

WAR OF THE WORLDS

H. G. WELLS

LIVING LITERATURE SERIES

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

GUIDE WRITTEN BY KATHY SAMMIS

SYNOPSIS

The narrator, a sort of scientist-philosopher, retells the events of the late 1890's when the Martians invaded England. Throughout his tale, the narrator contemplates the parallels between Martian and human invasion, destruction, and domination of other "inferior" forms of life.

Events begin with a series of successive flame eruptions on the surface of Mars, observed through a telescope. Some time later, a capsule falls near the narrator's village of Woking in southern England. Curious onlookers gather as a portion of the cylinder unscrews itself. Martians emerge—big rounded bulks with large eyes. They can move in Earth's heavy gravity only slowly, with great difficulty. When a deputation of men approaches the capsule's pit, a heat-ray emerges and burns them and the surrounding countryside to cinders.

Witnesses to this event are few; villagers remain blindly calm although sounds of bustling activity are heard from the Martians' pit all night. The telegraph has been destroyed, so no details of the news are broadcast. That night, and on each of the successive eight nights, another cylinder falls.

The following day, troops arrive. The narrator takes his wife away to stay with cousins. On his return home, the narrator encounters the first Thing: the Martians have constructed gigantic fighting machines—tall, walking tripods with grasping tentacles that can shoot withering heat-rays. Troops that fire on these machines are wiped out, along with the surrounding countryside and villages. As more capsules arrive, more Martian fighting machines are deployed.

The narrator quits the village of Woking with a lone surviving artilleryman, intending to rejoin his wife. They encounter crowds of people in two adjoining villages planning to flee, but the Martians arrive and destroy both villages. The narrator survives, by chance, and encounters an irrational curate who wails about Sodom and Gomorrah and the end of the world. They travel on together.

The scene shifts to London, where the narrator's brother anxiously tries to get details of the events in Woking. Londoners, assured by authorities of their safety, remain calm in spite of disrupted train service and an ever-increasing stream of refugees. Panic erupts when word arrives of the Black Smoke, a poisonous vapor that has massacred the troops guarding London. Six million people flee London as the social order dissolves.

On the clogged and anarchic roads out of London, the narrator's brother saves two ladies—the helpless Mrs. Elphinstone and her capable sister-in-law. Together they fight their way through the panicked crowds to the coast. Aboard a steamer for France they witness a battle between an iron-clad warship and three Martian fighting machines.

Meanwhile, the narrator and the curate are trapped in the ruins of a house when a Martian cylinder lands partially on top of it. Rationing their meager provisions (the curate unwillingly), the men cautiously observe the cylinder pit, the narrator scientifically noting many of the Martians' physical characteristics. To accomplish mechanical tasks, the Martians construct wonderfully complex and dexterous machines. The two men discover to their horror that Martians "eat" by injecting fresh blood from living creatures—preferably humans—into their own veins.

Confinement and fear drive the weak, whimpering curate beyond reason. On the ninth day he starts to show himself to the Martians, shouting to God. The narrator kills him, then hides in terror in the scullery coal-bin as a Martian tentacle searches the premises. On the fifteenth day, the narrator ventures forth. The Martian pit is empty.

In these fifteen days, the world has become an alien landscape, stripped of visible human life, covered alternately with blackened ruins and an ever-present, luxuriantly growing Martian red weed. Shortly, the narrator reencounters the artilleryman, who has grand schemes of living underground in a resistance band. However, the soldier's ideas prove to be simply the dreams of a lazy man, not to be fulfilled.

The narrator pushes on to London, where he finds an eerie stillness, then the eerier howl of the last dying Martian. Bacteria are unknown on Mars. With no evolutionary resistance to these microorganisms, the Martians have succumbed to God's humblest creatures (as did the red weed). The invasion is over.

BIOGRAPHICAL SKETCH

H. G. (Herbert George) Wells was born in 1866 in Bromley, England, to a lower-middle-class family. His father was a shopkeeper and professional cricketer, his mother a lady's maid. Wells rejected his mother's plans for him to become a respectable merchant to the upper classes. Instead, he managed to attend London University and the Royal College of Science. There, the noted biologist and professor T. H. Huxley impressed Wells with a belief in social as well as biological evolution.

Poor health turned Wells from teaching to writing, at which he became amazingly prolific. He used his scientific background in his earliest writings to create popular and critically acclaimed works of science fiction, including *The Time Machine* (1895), *The Island of Doctor Moreau* (1896), *The Invisible Man* (1897), and *The War of the Worlds* (1898).

In the early 1900's Wells turned to social commentary. He became a leading proponent of socialism, world

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government, and free love. His *Outline of History* (1920) was a two-volume survey expressing his Darwinian view of human history. Later in life, Wells lost hope in human ability to adapt to world changes and predicted the demise of humanity.

CRITIC'S CORNER

Of Wells' voluminous writings, his science fiction and humorous character novels stand as the basis of his modern reputation. The science fiction and science fantasies were extremely popular from the time they first appeared and remain so today. They have been widely adapted, most notably in the Mercury Theater/Orson Welles *War of the Worlds* radio broadcast of 1938 that caused panic among listeners. Wells deeply influenced several succeeding generations of science fiction writers, especially regarding his examination of the effects of technology on human society and the moral responsibilities of scientists. Wells's science fiction is also noted for its sharp sense of suspense, its juxtaposition of terror and seemingly serene middle-class life, and its satiric, humorous jabs at current culture.

While some critics dismiss Wells because of his later digressions into propaganda, many of his contemporaries as well as today's critics had high praise for his works. Sinclair Lewis said in 1941 that there was "no greater novelist living than Mr. H. G. Wells." A recent biographer, John Batchelor, declares that "Wells is a great artist, and those of us who enjoy his work need not feel ashamed of the pleasure we take in reading him."

INSTRUCTIONAL OBJECTIVES

1. To examine the moral issue of dominance by one species or race over another
2. To explore the concept of ethical growth through adverse experiences
3. To study the nature and effectiveness of religious belief, and the ways in which it may be consistent or inconsistent with reason
4. To analyze potentially useful and ineffectual actions in the face of disaster through the reactions of the novel's various characters
5. To examine the social order, forces that could destroy it, and the results of that destruction
6. To discuss the nature and morality of modern warfare and its effects on a country in which the war is fought
7. To investigate the nature of science fiction writing and the place of H. G. Wells in that genre
8. To analyze the use and effectiveness of first-person narrative

MEANING STUDY

Below are words, phrases, or sentences that have a particular meaning in the story. Explain the meaning each

has in this novel. Use the page numbers given in parentheses to reread the terms in context if you wish.

1. At present the planet Mars is in conjunction, but with every return to opposition I, for one, anticipate a renewal of their adventure. (p. 158)
(When a planet that is farther away from the sun than Earth—such as Mars—is directly opposite the sun in the sky, it is at opposition; when it is directly behind the sun, it is at conjunction. The narrator is concerned that the Martians may invade again at some time when their planet is closest to Earth—at opposition.)
2. . . . the dovetailing of the commonplace habits of our social order with the first beginnings of the series of events that was to topple that social order headlong. (p. 31)
(The daily routine of everyday life was continuing, completely undisturbed, even while the Martian invasion that would destroy the existing social order was underway.)
3. dog-cart (p. 37); pony-chaise (p. 83)
(A dog-cart is a light, two-wheeled horse-drawn vehicle once used for ordinary driving, with two back-to-back seats. The narrator uses a dog-cart to drive his wife and servant to Leatherhead. A pony-chaise is a light, open, two-wheeled carriage, often with a hood, able to be drawn by a small horse. The narrator's brother and the Elphinstone ladies drive part of the way to the east coast in a pony-chaise.)
4. heliograph (p. 51)
(A device using a movable mirror that reflects the sun's rays across a distance, used for signaling. The military forces, lacking today's radiocommunications devices, use heliographs to signal positions from one group to another.)
5. "It's bows and arrows against the lightning, anyhow." (p. 52)
(The artilleryman means that the English military's firepower is as effective against the heat-ray as bows and arrows are against lightning.)
6. "As if it were Sodom and Gomorrah!" (p. 62)
(Sodom and Gomorrah were two biblical cities destroyed by God with fire and brimstone as a punishment for their wickedness. The curate suggests that southern England is being destroyed as though by God for its wickedness.)
7. "The end! The great and terrible day of the Lord!" (p. 63)
(Now the curate suggests that the terrible destructive events of the past several days must be the beginning of the end of the earth foretold in the Bible, the day when the Lord will come in judgment of all humanity.)
8. the torpedo-ram, *Thunder Child* (p. 98)

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(A low-to-the-water ironclad warship, fast and maneuverable, designed to ram and destroy—as well as fire on—enemy vessels; a precursor of the submarine. The Thunder Child drives itself directly at Martians in the coastal water, destroying at least two of them.)

9. the red weed (p. 114)

(The red weed is a plant that accompanied the Martians—intentionally or accidentally—and grew for a while on Earth with “astonishing vigor and luxuriance.” Its quick withering away by, presumably, bacterial action foreshadows the Martians’ bacterial demise.)

10. making a huge redoubt of it (p. 149)

(A “redoubt” forms a complete enclosure of a place; it is used to defend a prominent place. The Martians had enclosed the crest of a London hill with a great, mounded redoubt, within which the narrator discovers the dead aliens, slain by bacteria.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important, and you should be ready to defend your answers by referring to passages in the book.

1. Give a physical description of the Martians.

(Each Martian consists mainly of a huge round head, or brain, greyish-brown in color and oily, with two very large dark-colored eyes and, just below, a hooded beaklike mouth that quivers and drips saliva. A sort of drum-like ear structure lies on the head/body’s back. Around the mouth are two bunches of tentacles used like hands. The heavy Earth atmosphere causes a Martian to breathe heavily, so that its outer skin heaves and pulsates convulsively. The greater gravitational force of Earth causes Martians to move sluggishly and painfully. Martians lack digestive systems; they inject fresh blood directly into their veins. Martians need no sleep because they have no extensive muscular systems to rest. Martians also lack any sexual differentiation, nor do they wear clothing of any kind. They appear to communicate by telepathy.)

2. Write a brief chronology of the progress of the Martian invasion, from the landing of the first cylinder to the Martian possession of London.

(First, a cylinder lands near Woking. Nine more fall, one each succeeding night. Martians emerge, use the heat-ray to keep people at bay, and set about building their fighting machines. As the first fighting machines emerge from the cylinder pit, they begin destroying the surrounding countryside, wiping out the helpless military forces sent to stop them. As more cylinders land, more fighting machines appear and south England is destroyed. The panicked people

flee madly toward London. Train service begins to break down, while the armed forces prepare to defend London. Then the Martians unleash their second deadly weapon, the Black Smoke; it wipes out any possibility of military resistance, sparks a panicked exodus from London to the north, and ensures the destruction of the social order. The Martians take over London and dominate what is left of the population.)

3. Compare the characters of the narrator, the curate, and the artilleryman.

(The narrator in some respects resembles Wells himself. He represents the scientific, rational response to new and unexpected phenomena, as well as the thoughtful study of human morality. His scientific curiosity and trained powers of observation lead him to semi-detached and detailed descriptions of the terrifying events, although he is candid about his moments of terror and desperation. His will to survive leads him to practical action to avoid death.

The curate represents the ineffectual response of organized religion to the catastrophe. First, he bewails the destruction: “Why are these things permitted? What sins have we done?” Then he sees the invasion as the prophesied end of the world. Unable to find strength in his religion and devoid of the narrator’s source of strength—rationality—the curate dissolves into mindless terror and self-pity.

The artilleryman represents yet another failed response to the crisis. He talks of grand schemes of survival and resistance, far beyond any plans the narrator has expressed. Unlike the narrator, however, the artilleryman takes no practical action. He is a grandiose, ineffectual, and lazy dreamer.)

4. What religious attitudes does Wells seem to favor and disfavor?

(Wells seems to reject conventional religion as being rote and irrational; he favors a rational approach to morality and, therefore, religion. For example, the narrator rejects the prayers he uttered in moments of terror as “fetish prayers, . . . as heathens mutter charms.” The prayer that counts occurs when the narrator pleads “steadfastly and sanely” to God. The narrator further rejects conventional religious beliefs when he concludes his killing of the curate was no crime. True religion must accommodate itself to tragic events: “What good is religion if it collapses under calamity?” It cannot be self-serving, for the purpose of insuring the well-being of the faithful, as the curate seems to feel. Nor should it serve to keep people satisfied with a wretched condition, like the captives imagined by the artilleryman, keeping their cages “full of psalms and hymns and piety.”)

5. Discuss the similarities between the Martians’ actions and those of human beings.

(The Martians are emotionless, ruthless, and pitiless

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toward humans, cold agents of utter destruction of an entire world. The antithesis of humanity? Not at all, according to Wells. The narrator as early as Chapter 1 cautions us to "remember what ruthless and utter destruction our own species has wrought, not only upon animals but upon its own inferior races." Examples; the bison, the dodo, Australia's Tasmanian people. Martian machines take "no more notice. . . of the people running this way and that than a man would of the confusion of ants in a nest against which his foot has kicked." The Martians never question their right to take over, any more than people do: "I felt as a rabbit might feel returning to his burrow and suddenly confronted by the work of a dozen busy navvies digging the foundations of a house." Each time the Martians' cold brutality is suggested, the narrator counters with these parallels in human behavior.)

6. How does Wells express his belief in ethical as well as biological evolution?

(In the opening chapter, the narrator comments that "the intellectual side of man already admits that life is an incessant struggle for existence." This struggle is vividly illustrated by the Martian war that unfolds in the following chapters, a war that parallels humans' wars against animals and other humans. The war also is a step in people's ethical evolution. Anticipation of the Martian invasion was impossible because people were "so blinded by [their] vanity" as the most superior beings in the universe. Even as the invasion began, the narrator was working on a paper about "the probable development of Moral Ideas with the development of the civilising process." The war provides a large step toward that development as it "surely . . . has taught us pity—pity for those witless souls that suffer our dominion.")

7. Discuss the author's use of descriptive contrast and statements about future events to heighten the dramatic impact of the war's destruction.

(Wells very effectively juxtaposes scenes of pastoral peace, simplicity, and beauty, wonderfully cozy and homey scenes, with sudden, terrifying scenes of destruction. Moments before Shepperton is destroyed, "Nothing was to be seen save flat meadows, cows, feeding unconcernedly. . . , and silvery pollard willows motionless in the warm sunlight." Moments later Martians appear and destruction erupts. In London, awaiting the monsters, "the Houses of Parliament rose against one of the most peaceful skies it is possible to imagine." Just then, word of fighting arrives. As we can feel, even envision, the peace and beauty, we are more shocked by the devastation that follows.

Through Wells' hints about what is to come, we know that the scenes of tranquility are soon to be shattered, heightening the dramatic intensity. For

example, the night the first cylinder lands, everything "seemed so safe and tranquil." We immediately anticipate the loss of that safe tranquility.)

8. Give examples of the people's false sense of security even as disaster builds. Would people today be likely to have that same false sense of security as a disaster began to unfold?

(Although shouts of "Men from Mars!" are heard, the people of Woking tell themselves that the Martians can't get out of their pit. The first Friday night, villagers go about everyday life even as the Martians hammer ceaselessly away. People wait until the Martians are virtually upon them to flee their homes. The residents of London are excited but not unduly disturbed by refugees' tales. Londoners blame the authorities for not disposing of the invaders without any inconvenience. The authorities, for their part, reassure the people of their ability to protect London.

Answers will vary about today. Students are likely to point out that modern communications—live TV, satellites, and so on—probably would insure much earlier and more comprehensive coverage of an unfolding disaster—although the events at Chernobyl partially disprove this idea.)

9. In what way is Wells "a prophet of the anxieties of the atomic age," as stated in the Introduction?

(The effect of the Martian war is to shatter people's complacency, their ability to be "serene in their assurance of their empire over matter," their ability to provide security for themselves and their nations. In this sense the Martians are like the coming of the atomic and nuclear bombs. Now "we can never anticipate the unseen good or evil that may come upon us suddenly out of space." The invasion and the bomb have "robbed us of that serene confidence in the future," have left us with "an abiding sense of doubt and insecurity."

[Against this, Wells does offer the positive effects of a broadening of people's views and a growth in the concept of the "commonweal of mankind."]

10. In your opinion, was the narrator justified in killing the curate? Why or why not?

(Answers will vary.)

11. Which of the science fiction fantasies in this book do you find to be reality today?

(Answers will vary, but are likely to include: interplanetary travel, spaceships, airplanes, machines to help astronauts overcome gravitational differences, laser beams, submarines, germ warfare.)

STUDENT INVOLVEMENT ACTIVITIES

1. On a map of England, locate and label the sites of action in the novel.

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2. Imagine you are a newspaper reporter witnessing one of the Martian attacks. Write an account of what you have seen, being sure to use a journalistic style.
3. Report to the class on the famous 1938 radio broadcast of *The War of the Worlds*. Then, as a class project, do your own "broadcast" of the novel.
4. View the 1953 film version of *The War of the Worlds*, which featured spectacular special effects for that time. What differences, if any, do you find from the novel? Do they improve or lessen the dramatic impact?
5. Research and prepare a report on the planet Mars. How has our knowledge about Mars increased since Wells' time?
6. Read about Wells' other works of science-fiction and identify spinoffs of those works and Wells' ideas.
7. Imagine you are the narrator's wife. Write a series of diary entries describing your experiences during the Martian invasion.
8. Draw pictures of what you think a Martian, a handling machine and/or a fighting machine looked like.
9. Discuss with your classmates your ideas about life on other planets. Do you think it exists? Why or why not?
10. Prepare for and participate in a class debate on the morality of germ warfare (warfare using substances like the Black Smoke.)
11. Read descriptions of the effects of World War I or II fighting on the surrounding countryside and civilian populations. In what ways was it similar to Wells' description of the Martian war?

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VOCABULARY TEST

Match each underlined word with its meaning listed below. Write the letter of the appropriate meaning in the space next to the sentence number.

- _____ 1. Its air is much more attenuated than ours.
- _____ 2. . . . the amazing intelligence of a huge outbreak of incandescent gas upon the planet.
- _____ 3. With infinite complacency men went to and fro over this globe about their little affairs.
- _____ 4. What ruthless and utter destruction our own species has wrought.
- _____ 5. I noticed a little black knot of men This was the Deputation.
- _____ 6. Since then he had been skulking along towards Maybury.
- _____ 7. They were all too assiduously engaged to talk to us as we passed.
- _____ 8. As sudden, dreadful, and destructive their advent would have been as the earthquake.
- _____ 9. I do not clearly remember the arrival of the curate.
- _____ 10. These canisters smashed on striking the ground . . . and incontinently disengaged an enormous volume of heavy, inky vapour.
- _____ 11. For it was manifest the Martians were about us.
- _____ 12. We crawled as circumspectly as possible out of the twilight of the kitchen.
- _____ 13. They are the most sluggish things I ever saw crawl.
- _____ 14. It is commonly supposed that they communicated by sounds and tentacular gesticulations.
- _____ 15. The Martians had what appears to have been an auditory organ.
- _____ 16. The rudimentary precautions to keep our imprisonment endurable he would not observe.
- _____ 17. I could divine the stress he laid on doing nothing precipitately.
- _____ 18. No bacteria except those already known as terrestrial species were found.
- _____ 19. That they did not bury any of their dead . . . point[s] also to an entire ignorance of the putrefactive process.
- _____ 20. Already when I watched them they were irrevocably doomed.

- | | | | |
|---------------|---------------|----------------------|-------------|
| A. lethargic | F. coming | K. self-satisfaction | P. earthly |
| B. slinking | G. busily | L. hearing-related | Q. thin |
| C. decaying | H. guess | M. immediately | R. obvious |
| D. cautiously | I. primitive | N. unalterably | S. glowing |
| E. clergyman | J. delegation | O. accomplished | T. gestures |

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COMPREHENSION TEST A

Part I: Character Identification (20 points)

Match each statement with the appropriate character in the list below. Write the letter of your answer in the space provided next to the statement number.

- _____ 1. a London medical student
- _____ 2. wife of a surgeon
- _____ 3. he objects to rationing food
- _____ 4. a philosophical writer
- _____ 5. well-known astronomer
- _____ 6. she shoots at a would-be robber
- _____ 7. London journalist
- _____ 8. he plans to live underground
- _____ 9. she stays with cousins in Leatherhead
- _____ 10. the curate's killer

- | | | |
|---------------------------|---------------------|---------------|
| A. the narrator | D. the artilleryman | G. the curate |
| B. the narrator's wife | E. Mrs. Elphinstone | H. Ogilvy |
| C. the narrator's brother | F. Miss Elphinstone | I. Henderson |

Part II: Fill-In (30 points)

Write a word in each blank to make each statement true.

- 1. The narrator lives in the village of _____.
- 2. The Martians are killed by _____.
- 3. The Martians burn up the land with their _____.
- 4. The force of _____ makes it extremely hard for the Martians to move around.
- 5. A warship called the _____ attacks the Martians.
- 6. The narrator's brother escapes from England on a _____.
- 7. Martians have no organs of _____.
- 8. At the time of their death, the Martians were building a revolutionary _____.
- 9. The narrator is writing a paper on the development of _____ in civilization.
- 10. After emerging from hiding, the narrator finds the landscape covered by a _____.
- 11. The Deputation approaches the cylinder waving a _____.
- 12. The narrator and artilleryman are together during the destruction of the riverside town of _____.
- 13. The narrator's brother and the Elphinstones plan to flee from England to _____.
- 14. The narrator and the curate hide in the kitchen and _____ of the ruined house.
- 15. The Martian cylinders are accompanied by a _____-colored light and vapor.

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COMPREHENSION TEST B

Part I: Character Identification (20 points)

- _____ 1. sister of a surgeon
- _____ 2. first person to investigate the first Martian capsule
- _____ 3. he travels to the east coast of England
- _____ 4. he rents an innkeeper's dog-cart
- _____ 5. she panics at the sight of the sea
- _____ 6. he telegraphs news of the first capsule to London
- _____ 7. he becomes insane from the terror
- _____ 8. she returns to Woking
- _____ 9. he teaches the narrator to stock up on food and drink while traveling
- _____ 10. with Ogilvy, he watches a Martian missile-launching

- | | | |
|---------------------------|---------------------|---------------|
| A. the narrator | D. the artilleryman | G. the curate |
| B. the narrator's wife | E. Mrs. Elphinstone | H. Ogilvy |
| C. the narrator's brother | F. Miss Elphinstone | I. Henderson |

Part II: Quotation Completion (30 points)

Supply a word to complete each of the following quotations. Choose your answers from the words below. Write them in the blanks at the left.

- _____ 1. The _____, in spite of their human likeness, were entirely swept out of existence in a war of extermination.
- _____ 2. "_____" had no meaning for most of the onlookers.
- _____ 3. So some respectable _____ in the Mauritius might have . . . discussed the arrival of that shipful of pitiless sailors in want of animal food.
- _____ 4. How can I describe it? A monstrous _____, higher than many houses, striding over the young pine-trees.
- _____ 5. "Killed! How can God's _____ be killed?"
- _____ 6. The Sunday _____ began to return from all over the South-Western "lung" at unnaturally early hours.
- _____ 7. "Lord Garrick! —the _____?"
- _____ 8. He saw a couple of men struggling to drag them out of the little _____ in which they had been driving.
- _____ 9. It was the _____, *Thunder Child*, steaming headlong.
- _____ 10. The _____ did not impress me as a machine, but as a crab-like creature.

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- _____ 11. She seemed, poor woman, to imagine that the _____ and the Martians might prove very similar.
- _____ 12. We should remember how repulsive our carnivorous habits would seem to an intelligent _____.
- _____ 13. _____ . . . have either never appeared upon Mars or Martian sanitary science eliminated them ages ago.
- _____ 14. "That's what we are now—just _____. Only—" "Yes," I said. "We're eatable _____."
- _____ 15. I resolved to leave this strange undisciplined _____ of great things to his drink and gluttony.

handling-machine	capsule	tripod	pony-chaise	torpedo-ram
dog-cart	scullery	dodo	ants	microorganisms
Tasmanians	bison	Chief Justice	ministers	French
rabbit	excursionists	extraterrestrial	dreamer	clerks

Part III: Fill-In (30 points)

Write a word in each blank to make each statement true.

- The narrator takes his wife to stay with cousins in _____.
- The troops guarding London are wiped out by the Martians' _____.
- The narrator kills the curate with a _____.
- The Martians grasp things with long _____.
- The narrator and others believe the Martians may also have landed on the planet _____.
- The artilleryman plans to live _____ away from the Martians.
- The narrator believes the Martians communicate silently by _____.
- The people are reassured by believing the Martians cannot get out of their _____.
- As they fall to Earth, the cylinders look like _____.
- The narrator's brother lives in _____.
- London received little information about the invasion because the _____ were destroyed.
- Martians inject fresh, living _____ into their veins.
- The dominant color of Martian vegetation seems to be _____.
- The Martians have become practically nothing but a _____.
- The Martians build _____ to battle the Earth people.

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VOCABULARY TEST ANSWER KEY

- | | | | |
|------|-------|-------|-------|
| 1. Q | 6. B | 11. R | 16. I |
| 2. S | 7. G | 12. D | 17. H |
| 3. K | 8. F | 13. A | 18. P |
| 4. O | 9. E | 14. T | 19. C |
| 5. J | 10. M | 15. L | 20. N |

COMPREHENSION TEST A ANSWER KEY

Part I: Character Identification (20 points)

- | | |
|------|-------|
| 1. C | 6. F |
| 2. E | 7. I |
| 3. G | 8. D |
| 4. A | 9. B |
| 5. H | 10. A |

Part II: Fill-In (30 points)

- | | |
|-------------------------|--------------------------|
| 1. Woking | 9. moral ideas |
| 2. bacteria | 10. red weed |
| 3. heat-ray | 11. white flag |
| 4. gravity | 12. Weybridge/Shepperton |
| 5. <i>Thunder Child</i> | 13. France |
| 6. steamer | 14. scullery |
| 7. digestion | 15. green |
| 8. flying machine | |

Part III: True/False (30 points)

- | | | |
|------|-------|-------|
| 1. F | 6. T | 11. F |
| 2. F | 7. F | 12. T |
| 3. T | 8. F | 13. F |
| 4. T | 9. T | 14. F |
| 5. F | 10. F | 15. T |

Part IV: Essay Questions (20 points)

Answers will vary.

COMPREHENSION TEST B ANSWER KEY

Part I: Character Identification (20 points)

- | | |
|------|-------|
| 1. F | 6. I |
| 2. H | 7. G |
| 3. C | 8. B |
| 4. A | 9. D |
| 5. E | 10. A |

Part II: Quotation Completion (30 points)

- | | |
|----------------------|----------------------|
| 1. Tasmanians | 9. torpedo-ram |
| 2. extra-terrestrial | 10. handling-machine |
| 3. dodo | 11. French |
| 4. tripod | 12. rabbit |
| 5. ministers | 13. microorganisms |
| 6. excursionists | 14. ants |
| 7. Chief Justice | 15. dreamer |
| 8. pony-chaise | |

Part III: Fill-In (30 points)

- | | |
|--|-----------------------|
| 1. Leatherhead | 9. shooting (falling) |
| 2. Black Smoke | stars |
| 3. meat-chopper (or a
blow to the head) | 10. London |
| 4. tentacles | 11. telegraphs |
| 5. Venus | 12. blood |
| 6. underground | 13. red |
| 7. telepathy | 14. brain |
| 8. pit | 15. fighting-machines |

Part IV: Essay Questions (20 points)

Answers will vary.



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