |
| 4. viscosity     | 21. surreptitious | 38. emaciated    |
| 5. proliferate   | 22. resonant      | 39. innocuous    |
| 6. burgeon       | 23. evocation     | 40. inexorably   |
| 7. prodigious    | 24. truculent     | 41. ignominy     |
| 8. viviparous    | 25. sententious   | 42. magnanimous  |
| 9. largesse      | 26. pneumatic     | 43. mollify      |
| 10. decant       | 27. annihilate    | 44. pensive      |
| 11. interminable | 28. beneficent    | 45. moribund     |
| 12. matriculate  | 29. plaintive     | 46. ignoble      |
| 13. sultry       | 30. derisive      | 47. compunction  |
| 14. ingenuous    | 31. unabashed     | 48. coquettish   |
| 15. deferential  | 32. tonic         | 49. propitiation |
| 16. aseptic      | 33. abject        | 50. incongruous  |
| 17. apoplectic   | 34. deplorable    |                  |
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### Class Discussion

**Directions:** Be ready to discuss the following topics as a group. Please write notes on your ideas so that you may adequately participate.

1. What or who is "Ford"? How is this word used throughout the book? To what effect?
2. List at least ten examples of hypopaedic proverbs. What is their purpose? What word would we use to describe this method of teaching?
3. Describe the different castes in society. What are their functions? How do they differ? How do they get along with one another? Why?
4. How are the members of society expected to stay "infantile"?
5. How are people treated as commodities in this new world order?
6. What is the relationship between freedom, truth, justice, and the use of soma?