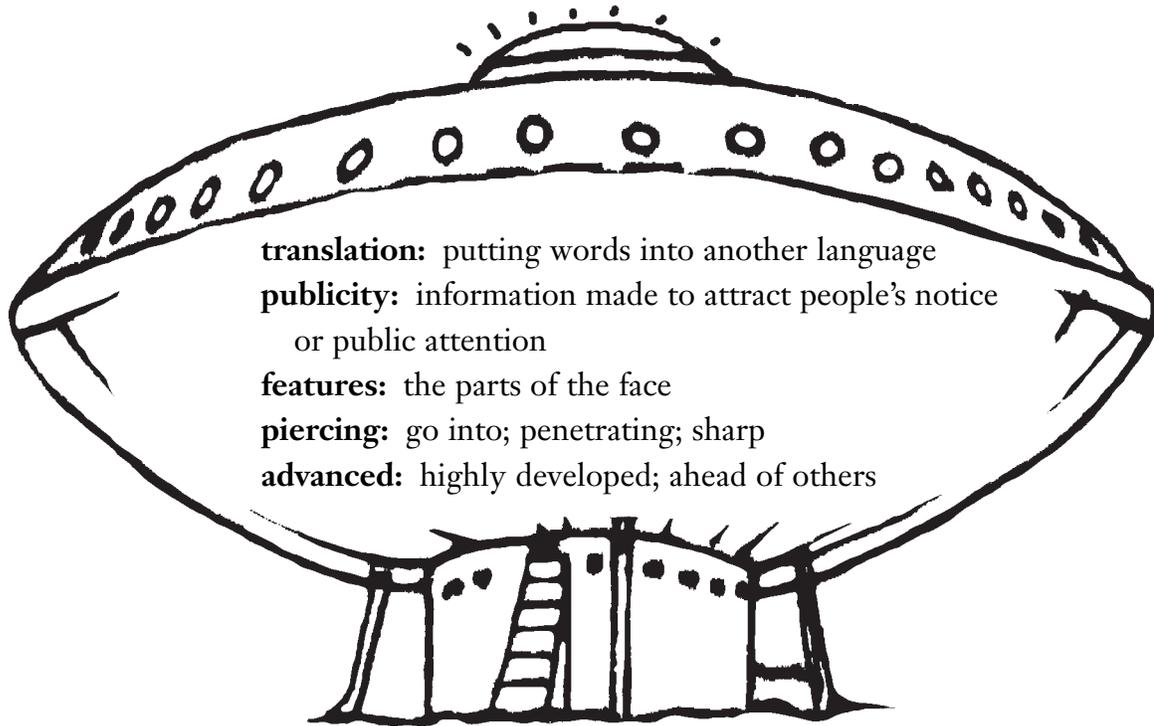


- Read the boldfaced Vocabulary Words and their definitions.
Then write a Vocabulary Word to answer each question.



1. Which word describes a sharp, penetrating noise? _____
2. What is another word for mouth or eyes on a face? _____
3. The movie star wants people's attention. What does she want?

4. This Spanish poem was rewritten in English. What is it? _____
5. Which word describes computers today compared to the first computers?

- Write the Vocabulary Word that best completes each sentence.

6. The space people have very small _____ on their faces.
7. Their spaceships were more _____ than ours.
8. We need a _____ of their language.

TO THE TEACHER: Ask students whether they have ever seen any science fiction movies about creatures from other planets. Discuss what the space people's *features* looked like. Did they have *piercing* eyes, or make *piercing* sounds? Did their way of life seem more *advanced* than Earth's? What *publicity* for the movie did students see? Did they see posters, coming attractions, or TV commercials? Have students tell whether the movie was in English or in their native language. Discuss subtitles and voice-overs. Ask students if they prefer a *translation* in subtitles or by voice-over. Encourage students to tell about movies they have enjoyed and recommend.

- Read the paragraph. Then circle the letter of the best answer to each question. The underlined sentences will help you find the main idea of the passage.

Many books contain stories of UFO sightings and meetings with extraterrestrials, creatures from other planets. People have even told of being taken to other planets and returning home safely. It seems that some people enjoy the idea of aliens from other planets. Many years of alleged sightings have raised questions that have yet to be answered. Until there is proof, we must assume that extraterrestrial life does not exist.

- 1 What is the main idea of this paragraph?
- A People say they have been taken to other planets.
 - B Many people have seen aliens.
 - C There is no proof that extraterrestrial life exists.
 - D Many books contain stories of UFO sightings.

Tip
The main idea is the most important point that the paragraph makes. Reread the last sentence, and see which answer best restates it.

- 2 Which detail supports this main idea?
- F People tell of returning home safely.
 - G The idea of aliens is fun.
 - H There is proof of aliens.
 - J Years of alleged sightings have not given us answers.

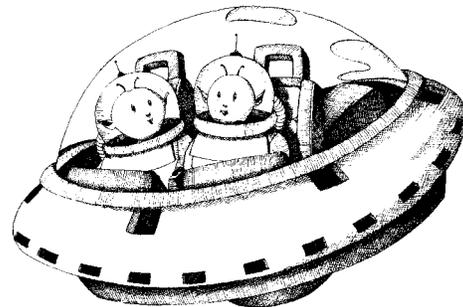
Tip
A detail is information that supports an idea. Which answer has information that supports the writer's opinion?

- 3 Which of these details could also be used to support the main idea?
- A Roswell, New Mexico, is a well-known UFO center.
 - B Weather balloons have sometimes been mistaken for flying saucers.
 - C Some TV shows and movies have alien characters in them.
 - D People often fear what they do not know.

Tip
Choose the answer that shows why flying saucers might not exist.

TO THE TEACHER: Before reading aloud the directions and the paragraph, ask students if they remember what a UFO is. Write *Unidentified Flying Object* and *flying saucer* on the board, and use the terms as openers for discussions about UFOs. Ask students what a saucer is. Discuss why *flying saucers* are so named. Also go over the meanings of *alleged*, *raised questions*, *sightings*, and *extraterrestrial*. Have the students read along silently. Ask students if there are any other words or phrases they would like to have explained.

Help students identify the main idea. Point out how in this passage the main idea comes at the end rather than at the beginning. If necessary, outline the passage on the board, putting the main idea at the top and listing the details under it.



► Look at the pictures. Then answer the questions.

1. How does the alien seem to feel about the child?

- A angry
- B puzzled
- C scared

2. How does the child seem to feel about the alien?

- F friendly
- G scared
- H angry



3. Think about what would happen if this were a picture in a newspaper. Who would the newspaper focus on if it wanted to show that aliens can frighten humans?

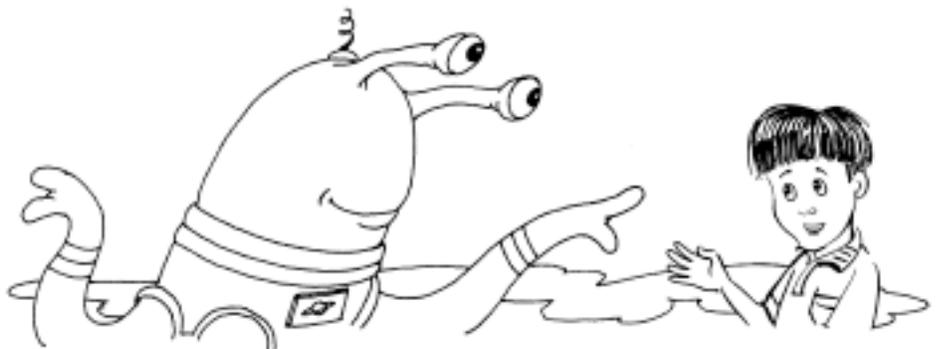
- A the alien
- B the child
- C both the alien and the child

4. From the evidence in the picture below, what will most likely to happen next?

- F The alien and the child will touch.
- G The alien will run away from the child.
- H The child will start to cry.

5. How do the alien and the child feel about each other now?

- A sickened
- B furious
- C curious



TO THE TEACHER: Before beginning this activity, have volunteers tell in their own words what is happening in the picture. Have them discuss how the child and the alien seem to feel about each other.

Ask: *What in the picture tells how the child feels about the alien? How does the alien feel about the child?* Go over the words used as answer choices in question 5 to make sure students understand their meanings. Write each on the board as you discuss them: *sickened, furious, curious.*