

## UNIT 1 : (Divorce)

### Exercise 1:

Listen to the tape-script. You will hear four people talking about their recent divorces. As you listen to the tape, complete the information table below:

| NAME   | How long married? | Reasons for divorce | No. of children | Custody of children | Plans for future |
|--------|-------------------|---------------------|-----------------|---------------------|------------------|
| Monica |                   |                     |                 |                     |                  |
| George |                   |                     |                 |                     |                  |
| Lisa   |                   |                     |                 |                     |                  |
| Edward |                   |                     |                 |                     |                  |

### Exercise 2

Look at the following questions and choose the best answer for each question:

- How did Monica NOT feel after the divorce?**
  - sad
  - relieved
  - afraid
  - hopeful
- Why do you think Tom slapped Monica across the face?**
  - She told him not to be stupid.
  - She had a boy-friend.
  - He'd been down the pub.
  - He started to kick her.
- Which of the following statements is NOT TRUE?**

After the first time Tom beat Monica,

  - Monica had to go to the hospital.
  - Monica was seriously injured.
  - The situation at home did not improve.
  - Tom did not beat Monica again.
- Which of the following statements is TRUE?**
  - Monica saw the counsellor before she saw the lawyer.
  - Monica saw a counsellor about a divorce.
  - Monica spoke to the lawyer immediately after seeing the counsellor.
  - Tom tried to discuss the situation with Monica.

5. **Why does Monica feel sorry for Tom?**
- a. He's lost his children.
  - b. She feels he has nothing to look forward to.
  - c. He has nothing left but memories.
  - d. All the above reasons.
6. **Which of the following did George NOT feel on the evening his wife told him about her boyfriend?**
- a. devastated
  - b. angry
  - c. shocked
  - d. incredulous
7. **Why did George feel naive?**
- a. He hadn't suspected anything.
  - b. Gloria had planned the whole thing.
  - c. He didn't feel like eating the dinner.
  - d. Gloria had ordered a beautiful dinner.
8. **Which of the following statements about George is most accurate?**
- a. He has forgiven Gloria.
  - b. He'd like Gloria to come back to him.
  - c. He feels resentful about the whole thing.
  - d. He has accepted the situation.
9. **How long did Lisa's engagement last?**
- a. More than a year.
  - b. Less than a year.
  - c. Twenty-one years.
  - d. Over four years.
10. **Which of the following describes Harry's feelings towards his first child?**
- a. love
  - b. jealousy
  - c. interest
  - d. fear
11. **When Lisa started going out more frequently,**
- a. the children became more independent.
  - b. Harry's first novel was rejected by the publishers.
  - c. she found she had more time on her hands.
  - d. she realized her life up to that time had been boring.

**12. How did Harry feel about the divorce?**

- a. happy
- b. sad
- c. angry
- d. indifferent

**13. Why did Edward's mother not go to his wedding?**

- a. She didn't want Edward to marry Susan.
- b. The wedding was low-key.
- c. She didn't like Susan.
- d. There was a strange atmosphere at the wedding.

**14. '...I suppose we needed someone to push us together.' What was the reason for this?**

- a. Neither Susan nor Edward were out-going people.
- b. Susan had had one or two boyfriends before.
- c. Their friend thought they would hit it off.
- d. Edward had never had a girlfriend before.

**15. Why did Edward go to the bar that night?**

- a. So that he would get home after Susan had gone to bed.
- b. He wanted to meet William.
- c. He wanted a couple of drinks.
- d. Because Susan had been to see a counsellor.

## Unit 2 Sexist Language

### Exercise 1

In the lecture you will hear the words in List A.

**Before you listen to the lecture**, match the words in List A with their meanings in List B. Then do Exercise 2.

| List A       | List B   |
|--------------|--|
| attitudes    | a. position, standing                                |
| discrepancy  | b. reconsidered, changed                             |
| status       | c. short story, often humorous                       |
| emancipation | d. make someone look small and unimportant           |
| eradicating  | e. ways in which people think; beliefs               |
| belittle     | f. leaving out; not included                         |
| reviewed     | g. the thing mentioned first                         |
| to skid      | h. the thing mentioned last                          |
| assumption   | i. to show   |
| anecdote     | j. equivalents                                       |
| to denote    | k. aim, purpose to do something                      |
| insults      | l. difference  |
| connotations | m. getting rid of                                    |
| counterparts | n. to slide out of control, usually in a vehicle     |
| the former   | o. freedom from restrictive bonds                    |
| the latter   | p. recently invented (words, phrases)                |
| newly-coined | q. extended, over a longer period                    |
| omission     | r. additional meanings                               |
| prolonged    | s. language used to hurt someone's feelings          |
| intention    | t. something which is accepted as true without proof |

**Exercise 2**

Complete the following sentences using some of the words from List A. You may need to change the form of some of the words.

1. In language, slang has a lower ..... than academic language.
2. The speaker began his speech with a short .....
3. The man was a real bully and was always trying to ..... his wife's achievements.
4. I hate both jogging and sprinting; the ..... is too slow, and the ..... is too fast.
5. There are a number of ..... words and phrases in the English language; many of them have their origins in other languages.
6. John couldn't balance the books; there was a ..... in the figures.
7. Sally was very disappointed she wasn't selected to play for her netball team; her ..... from the team was a great shock for the rest of the players.
8. Initially I was given a six-month visa to remain in Australia but the visa was ..... by three months so that I could spend some time up north.
9. The World Health Organization has been trying to ..... malaria for a long time.
10. Wayne's motorcycle ..... on the muddy road and he ended up in a ditch.

## Exercise 3

As you listen to the lecture about **Sexist Language** complete the information table below:

| Problem   | Examples   | Remedy                       |
|---|--|------------------------------|
| 1. It assumes that a particular role or job is exclusively male or female.    | postman, fireman to mother, to father fatherly / motherly advice       | postperson....<br>none given |
| 2. Phrases which are male by nature but which include both males and females. | a.....<br>b.....   | a.....<br>b.....             |
| 3. ....<br>.....<br>.....   | authoress, usherette, waitress<br><br>lady-doctor, female librarian... | ->.....<br><br>->.....       |
| 4. ....<br>.....<br>.....   | a. man and wife<br><br>b. John Smith & his wife                        | a. none given<br>b. ....     |
| 5. ....<br>.....<br>.....   | bitch, vixen   | none given                   |

**Exercise 4**

Listen to the lecture again. Choose the correct answer from the choices given for each question.

1. ***Although it has been said that language reflects the society that creates it ,***
  - a. it betrays the attitudes of those who use the language.
  - b. language develops at the same rate as attitudes.
  - c. changes in language tend to develop more slowly than attitudes.
  - d. language changes more quickly than attitudes.
2. ***The aim of the short story is***
  - a. to show that not all surgeons are men.
  - b. to show that all surgeons are women.
  - c. to show that society makes assumptions based on role stereotypes.
  - d. to show that open-minded people are not puzzled by the story.
3. ***Which of the following is NOT an example of sexist language?***
  - a. human
  - b. mankind
  - c. male-nurse
  - d. policewoman
4. ***The speaker believes***
  - a. nothing can be done to eradicate sexist language.
  - b. it would not be possible to get rid of all examples of sexist language.
  - c. sexist language will soon be a thing of the past.
  - d. nothing has been done to change sexist language.
5. ***The speaker does NOT believe that the prolonged use of sexist language***
  - a. is largely the result of laziness.
  - b. is largely the result of ignorance.
  - c. will have a harmful effect on the status of women.
  - d. requires a certain degree of conscious effort.

## Exercise 5

Below are some examples of sexist language.

*Find ways of changing the words and phrases to make them less sexist.*

- a. spinster** = .....
- to man a ship = .....
- to man the reception desk = .....
- a one-man operation = .....
- mankind = .....

**b. Consider alternative titles for the following books:**

- 'Man and his World' = .....
- 'Man Management' = .....
- 'Man's Condition' = .....

**c. Rewrite the following sentences to get rid of any sexist language:**

- The lecturer can effectively assess his students' learning.  
.....
- Many students have wives and children to support.  
.....
- The tenant is responsible for the security of his own apartment.  
.....
- The man-in-the-street prefers to wear clothes made from man-made fibres nowadays.  
.....



## UNIT 3 Adult Literacy

### Exercise 1

#### Vocabulary

The words in the box below appear in the listening script. As you listen to the script for the first time, complete the sentences (taken from the script) with these words:

|           |           |           |                  |
|-----------|-----------|-----------|------------------|
| chunks    | promotion | allocated | point the finger |
| voluntary | adequate  | manuals   | sophisticated    |

1. This means that one in seven workers lack literacy skills ..... for our technologically ..... society.
2. They can't read training and safety ..... and they can't fill out simple forms.
3. When a person has literacy problems, it's harder to get .....
4. People are willing to..... in a number of directions.
5. some with literacy problems missed large ..... of schooling due to poor health or sight or hearing problems.
6. And most importantly, courses are run on a ..... basis.
7. The Government has also ..... a sum of money to fund courses for unemployed adults who need to up-grade their literacy skills.

### Exercise 2

Now match the words in the box with their correct meaning:

1. pieces = .....
2. freely, willing, not forced = .....
3. show where the blame lies = .....
4. given = .....
5. a better position or job = .....
6. enough, sufficient = .....
7. instruction booklets = .....
8. complex and modern = .....

**Exercise 3****True or False?**

Decide which of the following statements are true and which are false.

If a sentence is false, say **why** it is false.

1. Illiteracy is only a migrant problem.
2. Most of the employers who were surveyed said they would not give a job to a person with poor literacy skills.
3. Most employees do exactly the same job for the whole of their working lives.
4. There are a variety of reasons why this literacy problem exists.
5. Improved literacy skills usually lead to increased confidence.

**Exercise 4****Comprehension**

Choose the best answer for each question from the alternatives given: a. b. or c.

1. Which of the following would not be a problem for a person with low literacy?
  - a. understanding the label on a medicine bottle.
  - b. watching a television programme.
  - c. finding a cinema programme in the newspaper.
2. The \$3 billion in lost productivity for industry includes
  - a. losses through accidents.
  - b. high staff turnover.
  - c. time lost through poor communication.
3. Which of the following can lead to literacy problems?
  - a. sight or hearing problems.
  - b. school holidays
  - c. all of the above
4. Which of the following statements about the literacy courses run by industry is not correct?
  - a. Attendance is voluntary.
  - b. They are conducted during overtime periods.
  - c. They cost money to run.
5. The Government has allocated money for literacy courses to help
  - a. illiterate people without a job.
  - b. volunteer staff.
  - c. people who consider themselves to be stupid.

## Exercise 5

Complete the following quotations

a. Bill Hayden said:

'This is a time when Australia needs .....  
.....labour force; a labour force that is .....  
....., not held back in low-paid, .....  
..... - but which can take advantage of  
.....'

b. The manager of a major company said:

'Attitudes have changed. You can see .....  
They're less ..... about ..... They react.....  
..... Some of them have been  
able .....'

## Unit 4 Some snippets from history

### Exercise 1

#### Vocabulary

Do this exercise before you listen to the tape. Match the following words with their meanings:

- |                    |  |
|--------------------|--|
| 1. cannibal        | a. outlaw; robber  |
| 2. to confess      | b. to cook   |
| 3. to slaughter    | c. bone framework of the head                              |
| 4. to mutilate     | d. someone who eats human flesh                            |
| 5. to stew         | e. fixed to give a false result                            |
| 6. to execute      | f. stolen goods  |
| 7. the executioner | g. confusion, chaos  |
| 8. mayhem          | h. to admit to a crime; to say one is guilty               |
| 9. coffin          | i. to carry out the death sentence                         |
| 10. bushranger     | j. the wooden box in which a dead body is buried           |
| 11. scaffold       | k. likely to cause argument or lack of agreement           |
| 12. skull          | l. person who carries out the death sentence               |
| 13. controversial  | m. election  |
| 14. to commute     | n. to cut into pieces                                      |
| 15. a warrant      | o. using other people's money for one's own gain           |
| 16. the poll       | p. to discover the existence or presence of someone        |
| 17. rigged         | q. to kill in large numbers (often referring to animals)   |
| 18. embezzlement   | r. written permission; authorisation                       |
| 19. to detect      | s. platform on which executions take place                 |
| 20. loot           | t. to exchange one thing for another (usually punishments) |

## Exercise 2

As you listen to the tape, complete the following information table:

| Name           | Nationality | Crime                | Punishment               | Died |
|----------------|-------------|----------------------|--------------------------|------|
| Albert Fish    | American    | Murder + cannibalism | Executed: electric chair | 1936 |
| Genghis Khan   |             |                      | None                     |      |
| Ned Kelly      |             |                      |                          |      |
| John Lee       |             |                      |                          |      |
| Not mentioned  | Venezuelan  |                      |                          |      |
| Charles King   |             |                      |                          |      |
| Claude Gautier |             |                      |                          |      |
| 9-year-old boy |             |                      |                          |      |

## Exercise 3

### True or False?

If a sentence is false, say **why** it is false.

1. Albert Fish killed a total of 6 people.
2. When Genghis Khan was alive, the population of the world was about 200 million.
3. Ned Kelly was executed in Melbourne Prison.
4. There was no doubt that John Lee killed his employer.
5. Venezuela and Colombia share the same crime laws.
6. The election in Liberia was not conducted fairly.
7. Claude Gautier embezzled more than 10,000 dollars.
8. The nine-year-old boy spent over \$80 of the loot before he turned himself in to the police.

## Exercise 4

Choose the best answer from the given options.

1. **Which of the following statements about Albert Fish is correct?**
  - a. He confessed to the murder of 6 people.
  - b. He admitted killing more than 6 people.
  - c. He was hanged for his crimes.
  - d. He served life imprisonment in Sing Sing Prison.
2. **Which of the following statements about Genghis Khan is correct?**
  - a. He murdered his funeral guards.
  - b. He personally killed one tenth of the world's population.
  - c. He was responsible for the deaths of a large number of people.
  - d. He once ate 70 enemy chiefs.
3. **What do we know about Ned Kelly?**
  - a. He was probably born in 1854.
  - b. He and his gang were responsible for the deaths of at least 4 troopers.
  - c. He was executed in public.
  - d. All of the above.
4. **Which of the following statements about John Lee is NOT true?**
  - a. He was convicted of killing his employer.
  - b. He was sentenced to death.
  - c. The trap door on the scaffold would not open at all.
  - d. He died in America in 1933.
5. **Why did the police in Venezuela not arrest the kidnapper?**
  - a. He was not guilty.
  - b. His house was in Colombia.
  - c. His lawyer was in the bedroom.
  - d. He crossed the border into Colombia.
6. **Why was the result of the Liberian election unfair?**
  - a. Because the opposition didn't get any votes.
  - b. Because the majority was greater than the total number of electors.
  - c. Because the President put himself up for re-election.
  - d. Because there was no opposition.
7. **Which of the following statements about Claude Gautier is true?**
  - a. He took part in a bank robbery.
  - b. He spent all the money on gambling, alcohol and women.
  - c. His father informed the police about his son's crime.
  - d. None of the above.
8. **Which of the following statements about the 9-year-old boy is NOT true?**
  - a. He stole over \$100.
  - b. The security cameras didn't detect him.
  - c. The boy was caught and arrested by the FBI
  - d. He wasn't put into prison.

## Unit 5      Mysterious Phenomena

### Exercise 1

#### Vocabulary

Before you listen to the tape, match the words and phrases in List A with their meanings in List B.

| List A           | List B                                |
|------------------|---------------------------------------|
| <b>Story # 1</b> |                                       |
| confined         | a. the world                          |
| the globe        | b. to move                            |
| conventional     | c. to push forward                    |
| irrefutable      | d. restricted, limited, closed        |
| alien            | e. to move very fast                  |
| to hurtle        | f. normal, customary                  |
| to generate      | g. cannot be proved false             |
| sceptics         | h. from a different country or planet |
| to shift         | i. to produce                         |
| to propel        | j. people who do not believe          |

| List A           | List B                              |
|------------------|-------------------------------------|
| <b>Story # 2</b> |                                     |
| haunted          | a. without help                     |
| to drag          | b. to throw or give off             |
| unaided          | c. visited by a ghost               |
| to deteriorate   | d. badly                            |
| adversely        | e. to pull (something heavy) behind |
| guttural         | f. to become worse                  |
| to shed          | g. to start again                   |
| to resume        | h. produced in the throat           |

| List A           | List B  |
|------------------|---|
| <b>Story # 3</b> |   |
| to claim         | a. mysterious, magical                          |
| to foresee       | b. to see something before it happens           |
| mystical         | c. an official number given to new inventions   |
| to emerge        | d. to appear; to come out                       |
| to relate        | e. dead body                                    |
| carcass          | f. to tell                                      |
| inherent         | g. to say something is true                     |
| blunt            | h. existing in a natural way; naturally present |
| patent number    | i. not sharp                                    |
| superstitious    | j. atmosphere                                   |
| aura             | k. believing in magic, witchcraft               |

## Exercise 2

Complete the following table of information:

| Country | Date(s)             | Phenomenon | People involved   |
|---------|---------------------|------------|---|
| 1.      | December 30<br>1878 |            |   |
| 2.      |                     |            | A married couple +<br>4 children; police<br>psychic researchers<br>+<br>journalists |
| 3.      |                     | Pyramids   |   |

## Exercise 3

Choose the best answer for each of the following questions:

- How did the air-traffic controllers know that the strange objects were not conventional aircraft?**
  - The objects moved too quickly.
  - The objects behaved differently from conventional aircraft.
  - Both the above reasons.
- The aircraft which accompanied the large spaceship**
  - were not as large as the main spaceship.
  - were orange in colour.
  - looked like a ball of fire.
- Professor Ronald Brown didn't believe**
  - what he had seen.
  - that life-forms could exist elsewhere in the galaxy.
  - that the TV crew had seen a spacecraft.
- Who was the first to notice unusual happenings in the house in London?**
  - One of the parents.
  - One of the boys.
  - One of the girls.
- Which of the following statements is NOT TRUE?**
  - At first, the police refused to believe what the family told them.
  - One of the policemen fell over a chair.
  - The police witnessed a strange happening in the house.



**6. What was strange about the voices which emerged from the two daughters?**

- a. The voices were not the voices of the two girls.
- b. The girls did not open their mouths to speak.
- c. Both the above reasons.

**7. How many 'beings' or ghosts were there in the house?**

- a. at least eight.
- b. fewer than eight.
- c. we are not told.

**8. Napoleon visited the King's Chamber**

- a. with a guide.
- b. for a few hours.
- c. when he was white and visibly shaken.

**9. During the 1850's the rubbish in the Great Pyramid was a result of**

- a. Bovis' visit.
- b. a dead cat.
- c. increased numbers of tourists.

**10. Drbal was granted a patent number because**

- a. there was a shortage of razor blades in Eastern Europe.
- b. people were sceptical about his claims.
- c. his idea was tested and found to be correct.

## ANSWER KEY

### UNIT 1

| NAME   | How long married? | Reasons for divorce | No. of children | Custody of children | Plans for future     |
|--------|-------------------|---------------------|-----------------|---------------------|----------------------|
| Monica | 7 years           | Husband beat her    | 2               | Monica              | Go to Art College    |
| George | 4 years           | Wife's boyfriend    | 1               | George              | Get married          |
| Lisa   | 25 years          | Boring husband      | 3               | Children grown-up   | Travel               |
| Edward | 2 years           | Homosexual          | 0               | None                | Move in with William |

- 1 c. afraid
- 2 a. She told him not to be stupid.
- 3 d. Tom did not beat Monica again.
- 4 a. Monica saw the counsellor before she saw the lawyer.
- 5 d. All the above reasons.
- 6 b. angry
- 7 a. He hadn't suspected anything.
- 8 d. He has accepted the situation.
- 9 b. Less than a year.
- 10 b. jealousy
- 11 d. she realized that life up to then had been boring.
- 12 d. indifferent
- 13 a. She didn't want Edward to marry Susan.
- 14 a. Neither Susan nor Edward were out-going people.
- 15 a. So that he could get home after Susan had gone to bed.

## UNIT 2

### Exercise 1

|              |   |  |
|--------------|---|--|
| 1. attitudes | = | e. ways in which people think; beliefs               |
| discrepancy  | = | l. difference  |
| status       | = | a. position; standing                                |
| emancipation | = | o. freedom from restrictive bonds                    |
| eradicating  | = | m. getting rid of                                    |
| belittle     | = | d. make someone look small and unimportant           |
| reviewed     | = | b. reconsidered; changed                             |
| to skid      | = | n. to slide out of control, usually in a vehicle     |
| assumption   | = | t. something which is accepted as true without proof |
| anecdote     | = | c. short story, often humorous                       |
| to denote    | = | i. to show   |
| insults      | = | s. language used to hurt someone's feelings          |
| connotations | = | r. additional meanings                               |
| counterparts | = | j. equivalents                                       |
| the former   | = | g. the thing mentioned first                         |
| the latter   | = | h. the thing mentioned last                          |
| newly-coined | = | p. recently invented (words, phrases)                |
| omission     | = | f. leaving out; not included                         |
| prolonged    | = | q. extended, over a longer period                    |
| intention    | = | k. aim, purpose to do something                      |

### Exercise 2

- 2.1 status
- 2.2 anecdote
- 2.3 belittle
- 2.4 former...latter
- 2.5 newly-coined
- 2.6 discrepancy
- 2.7 omission
- 2.8 prolonged
- 2.9 eradicate
- 2.10 skidded

## Exercise 3

| Problem   | Examples  | Remedy  |
|---|---|---|
| 1. It assumes that a particular role or fireperson job is exclusively male or female. | a. postman, fireman, chairman<br>chairperson<br>b. to mother, to father<br>fatherly / motherly advice | a. postperson,<br>chairperson<br>none given             |
| 2. Phrases which are male by nature but which include both males and females.         | a. 'Man'<br>b. Everyone should be aware of his rights.  | a. Humans<br>b. People should be aware of their rights. |
| 3. Female forms to denote sexual difference,  | authoress, usherette, waitress<br>lady-doctor; female-librarian<br>doctor, librarian                  | author, usher, waiter                                   |
| 4. Females are referred to in terms relating to males                                 | a. man and wife<br>b. John Smith and his wife   | a. none given<br>b. Mr and Mrs Smith                    |
| 5. Female forms for insults and abuse   | bitch, vixen  | none given  |

## Exercise 4

- 4.1 c. changes in language tend to develop more slowly than attitudes.
- 4.2 c. to show that society makes assumptions based on role stereotypes.
- 4.3 a. human.
- 4.4 b. it would not be possible to get rid of all examples of sexist language.
- 4.5 d. requires a certain degree of conscious effort.

## Exercise 5

- a. spinster = woman / person who is not married  
to man a ship = to crew a ship  
to man the reception desk = to staff the reception desk  
a one-man operation = a one-person operation  
mankind = human beings / humans
- b. 'Man and his World' = 'The Human World'  
'Man Management' = 'Human Resource Management'  
'Man's Condition' = 'The Human Condition'
- c. Lecturers can effectively assess their students' learning.  
Many students have families to support.  
The tenant is responsible for the security of the apartment.

**UNIT 3****Exercise 1**

- 1.1 adequate; sophisticated
- 1.2 manuals
- 1.3 promotion
- 1.4 point the finger
- 1.5 chunks
- 1.6 voluntary
- 1.7 allocated

**Exercise 2**

- 2.1 chunks
- 2.2 voluntary
- 2.3 point the finger
- 2.4 allocated
- 2.5 promotion
- 2.6 adequate
- 2.7 manuals
- 2.8 sophisticated

**Exercise 3**

- 3.1 False: 'Lack of literacy is not just a migrant problem...'
- 3.2 False: 40 % of them
- 3.3 False: '...workers could expect 50% of their current workforce tasks to be out-of-date in three to five years.'
- 3.4 True
- 3.5 True

**Exercise 4**

- 4.1 b. watching a television programme
- 4.2 c. time lost through poor communication
- 4.3 a. sight or hearing problems
- 4.4 b. They are conducted during overtime periods.
- 4.5 a. illiterate people without a job.

**Exercise 5**

5.a "This is a time when Australia needs the most flexible, skilled, productive and educated labour force; a labour force that is literate in the full sense of that term, not held back in low-paid, unsatisfying employment - or unemployment - but which can take advantage of the opportunities that are there."

5.b "Attitudes have changed. You can see they're more relaxed. They're less nervous about communicating. They react more quickly to problems. Some of them have been able to find better positions."

## UNIT 4

### Exercise 1

|      |                 |   |   |
|------|-----------------|---|---|
| 1.1  | cannibal        | = | someone who eats human flesh                          |
| 1.2  | to confess      | = | to admit to a crime; to say one is guilty             |
| 1.3  | to slaughter    | = | to kill in large numbers (often referring to animals) |
| 1.4  | to mutilate     | = | to cut into pieces                                    |
| 1.5  | to stew         | = | to cook   |
| 1.6  | to execute      | = | to carry out the death sentence                       |
| 1.7  | the executioner | = | person who carries out the death penalty              |
| 1.8  | mayhem          | = | confusion; chaos                                      |
| 1.9  | coffin          | = | the wooden box in which a dead body is buried         |
| 1.10 | bushranger      | = | outlaw; robber  |
| 1.11 | scaffold        | = | platform on which executions take place               |
| 1.12 | skull           | = | bone framework of the head                            |
| 1.13 | controversial   | = | likely to cause argument or lack of agreement         |
| 1.14 | to commute      | = | to exchange one thing for another (punishments)       |
| 1.15 | a warrant       | = | written permission; authorization                     |
| 1.16 | the poll        | = | election  |
| 1.17 | rigged          | = | fixed to give a false result                          |
| 1.18 | embezzlement    | = | using other people's money for one's own advantage    |
| 1.19 | to detect       | = | to discover the existence or presence of someone      |
| 1.20 | loot            | = | stolen goods  |

### Exercise 2

| Name           | Nationality | Crime                | Punishment                           | Died          |
|----------------|-------------|----------------------|--------------------------------------|---------------|
| Albert Fish    | American    | Murder + cannibalism | Executed: electric chair             | 1936          |
| Genghis Khan   | Mongolian   | Mass murder          | None                                 | 1227          |
| Ned Kelly      | Australian  | Killed 4 troopers    | Executed: hanged                     | 1880          |
| John Lee       | English     | Accused of murder    | Sentenced to die: commuted to prison | 1933          |
| Not mentioned  | Venezuelan  | Kidnapping           | None                                 | Not mentioned |
| Charles King   | Liberian    | Election rigging     | Not mentioned                        | Not mentioned |
| Claude Gautier | French      | Embezzlement         | Not mentioned                        | Not mentioned |
| 9-year-old boy | American    | Bank robbery         | Probation + TV ban                   | Not mentioned |

## Exercise 3

- 3.1 False: ...the true total may have been much higher..
- 3.2 True
- 3.3 False: ...he was hanged outside Melbourne prison.
- 3.4 False: ...no real evidence was offered by the prosecution..
- 3.5 False: ...the offence with which he was to be charged (in Venezuela) was not a crime in Colombia.
- 3.6 True
- 3.7 True
- 3.8 True

## Exercise 4

- 4.1 a. He confessed to the murder of 6 people.
- 4.2 c. He was responsible for the deaths of a large number of people.
- 4.3 d. All of the above.
- 4.4 c. The trap door on the scaffold would not open at all.
- 4.5 d. He crossed the border into Colombia.
- 4.6 b. Because the majority was greater than the total number of electors.
- 4.7 d. None of the above.
- 4.8 c. The boy was caught and arrested by the FBI.

## UNIT 5

### Exercise 1

#### Story # 1

|              |   |                                    |
|--------------|---|------------------------------------|
| confined     | = | restricted, limited, closed        |
| the globe    | = | the world                          |
| conventional | = | normal, customary                  |
| irrefutable  | = | cannot be proved false             |
| alien        | = | from a different country or planet |
| to hurtle    | = | to move very fast                  |
| to generate  | = | to produce                         |
| sceptics     | = | people who do not believe          |
| to shift     | = | to move                            |
| to propel    | = | to push forward                    |

#### Story # 2

|                |   |                                  |
|----------------|---|----------------------------------|
| haunted        | = | visited by a ghost               |
| to drag        | = | to pull (something heavy) behind |
| unaided        | = | without help                     |
| to deteriorate | = | to become worse                  |
| adversely      | = | badly                            |
| guttural       | = | produced in the throat           |
| to shed        | = | to throw or to give off          |
| to resume      | = | to start again                   |

#### Story # 3

|               |   |  |
|---------------|---|--|
| to claim      | = | to say something is true                     |
| to foresee    | = | to see something before it happens           |
| mystical      | = | mysterious; magical                          |
| to emerge     | = | to appear, to come out                       |
| to relate     | = | to tell                                      |
| carcass       | = | dead body                                    |
| inherent      | = | existing in a natural way; naturally present |
| blunt         | = | not sharp                                    |
| patent number | = | an official number given to new inventions   |
| superstitious | = | believing in magic, witchcraft               |
| aura          | = | atmosphere                                   |



## Exercise 2

| Country        | Date(s)                           | Phenomenon | People involved   |
|----------------|-----------------------------------|------------|---|
| 1. Australasia | Dec 30 1978                       | UFOs       | TV crew; pilots; air-traffic controllers; Prof. Ronald Brown            |
| 2. England     | September 1977                    | Ghosts     | A married couple + 4 children; police; psychic researchers; journalists |
| 3. Egypt       | a. 1799<br>b. 1850's<br>c. 1950's | Pyramids   | a. Napoleon + guide<br>b. Bovis<br>c. Karel Drbal                       |

## Exercise 3

- 3.1 c. Both the above reasons.
- 3.2 a. were not as large as the main spaceship.
- 3.3 c. that the TV crew had seen a spacecraft.
- 3.4 c. One of the girls.
- 3.5 b. One of the policemen fell over a chair.
- 3.6 c. Both the above reasons.
- 3.7 a. at least eight.
- 3.8 b. for a few hours.
- 3.9 c. increased numbers of tourists.
- 3.10 c. his idea was tested and found to be correct.

**Listening script****UNIT 1**

You will hear four people talking about their recent divorces.

*First, you will hear **Monica**:*

I was so relieved when the divorce came through last month. It's an awful experience to go through, believe me! Not just for me but the children as well. I'd been married to Tom for seven years and it was great at first. He was all lovey-dovey and couldn't do enough for me. But then he changed - we'd just had our second child and he lost his job at the factory. He became depressed and bad-tempered. It wasn't too bad at first, but after a few months he started shouting a lot at the kids and losing his temper with me. He said I was lazy and just sat about doing nothing all day. The constant bickering really got me down. Then he started going down the pub a lot and he used to come home late at night drunk. I remember one night, he came home drunk - I mean really drunk - and accused me of having a boy-friend. I told him not to be so stupid. Suddenly he slapped me across the face and pushed me to the floor. He started to kick me; it was awful; I thought he was going to kill me. It seemed to go on for ages but I suppose it was only a couple of minutes. Anyway, I ended up with a couple of broken ribs and bruises. I had to go to the hospital. I told them I'd fallen downstairs. I don't know if they believed me, but it doesn't really matter if they didn't.

But things never got any better, and Tom used to beat me as often as three times a week. It became unbearable. And I was really frightened; not so much for myself, but for the kids. In the end I went for counselling; I couldn't cope any more. The counsellor suggested I talk to Tom about what was happening. I did, or at least I tried to, but it didn't work. Our talks just ended up as arguments. After trying for a couple of weeks I knew there was no other solution, so I went to see a lawyer about a divorce. That all seems so long ago now.

I miss Tom sometimes; not the Tom who used to beat me up but the Tom I married. When I think back to our seven years together I can't help but feel a little bit sad. I feel sorry for Tom most of all. After all, I've got the two children and I've got a future to look forward to - I'm thinking of going back to Art college to finish my diploma. But poor old Tom, what's he got? Nothing but a lot of memories.

*Next you will hear **George**:*

When I found out my wife, Gloria, had got herself a boyfriend, I was devastated. We'd only been married four years and I thought everything was going just fine. It was ironic really, the way she chose to tell me about it: she'd booked a table for two at the local restaurant and ordered a really nice dinner for us. It was really romantic. When she told me she wanted a divorce I couldn't believe my ears. I certainly couldn't eat the food! We spent the rest of the evening discussing the financial implications of the split: who'd get to keep the house, the cars and so on, and the question of alimony. There was also the question of who got custody of our son, Keith. Gloria said she didn't want him -- he didn't fit into her new life-style according to her - so I said I would keep him.

It's strange really, I didn't feel angry about the whole thing, just shocked. I still don't feel angry although when I think about how Gloria had planned the whole thing so well, I feel just a bit naive that I hadn't suspected anything at all.

Still, that's all behind me now. I've found a reliable child-care centre to look after Keith while I'm at work, and my social life has started to pick up a bit more lately. I met a really nice woman at a party last weekend. Who knows? Maybe I'll even get married again.

*Now you will hear Lisa:*

Harry proposed to me on my twenty-first birthday and we were married within the year. He was my first boyfriend; we'd been courting for over four years and the marriage seemed the logical conclusion to our courtship. Married life was fine - we used to go for long walks in the hills and visit relatives every weekend. Before long we had our first son and that took up a lot of my time. Harry wasn't all that interested in the baby, though, and I think he felt I spent too much time with the boy. It was just after this that Harry started writing his novel - a book about the Second World War, I think, - and he spent more and more time locked away in his study, often till late at night. We hardly seemed to talk at all. Things didn't really improve over the next few years, although I did have two more children. As before, I was left to bring up the children without much help or support from Harry.

As the children became more and more independent, I found I had more time on my hands. Harry was still busy writing - his first novel had been rejected by the publishers -so I found myself going out more frequently to the cinema, the theatre, art galleries and so on. After a few months of this, I realized just how boring my life had been until now. Not that I didn't enjoy bringing up the children - I loved every minute I was with them - but the fact that there was more to life than staying at home, watching TV or visiting relatives. And it was only then that I realized how boring Harry really was, how limited his life-style was!

As time went by we grew more and more apart; the children left home one by one, and it was clear then that Harry and I had absolutely nothing in common. It seemed the logical thing to do to separate and get a divorce. Harry had no objections; I think he'd forgotten he was married.

So there we are. I'm single again after 25 years of married life, and enjoying every minute of it. Harry is quite happy writing his novels, the children are making the most of their own lives, and me - well, I'm planning a trip to Europe to visit the museums and art galleries of France and Italy.

*Finally, you will hear Edward:*

Looking back, I suppose I should've taken my mother's advice. She was against the marriage from the start; she said it'd never work. She was so upset when I told her I was going to marry Susan that she refused to come to the wedding. We had decided to have a low-key wedding anyway, with just close family and a few friends. The fact that my mother wasn't there was politely not referred to by any of the guests, but there was nevertheless a strange atmosphere at the reception. I suppose I should have seen that as an added omen.

In spite of the shaky start to married life, Susan and I got on quite well at first. We'd known each other for a couple of months; we'd met through a mutual friend who thought we'd hit it off. Neither Susan nor myself were particularly outgoing sort of people, and I suppose we needed someone to push us together. Susan had had one or two boyfriends before me but she was still a virgin when we got married. I'd never had a girlfriend before. I was really shy about sex but didn't dare to admit it. You can imagine what a flop our first attempts at making love were! I thought things would improve with time but they didn't. In fact, I was so embarrassed by these first experiences that I turned off sex. I tried to find as many

excuses as I could for going to bed later than Susan so that she'd be asleep when I got there. Our relationship suffered as a result and we started having arguments and fights. I didn't know what to do. I know Susan went to a counsellor once or twice but she never told me about it.

Then one night I went to a bar for a drink - another excuse for staying out late - and I got talking to a bloke called William. I'd had a couple of drinks and started telling him about my problems with Susan. It's amazing! I'd only just met the bloke and there I was, telling him things I'd never even talked to my wife about. Anyway, we stayed in the bar till late and when it was time to leave, William suggested I go back to his place for a coffee. I did, and stayed the night with William. What happened that night was totally unexpected, although I must admit I enjoyed the experience considerably.

I met William a few more times in the next week or so, and before long I realized that my marriage to Susan had been a terrible mistake. Of course, it was a great shock to her when I told her I was homosexual - she said she felt disgusted and dirty. Divorce was the logical result of our talk, and since there were no children to consider, the whole thing was able to go through quite quickly.

Since then Susan has got engaged to a bloke from her office - she met him on the re-bound, I think. I'm thinking of moving in with William in the not too distant future. I must say I feel much more relaxed now, certainly much more relaxed than in my two years of marriage to Susan. I'm just happy that I met William when I did otherwise my marriage could have dragged on for God knows how many miserable years.

## UNIT 2

It has been said that language reflects the society that creates it. The way in which words are used betrays the attitudes of those who use the language. As attitudes in society change, one would expect language to develop at the same rate. But because accepted changes in language tend to develop more slowly, there is sometimes a discrepancy between what we say and the meaning it carries. Take, for example, the changing attitudes to the role of women in society. The last two decades have seen important developments in the status of women; many of these developments have occurred through the actions of women struggling for the emancipation of women, the liberation of women from the restricting stereotyped roles which have been placed on them by a male-dominated society. The awareness created by people such as Betty Frieden, Germaine Greer and more recently Dale Spender, has gone a long way to eradicating stereotyped images, and improving the status of women. However, the mirror of language fails to reflect these changing attitudes. Words and phrases which belittle the status of women are still commonly used, by men and women alike, consciously or otherwise. If the use of such language persists, there is the danger that it will continue to work against the position of women in society. Therefore, it is necessary to make people aware that such language is sexist and must be reviewed.

Listen to the following short story which is often told as a brain teaser, or puzzle.

A man and his son had been to a party. They left the party at midnight and drove home. While they were driving, it started to rain and visibility was down to 20 metres. Suddenly, a kangaroo jumped onto the road and caused their car to skid. It hit a tree. The man was killed immediately; the son was critically injured. A passing motorist saw what had happened and called an ambulance. The ambulance took the boy to hospital. He needed surgery. The surgeon on duty got ready for the operation. When everything was prepared, the boy was wheeled into the operating theatre, the nurse pulled back the covers to reveal his face. 'This is my son!' cried the surgeon. But how could this be? The boy's father was dead.

The fact that this story is presented as a puzzle illustrates the assumption held by most members of society that all surgeons are male. People who are more open-minded about role stereotyping are not usually puzzled by the anecdote.

Language is sexist when it assumes that the person carrying out a particular role is exclusively male or female. Examples of this are words ending in '...man' such as 'postman', 'fireman', 'chairman' and so on. Sexist language includes all phrases which are specifically male by nature but which include both males and females: an example of this is the use of the word 'Man' to mean all humans. Another example is the use of male pronouns such as 'he' or 'his' to include all humans as in the sentence: 'Everyone should be aware of his rights.'

Many words have female forms which add nothing to the meaning of the word except to denote sexual difference. Words such as 'authoress', 'usherette' and 'waitress' are felt to be sexist and unnecessary.

Females are often referred to in terms relating to males: an illustration of this is the commonly used phrase 'man and wife' which is still used in the marriage ceremony.

One area where the great majority of words refers to female forms is that of verbal abuse and insults. Animal names for females, for example, are usually far more insulting, and often have sexual connotations, whereas their male counterparts

do not. The female word for 'dog', 'bitch', is far more insulting than the male form can ever be, and calling someone a 'vixen' has unpleasant connotations which the term 'fox' does not.

Sexist language tends to limit people's views by closing doors to them on the basis of sex. Take, for example, the use of the words 'to father' and 'to mother'. The former refers to the biological production of the child, the latter to the care of the child once it has been born. Obviously, though, the mother's role in producing the child is just as important as the father's, and the responsibility for taking care of the child after its birth rests as much on the father's shoulders as on the mother's. Taken one step further, the term 'fatherly advice' also has far different connotations from the term 'motherly advice'. The former relates mainly to advice about worldly matters such as politics and religion; the latter relates more to advice specifically dealing with personal relationships.

What, then, can be done to avoid the use of sexist language?

Although it would be impossible to eradicate all words or phrases which have sexist connotations, a number of changes have already taken place, and words such as 'chairperson' to replace 'chairman' have been in everyday use for a number of years. Although the newly-coined phrases often sound strange at the beginning, their continued use means they will sound less and less unnatural to new generations of speakers.

The use of the male pronoun can be avoided by making the subject plural. So, for example, 'Everyone should be aware of his rights,' becomes 'People should be aware of their rights.'

Other changes which can be effected quickly and easily include the use of 'human' or the plural form 'humans' to replace the use of 'man', and the omission of words such as 'male', 'female', 'man' or 'woman' in phrases such as 'lady-doctor', 'male-nurse', and 'female librarian'.

In other cases, women can stand alone in their own right, without being mentioned only in reference to their male partners. So, 'John Smith and his wife' would become 'Mr and Mrs Smith'.

The prolonged use of sexist language is largely the result of laziness or ignorance rather than pure intention. Most people use sexist language without meaning to be sexist at all. Even strong supporters of the feminist movement cannot always avoid using such language. Change must begin with education and awareness. Although it does require a certain degree of conscious effort initially, the end result - a language which discriminates less against half of society - is well worth the effort.

## UNIT 3

It is estimated that more than a million Australian adults have literacy problems. This means that one in seven workers lack literacy skills adequate for our technologically sophisticated society. That means that they can't read a simple sentence in English; they can't take a telephone message; they can't read classified newspaper advertisements; they can't read training and safety manuals; and they can't fill out simple forms. In some industries the figure may be higher than one in seven because of large numbers of semi-skilled and migrant workers. That makes literacy an industrial issue. It has been estimated that low literacy in the workforce is costing Australia more than \$3 billion a year in lost productivity. This is based on the extra time it takes to communicate in the workplace. It does not include losses through industrial safety, poor product quality, limited job flexibility and high staff turnover.

Lack of literacy is not just a 'migrant' problem: more than half a million Australians with English as their first language have a reading or writing problem. Many of these Australians work in semi-skilled jobs. A national survey carried out in 1989 shows that the people with the worst literacy skills tend to be older, are working in unskilled occupations, come from unskilled families and have little access to literacy materials in the home.

When a person has a literacy problem, it's harder to get a job, to keep it and to obtain the skills needed to get promotion. In a survey of more than one hundred employers, the following results were obtained:

- \* about 40% of employers said they would not give a job to a person with poor literacy skills;
- \* most employers said an employee with literacy difficulties had very little chance of promotion;
- \* most employers thought that improved literacy skills would increase an employee's chances of promotion.

It is also not sufficient for an employee to be good at the job he was employed to do. In 1989 an Australian study found that workers could expect 50% of their current workforce tasks to be out-of-date in three to five years. This means that workers need to up-grade their specialist skills. This up-grading cannot take place without basic literacy.

In the words of Bill Hayden, Governor General in 1990:

"This is a time when Australia needs the most flexible, skilled, productive and educated labour force; a labour force that is literate in the full sense of that term, not held back in low-paid, unsatisfying employment - or unemployment - but which can take advantage of the opportunities that are there."

Why is literacy such a problem in Australia?

People are willing to point the finger in a number of directions: some blame television and the mass media for the problem; others say it is the schools' fault. It is doubtful, however, that the problem has only one cause. Research shows that unless children learn the basics of reading and writing by the end of year 3, they can be disadvantaged for the rest of their lives. People do not finish their schooling for a variety of reasons: some with literacy problems missed large chunks of schooling



due to poor health or sight or hearing problems; others came from poor backgrounds where reading was more a luxury than a necessity, and books were in short supply.

In addition, literacy is a skill that can get 'rusty'. If it is not frequently used, it can be forgotten. It needs to be constantly updated and improved.

What can be done to improve literacy skills?

A number of projects are already being carried out. Some of them require a high degree of funding, others involve no more than a change of attitude towards literacy and people with literacy problems. Organized education programmes financed and run by the larger industries and companies are available in most states in Australia. Training courses tend to be offered to employees during normal working hours and do not interfere with holidays or overtime periods. And most importantly, courses are run on a voluntary basis. Their effects are already being felt by both employees and management alike. In the words of the manager of one major company:

"Attitudes have changed. You can see they're more relaxed.  
They're less nervous about communicating. They react more  
quickly to problems. Some of them have been able to find  
better positions."

The Government has also allocated a sum of money to fund courses for unemployed adults who need to up-grade their literacy skills. These courses are often run by volunteer staff who work on a one-to-one basis : that means, one teacher to one student. The aim of these courses is not only to improve literacy skills but also to build confidence. For a long time, people have considered illiterate people to be stupid. Consequently, many people with low literacy considered themselves stupid. As a result, these people were unwilling to admit that they had problems, and that was half the problem itself.



## UNIT 4

**1. Snippets from history**

American cannibal Albert Fish enjoyed a variety of dishes. The quiet painter and decorator confessed to having slaughtered six children - although the true total may have been much higher. Most of the tender little bodies he mutilated were stewed with vegetables. In the electric chair at Sing Sing prison in 1936, Fish seemed quite excited about being roasted himself, and even helped the executioner to fix the electrodes.

**Blood-shedding Mongol leader Genghis Khan never let up on his bouts of mayhem and murder - even when he was in his coffin. He left orders that if anyone looked at his coffin, his funeral guards were to ensure that the next coffin would be theirs.**

**He once had 70 enemy chiefs stewed alive. He didn't believe in taking prisoners and tore open victims' bellies in case they were hiding jewels.**

**He is reputed to have been the biggest mass killer in history. He is believed to have been responsible for the deaths of 20 million people - one tenth of the world's population at that time. He died in 1227.**

In 1880, at the age of 26, Australian bushranger, Ned Kelly, was hanged outside Melbourne gaol, watched by a huge crowd. Kelly and his gang had killed at least four troopers in their flight from the law. Ned's last words on the scaffold were: 'Such is life!'

**Englishman John Lee was the man who refused to be hanged. Lee, a 19 year-old servant with a previous conviction for theft was found guilty of murdering his employer who had her throat cut and her skull crushed in November 1884. The conviction, however, was controversial as no real evidence was offered by the prosecution. He was sentenced to death. Three times he took his place on the scaffold and three times the trap door refused to open, although it worked perfectly well when tested with weights. Lee's death sentence was subsequently commuted to life imprisonment. He was released in 1907 after serving 22 years. He then married, emigrated to America and died there in 1933. Throughout his life he maintained he had been innocent of the murder and spoke of divine intervention during his execution.**

Police in Venezuela issued a warrant for the arrest of a known kidnapper. Unfortunately for them, the man's house was built across the Venezuela-Colombia border. When they called to arrest him, he ran into his bedroom and phoned his lawyer. His bedroom was in Colombian territory, and the offence with which he was to be charged was not a crime in Colombia. The Venezuelan police gave up.

**In 1828, Liberian President Charles King put himself up for re-election. He was returned with an officially-stated majority of 600,000 votes. King's opponents in the poll later claimed that the election had been rigged. When asked for evidence of this, the opposition pointed out that it was difficult to win a 600,000 majority with an electorate of less than 15,000**

Investigating a case of embezzlement, French detectives arrested Claude Gautier who confessed to the crime. "I spent 10,000 dollars on gambling, alcohol and women in one week," he admitted. "I wasted the rest of the money."

**A nine-year-old boy ate a chocolate bar in a New York court in March 1981 as a judge heard evidence that he was America's youngest bank-robber. The boy was said to have walked into a bank, pulled out a toy gun, held up a clerk and walked away with just over \$100. If he hadn't been so small the security cameras would have detected him. As it was, he escaped before the guards had time to get their act together. With the police and the FBI on his trail, the boy managed to spend all but \$20 of his loot on hamburgers, chips, three picture shows and a wrist watch that played tunes. Then he turned himself in to the police. In defence, his lawyer said that he had been brought up on a diet of TV crime shows. The boy was put on probation and banned from watching TV for a month.**

**2. On the phone**

(this relates to **Section 5: Writing**, Exercise 7)

1. Dave: Hello, 527 6344.  
Caller: Is Paula there, please?  
Dave: No, I'm afraid she's not.  
Can I take a message?  
Caller: Yes, could you tell her Hazel phoned. We were supposed to go to the cinema tonight but I'm afraid I can't make it. Please apologize for me.  
Dave: OK, got that. I'll tell her.
2. Sean: Hi, Sean Kelly speaking.  
Caller: G'day. Can I speak to Kylie?  
Sean: She's just gone to work.  
Caller: Never mind, it's not important. Tell her I've got tickets for the Dire Straits concert tomorrow night and I'll pick her up just before 7 o'clock. Can you ask her to call me if she can't make it?  
Sean: Who's that calling?  
Caller: Oh, sorry, this is Dean Collier.
3. Mr Brown: Hello, Eric Brown here.  
Caller: Hello, is Helen there?  
Mr Brown: No, she's gone shopping with her mother but she should be back soon. Do you want to leave message?  
Caller: No, it's all right, thanks. If you can just tell her Steve phoned about the English essay. I'll phone her later on.

## UNIT 5

### Story #1

Unidentified flying objects, or UFO's as they are commonly referred to, are not a modern phenomenon: there have been reports of sightings for hundreds of years. Nor are they confined to certain parts of the world: witnesses from all over the globe have given precise details of strange objects which they have seen.

At the end of 1978 a number of strange sightings were reported over the skies of Australasia. During one ten-day period, six pilots reported inexplicable readings on their radar screens. Air traffic controllers watched for hours as objects moved around the screen at remarkable speeds, certainly much faster than any known aircraft. Not only were they flying much faster than conventional aircraft but their behaviour was totally different from normal behavioural patterns.

At midnight on December 30th, a TV crew from Melbourne captured on film what the whole world had long been waiting for: irrefutable proof that alien craft were visiting the Earth. They saw a huge blazing white fireball, brilliantly lit, with orange rings around the outside. A group of smaller craft accompanied the large spaceship. They were flying in formation and approached to within about 30 kilometres of the cameras before hurtling off at great speed.

The film was sold to countries throughout the world and intense interest was generated. But there were many sceptics amongst the observers, most notably Professor Ronald Brown, the head of the Chemistry Department at Monash University. Asked to comment on the film, Professor Brown admitted that although life-forms could exist elsewhere in the galaxy "I do not believe other creatures would be able to shift a solid object such as a spacecraft at such enormous speed. An incredible amount of energy would be required to propel such a craft, and science already knows that the universe contains only a limited amount."

### Story # 2

From the outside, it looked like any house. But the people who lived there, and the many people who were called in to investigate the strange happenings there knew differently. The police, psychic researchers and journalists came to the same conclusion: the house was haunted.

The house was located in a North London suburb and occupied by a couple and their four children. The strange happenings began in September 1977 when their 11 year-old daughter heard a strange noise in her bedroom. It sounded like someone walking around, dragging their feet slowly. When the noise was accompanied by the sudden movement of a heavy cupboard along one side of the room, the young girl ran out, screaming.

In the next few days, other heavy objects moved spontaneously around the room, and more mobile objects flew through the air unaided. When police were called in, they were sceptical about what they were told, until a chair on which one of the policemen was sitting spun around and fell over.

From then on the situation deteriorated and the children's behaviour was adversely affected. Both the daughters started speaking in harsh, guttural voices, even though their lips did not move, and on more than one occasion, the safety of the children was at risk when heavy metal objects were thrown at them. Psychic researchers tried communicating with the 'thing' and were relatively successful at first. But more light was shed on the affair when one of the children communicated with the 'beings' in the house. Even though she was fast asleep, she was able to describe them : they included a baby, three girls, two boys and an elderly couple who had all lived in the house at some time in the past.

The hauntings continued for three years, and then ended just as mysteriously as they had begun, never to be resumed.

## Story # 3

For centuries people have claimed that the pyramids contain mysterious qualities that cannot be explained. It has been claimed that they hold supernatural forces which enable some people to foresee the future; others speak of mystical forces inside the structures which can make time stand still.

In 1799 Napoleon visited the Great Pyramid, accompanied by a guide. After a while he asked the guide to leave him and he entered the King's Chamber, where he stayed for a number of hours. When he emerged from the Chamber, he was white and visibly shaken. He refused to relate what had happened inside the Chamber, but it obviously troubled him for a long time afterwards. It was not until shortly before his death on St Helena that he spoke of the matter again. On the point of revealing to his manservant what he had witnessed in the Chamber so many years ago, his eyes became glassy and he said: 'No, what's the point. If I told you, you'd never believe me anyway.'

During the 1850's, another Frenchman named Bovis visited the Great Pyramid. By this time the Great Pyramid was a popular tourist destination visited by thousands of people from all over the globe each year. Among the rubbish and litter left by the tourists, Bovis came across the body of a cat which his guide assured him had died many months earlier. Yet the body was well-preserved and showed none of the signs of rotting which usually accompanies a carcass left for so long. When he returned home to France, Bovis experimented with model pyramids, built to scale, and found they had a remarkable quality of keeping food fresh.

A hundred years later a Czech named Karel Drbal read of Bovis' experiments and was interested in discovering further qualities inherent in the pyramid form. He experimented with razor blades, of which there was a shortage in Eastern Europe, and found that razor blades kept inside a pyramid never became blunt. Although people were sceptical about his claims, the chief scientist at the patent office in Prague tested his idea and he was granted a patent number in 1959.

Exactly why the pyramid form has these special qualities no-one can explain. However, there are certain rules which must be followed for the pyramid to work. The sides and base must be built on a precise ratio and the sides must be aligned with the points of the compass. Whether this is just superstitious nonsense or scientific fact, no-one can deny the mysterious aura surrounding the pyramids.