Freya Stark, explorer and writer

Freya Stark travelled to many areas of the Middle East, often alone. Freya Stark was an explorer who lived during a time when explorers were regarded as heroes. Stark was born in Paris in 1893. Although she had no formal education as a child, she moved about with her artist parents and learned French, German and Italian.She entered London University in 1912, but at the start of World War I, she joined the nurse corps and was sent to Italy. After the war, she returned to London and attended the School of Oriental Studies.

Her studies there led to extensive travel in the Middle Studies, enabling her to eventually become fluent in Persian, Russian and Turkish. Stark became well known as a traveller and explorer in the Middle East. She travelled to the Lebanon in 1927 at the age of 33 when she had saved enough money, and while there, she studied Arabic.

In 1928, she travelled by donkey to the Jebel Druze, a mountainous area in Syria. During another trip, she went to a distant region of the Elburz, a mountain range in Iran, where she made a map. She was searching for information about an ancient Muslim sect known as the Assassions, which she wrote about in Valley of the Assassins (1934), a classic for which she was awarded a Gold Medal by Royal Geographic Society. For the next 12 years, she continued her career as a traveller and writer, establishing a style which combined an account of her journey with personal commentary on the people, places, customs, history and politics of the Midle East.

Answer the questions with NO MORE THAN TWO WORDS AND/OR A NUMBER

1. What word did people use to describe explorers when Stark was alive?
2. What historical event interrrupted Stark's university education?
3. What did Stark produce while travelling in Iran, in addition to a book?

LIVEWORKSHEETS

Practice exercise 2:

NO MORE THAN THREE WORDS

1.In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants , without whose prior invasion of the land none of the other migrations could have happened.

What had to transfer from sea to land before any animals could migrate?

2. Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction .

Which TWO processes are mentioned as those in which animals had to make big changes as they moved onto land?

3. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still 3 breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation.

Which physical feature, possessed by their ancestors, do whales lack?

4.Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water.

Which animals might ichthyosaurs have resembled? .....

Practice exercise 3

NO MORE THAN TWO WORDS AND/OR A NUMBER

5. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.

For what period of time has hearing loss in schoolchildren been studied in New Zealand? .....

LIVEWORKSHEETS

6. Autistic spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing.

In addition to machinery noise, what other type of noise can upset children with autism? .....

7. It is probable that many undiagnosed children exist in the education system with 'invisible 'disabilities.

What term is used to describe the hearing problems of schoolchildren which have not been diagnosed? ..

8. The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school.

What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity? ...

LIVEWORKSHEETS