



Hunter River High School

Literacy Resource

Year 8

Name _____

Using Better Words (Vocabulary)

puny attractive blissful enlisted earned evil vast won
merry migrated manufactured accepted delicate vicious
meagre honest constructed received enormous reliable

- (1) Herds of antelope wander on the **big** plains in Africa.
- (2) The dwarf looked **little** next to the giant.
- (3) Before stealing the watch, he had been a **good** man.
- (4) The king was **bad** because he never told the truth.
- (5) Sally is a very **nice-looking** girl.
- (6) We had a **happy** week's rest at the Gold Coast.
- (7) James **got** a letter in the post this morning.
- (8) Diana **got** a silver cup for the long jump.
- (9) Many Vietnamese **went** to Australia.
- (10) The video was **made** in Japan.
- (11) We saw an elephant with two **big** tusks.
- (12) The man on the raft lived for two weeks on a **small** diet.
- (13) The butcher was looking for a **good** lad to deliver meat.
- (14) A criminal who is **bad** will often resort to violence.
- (15) For a wedding present we bought a **nice** porcelain figure.
- (16) The guests at the party were all feeling **good**
- (17) My father **got** six hundred dollars for that job.
- (18) The man **took** an offer of a thousand dollars.
- (19) His brother **went** in the Australian Navy.
- (20) Their house was **made** of concrete blocks.

Words Instead of 'Said' (Vocabulary)

entreated instructed recalled sympathised pledged
thundered charged admonished insisted prophesied

- (1) 'You must never do that again,' the teacher.
- (2) 'Oh you poor child! I do hope you are better soon,' Mother.
- (3) 'On Monday night I saw the thief steal a car,' the policeman.
- (4) 'I promise never to touch another drink,' the old man.
- (5) 'During the war I heard an enemy plane over Sydney,' my old aunt.
- (6) 'You will marry a tall dark man,' the gypsy.
- (7) 'Please do not twist my arm,' the boy.
- (8) 'Turn left and you will come to the garage,' the postman.
- (9) 'I definitely saw him enter the store,' the witness.
- (10) 'Out of my way, you yellow scum,' the pirate captain.

recollected quipped conceded warned suggested
implored estimated maintained proposed declined

- (11) 'No, I won't be able to come to the party,' Susan.
- (12) 'We should have called him, Tortoise, as he taught us,' John.
- (13) 'I suppose you are quite right,' Dad.
- (14) 'Please do not go out on a night like this,' Mother.
- (15) 'The first car I saw was in 1907,' Grandfather.
- (16) 'Let's all go for a swim,' Martin.
- (17) 'I was at home during the robbery,' the accused.
- (18) 'You will need about two hundred dollars in cash,' the agent.
- (19) 'I nominate Helen to be class captain,' Irene.
- (20) 'You had better work less or your heart will suffer,' the doctor.

Synonyms

A word that is similar in meaning to another word is called a SYNONYM of that word. For example, *freedom* is a synonym of *liberty*; and *start* is a synonym of *begin*.

Inserting synonyms

Rewrite the sentences that follow, replacing the words in heavy type with synonyms from the box.

indifference	angry	dwelling	suddenly	endeavoured
strange	serene	poisonous	annihilate	summit
expected	squalid	fatigue	foe	resolute
comprehend	intrepid	amicable	annual	prosperous

- (1) The **determined** runner suffered great weariness.
- (2) The **wealthy** businessmen came to a friendly agreement.
- (3) The **irate** teacher abruptly left the room.
- (4) The general wished to **destroy** the enemy.
- (5) The department store was holding its **yearly** sale.
- (6) The climber attempted to reach the **peak** of the mountain.
- (7) The sea was **peaceful**.
- (8) The **fearless** hunter confronted the **venomous** snake.
- (9) The old **residence** was so **sordid** that it was condemned by the health inspector.
- (10) The **peculiar** sound coming from the castle was not anticipated by the sightseers.
- (11) The teacher could not **understand** the reason for the students' apathy.



Finding the synonyms

From each line below, pick out the two words similar in meaning.

- | | | | | | |
|-----------------------|-----------|-------------|-----------|-------|-------|
| (1) bravery | cowardice | failure | courage | ..... | ..... |
| (2) imitate | retain | copy | destroy | ..... | ..... |
| (3) commence | change | begin | abandon | ..... | ..... |
| (4) enormous | medium | gigantic | size | ..... | ..... |
| (5) careful | uncertain | cautious | slow | ..... | ..... |
| (6) decision | thought | option | choice | ..... | ..... |
| (7) hold | purchase | retain | buy | ..... | ..... |
| (8) respect | hatred | wonder | amazement | ..... | ..... |
| (9) fast | nimble | slow | agile | ..... | ..... |
| (10) safety | help | disaster | calamity | ..... | ..... |
| (11) disease | medicine | malady | health | ..... | ..... |
| (12) surrender | victory | defeat | yield | ..... | ..... |
| (13) protect | leave | change | guard | ..... | ..... |
| (14) manner | rude | insolent | mean | ..... | ..... |
| (15) anonymous | famous | illustrious | imaginary | ..... | ..... |

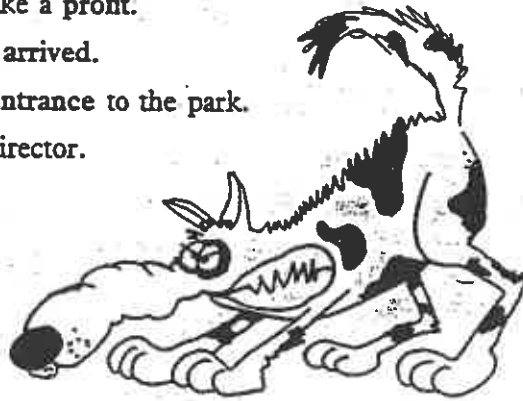
Antonyms

A word that is opposite in meaning to another word is called an ANTONYM of that word. For example, *love* is an antonym of *hate*; and *sick* is an antonym of *healthy*.

Finding opposites

Change the meaning of each of these sentences by replacing the words in heavy type with antonyms.

- (1) The **huge** army advanced after its victory.
- (2) The climbers **ascended** the mountain cautiously.
- (3) The **intelligent** woman was a superior worker.
- (4) **Cheerfully** the bank manager concluded the business transaction.
- (5) **Maximum** security existed for the guilty prisoners.
- (6) It is **doubtful** that the venture will make a profit.
- (7) The crowd **dispersed** when the police arrived.
- (8) The **wild** dog was captured near the entrance to the park.
- (9) The **handsome** star praised the film director.
- (10) The **hero** accepted the award.



Antonym Match-up

Match up the words and antonyms in the NOUNS box below. Then do the same with the words in the VERBS box.

NOUNS

generosity	acceptance
respect	captivity
refusal	thanklessness
freedom	humility
hope	selfishness
gratitude	kindness
pride	despair
discord	contempt
cruelty	ignorance
knowledge	harmony

VERBS

decrease	aggravate
remember	demolish
love	increase
alleviate	permit
erect	shorten
reveal	include
prohibit	improve
lengthen	despise
exclude	forget
deteriorate	conceal

Adverbs

As their name suggests, adverbs add to the meaning of verbs. They tell *how*, *when*, *where* or *why* the action of the verb takes place. Look at the adverbs (in heavy type) in these sentences taken from the story. The adverbs add to the meaning of the verbs (in italics). As you can see, adverbs often end with 'ly'.

- I *closed* the door **carefully**.
- **Presently** I *piled* the stove with wood.
- The fire *was still burning* **brightly**.

Many adverbs tell us *how* something happens — e.g. happily, slowly, noisily, fast, violently.

The water sizzled **spitefully**.

Some adverbs tell *when* something happens — e.g. previously, later, often, again, then.

Presently I piled the stove with wood.

Other adverbs tell us *where* something happens — e.g. here, there, everywhere, near, down.

Inside, the darkness was damp and heavy.

Suitable adverbs

Complete each sentence by selecting the most suitable adverb from the group of three on the right.

- | | |
|-------------------------|-----------------------------------|
| (1) He staggered | humbly, drunkenly, carefully. |
| (2) She laughed | furiously, heavily, happily. |
| (3) They listened | attentively, concisely, brutally. |
| (4) You strolled | seriously, deeply, casually. |
| (5) He crept | brilliantly, stealthily, broadly. |
| (6) They shouted | sadly, loudly, stubbornly. |
| (7) I yawned | wearily, valiantly, cheaply. |
| (8) He fought | softly, concisely, courageously. |
| (9) She waited | carefully, weakly, patiently. |
| (10) He sneered | impudently, dimly, earnestly. |

Substituting adverbs

Replace the words in italics with adverbs. The first letter has been given to help you.

- (1) He watched the ghost *with anxiety* (a.....).
- (2) He fell asleep *without delay* (i.....).
- (3) *By small degrees* (G.....) the tramp warmed himself.
- (4) He ran *with fear* (f.....) from the room.
- (5) *Not long ago* (R.....) he had been in prison.
- (6) He broke into the house *without difficulty* (e.....).
- (7) *Now and then* (O.....) tramps called at the house.
- (8) The ghost put his hand in the fire *on purpose* (d.....).
- (9) *On many occasions* (F.....) the ghost scared intruders.
- (10) At first, the ghost behaved *with good manners* (p.....).

Your and You're

Read this conversation. Circle a word in parentheses to complete each sentence correctly. (1–15)

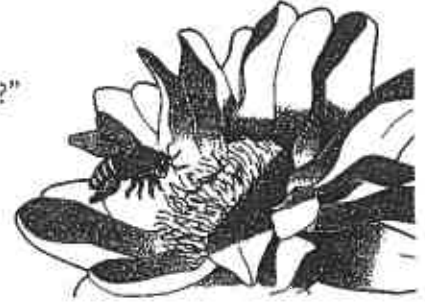
"Hello, Mr Garcia! Are (your/you're) bees making honey?" asked Mina.

"Yes, they are. I'll bring a jar to you and (your/you're) family tomorrow," Mr Garcia answered.

"(Your/You're) interested in beekeeping, aren't you?"

"Yes. Can you tell me how (your/you're) bees make honey?"

"They gather nectar from flowers, such as the roses in (your/you're) yard," Mr Garcia said. "The bees add proteins to the nectar. As the nectar evaporates, it turns into honey."



As bees gather nectar, they also help pollinate flowers.

"Does the whole hive really work together?" Mina asked.

"(Your/You're) exactly right," Mr Garcia answered. "Each bee has a special job to do."

"(Your/You're) work sounds interesting!" Mina said.

Mr Garcia said, "If (your/you're) really curious, you can help me work with my bees."

"I'd love to see (your/you're) beehives," replied Mina. "Is it true that (your/you're) supposed to wear a special suit with gloves and a veil?"

"(Your/You're) right," he said. "If you don't protect (your/you're) skin, the bees can sting you."

"(Your/You're) going to have to help me convince my parents that I will be safe," Mina said.

"If (your/you're) careful to do as I say, you will be perfectly safe," Mr Garcia said. "I'll talk with (your/you're) parents tomorrow," he added.

Write *your* or *you're* on each line to correctly complete each sentence. Remember to capitalise a word that begins a sentence.

16. "Do 50 000 bees really live on _____ farm, Jamal?" asked Noemi.

17. "There must be a lot of flowers near _____ house," she continued.

18. "_____ right," said Jamal. "A colony of bees can collect up to 7 kilograms of nectar in one day."

19. "I hope _____ going to tell me more," Noemi said.

20. "If you were a bee and you stung someone while defending _____ hive, you would die soon afterwards," Jamal said.

21. "_____ really an expert!" Noemi said.

Its and It's

Silk fabric is prized for (its/it's) lustre. (Its/It's) one of the most luxurious fabrics made.

The silkworm is a kind of caterpillar. Like all caterpillars, the silkworm spins itself into a cocoon during one part of (its/it's) life cycle. (Its/It's) cocoon is made out of one long thread. To make silk, a person gathers a cocoon, unwinds (its/it's) thread and weaves it with other silk threads.

(Its/It's) well known that mulberry tree leaves are the favourite food of silkworms. The *Bombyx mori* species is the most common source of silk. (Its/It's) diet consists almost entirely of mulberry leaves. (Its/It's) important for silk producers to cultivate healthy mulberry trees. In the first few weeks of (its/it's) life, the silkworm does almost nothing but eat. During those weeks, the silkworm grows to about seventy times (its/it's) original size and increases (its/it's) weight ten thousand times. Most silkworms are cultivated in China. (Its/It's) the biggest producer of raw silk in the world. According to legend, a Chinese empress discovered silk around 2700 B.C. by accidentally dropping a silk cocoon in hot water and unwinding (its/it's) single thread. Because silk was so valuable, the people of China kept (its/it's) origin a secret as long as they were able.

Two thousand years ago, silk became an important product in the Middle East and Europe. Until the third century A.D., only people in China and India knew how to make silk. Finally, four women took the secret to Japan. In A.D. 552, two monks smuggled silkworm eggs and mulberry seeds out of China. (Its/It's) not surprising that other countries soon developed silk industries.

Write *its* or *it's* to complete each sentence correctly. Capitalise a word that begins a sentence.

16. Silk cloth is prized for _____ strength and beauty.
17. The silkworm is eaten in some parts of China; _____ considered a good source of protein.
18. _____ also said to help control high blood pressure.
19. _____ important not to disturb the silkworms while they're building their cocoons.
20. If they are disturbed, _____ possible that they will produce poor threads.
21. Once a silkworm enters _____ cocoon, it takes about two weeks to become a moth.
22. _____ life as a moth is quite short.
23. The moth dies two or three days after laying _____ eggs.



Their, There, They're

Circle the word in parentheses that correctly completes each sentence.

1. (Their/There/They're) are about 1900 different species of fireflies.
2. (Their/There/They're) a kind of beetle; sometimes they are called *lightning bugs*.
3. Adult fireflies can tell whether another firefly is one of (their/there/they're) own kind when it flashes its signal.
4. Fireflies aren't the only creatures that glow. Some bacteria and fish share (their/there/they're) ability to give off light.
5. New Zealand glow-worms also give off light; (their/there/they're) related to the housefly.
6. Glow-worms make sticky, glowing threads that they use to catch (their/there/they're) food.
7. (Their/There/They're) are a number of uses for light-producing creatures.
8. In some places, people catch fireflies in transparent containers and use the containers as lanterns to light (their/there/they're) way.
9. Scientists have used the gene that makes fireflies glow to test (their/there/they're) medicines.
10. Look at the fireflies over (their/there/they're).
11. (Their/There/They're) glinting in between the trees.
12. (Their/There/They're) entire bodies seem to glow.



A chemical reaction in fireflies' bodies produces light.

13. "I see some fireflies over _____!" said Max.
14. "_____ really making a lot of light!" Katya observed.
15. "Now _____ all beginning to flash at the same time," Max noticed.
16. "Which part of _____ bodies gives off light?" he asked.
17. "Most fireflies have light organs on the bottom side of _____ abdomens," answered Katya.
18. "Is it true that _____ only going to live for a few days?" Max asked.
19. "Once _____ adults, fireflies only live five to thirty days," Katya said.
20. "Do you think they will lay _____ eggs in that tree?" Max wondered.
21. "No, they won't lay them _____," Katya responded.
22. "_____ going to lay them on or in the ground."

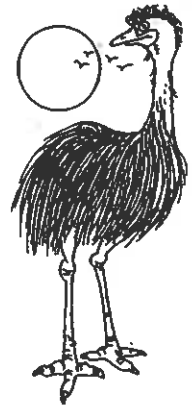
Word Choice – Exercise 11: *To, Too, and Two*

This handout accompanies Exercise 11 of *Grammar Bytes!* Get the answers by doing the interactive version of the exercise at this address: <http://chompchomp.com/exercises.htm>

Directions: Fill in the blanks with the appropriate choice—*to*, *too*, or *two*.

1. After the marathon, Yolanda soaked her _____ sore feet in a bucket of warm water.
2. Jessica agreed to jalapeno slices on her burrito. She regretted this decision _____ hours later as she chewed antacid tablets to relieve her heartburn.
3. If you really want the answers to Dr. Hirta's calculus homework, bring a jelly donut _____ Kristine, the smartest student in the class.
4. The party next door—with its laughter, shouting, and music—was _____ loud, so Lisa banged on her neighbors' door to complain.
5. As we were walking _____ the library, we met Benjamin and Maria, who tempted us away from research with the promise of a hot cheese and pepperoni pizza.
6. The slice of pizza was still _____ hot to eat, but Benjamin couldn't resist, blistering his mouth with the first painful bite.
7. Tony should buy an aquarium full of goldfish. A puppy would be _____ rambunctious for his small apartment.
8. Svetlana has _____ book bags—one that she wears on her shoulders and one that she pulls on rollers—to accommodate all of the big, heavy textbooks for her science courses.
9. If you purchase _____ parakeets, they will sing to each other instead of interacting with you.
10. Whenever our parakeet chirps _____ loudly, we throw a towel over his cage.
11. Instead of researching killer whales for Marine Biology, Jorge went _____ the beach.
12. Martin dreaded going _____ the movies with his young cousins because they started popcorn fights whenever the action onscreen got too slow.
13. Diane was _____ short to reach the oatmeal, so the friendly stock clerk grabbed a box for her.
14. Gordon didn't want _____ miss Spanish class if his teacher Señora Álvarez was rewarding right answers with lollipops.
15. We watched Sam lick the _____ fingers that he ran through the icing of Betty Lou's birthday cake.
16. When Randall heard that Betty Lou got a pet tarantula, he wanted one _____.

Why the Emu Can't Fly



A **myth** is a story about how things came to be. It is a **narrative** because it starts with telling **where** and **when** the events took place. This is followed by events leading up to one event that **changes** the story. As a result of that change, the story comes to an end.

Before you read.

1. Where do you find emus in Australia?

2. What are some weapons that Aboriginal men used in hunting and in fighting?

3. Why do you think that emus can't fly?

Read the Aboriginal myth.

WHY THE EMU CAN'T FLY

A long, long time ago, all the animals on the earth were people. The Aboriginal people call this time the Dreamtime.

Emu lived in the bush away from the sea. His greatest enemy was Pigeon who lived on the coast. They were always fighting.

One day they had a great fight. Instead of just being angry with each other, they started to use weapons. First they fought with spears. Emu used a spear that had a sharp, stone point. Pigeon used a spear that was tipped with the sharp sting from a stingray. Neither was hurt by the first spears but Pigeon was worried because he could see that Emu was about to use a throwing stick to launch his spears.

Pigeon picked up his boomerang. Before Emu could launch a spear from his throwing stick, Pigeon hurled his boomerang. It spun through the air and cut both of Emu's arms in half. That is why the emu has such small wings.

'You'll never be able to fly again,' called Pigeon. 'You will always have to run along the ground while I will be able to fly through the air.'

And ever since that time, the people of the inland tribes hated the people of the sea coast and always fought with them.

Re-read the myth or part of it so you can answer the following questions.

1. What do Aboriginal people call the time when all the animals on earth were people?

2. Where did Emu live? Where did Pigeon live?

3. In their big fight, what weapons did they use first?

4. What weapon caused the most harm during their fight?

5. Why would having small wings stop an emu from flying?

6. Circle the best answer. The Aboriginal people from the coast hated the inland people because

- they didn't like emus.
- they liked pigeons better than emus.
- they used to come to the coast to find food.

7. Tell why you have chosen your answer.

8. What might have happened in the story if Pigeon had not thrown his boomerang?

9. Verbs (processes) tell us when the action took place. The following words are verbs (processes) that tell that the action took place in the past (past tense). Here are some.

lived were fighting started fought

Find these words in the story. Circle those words that are verbs (processes).

spears was tipped sharp sting was worried picked up hurled boomerang spun

10. Adjectives (attributes) tell us more about nouns. In this story there are several adjectives used, e.g. **Aboriginal people** – **Aboriginal** is an adjective describing people.

Look through the story and put in the adjective that describes these words.

- | | |
|----------------|----------------|
| • _____ enemy | • _____ stick |
| • _____ fight | • _____ wings |
| • _____ point | • _____ tribes |
| • _____ spears | |

More things to do

Draw the great fight between Emu and Pigeon. Give a title to your drawing.

King Midas and the Golden Touch

A myth is an old story (**narrative**) which tells of gods, imaginary men and women from the past and magical things. Many **myths** come from ancient Greece.

Before you read.

1. Hercules was a hero from Greek myths. What was one thing you know about him?

2. Jason was another Greek hero. Finish these sentences.

a. Jason and his men went to look for the Golden _____

b. Their ship was the Argo. They were called Argo _____

Read *King Midas and the Golden Touch*.

KING MIDAS AND THE GOLDEN TOUCH

There once lived a king called Midas. He was very greedy and believed that the most important thing in the world was gold.

'If only,' he said to himself, 'if only I could turn things into gold, I would be the happiest man in the world.'

At that moment, standing in a beam of sunlight, there appeared a young man who said to the king, 'Tell me what you wish.'

'I wish,' said King Midas, 'that everything I touched would turn to gold.'

'Your wish is granted,' said the young man.

Next morning King Midas woke with the golden touch. The chair beside his bed turned to gold when he touched it, the cover on the bed turned to gold, the curtains, a book on the table . . .

Midas was full of joy. At last he could have all the gold he wanted.

Just then his breakfast arrived and Midas decided to eat it right away. Imagine his surprise when the hot cakes on the tray turned to gold when he touched them, the brook trout on the plate turned to gold, the egg in the egg cup turned to gold.

'However will I eat?' Midas asked his beautiful young daughter, Marigold. 'I will starve to death.'

Marigold ran to Midas and threw her arms around him. He bent down to kiss her. Alas! Her rosy cheeks were suddenly cold, hard and yellow. His daughter had turned to gold.

King Midas was overcome with grief. What had he done!

Just at that moment the young man appeared again in a beam of sunlight.

'Have you learnt anything, Midas?' he asked.

'Oh, yes,' replied the unhappy king. 'Gold does not bring true happiness. Take away the golden touch.'

The young man granted his wish, the golden touch left Midas and Marigold came back to life. 'Ah,' said Midas to his daughter. 'The only true gold is the gold of your beautiful hair. I have learnt my lesson.'

Re-read the story or any part of it so you can answer the following questions.

1. a. What was the king's name? _____
b. What was his daughter's name? _____
2. What was the first wish he was granted? What was the second?

3. What was the first problem the golden touch brought to Midas?

4. What do you think was the worst thing that happened to him?

5. Midas was not very clever and didn't think ahead. How do you know that?

6. What makes you think that this story might be a myth?

7. What do you think this story teaches us?

8. There are many speeches in this story. Finish these.

'However will I _____?'

'Have you learnt _____, _____?'

'Gold does not _____.'
_____'

9. If you were granted a wish, what would you like most?

More things to do

Read about Hercules and Jason. Write what you would say if you were granted the 'golden touch'. Write why you would say this.

Three levels of comprehension #2

- A. Read this story carefully and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.

Thumbs up—*An extract from a longer story*

A few youths had already gathered by the time I arrived and there seemed little to do on such a routine case except wait for an ambulance and start taking down the names and addresses of any witnesses.

'I don't know nothing,' said one fourteen-year-old who cuddled a skateboard to his chest. He didn't want to cooperate and neither did his mates.

'Listen guys,' I said, 'I need someone to tell me who found him. Someone must have phoned the police. Who was it?'

More youths turned up on skateboards and mumbled to each other. I knew then there was little hope of making progress with the inquiry, and virtually no chance on my own of getting any useful statements. The best I could hope for was that they'd hang round till some uniforms turned up.

I searched through the old man's pockets and fished out a length of nylon string, a folded-up business card, a squashed box of matches and an old newspaper clipping. One side told of an old house sold for big dollars, the other of a woman killed in a traffic accident. Apart from a few loose coins there was nothing else.



He looked and smelt like a derelict, a homeless old man. In his right hand he gripped an empty plastic shopping bag. His stubby, baby-like thumb pointed towards his chin. Who was he? There was nothing to identify him. The only possible clue was the business card.

Perhaps he'd picked it up on the street. This wreck of a human being surely wasn't Robert P Anderson, industrial chemist.

Soon an ambulance pulled up and two paramedics examined the old man, declaring him to be 'as dead as they come'. It didn't seem to trouble them how some people can be so unfortunate. I guess they'd seen it all before. Well, so had I but it still bothered me.

Other police officers finally arrived and began to cordon the area off. Yellow 'Crime Scene—Do Not Cross' tape was strung up like streamers at Christmas time and young police officers began looking for any clues that might help piece together the last few hours in the old man's life. A police photographer, a man name Graham, began taking the usual pictures as I told the sergeant in charge what I'd found.

My shift was almost at an end and I wanted to complete as much of the paperwork as possible before I went home so I drove back to the station in a hurry.

In my view it was a simple case of too much booze or one too many cold and wet nights that had finished the old man off, and I believed that until the next morning when I got a phone call.

Cont....

'Is that you Detective Sergeant Tolman?'

'Yes.'

'It's Ralph Manning. I'm the new pathologist down at the morgue. That old man you found yesterday ...' he said.

'Yeah, what about him? Too much to drink I suppose?'

'No, not at all. It's a bit early yet. There are still more tests to do but I think he died from some sort of poison. An unusual poison at that.'

It took me a while to clear my thoughts. This information now changed the whole picture. It was a possible homicide. 'Gee ... I'll be over as soon as I can,' I said, putting down the phone.

I picked up the plastic evidence bag containing the crumpled business card the old man had had on him and dialled the number.

A young woman with a soft voice answered.

'Good morning. This is Detective Sergeant Peter Tolman from Bickley police station ...'

'Oh, is it about my father? What's happened? Have you found him? Is he all right?' she butted in.

'What do you mean?' I asked, not wanting to give her my story first.

'He went off the day before yesterday. He's all right isn't he? I was going to report it to the police but I thought he might come back this morning.'

'Can you tell me what your father looks like?' I asked.

'Have you found him then?'

'We're just making some inquiries at the moment,' I said, not wanting to alarm her. It's the worst part of the job, telling relatives their loved ones are dead.

It wasn't her father, I was sure. The man we found had been living on the streets for months, if not years. There's no way he could have slept in his own warm dry bed a few nights before.

'Tell me something about your father. How old is he? How tall? What type of build? That sort of stuff.'

'Yes,' she said, sounding a little stunned. 'He's fifty-eight. He's bald and ...' she continued with the description.

The man in the morgue was about that age, though it's hard to know for certain. The weather, the booze and poor food can make a thirty-year-old look like he's sixty. He was bald, that was one thing, though not much when you consider that one in four men of his age is bald anyway.

'Tell me, Ms Anderson, has he any distinguishing features? Scars, tattoos, anything at all?'

'Not really,' she said, then thought for a moment. 'Except he's got very stubby thumbs. It runs in the family.'

I was hell fascinated. One of the things I noticed about the man when I first saw him were his stubby thumbs. They looked like they'd been filed down at birth. Perhaps I was onto something. Except, of course, the man in the morgue was a long-time bum, a drifter, a tramp. It just didn't add up.

Three levels of comprehension #2

LEVEL ONE QUESTIONS (Write full sentence answers unless otherwise indicated.)

1. Why did Tolman feel he couldn't make much progress with the investigation on his own?

2. Make a list of things the detective found in the dead man's pockets.

3. Who was Robert P Anderson? _____
4. What did the paramedics say to Tolman? _____
5. What was Graham's job? _____
6. What did Tolman originally think were the possible causes of the old man's death?

7. What did Ralph Manning believe was the cause of the old man's death?

8. Why hadn't Ms Anderson notified the police about her missing father?

9. What does Tolman consider to be the worst part about being a police officer?

10. What information is given about the physical appearance of Robert Anderson?

LEVEL TWO QUESTIONS (Write full sentence answers.)

11. Why do you think the youths were unwilling to cooperate with Tolman?

12. What do you think about the information Ms Anderson gave?

Three levels of comprehension #3

- A. Read this article carefully and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.



Perfume - Scent from Heaven

■ Mara Creble.

AT A TIME when human and animal sacrifices to the ancient gods were common, some creative person probably suggested that scented woods or leaves be burnt to mask the sickly smell of burning flesh. The word perfume, in fact, comes from the Latin *per fumus*, meaning 'from smoke'. It must have been a welcome relief for the audience at such events not to have to put up with the dreadful odours but little comfort for those being sacrificed. And so it was, in those ancient times, that perfume became part of the culture, and the beginnings of a new industry sprang to life.

In ancient Egypt, the use of scented ointments and cosmetics by wealthy members of society became popular. And to freshen up in the afterlife, the Pharaohs had vases of perfumed oils placed in their tombs. Centuries later, during the Middle Ages, Crusaders returning to Europe took back gifts of perfume for their loved ones and since those times the use of perfume has grown to such an extent that the industry is now worth a massive 30 billion dollars a year.

The creation of a top-class perfume is the result of a combination of clever chemistry and the art of the perfumer (perfume maker). With some 2000 possible ingredients to draw upon, the blending process is a highly skilled and challenging task. In modern times both natural products and synthetic chemicals are used to blend the desired fragrances.

Fragrant, or essential, oils extracted from leaves, barks, resins and flowers form the bases for most perfumes. One method of extraction, which has been used since the 8th century, is distillation in which separation and purification of the oils takes place through a boiling-off process. Another common method known as cold pressing involves crushing and pressing the plants to release the oils. Oils can also be extracted with the use of chemical dissolving agents, or solvents.

A vast amount of plant material may be needed to

produce relatively small quantities of essential oils, for example, it takes about 5 million jasmine flowers to produce 1 kg of jasmine concentrate—which has a value of about \$55 000. And to make 1 kg of French rose concentrate, worth more than \$7000, about 800 kg of flowers are needed.

Until quite recently, certain animal products were considered essential ingredients in many perfumes. A key component in high-quality perfumes was a substance called ambergris. This is produced in the intestines of sperm whales and was supplied to the perfume industry by whalers. Though still available, the worldwide decline in whaling has made ambergris a very expensive ingredient.

Another animal product used in the making of perfume is musk. This oily secretion from glands on the abdomen of the musk deer has been considered a vital ingredient in perfume for centuries. Not only

does it have its own distinctive scent but it has the effect of slowing down the loss of other fragrances in a perfume.

Then of course there is civet, the buttery substance milked from the anal glands of the civet cat, which—though not used as much as in the past—is still used in some of the more expensive fragrances. It would be interesting to know if the women who wear high-priced perfume know exactly what they dab on their skin. Fortunately, most animal products are no longer essential to the perfume industry as they can now be replaced with man-made alternatives.

The development of a new perfume is an expensive and involved process but, if successful, it has the potential to earn many millions of dollars. The size of the perfume industry demonstrates just how willing people are to spend big money on this luxury item. Perfume may have been used in ancient times to disguise the unpleasant odours of burning flesh but these days, thankfully, wearing perfume is more about creating a sense of style and feeling good.

*"The word
'perfume' comes
from the Latin,
meaning 'from
smoke'"*

LEVEL ONE QUESTIONS (Underline the correct answers.)

1. The word 'sacrifice' means
- a) a type of ancient god
 - b) an offering
 - c) a type of container
 - d) loss of a job
 - e) a prayer

2. The first perfume probably came from
- a) the Latin meaning
 - b) the perfume industry
 - c) burning leaves and woods
 - d) the ancient gods
 - e) a creative person

3. The ancient Egyptians used
- a) no perfumes or cosmetics
 - b) the Pharaoh's vases of perfumed oils
 - c) the tombs of the Pharaohs
 - d) scented ointments
 - e) gifts from the Crusaders

4. The perfume industry today is worth
- a) \$300 000
 - b) \$3 000 000
 - c) \$30 000 000
 - d) \$300 000 000
 - e) \$3 000 000 000

5. High-quality perfumes require
- a) chemistry laboratories
 - b) 2000 ingredients
 - c) stylish bottles
 - d) chemistry and art
 - e) highly skilled and challenging tasks

6. The bases for most perfumes are
- a) essential oils
 - b) distillation
 - c) animal products
 - d) fats that absorb oils
 - e) solvents

7. To make 1 kg of essential oil
- a) 55 000 jasmine flowers are needed
 - b) 5 000 000 roses are needed
 - c) 800 kg of jasmine flowers are needed
 - d) 5 000 000 jasmine flowers are needed
 - e) 7000 kg of roses are needed

8. Which of the following animal products were not mentioned in the article?
- a) ambergris
 - b) musk oil
 - c) wool
 - d) civet cat secretions
 - e) deer antlers

9. We know from the article that the author
- a) wears musk
 - b) wears jasmine concentrate
 - c) likes perfume
 - d) all of the above
 - e) none of the above

10. According to this article, in modern times perfume is worn mainly
- a) for style and pleasure
 - b) to disguise body odour
 - c) to disguise the smell of smoke
 - d) because it's given as a present
 - e) to linger for days

LEVEL TWO QUESTIONS (Write full sentence answers.)

11. How does the author show the reader that perfume has been used for a long time?

12. In your opinion, what is the main reason people use perfume?

13. Look at the following phrases and explain the impact they have on the reader.

a) 'the sickly smell of burning flesh'

b) 'the industry is now worth a massive 30 billion dollars a year'

c) 'the buttery substance milked from the anal glands of the civet cat'

14. What is the main idea of the fourth paragraph?

15. Fill in the columns below with words that appeal to the senses. Some examples are done for you.

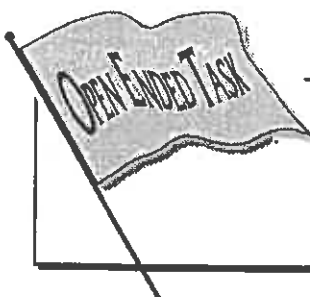
Sight	Hearing	Taste	Touch	Smell
photograph	alarm clock	salt	sea breeze	rose
landscape	bell chime	lemon	punch	blocked drain

LEVEL THREE QUESTIONS (Write paragraph answers.)

16. Some people say the money spent in our society on luxury items could be better spent feeding the hungry and housing the homeless. What are your views about helping those in need?

17. What attitude do you believe the author has about perfume and the perfume industry? Use evidence from the text to support your answer.

18. Describe what a good sense of style is. Do you have a good sense of style? Explain why you do or why you do not.



Find out about an interesting cultural activity and prepare a report or narrative or graphic representation suitable for display.

*** See OETs in your Student Guide.**

Three levels of comprehension #4

- A. Read this piece carefully and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.
-

Bitten by the Bug

I HITCHHIKED to Rome from England when I was sixteen. In those days it was not so unusual for young people to set off on such a journey. Several friends had gone on the same trip the previous summer and thoroughly enjoyed themselves. I suppose as teenagers we'd all been seeking some sort of challenge or adventure, call it what you will, and that's exactly what we experienced. I'd say it was also around that time the travel bug bit and took hold.

To be honest, I can't recommend hitchhiking as a form of transport any more. It's not that there aren't decent, interesting, honest people still around but there are just too many crazies out and about to risk personal safety in that way.

Even though I don't hitchhike now, I still travel whenever I can searching out unique experiences. One recent adventure took me to Indonesia. After exploring some of the lesser-known towns and villages of Java, I made a journey from the Indonesian capital, Djakarta, to Singapore by sea. I bought a third-class ticket for the trip on a rusted boat that was leaving one Tuesday afternoon. The boat was already crowded when I arrived at the docks and as my ticket didn't include a cabin, I had to find a space to sleep on the deck with dozens of Indonesians returning to their homes and villages. It was a marvellous way to travel and being at sea was a welcome change from the heat and pollution and mosquitoes of the capital.

Food was limited—usually boiled fish and a green vegetable served with a spoonful of rice. It wasn't the

tastiest food but considering I was in third class it was what I expected.

Two and a half days after we left Djakarta the boat finally docked at a small island. It was there I transferred to a powerful motorboat that was to speed me on the last leg of the journey to Singapore. Not long after leaving the island, I was served a giant orange prawn about the size of a small lobster. It sat on a bed of rice and the whole lot was wrapped in a green banana leaf. That meal was, in many ways, the highlight of the whole trip. It tasted so good after the dull food on the boat. The brilliant colours burnt a permanent place in my memory and even today I can conjure up a detailed photographic image of that meal.

To my way of thinking, it seems a pointless exercise to travel somewhere interesting and a little out of the way only to stay locked up in a fancy airconditioned hotel watching videos and eating western food, and to go sight seeing only from airconditioned taxis or buses. Such a tourist may as well stay at home and not bother with the hassle of travelling, and believe me, at times there can be a lot of hassle.

Someone once said, 'I dislike feeling at home when I am abroad,' and that's exactly what it's like for me. I love the raw experience of finding out about a new country or town and, just as importantly, I enjoy finding out about myself. After all these years the travel bug is still biting—Oh, and by the way, I'm leaving for India next month.

■ Tony Hogins

LEVEL ONE QUESTIONS (Write full sentence answers.)

1. To which city did the author hitchhike when he was sixteen?

2. Why doesn't the author recommend hitchhiking anymore?

3. What did the author do in Java?

4. What is the capital city of Indonesia?

5. How did the author travel to Singapore?

6. Describe the food that was available on board the ship.

7. What occurred at the island?

8. Describe the image the author is able to conjure up from his memory.

9. What does the author claim some types of tourists do when they are overseas?

10. Where is the author going on his next trip?

LEVEL TWO QUESTIONS (Write full sentence answers.)

11. Why did the author feel comfortable in hitchhiking to Rome when he was sixteen?

12. What sort of person is the author of this piece? Write a paragraph description.

13. What are the author's attitudes to travelling? Use evidence from the article to support your answer.

14. What is the main idea contained in the second to last paragraph?

15. Explain the sentence in the last paragraph that begins: 'I love the raw experience ...'

LEVEL THREE QUESTIONS (Write paragraph answers.)

16. Do you believe travelling is a worthwhile thing to do? Why? Explain your reasons.

Three levels of comprehension #5

- A. Read this extract from a diary and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.

Rebecca's Diary

17 October

Saw a job advertised in the paper today. Thought about it for ages then phoned for some information. A London number. She's sending out an information pack. I'll tell David later. He won't mind.

18 October

No sign of job info—expecting it soon. Decided to check out a few travel books in the library. Not much in there. It's shocking to think we pay rates and taxes to keep that library open. I'll have a look in the book shop later.

19 October

It came today. Sounds pretty specialised, the job I mean. I'm sure David can handle it, he's talented like that. The rest of the information is all about the company's history and growth potential. Looks like they are pretty big in South America and Canada as well as over there. They had a few nice pictures of beaches and swimming pools in the information package. People must spend all their time in the water.

20 October

David wasn't sure about applying. Said he's due for promotion in a couple of years. Though he does like the idea of living abroad for a while. What have we got to lose I asked. Nothing much he finally agreed and then said he'd have a go and send in an application. That's tremendous. At last there's the hope of something exciting happening in our lives.

26 October

David's been fussing all week about his application. He's worried it won't even get him to the interview stage. I think he's really nervous about it, poor love. He's a worry sometimes.

4 November

Letter arrived this morning. I knew it was from them so I opened it. Couldn't wait for David to come home from work. It said he's got an interview next week, on Thursday. He's got the job, I just know. Who wouldn't give him the job after meeting him in the flesh? I do hope I'm right.

10 November

We're both going down to London for the interview on the twelfth. I'm so excited. David's even more nervous but I'm sure he'll be all right once he's there. I had to get a couple of books from another library. They're a bit out of date but they'll give us some idea of what we're getting ourselves into.

12 November

We're leaving in about ten minutes. Must go now, in a hurry.

13 November

The interview went well. They seemed very friendly people and liked David. We're just waiting to hear from them. Waiting

can be so ... unsettling. I don't know much about it out there but what I've found so far sounds interesting. I hope they're not all like on "Neighbours".

16 November

David just called. They've phoned him at work ... He's got the job. I knew he'd get it. So now we're going to Australia. In six weeks, in the new year. I'm so excited. I'll get something special for tonight. I'll go to that butcher's shop in town and get some Aussie beef. David will like that. Oh yes, and a bottle of their lovely wine.

I can hardly believe it ... there's so much to do ... I don't know where to start.

LEVEL ONE QUESTIONS (Write full sentence answers.)

1. How did the wife find out about the job?

2. What problem did the wife have at the library?

3. What information did the information package have about the company?

Three levels of comprehension #5

4. Why wasn't David sure about applying for the job at first?

5. Why was the wife pleased that David submitted an application for the job?

6. When did David find out that he had an interview?

7. Where and when was the interview held?

8. According to his wife, how did David's interview go?

9. Who contacted the wife to tell her David had the job?

10. Where was the job? _____

LEVEL TWO QUESTIONS (Write full sentence answers.)

11. How is the reader positioned to see the wife? In other words, what do you think the wife is like? What are your feelings towards her? Give some examples to support your answer.

12. Do you believe David would have applied for the job without the encouragement of his wife? What are the reasons for your answer?

13. How does the author make us interested in the sequence of events?

14. Make a list of jobs for which David might have applied.

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------	-------------------------------

15. Do you believe this couple is happily married? What are the reasons for your answer?

LEVEL THREE QUESTIONS (Write full sentence answers.)

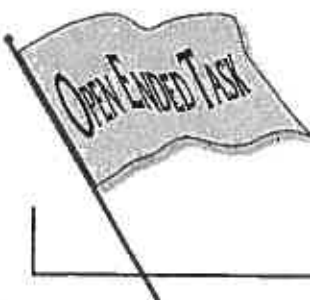
16. Do you see anything wrong with the wife 'organising' David to apply for the job? How would you feel if you were David?

17. On the night of 11 November, what feelings might David have had about the interview?

18. The couple will undergo a big change in their lives when they arrive in Australia. Write a letter to them giving some helpful advice on how they can make the best of living in Australia.

Mr and Mrs Lovegrove *November 29th*
21 Prideaux Road
Eastbourne EB21 2BD
England

Dear Rebecca and David



Design a series of brochures or audio/video advertisements promoting Australia to people from other countries.

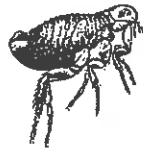
* See OETs in your Student Guide.

Three levels of comprehension #6

- A. Read this article carefully and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.

Not Alone

Imagine standing naked in your bedroom. The door is locked. No one is home. Even the cat's out. With no living creature to be seen or heard, it's quite natural to believe that you are alone.

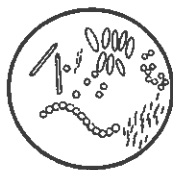


But as you stand gazing at yourself in the mirror, millions of tiny organisms sit, chew, suck, burrow and crawl in and over your body. Your smooth skin and squeaky clean hair are like fast food outlets in this microscopic world. The lively carnival began soon after you were born and will go on till the wee small hours—for the rest of your life.



Scrubbing hard in the shower will have little long-term impact on the bacteria, viruses, fungi, insects and other microscopic life forms that have made your body their home. It is true many diseases have disappeared because of improvements in sanitation and general cleanliness; but there are still hundreds of organisms, most of which are probably unknown to you, that share your body.

Just as there are differences in the numbers of people who live in cities and those who live in the bush, so too are there variations in the populations of microscopic creatures living on different parts of your body. Bacteria, for example, are relatively scarce around the shoulder blades, with less than 100 living on each square centimetre of skin. However, in the armpits there are millions of these minute residents.



Generosity is not limited to providing a home for bacteria alone. Consider the $\frac{1}{4}$ mm long follicle mite. This microscopic lodger,

who is related to the spider family, is happy to live in hair follicles on the human face. It especially likes partying down among the eyelashes, up around the forehead and near the sides of the nose. We unknowingly provide this eight-legged creature with a diet of live skin cells that it consumes by the bucket load.

Then there is the very friendly tooth amoeba, who makes a living munching on tiny pieces of food lodged on and between the teeth. The tooth amoeba helps, in fact, to keep our mouths a little more healthy—so he can be thought of as one of the good guys.

With up to 1000 different organisms that can live in or on the human body, it comes as no surprise to find some are fairly nasty characters. One such creature (not so common in Australia these days) is the human body louse. This 2 mm long insect



has the ability to carry microorganisms that cause fatal or near fatal diseases such as typhus, trench fever and the strangely named relapsing fever. Throughout history the body louse has been responsible for the deaths of hundreds of millions of human beings.

Another less dangerous, though irritating, parasite is the $\frac{1}{2}$ mm long scabies mite. The female mite burrows into human skin and feeds on cell liquids; she then lays her eggs, which hatch out in three to four days. The young mites, with a whopping appetite, begin to feed and burrow their way, like miners, up towards the surface of the skin. Once they've searched out a fresh area, they begin tunnelling again.

Rashes and itching caused by the secretions and excretions of the burrowing mites occur mainly in

Cont....



areas where the skin is especially thin, such as between the fingers, over the wrist, around the genitals and at the back of the knee. The scabies mite certainly knows how to dine well on a meal of human skin.

Fortunately for us, one of the most frightening creatures to make its home in the human body—the fiery serpent or guinea worm—does not live in Australia but is widely distributed throughout Asia, the Middle East and Africa. Wherever it is found it brings pain and misery.

The female guinea worm spends a good deal of time munching away just under the skin especially round the legs, ankles or feet. The pregnant female's body fills up with growing embryos until it bursts and releases its babies into the skin tissue. For the poor sufferer an intense burning reaction follows, with painful blisters forming on the surface of the skin. These eventually burst and young worms escape through the openings—often into a stream or pond as the sufferer bathes, trying to soothe the broken blisters.

If the same water is then used for drinking, as it often is in developing nations, the young worms can pass back into humans. Once inside the intestines, the baby worms quickly make their way from the gut through the abdominal cavity and

into the tissue just beneath the skin. The young female worms are fertilized and the males die. The new batch of pregnant females then makes its way towards the skin and begins producing baby worms, starting the cycle all over again.

This unusual worm is only 2 mm in diameter but can reach the frightening length of 1 m. Apart from using certain drugs that are not available in many developing nations, the traditional method of control is to wait until the skin blisters burst and the female guinea worm is visible. She is then carefully coiled up on a stick—all 1000 mm of her. Unfortunately, at this stage much of the pain and internal damage has already occurred. It might be true that the fiery serpent has to find a meal but it is unfortunate that it is at the expense of some of the poorest people in the world.



For many creatures: mosquitoes, fleas, head lice, bed bugs, tapeworms and the rest, the human body provides food, a home and a romantic bedroom for breeding purposes. With so many potential parasites depending on the human body for a living, it is worth remembering, during those quieter moments, that you are never alone.



LEVEL ONE QUESTIONS (Write full sentence answers unless otherwise indicated.)

1. Make a list of 5 human parasites mentioned in the article.

2. What does the author mean by the last sentence in the second paragraph?

3. How many bacteria are typically found living on the shoulder blades? _____

4. How big is the follicle mite? _____

5. What is the follicle mite's main diet? _____

Three levels of comprehension #6

6. In what regions of the world is the fiery serpent found? _____

7. What information does the article reveal about armpits? _____

8. Write the numbers 1 to 4 in the boxes to show the sequence of events in the life of the scabies mite.

- Young mites search out fresh skin and burrow again.
- Female mite lays eggs in human skin.
- Female mite burrows into human skin and feed on cell liquids.
- Young mites begin to feed and burrow to surface of skin.

9. Match up the following words with those listed below: serpent, mite, lice, bugs, amoeba

bed scabies head
tooth fiery

10. Circle (T) true or (F) false.
- a) The guinea worm lives all its life just under the surface of the skin. T / F
 - b) Many diseases have disappeared because of improved cleanliness. T / F
 - c) The tooth amoeba brings pain and misery. T / F
 - d) The adult fiery serpent is only half a millimetre long. T / F
 - e) Scabies mite eggs hatch out in three to four days. T / F

LEVEL TWO QUESTIONS (Write full sentence answers.)

11. Use each of the following words in a separate sentence to show you understand their meaning.
- a) organism _____

 - b) microscopic _____

 - c) parasite _____

12. Which of the following statements do you think the writer would agree with? Give reasons for your views using evidence from the article to support them.

- a) Not all organisms that live on the human body are harmful.

- b) The body louse is a fascinating creature.

- c) Washing is a waste of time and effort.

Three levels of comprehension #6

13. In your own words explain the main idea in the third paragraph.

14. How has the writer made you feel about the guinea worm? Give examples from the article to support your views.

15. In point form, list what have you learnt about human parasites.

<hr/> <hr/>	<hr/> <hr/>
-------------	-------------

LEVEL THREE QUESTIONS

16. Look at the first paragraph. Why do you think the author started the article this way? Was it effective?

17. Some people feel very uncomfortable when talking or reading about parasites or other 'creepy crawlies'. Write a paragraph explaining why this might be so.

18. On a separate piece of paper, create a fundraising poster to help people in Africa afflicted with the guinea worm.

19. List in order 8-10 brief scenes you would include if you were making a TV documentary about human parasites.

scene 1 - close up of guinea worm being wound up on stick - sad music

scene 2 - interview with victim - sad music

scene 3 - interview with doctor

scene 4 -

scene 5 -

scene 6 -

scene 7 -

scene 8 -

scene 9 -

scene 10 -

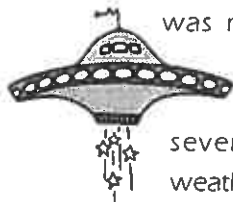
Three levels of comprehension #7

- A. Read this article carefully and answer the questions that follow.
- B. If required by your teacher, discuss your answers with a partner. Explain in detail **why** you gave such answers.

Alien Invasion

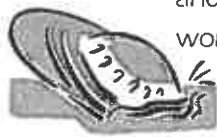


In July 1947, the now famous Roswell Incident occurred. It seems a UFO, complete with alien life forms—or so the story goes—crashed into a cliff near the town of Roswell, New Mexico. For some, the official explanation given by the US military—that what was recovered at Roswell



was nothing more than the remains of several damaged weather balloons—never proved satisfactory. They thought the military had deliberately withheld the truth of what happened at Roswell. And, rather than settling the matter, the explanation given by the military seemed only to strengthen their belief that extraterrestrial life had been found.

Things came to a head in 1995 when an unusual film about the incident at Roswell was 'discovered' and brought to the world's attention by film-maker Ray Santilli. The



subject matter was right—the filmed medical examination of one of the Roswell aliens—but the science was wrong. Doctors who viewed the film said, among other things, that the 'medical personnel' who carried out the post-mortem failed to follow even the most basic medical procedures. The film was determined to be an elaborate hoax—though this did little to dissuade 'true believers'—and fuelled many entertaining news reports, books and TV specials. No doubt quite a few people made a good living out of the Roswell story.

x x x

A few years after the Roswell Incident, in the early 1950s, a small number of British air force officials were sent to a remote location in northern Norway near the small town of Karasjok. Their secret brief was to investigate what was believed to be the remains of a crashed Soviet military plane. Nothing was heard of this Cold War episode until stories began to surface some twenty years later.

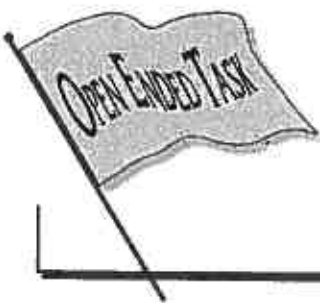
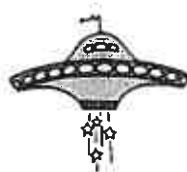
Relatives of those RAF officials claimed the true purpose of the visit to Norway was not to look over the wreckage of a smashed-up Soviet warplane but to examine the remains of what was thought to have been a crashed UFO. The official version of events has never been made public; however, the son of one of the RAF officers, Michael Ellis of Peterborough in the UK, has made repeated requests over the years to the British Ministry of Defence for a disclosure of what took place—now nearly fifty years ago. Mr Ellis is still waiting an official explanation.

From New Mexico to the northern reaches of Norway, in fact on every continent for almost six decades, unusual and unexplainable flying craft have been sighted. Many of these sightings do have simple, down-to-earth explanations; but the few that cannot be adequately accounted for ensure the interest in UFOs is kept alive and well.

■ Phillip Langdon

LEVEL ONE QUESTIONS (Underline the correct answers.)

1. In what year did the Roswell Incident occur?
 - a) 1995
 - b) 1951
 - c) 1997
 - d) 1947
 - e) 1949
2. Where is Roswell?
 - a) Mexico
 - b) New Mexico
 - c) New York
 - d) Norway
 - e) Northhamptonshire
3. What official explanation for the Roswell UFO was given?
 - a) They discovered an alien spacecraft.
 - b) They discovered a filmed autopsy.
 - c) They discovered pieces of weather balloons.
 - d) They discovered extraterrestrials.
 - e) They discovered a Soviet military plane.
4. What was 'discovered' in 1995?
 - a) a filmed medical examination
 - b) Ray Santilli
 - c) RAF officials
 - d) extraterrestrial life forms
 - e) unexplainable flying objects
5. Underline the **two** words that have the closest meaning to the word 'trick'.
 - a) compelling and belief
 - b) autopsy and post-mortem
 - c) episode and stories
 - d) prank and hoax
 - e) unexplainable and unusual
6. Where is the town of Karasjok?
 - a) northern Northamptonshire
 - b) northern Norway
 - c) northern New Mexico
 - d) northern Russia
 - e) northern Newfoundland
7. At first, what did the RAF officials believe they were being sent to Norway to do?
 - a) to examine a film
 - b) to examine a crashed UFO
 - c) to examine a crashed Soviet plane
 - d) to examine an alien body
 - e) to examine a damaged weather balloon
8. Relatives later claimed that the RAF officials
 - a) went to look at a crashed UFO
 - b) never returned from Norway
 - c) went to Roswell
 - d) found an alien
 - e) went to look at a crashed Soviet plane
9. Mr Ellis came from
 - a) New Mexico
 - b) Norway
 - c) Britain
 - d) Roswell
 - e) the USA
10. What was Mr Ellis seeking?
 - a) an explanation from the Norwegian Government
 - b) a trip to Norway
 - c) a chance to look at the film
 - d) an invitation to go on TV
 - e) an explanation from the British Ministry of Defence



Find out about UFOs and examine why some people believe in their existence.

* See OETs in your Student Guide.

LEVEL TWO QUESTIONS (Write full sentence answers unless otherwise indicated.)

11. What reasons might the US military have for saying that only the remains of weather balloons were found in Roswell and not a crashed UFO?

12. When the word 'discovered' is used to talk about the Roswell film it suggests that (Underline the correct answer.)

- a) it was found
- b) it was uncovered after many years
- c) it really existed
- d) it surprised people
- e) it was a hoax

13. What is meant by the term 'true believers'? (Underline the correct answer.)

- a) people who like UFOs
- b) very religious people
- c) believers in the truth
- d) committed believers
- e) people who believe in something

14. What did the doctors who saw the film think about it?

15. In what ways could people make a 'good living' out of the Roswell film?

16. Why would the British Ministry of Defence not want to make public what happened in Norway back in the 1950s?

17. What sort of explanation might Mr Ellis expect if he were to be given one?

LEVEL THREE QUESTIONS (Write full sentence answers.)

18. In two sentences describe what might have been found in northern Norway by the RAF officials.

19. On what grounds do you think a person would believe in the existence of UFOs?

20. What tests might you carry out on unidentified materials to prove they came from an extraterrestrial source?

22. Sketch what you think they found in Norway.

