The story

In 2222, three hundred years before this story starts, the people of the planet Earth realized that the ozone layer was breaking up. So they made the Artificial Ozone Layer (AOL), and put it between Earth and the sun, to protect them from the sun’s heat for the next thousand years. But when this story begins in 2522, Kiah, a young man working on a spaceship, discovers there are serious problems with the AOL, which means that in ten years’ time Earth will die. He and his friend, Rilla, tell their captain, Seru, but she is nervous of speaking to the Earth Commander, Gog, about it. Instead, Kiah and Rilla tell Zadak, Commander of Australia, a friend of Rilla’s father’s, but he is not very helpful. Almost everyone is afraid of Gog, because he has his own fixed ideas and punishes people who do not agree with him. When Kiah and Rilla go to see Gog to give him the information, he is very angry with them, saying that the AOL is good for another hundred years, and sends them to prison. Zadak discovers where they are and visits them. He explains he has tried to warn Gog about Earth’s problems, but Gog is only interested in the planet Mars. Zadak tries to kill Gog, but Gog’s wife, Bel, protects her husband and is shot by mistake. Gog orders his guards to kill Zadak, and plans to leave Earth to live on Mars.

Captain Seru and her brother come to the prison to talk to Kiah and Rilla. Seru has phoned Adai, Commander of the Moon colony, for help. That night they all escape from the prison and are rescued by Adai (Kiah’s elder brother) in his plane. On their way to the beautiful colony under the Moon, they see fires burning all over Earth. Some day, they are going to return to help Earth.

Background to the story

This story is set in the future, in the year 2522. People wear different clothes, and live in very modern buildings. Even the cars and trains look different! Everyone is interested in space and other planets, and many people work with satellites and in spaceships. There are no longer countries, kings, presidents or parliaments. There is just one person, Earth Commander, in charge of the whole of the planet Earth. There are other people in charge of large areas, like Australia, or colonies on other planets, like the Moon colony, who obey Earth Commander’s orders.

We know today that the ozone layer protects Earth from the heat of the sun, and we also know that the ozone layer has holes in it. This story looks into the future, to see what could happen if the ozone layer broke up completely. Scientists could make an artificial (man-made) ozone layer, to protect us from the sun. If that also broke up (which happens in this story), there would be no rain or water on Earth, and trees, plants, animals and people would die.

In our time, we are already sending spaceships into space, to see if we can live on other planets like the moon, or Mars. This story describes a colony hanging under the moon, where people can live very well – a safe and beautiful place to escape to, from the dying, burning planet Earth.

Before Reading

Here are some ways to help your students approach the story:

1. Give students the title of the book and show them the picture on the cover. Ask them to try and guess what kind of the story it is.
2. Give students a copy of the text on the back cover of the book, and of the story introduction on the first page. When they have read the texts, ask them a few questions about the story, or use the Before Reading Activities in the back of each Bookworm.
3. Use the pre-reading activity in this worksheet.
4. If there is a recording of this title, play the first few pages and stop at an interesting point.
Under the Moon

Pre-reading activities

Every picture tells a story

1 Where is the scene on the left?
2 What is happening here on the left?
3 Who is the woman on the left?
4 What is going to happen next?
5 Can you describe the people’s clothes?
6 Why are there so many computers?
7 What year do you think it is?
8 What are the two young people doing there?
9 Why are there two men standing behind the fat man?
10 Who are they?
11 What kind of work do they do?
12 How is the fat man feeling?
13 What is the fat man saying?
14 What is the young man holding in his left hand?

15 Where is the scene on the right?
16 Why are a lot of men running towards the man getting out of the taxi?
17 Do they look angry, happy, sad or what?
18 Why is the man getting out of the car?
19 What year do you think it is?
20 Can you describe the people’s clothes?
21 What is going to happen next?

To the teacher

Aim: To predict the setting, the characters and possible storylines
Time: 20 minutes
Organization: Put students into pairs or small groups and give out worksheet. Ask students to discuss possible answers together. Do not tell them whether they are right or wrong.
Under the Moon

While reading activity

What’s going to happen next?

Kiah
- wants to marry Rilla
- is going to become Earth Commander
- is going to spend time in prison
- hopes to save Earth
- is going to visit Zadak in Australia
- something different

Gog
- wants to save Earth
- wants to kill Kiah and Rilla
- is going to live on Mars
- wants a quiet life with Bel
- something different

Zadak
- is going to fight Gog
- wants to save Australia
- is going to ask Adai for help
- hopes to live under the Moon
- is not going to help Kiah
- something different

Bel
- is going to buy more expensive clothes
- is going to prison
- wants to ask Gog to kill Kiah and Rilla
- something different

Rilla
- wants to see her family in Brazil
- is going to return to Ship OM-45
- hopes to get help from Gog
- is going to phone Adai
- is going to live on the Moon colony
- something different

Seru
- is going to a weather ship in the Antarctic
- is going to eat and drink more
- hopes to get a better job
- wants to help Kiah and Rilla
- something different

To the teacher

Where: At the end of Chapter 3
Aim: To check understanding of the story so far, and anticipate plot development
Time: 30 minutes
Organization: Put students into small groups and ask them to consider what could happen next to the main characters. They should decide which statements are most likely, and give reasons for their choice. Then the whole class can discuss their ideas together.
### To the teacher

**Aim:** To focus attention back on the characters, occupations and actions. See how much they can do without referring back to the book.

**Time:** 20 minutes

**Organization:** Give each student or group of students a copy of the worksheet. Ask them to match up the names, physical descriptions, occupations and actions.

**Key:** 1: 11, 17, 23; 2: 12, 21, 25; 3: 14, 15, 26; 4: 9, 19, 27; 5: 13, 18, 28; 6: 10, 20, 22; 7: 8, 16, 24.

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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Kiah</td>
<td><strong>8</strong></td>
<td>A tall, fat woman with long red hair</td>
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<td><strong>11</strong></td>
<td>17</td>
<td>25</td>
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<td><strong>2</strong></td>
<td>Rilla</td>
<td><strong>9</strong></td>
<td>A tall man with brown hair</td>
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<td><strong>12</strong></td>
<td>21</td>
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<tr>
<td><strong>3</strong></td>
<td>Seru</td>
<td><strong>10</strong></td>
<td>A tall, fat man without much hair</td>
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<td><strong>16</strong></td>
<td>21</td>
<td>25</td>
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<tr>
<td><strong>4</strong></td>
<td>Adai</td>
<td><strong>11</strong></td>
<td>A very tall young man, with dark eyes and hair</td>
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<td><strong>18</strong></td>
<td>21</td>
<td>25</td>
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<td><strong>5</strong></td>
<td>Zadak</td>
<td><strong>12</strong></td>
<td>A beautiful girl with long black hair and big eyes</td>
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<td><strong>19</strong></td>
<td>21</td>
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<td><strong>6</strong></td>
<td>Gog</td>
<td><strong>13</strong></td>
<td>A tall, big man, with blue eyes and white hair</td>
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<td><strong>20</strong></td>
<td>21</td>
<td>25</td>
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<td><strong>7</strong></td>
<td>Bel</td>
<td><strong>14</strong></td>
<td>A little woman with a fat face</td>
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<td><strong>21</strong></td>
<td>25</td>
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**Key:**