

## INTRODUCTION

### > Consolidation

#### 1. Match the question word with the answer.

- |         |              |
|---------|--------------|
| 1 What  | a because    |
| 2 When  | b in London  |
| 3 Who   | c it's a car |
| 4 Why   | d this one   |
| 5 Where | e Tony       |
| 6 Which | f on Tuesday |

#### 2. Now complete the questions with one of the question words.

- 1 *Where* do you live?  
In Barcelona.
- 2 \_\_\_\_\_ 's your favourite colour? It's blue.
- 3 \_\_\_\_\_ one do you want?  
I want the red one.
- 4 \_\_\_\_\_ 's your boyfriend?  
James.
- 5 \_\_\_\_\_ does she study French? Because she wants to visit Paris.
- 6 \_\_\_\_\_ 's your mum? She's at the doctor's.
- 7 \_\_\_\_\_ do they play football? On Saturday mornings.

#### 3. Correct these sentences.

- 1 There are some water in the bottle.  
*There is some water in the bottle.*
- 2 There are any cows on the farm.  
\_\_\_\_\_

3 There's some apples on the table.  
\_\_\_\_\_

4 There are a lot of work to do.  
\_\_\_\_\_

5 There is anything good on TV?  
\_\_\_\_\_

6 Are there any homework?  
\_\_\_\_\_

7 Are there any paper in that box?  
\_\_\_\_\_

### > Extension

#### 4. Complete the questions with an adjective from the box.

<i>big</i> <i>cold</i> <i>far</i> <i>high</i> <i>hot</i> <i>long</i> <i>old</i> <i>much</i> <i>small</i> <i>tall</i>
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- 1 'How *far* do you run?'  
'Three kilometres.'
- 2 'How \_\_\_\_\_ are you?'  
'I'm fifteen.'
- 3 'How \_\_\_\_\_ is it in summer?'  
'35°C.'
- 4 'How \_\_\_\_\_ is that ruler?'  
'30 cm.'
- 5 'How \_\_\_\_\_ is it at the North Pole?' '-40 °C.'
- 6 'How \_\_\_\_\_ is your sister?'  
'She's 1 metre 68 cm.'
- 7 'How \_\_\_\_\_ does it cost?'  
'It's 3 euros.'
- 8 'How \_\_\_\_\_ is Mount Everest?'  
'It's nearly 9,000 metres.'
- 9 'How \_\_\_\_\_ is your house?'  
'It's got three bedrooms.'
- 10 'How \_\_\_\_\_ is the mouse?'  
'It's tiny!'

**5. Write 'how' questions for these answers.**

1 *How tall are you?*

I'm 1m 72cm.

2 \_\_\_\_\_

The mountain is nearly 3,000 metres.

3 \_\_\_\_\_

The book's €6.50.

4 \_\_\_\_\_

The exam is an hour and a half.

5 \_\_\_\_\_

In winter it's about 0°C.

6 \_\_\_\_\_

My grandmother's 64.

7 \_\_\_\_\_

An elephant is enormous!

> Consolidation

1. Complete the dialogue with the **present continuous** of the verbs in brackets.

**Nadia:** Hi, Peter! *What are you doing* (do)?

**Peter:** I <sup>1</sup> \_\_\_\_\_ (read) a book and I <sup>2</sup> \_\_\_\_\_ (listen) to music. Where are you?

**Nadia:** I am at Jeff's house. We <sup>3</sup> \_\_\_\_\_ (watch) a film. Why don't you come?

**Peter:** OK, I'll phone Karen.

**Nadia:** I think Karen <sup>4</sup> \_\_\_\_\_ (play) tennis today.

**Peter:** No, she <sup>5</sup> \_\_\_\_\_ (not play) tennis. Now I remember, she <sup>6</sup> \_\_\_\_\_ (play) the piano. She has piano classes on Tuesdays.

**Nadia:** Never mind! We can phone her later!

**Peter:** OK. I'll be there in 15 minutes.

2. Write the **adverbs of frequency** in the correct place.

1 Mary goes to the cinema on Sundays (never)

*Mary never goes to the cinema on Sundays.*

2 Do you lock the garage at night? (always)

\_\_\_\_\_

3 Sarah writes letters to her friends. (sometimes)

\_\_\_\_\_

4 We play tennis at the leisure centre. (never)

\_\_\_\_\_

5 I do my homework in the evenings. (always)

\_\_\_\_\_

6 Alice has dinner with her friends at a local restaurant. (sometimes)

\_\_\_\_\_

7 We have a snack for lunch. (usually)

\_\_\_\_\_

8 My mum is in bed before midnight. (never)

\_\_\_\_\_

9 Dave goes to Spanish classes on Saturday mornings. (usually)

\_\_\_\_\_

3. Correct the sentences.

1 She doesn't see him never. *She never sees him.*

2 María has piano class on two days in a week.

\_\_\_\_\_

3 We watch usually a video.

\_\_\_\_\_

4 They have homework all days.

\_\_\_\_\_

5 I have seldom time to go out.

\_\_\_\_\_

6 Angie one time a year skis.

\_\_\_\_\_

7 Liam plays often basketball.

\_\_\_\_\_

8 She goes to the sometimes doctor.

\_\_\_\_\_

9 We have three times a year exams at school.

\_\_\_\_\_

**4. Write questions for the statements in exercise 3.**

- 1 *How often does she see him?*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

**5. Look at the schedule and write sentences about Ben.**

Friday 12<sup>th</sup> May ☺ + ♥ = love  
☺ = enjoy / like ☹ = hate

7:00	get up early	☹
8:00	go to school	☺ (like)
5:00	play football	☺ (enjoy)
7:00	do homework	☹
10:00	watch video	☺ + ♥
11:30	go to bed	☹

- 1 *Ben hates getting up early.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

> Extension

**6. How often do you do the following activities? Write a sentence.**

- 1 clean your teeth  
*I always clean my teeth.*
- 2 do your homework  
\_\_\_\_\_
- 3 read a book  
\_\_\_\_\_
- 4 meet your friends after school  
\_\_\_\_\_
- 5 do sport  
\_\_\_\_\_
- 6 listen to music  
\_\_\_\_\_
- 7 go to the cinema  
\_\_\_\_\_
- 8 watch TV  
\_\_\_\_\_

**7. Complete the sentences using the present simple or the present continuous of the verbs in brackets.**

- 1 Sue *does* (do) her homework every evening.
- 2 She \_\_\_\_\_ (do) her maths homework at the moment.
- 3 Mary \_\_\_\_\_ (write) books. Now, she \_\_\_\_\_ (write) a novel.
- 4 On Mondays I usually \_\_\_\_\_ (play) the violin, but this Monday I \_\_\_\_\_ (play) basketball with the school team.
- 5 Look! Jeff \_\_\_\_\_ (wear) a new jumper.

- 6 What \_\_\_\_\_ you  
\_\_\_\_\_ (do) now?
- 7 My family \_\_\_\_\_ (live) in  
Edinburgh but I \_\_\_\_\_ (stay)  
with friends in London for two weeks at  
the moment.
- 8 We \_\_\_\_\_ (not watch) TV on  
Saturdays. We usually \_\_\_\_\_  
(go) to the cinema.

## UNIT 2

### > Consolidation

#### 1. What would these people like to do?

1 Peter/go/Italy

*Peter would like to go to Italy.*

2 Susan/be/singer

\_\_\_\_\_

3 I/not/fail/exams

\_\_\_\_\_

4 Malcolm and Tricia/visit/Taj Mahal

\_\_\_\_\_

5 You/get up/at 5:30 every day/?

\_\_\_\_\_

6 We/not/live/big city

\_\_\_\_\_

#### 2. Order the words to make offers. Then match the offers 1-5 with the situations a-f.

1 the/open/I/shall/door/?

*Shall I open the door? (c)*

2 me/would/wash up/to/like/you/?

\_\_\_\_\_

3 the/I/phone/shall/answer/?

\_\_\_\_\_

4 the/like/grass/would/me/you/to/cut/?

\_\_\_\_\_

5 room/would/me/the/like/tidy/you/to/?

\_\_\_\_\_

6 letter/I/post/shall/the/?

\_\_\_\_\_

a The grass is very long.

b There's a letter on the table.

c A man carrying some bags can't open the door.

d The room is very untidy.

e The plates are dirty.

f The phone is ringing.

### > Extension

#### 3. What would you like to do/not do?

1 *I would like to*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

#### 4. Find three short dialogues. There is one extra question and one extra answer.

Would you mind helping me? I've got to cook dinner for twelve people.

Would you like me to speak to your teacher?

No, not at all. What are you making?

Yes, please. That's very kind of you.

I must buy some cheese on the way home.

Shall I wash the dishes for you?

Have you been grilling sausages?

No, don't worry. I can do it myself.

1 A: \_\_\_\_\_

B: \_\_\_\_\_

2 A: \_\_\_\_\_

B: \_\_\_\_\_

3 A: \_\_\_\_\_

B: \_\_\_\_\_

**5. Rewrite these sentences in a more polite way.**

1 Turn the music down!

*Would you mind turning the music  
down?*

2 Pass me the potatoes!

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3 Tell me where the bank is!

---

4 Answer the question!

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5 Help me with this box!

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## UNIT 3

### > Consolidation

#### 1. Complete the chart.

Adjective	Comparative	Superlative
long	<i>longer</i>	<i>the longest</i>
big		
happy		
good		
important		

#### 2. Complete the sentences with one of the adjectives from exercise 1 in the correct form.

- The Amazon is the \_\_\_\_\_ river in the world.
- Spain is \_\_\_\_\_ than England.
- I think Liverpool is \_\_\_\_\_ than Arsenal, but Manchester United is the \_\_\_\_\_ team in the league.
- The \_\_\_\_\_ person in the film is the director.
- Sheila is the \_\_\_\_\_ girl in the class.

### > Extension

#### 3. a) Look at the information about the hotels.

	Royal Hotel	Bluebird Hotel	Hilton Hotel
Distance to the sea	150 metres	75 metres	200 metres
Price	£85	£50	£150
Distance to the city centre	200 metres	500 metres	400 metres
Big	50 rooms	100 rooms	75 rooms
Comfortable	***	*	****

#### b) Write sentences using the comparative and the superlative of the adjectives in the box.

<i>big</i>	<i>cheap</i>	<i>comfortable</i>	<i>expensive</i>
<i>far</i>	<i>near</i>	<i>small</i>	

- The Bluebird is *nearer* to the sea than the Royal Hotel. The Hilton Hotel is *the furthest* from the sea.
- The Hilton Hotel is \_\_\_\_\_ than the Royal Hotel. The Bluebird Hotel is \_\_\_\_\_.
- The Bluebird Hotel is \_\_\_\_\_ from the city centre than the Hilton Hotel. The Royal Hotel is \_\_\_\_\_ to the city centre.
- The Royal Hotel is \_\_\_\_\_ than the Hilton Hotel. The Bluebird Hotel is \_\_\_\_\_.
- The Royal Hotel is \_\_\_\_\_ than the Bluebird Hotel. The Hilton Hotel is \_\_\_\_\_.

**4. Look at the chart in exercise 3 again.**

**Complete the questions with the superlative of the adjectives in brackets.**

- 1 Which is *the nearest* (near) to the sea?
- 2 Which is \_\_\_\_\_  
(expensive)?
- 3 Which is \_\_\_\_\_ (far) from  
the city centre?
- 4 Which is \_\_\_\_\_ (big)?
- 5 Which is \_\_\_\_\_ (comfortable)?

**5. Match these answers to the questions in exercise 4.**

- a The Bluebird Hotel. It has 100 rooms.
- b The Hilton Hotel. It's a four-star hotel.
- c The Hilton Hotel. It costs £150 per  
night.
- d The Bluebird Hotel. It's 500 metres  
from the city centre.
- e The Bluebird Hotel. It's only 75 metres  
from the sea.

## UNIT 4

### > Consolidation

#### 1. What is the past of the verbs in the box?

Write them in the correct column.

come feel go have invite know  
like speak start walk want work

Irregular past	Regular past
1 <i>came</i>	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____

#### 2. Rewrite these sentences in the past.

- 1 He sees his girlfriend all the time.  
*He saw his girlfriend all the time.*
- 2 Sarah gives her grandma a present.  
\_\_\_\_\_
- 3 Andy lives with his cousins.  
\_\_\_\_\_
- 4 William speaks very quietly.  
\_\_\_\_\_
- 5 Jermaine can play the guitar.  
\_\_\_\_\_
- 6 Michael wants to be famous.  
\_\_\_\_\_
- 7 Janet appears on TV.  
\_\_\_\_\_
- 8 Jack's son breaks the CD player.  
\_\_\_\_\_
- 9 Ben buys lots of cassettes.  
\_\_\_\_\_
- 10 Sally plays the guitar.  
\_\_\_\_\_

### > Extension

#### 3. Some irregular verbs are similar in their past forms. Write the past forms of the verbs in the box in the correct column.

begin bring buy cut drink hit lay  
pay put think say shut sing swim

Same form	-a-
<i>hit</i>	_____
_____	_____
_____	_____
_____	_____
-aid	-ought
_____	_____
_____	_____
_____	_____

#### 4. Complete the sentences with some of the past forms from exercise 3.

- 1 The two boxers *hit* each other hard.
- 2 Lisa was so thirsty that she \_\_\_\_\_ a litre of water.
- 3 I \_\_\_\_\_ myself by accident with the knife.
- 4 We went to the shop and \_\_\_\_\_ some eggs.
- 5 'Go home,' she \_\_\_\_\_ .
- 6 Ann went to the pool and \_\_\_\_\_ for a hour.
- 7 Eminem \_\_\_\_\_ songs from his new CD.
- 8 When I was ill Freddy visited me and \_\_\_\_\_ me a present.
- 9 The baby was hungry and she \_\_\_\_\_ to cry.

- 10 Harry \_\_\_\_\_ for the jacket by  
credit card.
- 11 It was cold so I \_\_\_\_\_ the  
window.
- 12 I \_\_\_\_\_ on my pyjamas and went  
to bed.

## UNIT 5

### > Consolidation

#### 1. Correct these past continuous sentences.

- 1 They was working hard.  
*They **were** working hard.*
- 2 I was eat my lunch.  
\_\_\_\_\_
- 3 Yesterday we swimming in the sea.  
\_\_\_\_\_
- 4 Andy were living in Paris.  
\_\_\_\_\_
- 5 You no were telling the truth.  
\_\_\_\_\_
- 6 Natasha was don't sleeping.  
\_\_\_\_\_
- 7 I'm wasn't listening to music.  
\_\_\_\_\_
- 8 He was playing golf?  
\_\_\_\_\_
- 9 Were watching they the match?  
\_\_\_\_\_

### > Extension

#### 2. Complete the sentences with the past simple or continuous.

- 1 I \_\_\_\_\_ (listen) to some music in my room when I \_\_\_\_\_ (hear) a loud bang in the street.
- 2 The weather was terrible. The wind \_\_\_\_\_ (blow) hard and it \_\_\_\_\_ (rain) a lot.

- 3 A motorbike \_\_\_\_\_ (lie) on the ground next to a tree. Suddenly somebody \_\_\_\_\_ (say) 'Please help me.'

#### 3. Complete the text with the past simple or continuous.

##### *A Dog's Life*

Sammy <sup>1</sup> *saw* the open gate and <sup>2</sup> \_\_\_\_\_ (decide) to take his chances. Nobody <sup>3</sup> \_\_\_\_\_ (look), so he <sup>4</sup> \_\_\_\_\_ (start) to run. In three seconds he was in the street but while he <sup>5</sup> \_\_\_\_\_ (run) along the road he <sup>6</sup> \_\_\_\_\_ (hear) his owner's voice. 'Sammy! Stop!' But Sammy <sup>7</sup> \_\_\_\_\_ (continue) along the street. In two minutes he <sup>8</sup> \_\_\_\_\_ (arrive) at the park where some of his friends <sup>9</sup> \_\_\_\_\_ (play). 'Hey, Sammy!' <sup>10</sup> \_\_\_\_\_ (bark) Nipper. 'Good to see you!' 'You too,' <sup>11</sup> \_\_\_\_\_ (reply) Sammy, 'but I think I'm in trouble!'

## UNIT 6

### > Consolidation

#### 1. Complete the questions with a verb in the correct form.

- 1 'What about *playing* football?' 'Sorry, I've hurt my leg.'
- 2 'How about \_\_\_\_\_ to the cinema?' 'OK. I haven't been there for two weeks.'
- 3 'What about \_\_\_\_\_ some orange juice?' 'No thanks. I've just had a drink.'
- 4 'How about \_\_\_\_\_ a letter to your cousin?' 'There's no need. I've just talked to her on the phone.'
- 5 'What about \_\_\_\_\_ your homework?' 'Oh, Mum! Do I have to?'

#### 2. Complete the conversation with expressions from the box.

*enough   how many   how much   too*

- A: Good morning. Can I help you?  
B: Yes. I'd like to buy some sandals. <sup>1</sup> *How much* are they?  
A: Well that depends on  
<sup>2</sup> \_\_\_\_\_ you want to spend. This pair is not  
<sup>3</sup> \_\_\_\_\_ expensive.  
B: €15! I haven't got <sup>4</sup> \_\_\_\_\_ to buy them. That's  
<sup>5</sup> \_\_\_\_\_ much money for me.  
<sup>6</sup> \_\_\_\_\_ other types of sandals have you got?

A: We've got lots. How about these?

B: OK. No, they're not big

<sup>7</sup> \_\_\_\_\_ .

#### 3. Complete the sentences using the first conditional.

- 1 If it rains, we *won't go* (go) for a picnic.
- 2 If I get hungry, I \_\_\_\_\_ (have) a sandwich.
- 3 If it \_\_\_\_\_ (snow), we'll go skiing.
- 4 If my team scores, they \_\_\_\_\_ (win).
- 5 If Tim \_\_\_\_\_ (get up) late, he'll miss the train.

### > Extension

#### 4. Complete the sentences with the correct phrase.

- 1 Your computer password is *too short*. It must have at least 6 letters.
- 2 Joanne was \_\_\_\_\_ to run any more, so she gave up the marathon.
- 3 The soup was \_\_\_\_\_ to eat, so I waited until it was cooler.
- 4 The ring was \_\_\_\_\_ and Denise couldn't get it on her finger.
- 5 At €20,000, the car was \_\_\_\_\_ so she bought a bicycle.
- 6 My German isn't bad but Karl spoke quickly and it was \_\_\_\_\_ to understand.

**5. Complete these sentences with a zero conditional (*if* + present, + present).**

- 1 If you fly, you *get* (get) to your destination quicker.
- 2 If water is below 0°C, it \_\_\_\_\_ (turn) to ice.
- 3 If you \_\_\_\_\_ (be) thirsty, you want to drink.
- 4 If a team \_\_\_\_\_ (score) more goals, it wins.
- 5 If you're motivated, you \_\_\_\_\_ (learn) more.
- 6 If you break your leg, it \_\_\_\_\_ (hurt) a lot.

**6. Write zero conditional sentences using ideas from the box.**

<i>skiing more fun</i> <i>play tennis</i> <i>grow better</i> <i>take better photos</i> <i>teacher happy</i>
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- 1 If you water a plant, *it grows better*.
- 2 If the snow is good, \_\_\_\_\_.
- 3 If you're tired, \_\_\_\_\_.
- 4 If you work hard, \_\_\_\_\_.
- 5 If you have a good camera, \_\_\_\_\_.

## UNIT 7

### > Consolidation

#### 1. Complete the conversation with *can* or *can't*.

SOPHIE: <sup>1</sup> *Can* I go to the toilet?

MR. HOOK: No, you <sup>2</sup> \_\_\_\_\_ .

SOPHIE: Sir, <sup>3</sup> \_\_\_\_\_ I write with a pencil?

MR. HOOK: No Sophie. I'm afraid you <sup>4</sup> \_\_\_\_\_ .

#### 2. Complete the text with *have to* or *don't have to*.

My mum says that my two brothers and I <sup>1</sup> *have to* help with most of the household chores. We <sup>2</sup> (no) \_\_\_\_\_ do everything but, for example, I <sup>3</sup> \_\_\_\_\_ do the shopping with my parents and my big brother, Dave, <sup>4</sup> \_\_\_\_\_ carry the bags into the house from the car. My little brother <sup>5</sup> (no) \_\_\_\_\_ do much because he's very young, but he <sup>6</sup> \_\_\_\_\_ keep his bedroom tidy. I also <sup>7</sup> \_\_\_\_\_ help my mum with the cooking. Dave <sup>8</sup> (no) \_\_\_\_\_ do that because he <sup>9</sup> \_\_\_\_\_ lay the table. My dad <sup>10</sup> \_\_\_\_\_ clear the table and do the washing up after lunch and dinner. When I think about it, my mum is very clever. She <sup>11</sup> (no) \_\_\_\_\_ do much at all!

#### 3. Write complete sentences using *should* or *shouldn't*.

1 clean/teeth/after/dinner

*You should clean your teeth after dinner.*

2 wash/hands/before/lunch

3 talk/food/in/mouth

4 eat/three/meals/day

5 throw/bread

6 use/knife/eat/soup

7 clear/table/after/eating

8 leave/table/before/others

### > Extension

#### 4. Ask for permission using the prompts.

1 open the window

*Can I open the window?*

2 use your mobile

3 go to the toilet

4 borrow this CD

5 watch the TV

#### 5. Complete the sentences with *must* or *have to*. (*must* = personal obligations; *have to* = general obligations)

1 Dentist to patient: You *must* clean your teeth after dinner.

2 Teacher to student: You \_\_\_\_\_ do your homework.

- 3 You \_\_\_\_\_ take your passport to go to Australia.
- 4 You \_\_\_\_\_ put a stamp on a letter.
- 5 Parent to son: It's late. You \_\_\_\_\_ go to bed.
- 6 You \_\_\_\_\_ pass a test to get a driving license.
- 7 'I \_\_\_\_\_ remember to buy some bread.'
- 8 You \_\_\_\_\_ wear a uniform at some schools.
- 9 'You \_\_\_\_\_ come to my party!'

**UNIT 8**

> Consolidation

**1. Correct these future arrangements.**

- 1 I'll going to my friend's house.  
*I'm going to my friend's house.*
- 2 She'll meeting me at 10 o'clock.  
\_\_\_\_\_
- 3 We're play football this afternoon.  
\_\_\_\_\_
- 4 Jim's to working at the weekend.  
\_\_\_\_\_
- 5 Grandma coming to stay tomorrow.  
\_\_\_\_\_
- 6 They're no starting work on Monday.  
\_\_\_\_\_
- 7 I'm taking not my next holidays in Italy.  
\_\_\_\_\_
- 8 Lisa arriving is tonight?  
\_\_\_\_\_
- 9 We having lunch in the pizza restaurant on Saturday?  
\_\_\_\_\_

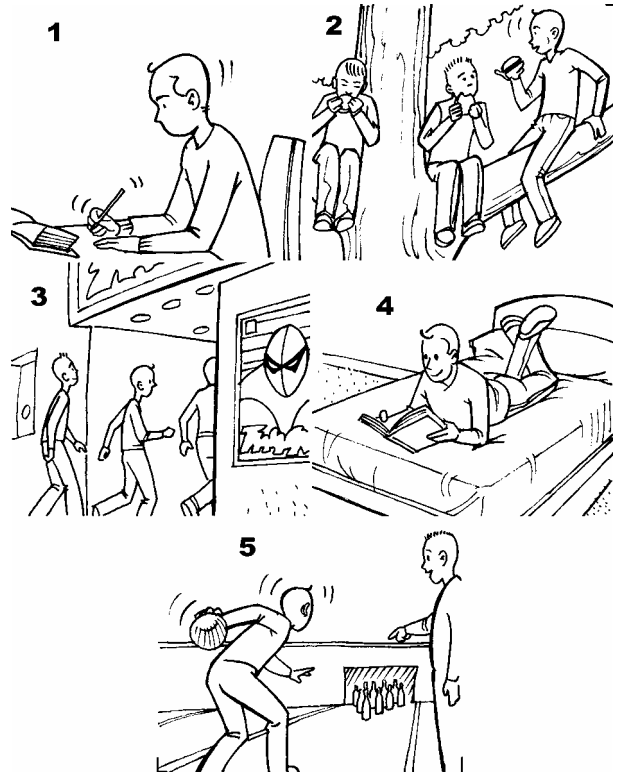
**2. Complete the predictions about your life using *will* or *won't*. Use the words from the list if you want to.**

*married   live abroad                      girl/boyfriend*  
*retired   job                                      work as a ...*  
*dead!    speak great English   start playing ...*

- 1 When I'm 20 *I'll have a job.*
- 2 When I'm 18 \_\_\_\_\_
- 3 When I'm 20 \_\_\_\_\_
- 4 When I'm 25 \_\_\_\_\_
- 5 When I'm 35 \_\_\_\_\_

- 6 When I'm 50 \_\_\_\_\_
- 7 When I'm 65 \_\_\_\_\_
- 8 When I'm 80 \_\_\_\_\_
- 9 When I'm 99 \_\_\_\_\_

**3. Look at Greg's plans for the weekend and write sentences.**



- 1 On Saturday morning *Greg's going to do his homework.*
- 2 On Saturday at lunchtime \_\_\_\_\_
- 3 On Saturday afternoon \_\_\_\_\_
- 4 On Saturday evening \_\_\_\_\_
- 5 On Sunday morning \_\_\_\_\_

**4. Correct the sentences if necessary.**

- 1 I'm buying the CD next week.  
*OK.*  
\_\_\_\_\_
- 2 We watching a music video tonight.  
\_\_\_\_\_
- 3 Sting are making a new record next month.  
\_\_\_\_\_
- 4 Britney Spears is changing her image.  
\_\_\_\_\_
- 5 They's not listening to the concert on the radio later.  
\_\_\_\_\_
- 6 The band isn't going on tour in the summer.  
\_\_\_\_\_
- 7 U2 are play in a football stadium.  
\_\_\_\_\_
- 8 I choosing the music for the party.  
\_\_\_\_\_
- 9 Christina Aguilera isn't singing at the festival.  
\_\_\_\_\_

> Extension

**5. Write complete questions.**

- 1 you/go/shopping/tomorrow?  
*Are you going shopping tomorrow?*  
\_\_\_\_\_
- 2 you/go/festival/next/weekend?  
\_\_\_\_\_
- 3 who/go/with?  
\_\_\_\_\_
- 4 you/camp?  
\_\_\_\_\_

- 5 why/not/Tom/take/tent?  
\_\_\_\_\_
- 6 Alison/drive/to/festival?  
\_\_\_\_\_
- 7 when/first/band/start?  
\_\_\_\_\_
- 8 what/time/music/finish?  
\_\_\_\_\_
- 9 where/they/go/after/festival?  
\_\_\_\_\_

**6. Look at the diary and write Jan's plans using *going to*.**

Mon 7 <sup>th</sup> : watch TV
Tue 8 <sup>th</sup> : go cinema
Wed 9 <sup>th</sup> : dinner with Amy
Thu 10 <sup>th</sup> : tennis
Fri 11 <sup>th</sup> : go bowling
Sat 12 <sup>th</sup> : walk in mountains
Sun 13 <sup>th</sup> : cook lunch for friends
Mon 14 <sup>th</sup> : write letter to cousin
Tue 15 <sup>th</sup> : travel to Milan

- 1 *On Monday the 7th Jan's going to watch TV.*  
\_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

## VOCABULARY

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### ADVERBS OF MANNER

#### 1. Complete the sentences with an adverb from the box.

<i>badly</i>	<i>carefully</i>	<i>cheaply</i>	<i>clearly</i>
<i>confidently</i>	<i>crazily</i>	<i>easily</i>	<i>happily</i>
<i>quietly</i>	<i>sadly</i>		

- 1 He relaxed in front of the audience and talked *confidently* about his project.
- 2 A teacher has to speak \_\_\_\_\_ so that his students understand.
- 3 Martina lost the tennis match because she played \_\_\_\_\_.
- 4 You don't spend much money if you buy things \_\_\_\_\_.
- 5 She watched \_\_\_\_\_ as her boyfriend left on the train.
- 6 She picked up the baby \_\_\_\_\_ because he was so small.
- 7 The soldiers made no sound and moved \_\_\_\_\_ because the enemy was near.
- 8 He smiled and told her \_\_\_\_\_ about his good news.
- 9 He had no problems with the test and passed it \_\_\_\_\_.
- 10 He jumped around and danced \_\_\_\_\_ to the music.

#### 2. Write the adverbs for these adjectives.

(Note: not all of them end in *-ly*.)

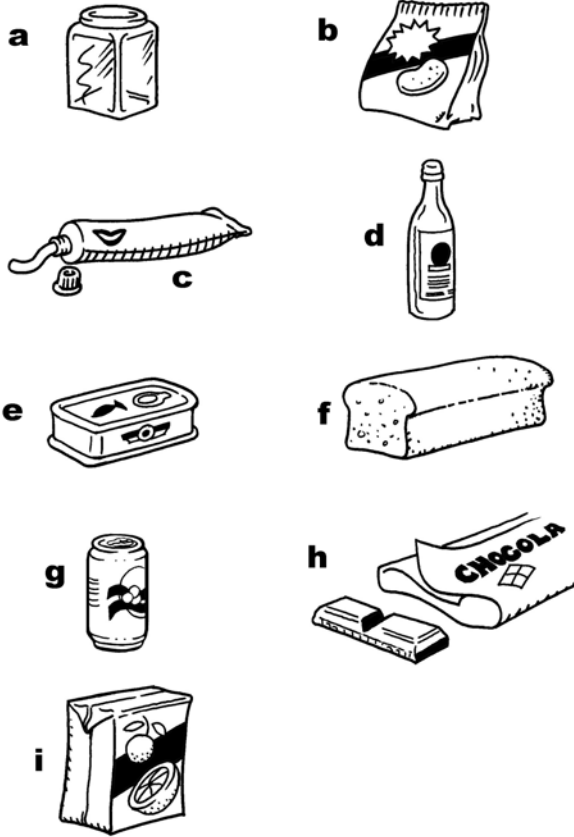
- 1 surprising *surprisingly*
- 2 fast \_\_\_\_\_
- 3 slow \_\_\_\_\_
- 4 cold \_\_\_\_\_
- 5 hard \_\_\_\_\_
- 6 good \_\_\_\_\_

#### 3. Now complete the sentences with the adverbs.

- 1 Gemma won the race because she ran very *fast*.
- 2 Snails move very \_\_\_\_\_.
- 3 The small man was \_\_\_\_\_ strong.
- 4 Andy worked \_\_\_\_\_ all day.
- 5 Liverpool won the cup because they played very \_\_\_\_\_.
- 6 She didn't like Tom and she looked at him \_\_\_\_\_.

**FOOD**

**1. Match the food and drink with a type of container or quantity and its picture.**

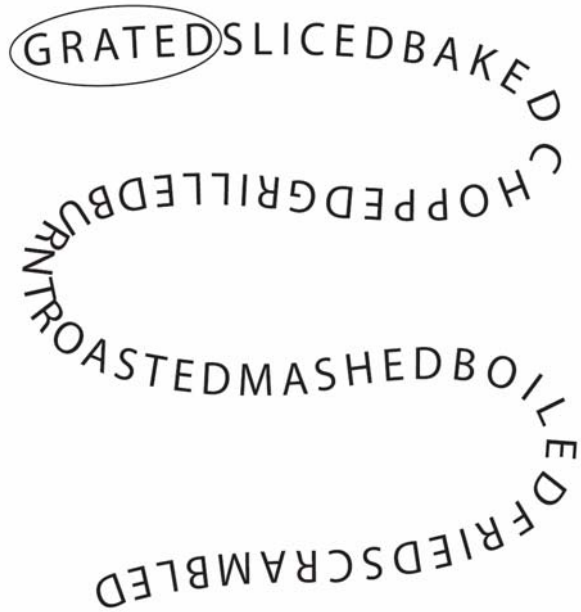


- |               |              |          |
|---------------|--------------|----------|
| 1 a tin of    | chocolate    | ___      |
| 2 a packet of | water        | ___      |
| 3 a tube of   | sardines     | <i>e</i> |
| 4 a loaf of   | crisps       | ___      |
| 5 a carton of | toothpaste   | ___      |
| 6 a bar of    | soft drink   | ___      |
| 7 a bottle of | orange juice | ___      |
| 8 a can of    | honey        | ___      |
| 9 a jar of    | bread        | ___      |

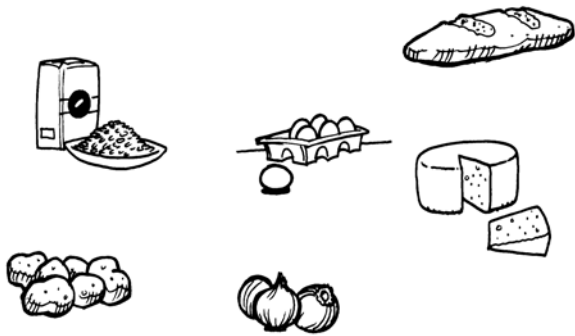
**2. Order the letters to form verbs connected with food and cooking.**

- |             |              |
|-------------|--------------|
| 1 tearg     | <i>grate</i> |
| 2 liob      | _____        |
| 3 ciles     | _____        |
| 4 keab      | _____        |
| 5 lilrg     | _____        |
| 6 yfr       | _____        |
| 7 nurb      | _____        |
| 8 sarot     | _____        |
| 9 samh      | _____        |
| 10 marblesc | _____        |
| 11 poch     | _____        |

**3. Circle the participles of the verbs from exercise 2.**



**4. Write the possible ways to prepare these foods.**



- 1 eggs: *fried, boiled, scrambled, poached*
- 2 cheese: \_\_\_\_\_  
\_\_\_\_\_
- 3 bread: \_\_\_\_\_  
\_\_\_\_\_
- 4 onions: \_\_\_\_\_  
\_\_\_\_\_
- 5 rice: \_\_\_\_\_  
\_\_\_\_\_
- 6 potatoes: \_\_\_\_\_  
\_\_\_\_\_

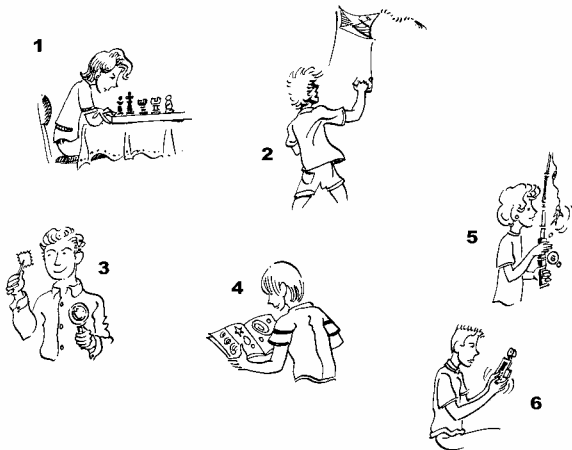
**FREE-TIMES ACTIVITIES**

**1. Choose an activity from the list and write it next to the related word.**

- cooking*
- dancing*
- painting*
- playing a musical instrument*
- playing football/tennis/basketball*
- reading*
- surfing the Internet*

- 1 goal *playing football*
- 2 food \_\_\_\_\_
- 3 piano \_\_\_\_\_
- 4 website \_\_\_\_\_
- 5 book \_\_\_\_\_
- 6 music \_\_\_\_\_
- 7 racket \_\_\_\_\_
- 8 paintbrush \_\_\_\_\_
- 9 basket \_\_\_\_\_

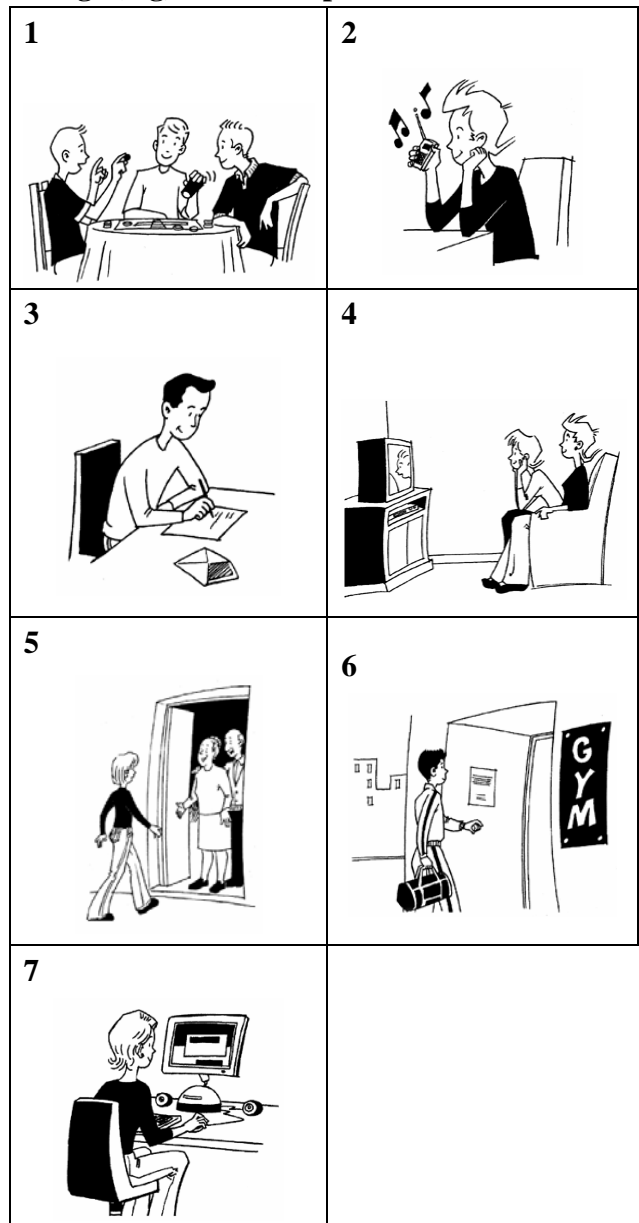
2. Match the pictures with the activities.



- a astronomy
- b fishing
- c flying a kite
- d playing chess
- e playing video games
- f stamp collecting

- 1 *playing chess*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3. Match the verbs (1-7) with the people and things (a-g). Then complete the sentences.



- 1 play
  - 2 listen to
  - 3 write
  - 4 watch
  - 5 visit
  - 6 go to
  - 7 surf
- a grandparents
  - b a letter
  - c the Internet
  - d a board game
  - e the gym
  - f music on the radio
  - g a film on TV

- 1 *They're playing a board game.*
- 2 She \_\_\_\_\_
- 3 He \_\_\_\_\_
- 4 They \_\_\_\_\_
- 5 She \_\_\_\_\_
- 6 He \_\_\_\_\_
- 7 She \_\_\_\_\_

- 4 She'd hate (get up) \_\_\_\_\_ early tomorrow.
- 5 I'd enjoy (sit) \_\_\_\_\_ on the beach right now.
- 6 I'd prefer (eat) \_\_\_\_\_ pizza than a hamburger.
- 7 I wouldn't mind (see) \_\_\_\_\_ the film again.
- 8 I'd love (win) \_\_\_\_\_ the lottery.

## LIKES AND DISLIKES

### 1. Write sentences about your likes and dislikes using words from the two boxes.

<i>like</i>	<i>don't like</i>	<i>don't mind</i>
<i>hate</i>	<i>enjoy</i>	<i>love</i>

<i>get up early</i>	<i>swim</i>	<i>do my homework</i>
<i>sleep</i>	<i>play tennis</i>	<i>eat chocolate</i>
<i>tidy my room</i>	<i>study</i>	<i>cook</i>

- 1 *I enjoy sleeping.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

### 2. Complete the sentences with the correct form of the verb.

- 1 I'd love (see) *to see* you tonight.
- 2 I wouldn't mind (speak) *speaking* in English today.
- 3 I'd like (have) \_\_\_\_\_ a drink.

### 3. Write your own sentences about these specific situations.

- 1 have an exam today  
*I'd hate to have an exam today.*
- 2 buy a motorbike  
\_\_\_\_\_
- 3 tidy my room now  
\_\_\_\_\_
- 4 eat some chocolate at the moment  
\_\_\_\_\_
- 5 go to the cinema tonight  
\_\_\_\_\_
- 6 wash my parents' car today  
\_\_\_\_\_
- 7 meet a film star  
\_\_\_\_\_

## MUSIC

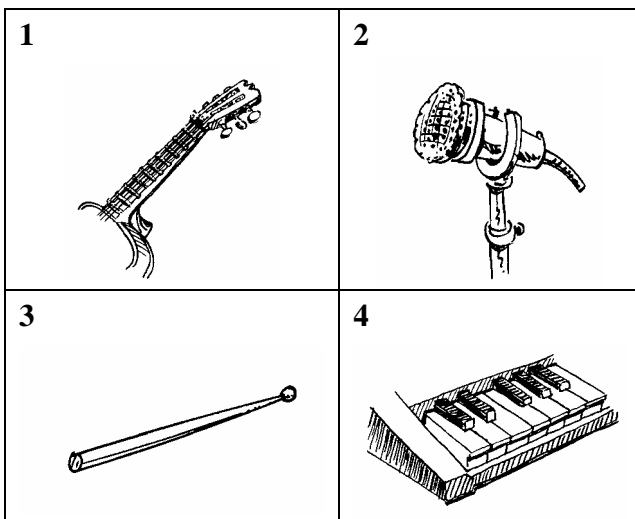
### 1. Match to form types of music.

1 heavy	-no	<i>heavy metal</i>
2 ja	hop	_____
3 reg	metal	_____
4 class	-sa	_____
5 hip	-era	_____
6 fo	-zz	_____
7 in	-ical	_____
8 sal	-lk	_____
9 tech	-gae	_____
10 op	-die	_____

### 2. Look at the parts of musical equipment.

What are they and who uses them? Choose a word from each box.

<i>keyboard</i>	<i>guitarist</i>
<i>guitar</i>	<i>drummer</i>
<i>microphone</i>	<i>singer</i>
<i>drum stick</i>	<i>keyboard player</i>



1 *guitar* – *guitarist*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 3. Write the letters in the correct order to form words related to music.

1 getsa	<i>stage</i>	6 vecor	_____
2 deario	_____	7 bedut	_____
3 ggi	_____	8 thi	_____
4 recone	_____	9 thasrc	_____
5 rotu	_____	10 kunp	_____

### 4. Match words from exercise 3 with the definitions.

- 1 a new version of an old song  
\_\_\_\_\_
- 2 a series of concerts around the country or world  
\_\_\_\_\_
- 3 a hard and aggressive type of music  
\_\_\_\_\_
- 4 a person who works with a band at a concert  
\_\_\_\_\_
- 5 a band's first record  
\_\_\_\_\_
- 6 a colloquial word for 'concert'  
\_\_\_\_\_
- 7 a record that lots of people buy  
\_\_\_\_\_
- 8 an extra song at the end of a concert  
\_\_\_\_\_
- 9 the part of a concert hall where the band plays  
\_\_\_\_\_
- 10 a numerical list of today's most popular records  
\_\_\_\_\_

**5. Find eight types of music and seven more musicians in the word search and write them below.**

P	I	A	N	I	S	T	N	E	W	A	T
R	A	E	E	C	O	M	P	O	S	E	R
U	J	L	F	O	R	Y	A	V	I	P	I
Y	C	A	X	U	J	F	Y	C	U	H	T
R	O	C	K	N	R	O	L	L	C	B	R
E	N	L	X	T	A	L	J	A	X	R	H
A	D	P	L	R	M	K	M	S	E	W	I
F	U	U	E	Y	N	F	E	S	H	A	P
M	C	P	D	I	B	U	S	I	O	H	H
C	T	H	B	V	E	T	E	C	H	N	O
A	O	F	O	I	J	A	C	A	S	R	P
S	R	E	L	O	C	O	P	L	E	D	A
S	C	E	L	L	I	S	T	E	Z	R	Q
D	H	O	A	I	X	I	C	B	W	U	T
A	C	E	L	N	I	N	T	L	T	M	P
N	Z	T	P	I	H	G	W	U	E	M	I
C	X	B	L	S	O	E	I	E	D	E	A
E	G	U	I	T	A	R	I	S	T	R	J

Types of music	Musicians
	<i>conductor</i>

**6. Order the letters to form types of music.**

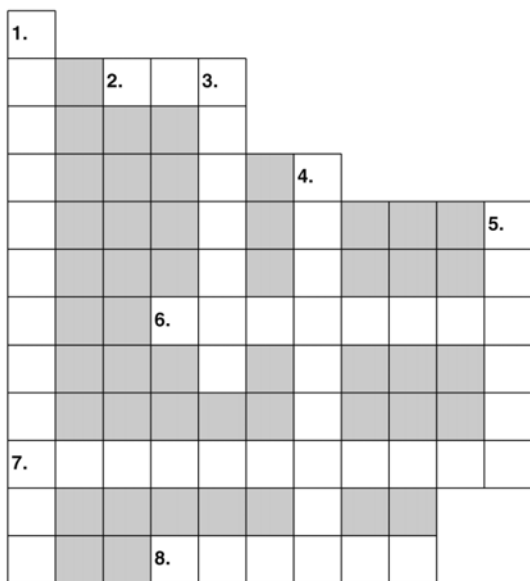
- 1 lokf                      *folk*
- 2 selub                    \_\_\_\_\_
- 3 kroc'n'lorl            \_\_\_\_\_
- 4 salclicas                \_\_\_\_\_
- 5 conthe                  \_\_\_\_\_
- 6 pih poh                  \_\_\_\_\_
- 7 roncytu                  \_\_\_\_\_
- 8 cedna                    \_\_\_\_\_
- 9 agareg                   \_\_\_\_\_

### OCCUPATIONS

**1. Rearrange the letters to form jobs.**

- 1 sub verdir              *bus driver*
- 2 chearitct                \_\_\_\_\_
- 3 tomrecup remapgrom \_\_\_\_\_
- 4 trocod                    \_\_\_\_\_
- 5 redlibu                    \_\_\_\_\_
- 6 horpgatehorp          \_\_\_\_\_
- 7 tve                        \_\_\_\_\_
- 8 tarhece                    \_\_\_\_\_
- 9 macniche                \_\_\_\_\_
- 10 awrite                    \_\_\_\_\_
- 11 serreshirad            \_\_\_\_\_

2. Complete the crossword with some of the words from exercise 1.



**Across:**

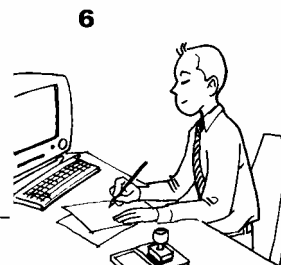
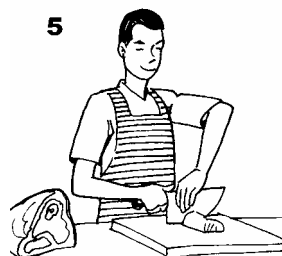
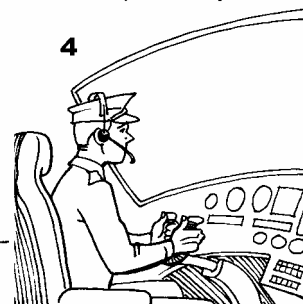
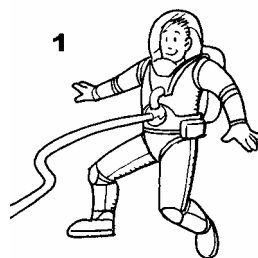
- 2 works with sick animals
- 6 repairs cars
- 7 cuts your hair
- 8 brings you food in a restaurant

**Down:**

- 1 uses a camera
- 3 educates people
- 4 designs buildings
- 5 helps sick people

3. Match the jobs in the box with the pictures.

<i>astronaut</i>	<i>butcher</i>	<i>gardener</i>
<i>nurse</i>	<i>office worker</i>	<i>pilot</i>
<i>receptionist</i>	<i>traffic</i>	<i>warden</i>



- |                    |         |
|--------------------|---------|
| 1 <i>astronaut</i> | 5 _____ |
| 2 _____            | 6 _____ |
| 3 _____            | 7 _____ |
| 4 _____            | 8 _____ |

**4. Match the words to form more professions.**

- |          |           |                  |
|----------|-----------|------------------|
| 1 police | reader    | <i>policeman</i> |
| 2 bank   | assistant | _____            |
| 3 pop    | man       | _____            |
| 4 lorry  | ranger    | _____            |
| 5 news   | star      | _____            |
| 6 zoo    | manager   | _____            |
| 7 shop   | keeper    | _____            |
| 8 park   | driver    | _____            |

**JOBS FORMED WITH -ER, -R, -OR**

**1. Write the job for each person/picture.**

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>10</p> 
<p>11</p> 	<p>12</p> 

- 1 *surfer*                    7 \_\_\_\_\_
- 2 \_\_\_\_\_                    8 \_\_\_\_\_
- 3 \_\_\_\_\_                    9 \_\_\_\_\_
- 4 \_\_\_\_\_                    10 \_\_\_\_\_
- 5 \_\_\_\_\_                    11 \_\_\_\_\_
- 6 \_\_\_\_\_                    12 \_\_\_\_\_

8 Who robs banks?  
\_\_\_\_\_

9 Who teaches science?  
\_\_\_\_\_

**VERBS:** *serve, repair, design, look after, sell, fly, help*

**2. Write definitions for the jobs in exercise 1.**

- 1 *A surfer goes surfing.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_

**1. Find seven verbs in the word search.**

L	L	E	S	R	E	O	A	I
F	O	P	T	R	S	E	L	D
Y	V	O	H	E	L	G	L	E
F	R	E	K	P	L	E	H	S
E	L	P	E	A	E	R	V	I
G	B	Y	H	I	F	P	T	G
N	G	S	E	R	J	T	G	N
D	H	F	S	E	R	V	E	W
S	R	Y	L	V	R	E	O	R

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**3. Answer the questions.**

- 1 Who dances ballet?  
*A ballet dancer*
- 2 Who drives a bus?  
\_\_\_\_\_
- 3 Who plays basketball?  
\_\_\_\_\_
- 4 Who swims?  
\_\_\_\_\_
- 5 Who climbs rocks?  
\_\_\_\_\_
- 6 Who inspects tickets?  
\_\_\_\_\_
- 7 Who drives a taxi?  
\_\_\_\_\_

**2. Use the verbs from the word search to write sentences using the words below.**

- 1 shop assistant/customers  
*A shop assistant serves customers.*
- 2 pilot/plane  
\_\_\_\_\_
- 3 web designer/web page  
\_\_\_\_\_

4 mechanic/cars

\_\_\_\_\_

5 chemist/medicine

\_\_\_\_\_

6 nurse/patients

\_\_\_\_\_

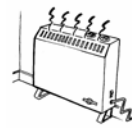
7 vet/animals

\_\_\_\_\_

## WORD-BUILDING FROM DIFFERENT PARTS OF SPEECH

1. Write the names of the jobs or objects under the pictures using words derived from the verbs in the box.

<i>build</i>	<i>explore</i>	<i>farm</i>	<i>paint</i>
<i>sing</i>	<i>heat</i>	<i>hunt</i>	



1 heater



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

**2. Write the activities done by the people and objects from exercise 1.**

- 1 *heating*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**3. Complete the sentences with the nouns and verbs from exercises 1 and 2.**

- 1 The *hunter* killed three birds and two rabbits.
- 2 Do you \_\_\_\_\_ your pictures or do you draw them?
- 3 It's cold in here. Can you turn the \_\_\_\_\_ on?
- 4 Kylie Minogue used to be my favourite \_\_\_\_\_ .
- 5 I'm against \_\_\_\_\_. Killing animals for sport is wrong.
- 6 My dad's a \_\_\_\_\_. He constructed that library.
- 7 I'm studying agriculture because I think \_\_\_\_\_ is important.
- 8 Let's go and \_\_\_\_\_ that old house.
- 9 The \_\_\_\_\_ Picasso was born in Malaga.

**WORD-BUILDING FROM VERBS OF EMOTION**

**1. Complete the sentences by changing the verb of emotion in brackets into an adjective with *-ing*, an adjective with *-ed*, or a noun.**



(to shock)

- 1 Her new hair-style *shocked* me.
- 2 It was *shocking*!
- 3 It was a *shock* to see her.



(to frighten)

- 4 The old house is very \_\_\_\_\_ .
- 5 I am too \_\_\_\_\_ to go inside it.
- 6 Every time I walk past it I get a \_\_\_\_\_ .



(to amaze)

- 7 The film's special effects were \_\_\_\_\_ .
- 8 We were \_\_\_\_\_ .
- 9 We watched in \_\_\_\_\_ .



(to surprise)

- 10 My test results were a great \_\_\_\_\_ .
- 11 I was very \_\_\_\_\_ .
- 12 The results were \_\_\_\_\_ for me and my teacher!



(to excite)

- 13 The game was very \_\_\_\_\_ .
- 14 I felt very \_\_\_\_\_ .
- 15 The stadium was full of \_\_\_\_\_ !

## READING AND WRITING

### DEAR DIARY

1. Read Helen's diary entry about her new boyfriend and decide which is his picture.



Dear Diary,

Today is a wonderful day because I've got a new boyfriend. His name's Tony and he's really good-looking. I know him because his cousin, Mick, is in my class and Mick is my friend. Tony's sixteen and he lives near my house, but he doesn't go to my school. He doesn't study at all because he works in a supermarket, so he's got money! But that isn't the reason why I like him. It's his face and his personality. He's a really good person and he's got big green eyes and shoulder-length wavy blond hair. He looks a bit like Brad Pitt. My boyfriend is a film star! Well, nearly.

The truth is I don't know him very well and there are lots of things I want to discover about

him. What are his hobbies? Does he like going to the cinema? Does he play any sports? Where does he go on holidays? Things like that. But at the moment all that doesn't matter. I'm just very happy that Tony is my boyfriend.

2. Read the text again and answer the questions.

1 What's Helen's boyfriend's name?

*Tony.*

2 How does Helen know him?

3 Does Tony go to school?

4 What does he do?

5 What colour eyes has he got?

6 Who does Tony look like?

7 Does Helen know about Tony's hobbies?

8 How does Helen feel?

> Write

**3. Write about a film, pop or sports star that you like. Include these things:**

- Describe her/his looks and personality
- What does she/he do? Do you know about her/his hobbies?
- Why do you like her/him?

*Robinho is a football player. He plays for Real Madrid. He's not very tall but he's very fast. He's got short brown hair and ...*

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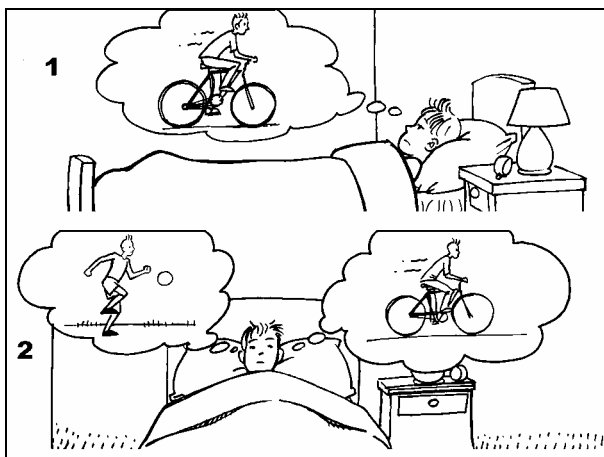
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## NO FOOTBALL FOR TOM!

1. Read the text and decide which picture describes it best.



Tom is a very active person and he often goes out to the country to ride his bike at the weekends. He sometimes goes with his friends but he usually rides alone. Unfortunately, Tom has an accident nearly every time he goes, so when his friends see him at school on Monday morning he's often got a pain in his back or in his leg or something similar. Tom also plays five-a-side football on Mondays and Wednesdays. He's not very good but he always plays because he likes all kinds of sport. This weekend Tom is not out in the country and he can't go out and ride his bike because he's in bed. He's got a headache, a sore throat and he's feeling very tired. His mum says he's got the flu and she says he can't play football this week either. Tom never misses a game of football and he's not happy!

2. Read the text again and answer the questions.

1 How do they describe Tom?

*As an active person.*

2 Where does he often go at the weekends?

\_\_\_\_\_

3 Why does he go there?

\_\_\_\_\_

4 Does he often go with friends?

\_\_\_\_\_

5 How many people play in his football team?

\_\_\_\_\_

6 How often does he play football?

\_\_\_\_\_

7 Why can't he ride his bike this weekend?

\_\_\_\_\_

8 What are his symptoms?

\_\_\_\_\_

9 How does he feel?

\_\_\_\_\_

> Write

**3. Write about the last time you were ill.**

**Imagine it is now. Include these things:**

- Describe how you feel
- Where are you?
- What can't you do because you're ill?

*I'm lying on my sofa with a really bad headache and a runny nose. I want to go to the cinema but I can't ...*

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## THE BEST TITLE

### 1. Read the text and circle the best title.

- a Tanya's out with friends
- b Tanya's tired
- c Tanya helps her family

Tanya Lawson often arrives at school very tired and her teachers are worried because they say she isn't sleeping enough. They think she's going to bed too late, probably because she's going out with friends. Her teachers don't know the truth.

'My family is having financial problems at the moment. My dad hasn't got a job and my mum is looking after my little sister, who's only six months old. So I've got a job to help with the money situation.' After school, Tanya works doing the household chores in various neighbours' houses. 'From Monday to Friday, I do the ironing, washing up and vacuuming in five different houses in my street, and on Saturday morning I help at home. I'm an expert at household chores now!'

So when does she do her homework? 'I do it when I get home after work, at about ten o'clock at night. That's why I'm tired when I go to school, but I don't want to tell the teachers because I don't want people to know about the money problems we've got.'

### 2. Read the text again and answer the questions.

1 Why are Tanya's teachers worried?  
*Because she arrives at school very tired.*

2 What do they say?

\_\_\_\_\_

3 What do they think?

\_\_\_\_\_

4 Are they right?

\_\_\_\_\_

5 Is her family rich?

\_\_\_\_\_

6 What is Tanya doing to help?

\_\_\_\_\_

7 How many days does she do household chores?

\_\_\_\_\_

8 When does she do her homework?

\_\_\_\_\_

9 Why doesn't she tell the truth at school?

\_\_\_\_\_

> Write

**3. Imagine you have to get a job because you need or want the money. What do you decide to do? Include these things:**

- What job? What exactly do you do?
- How many hours?
- Why do you need/want the money?
- Do you tell people at school? Why/why not?

*I'm working in a shop selling T-shirts.  
I work there after school for 2 hours from  
Monday to Thursday ...*

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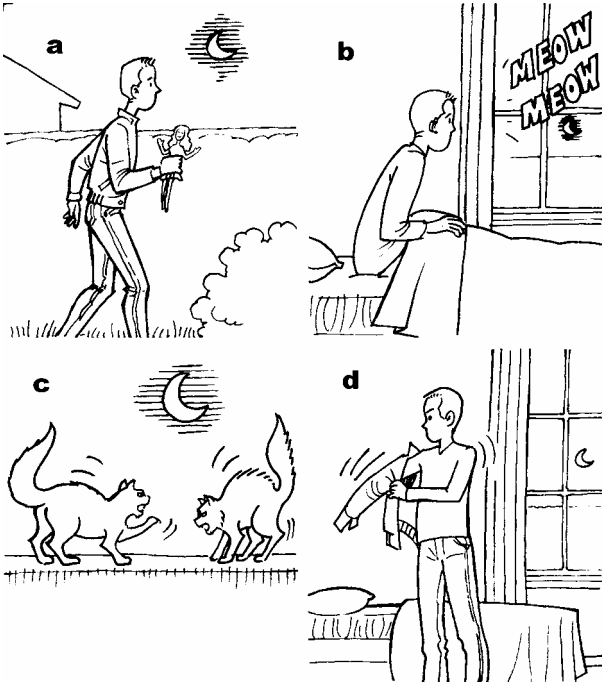
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## A STRANGE NOISE

1. Read the text and put the pictures in the correct order.



Jamie was in bed. It was dark and it was silent, but Jamie wasn't asleep. Then there was a sound, like a baby crying. Was there a baby in the garden? Jamie was curious, so he got up and looked out of the window. There was nothing in the garden, so he went back to bed and everything was silent again. Then there were some more noises, like something breaking. This time Jamie was a bit frightened, but again he got up. He put on his jeans, T-shirt and his leather jacket and he went out into the garden. There was a Barbie doll on the ground. It was his sister's and there was nothing unusual about that, but the noises continued. Then he saw what it was. There were some cats. How many there were he didn't know, but they were definitely in the garden. The noises were from the fighting cats. Jamie went back to bed.

2. Read the text again and answer the questions.

1 Where was Jamie?

*In bed.*

2 What was the sound like?

3 How did Jamie feel?

4 What was in the garden the first time he looked?

5 What was the second noise like?

6 What was Jamie wearing when he went out?

7 What was on the ground?

8 What was the cause of the noise?

> Write

**3. Write a story that starts: There was a strange noise outside my window ...**

**Think about these things:**

- describe the situation
- what was in your room
- what was outside the window
- what you did

*There was a strange noise outside my window. My room was dark ...*

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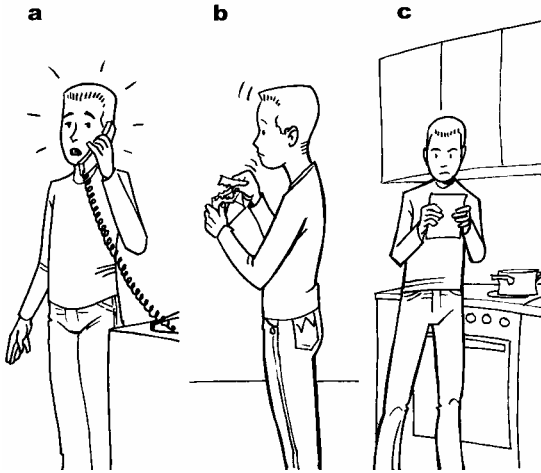
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## THE MISTERY LETTER

1. Read the text and put the pictures in order.



Darrel looked all day for his mobile but he couldn't find it anywhere. He was almost ready to give up when he opened an old box and found, not his mobile, but a letter in an unopened envelope. The date on the envelope said 8th September, a week before, but what surprised him was the note written on the back. It said 'Open this to help find what you are looking for.'

'That's not possible!' thought Darrel. 'I lost my mobile this morning and the letter is from a week ago!' He opened the letter and read the four words. 'Go to the kitchen'. 'Nothing else?' he thought. But what could he do? He went to the kitchen and saw a note on the table. It said 'Phone this number.'

Darrel had no idea what it was all about but he phoned the number. The phone at the other end rang, then a voice answered. 'Hi Darrel. It's Rick. I borrowed your mobile this morning. I hope you don't mind.'

2. Read the text again and answer the questions.

1 What did Darrel lose?

*His mobile.*

2 What did he find?

3 Where did he find it?

4 How old was it?

5 Where did Darrel go?

6 What was on the table?

7 What did it say?

8 Who do you think Rick is?

9 What did Rick do in the morning?

> Write

**3. Write about something you lost and looked for. What did you do? Include these things:**

- Describe what you lost.
- How did you lose it?
- Where did you look for it and for how long?
- Did you find it?

*Last year we lost our cat, Scotty. She didn't come home for two days, so we went out in the streets ...*

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## A DAY AT THE FUNFAIR

1. Read the story and put the pictures in order.



Last Saturday while I was at the funfair with some friends, I got lost. I asked some people, 'Did you see three boys who were walking along here?' I knew it was a stupid question. There were hundreds of boys there! I continued looking for them but I didn't have any luck, and after a while I felt hungry, so I bought a hot dog and a soft drink. Then I decided to wait in one place and eat my hot dog and see if my friends appeared. After that I noticed a girl looking at me and smiling. I was a bit embarrassed, so I didn't look at her, but she continued looking at me and smiling. And she was really pretty! I completely forgot about my friends and in the end I decided to be brave. I started to walk towards her and smiled. She pointed to her lip and stuck out her tongue. Oh

no! She only wanted to tell me that I had ketchup on my face. How embarrassing!

2. Read the text again and answer the questions.

1 When did he go to the funfair?

*Last Saturday.*

2 How many friends did he go with?

3 Why was his question stupid?

4 Why did he buy a hot dog?

5 What did he drink?

6 What did he notice?

7 Did he like the girl?

8 What did the girl want to tell him?

9 How did he feel?

> Write

**3. Write about an embarrassing incident that happened to you. Try to use the past simple and past continuous. Include these things:**

- Where did you go?
- What happened and why were you embarrassed?
- What happened in the end?

*Last week I went to the cinema with my friends. When we sat down in our seats I dropped my popcorn on a lady's head ...*

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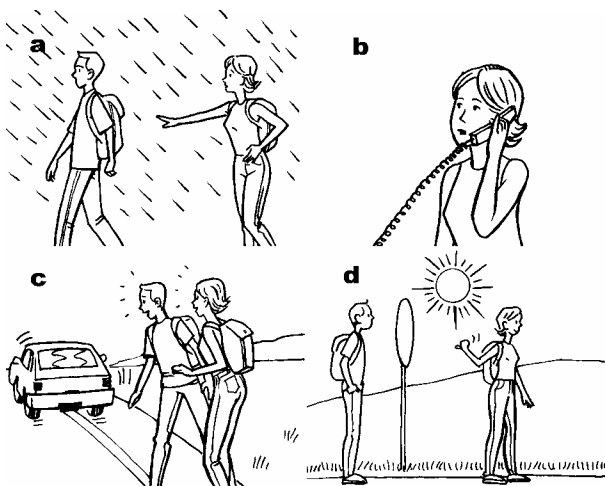
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## HITCHHIKING

1. Read the story and put the pictures in order.



Chloe was really looking forward to visiting her friends in Edinburgh but she had a problem. She lived in London and she had no money for a train or a bus ticket. She decided to hitchhike, but not alone, so she invited her brother Sean. She phoned her friends to tell them.

They started early one Saturday morning in June. The weather was quite good. The sun was shining and they were feeling happy. Chloe and Sean stood by the side of the road and Chloe put her thumb out. They were waiting for about ten minutes when a car stopped. They couldn't believe their luck until they saw who it was. It was a neighbour who was only going as far as the supermarket half a kilometre away. Three hours later they were still waiting, and now it was raining. They were getting very wet. 'I'm going home,' said Sean. 'Wait for me!' shouted Chloe.

2. Read the text again and answer the questions.

1 Where do Chloe's friends live?  
*Edinburgh.*

2 Why couldn't she go by train or bus?

\_\_\_\_\_

3 How did she plan to travel?

\_\_\_\_\_

4 Who did she invite?

\_\_\_\_\_

5 What was the weather like when they started out?

\_\_\_\_\_

6 How long were they waiting before a car stopped?

\_\_\_\_\_

7 Did they get in the car?

\_\_\_\_\_

8 Why/why not?

\_\_\_\_\_

9 How long were they waiting before they went home?

\_\_\_\_\_

10 Why did they go home?

\_\_\_\_\_

> Write

**3. Write about a journey you took. Include these things:**

- Did you plan it?
- Where were you going and who were you going with?
- What was good about it?
- What was bad about it?

*Last year I wanted to go to Galicia with my best friend. We decided to go by bus because ...*

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## WHICH JOB?

### 1. Read the texts and write in the jobs.

Choose from the box.

*architect    bank manager    basketball player*  
*doctor        football player    lawyer*  
*lorry driver   nurse                    taxi driver*  
*teacher*

**1 Gemma:** 'I'll be a(n) \_\_\_\_\_ when I grow up. I'll work with young children, maybe five or six years old, because they're my favourites. They'll learn lots of things with me and the classes will be a lot of fun.'

**2 Andy:** 'I'll be a(n) \_\_\_\_\_ when I grow up. I'll transport things all over Europe and see lots of interesting cities in different countries. Obviously I won't be at home very much, but I'll have lots of stories to tell when I am.'

**3 Marta:** 'I'll be a(n) \_\_\_\_\_ when I grow up. I'll draw the kind of building I want and then I'll spend some time at the building site, watching my design become real. I'll design all different kinds of constructions, like bridges or hospitals.'

**4 Sam:** 'I'll be a(n) \_\_\_\_\_ when I grow up. I'll play for the best team in Europe and I'll score a lot of goals. If I'm lucky I'll play for my national team in the World Cup and possibly play in the final.'

### 2. Read the text again and answer the questions.

1 Who will Gemma work with?

*Young children.*

2 What will the classes be like?

\_\_\_\_\_

3 What will Andy see?

\_\_\_\_\_

4 When will he tell stories?

\_\_\_\_\_

5 What will Marta draw?

\_\_\_\_\_

6 Give two examples of constructions she will design.

\_\_\_\_\_

7 Who will Sam play for?

\_\_\_\_\_

8 What will happen if he's lucky?

\_\_\_\_\_

> Write

**3. Write about the ideal job when you grow up. Predict what it will be like. Include these things:**

- What will the job be?
- What will you have to do?
- How much will you earn?

*I'll be an actor when I grow up. I'll act in Hollywood films and ...*

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## THE RABBIT

### 1. Read the text and choose the best title.

- a A rabbit's easiest journey
- b A rabbit's most difficult journey
- c A rabbit's longest journey

The rabbit sat by the side of the road thinking: 'If I cross it, I'll have to be very careful, but I'm going to do it.' The rabbit knew all the stories about the big metal animals with white eyes and four wheels that ran very fast. Sometimes they killed rabbits but they never stopped. They were the most dangerous animal in the world and on this road there were quite a lot of them. It was the widest road in the rabbit's world but he was determined.

'If I get to the other side, I'll have lots of great food to eat. I'm going to have a great lunch!' Every rabbit knew that the best food in the world was on the farm on the other side of the road and this was the motivation he needed. He moved forward and looked right, then left. No big metal animals. He ran, faster than ever before, and in seconds he was on the other side. Time for lunch.

### 2. Read the text again and answer the questions.

1 Where was the rabbit?

*By the side of the road.*

2 What will he have to be if he crosses the road?

\_\_\_\_\_

3 What do you think the big metal animals are?

\_\_\_\_\_

4 What did the metal animals sometimes do?

\_\_\_\_\_

5 Was any animal more dangerous than the big metal one?

\_\_\_\_\_

6 What was different about this road?

\_\_\_\_\_

7 What will he have if he gets to the other side?

\_\_\_\_\_

8 Where was the best food in the world?

\_\_\_\_\_

9 How did he cross the road?

\_\_\_\_\_

10 Did he have any problems?

\_\_\_\_\_

> Write

**3. Write a story about the most difficult thing you are going to do. Include these things:**

- What are you going to do?
- What will happen if you do it?
- Why is it the most difficult thing?

*I'm going to climb a mountain and if I get to the top I'll see all the country near my town ...*

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## PENGUIN READERS FACTSHEET

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### ***THE ROOM IN THE TOWER AND OTHER GHOST STORIES* BY RUDYARD**

**KIPLING, J. S. LE FANU, E. F. BENSON**

#### **Teacher's Notes**

##### **> Summary**

Written in the 19th century, these three ghost stories are guaranteed to send shivers down the reader's back. Each story was written by a master of the 'ghost story' genre.

*The Woman in the Black Coat*, by Joseph Sheridan Le Fanu was published in 1838. It tells the story of Fanny, a young girl, who goes to live in the large country house of her much older husband, Lord Glenfallen. One night she meets a blind woman in a black coat. On hearing this, Lord Glenfallen is obviously frightened. Then the blind woman appears again, and threatens to kill Fanny unless she leaves the house. Fanny learns that the woman is a ghost. She was Lord Glenfallen's wife and died mysteriously; Lord Glenfallen may have killed her. Fanny leaves her husband and the house, never to return.

The second story, *Imray Came Back*, by Rudyard Kipling, takes place in India. A man called Imray suddenly disappears. A policeman, Strickland, moves into Imray's house and the narrator of the story visits him. Mysterious things start happening. Visitors appear and immediately disappear. Strickland's dog refuses to sleep in the house at night, and there are strange sounds. Then the two men attempt to kill a poisonous snake, and in doing so discover the

body of Imray. Strickland's servant confesses to murder. The servant deliberately steps on the dying snake in order to kill himself. At last, the ghost of Imray is satisfied ...

*The Room in the Tower*, by E. F. Benson, was published in 1912. It tells the story of a young man who has a terrifying, recurring dream about a room in a house. Over the years, the people in the dream get older. In his dream, a woman, Mrs Stone, dies; the young man sees a stone that says, 'Remember the bad and dangerous Julia Stone'. That same year, by chance, the young man finds himself in the house he has so often dreamt about. He is shown to his bedroom – it is the room of his dreams. In it there is a picture of Mrs Stone. That night the young man wakes to find Mrs Stone standing over him. She bites his neck until it bleeds, but he manages to escape. The young man learns that a woman had died in that room. Her ghost visits young men in their dreams and brings them to the house. There, she kills them and drinks their blood ...

##### **> Ghost stories: the genre**

Tales of the sinister and supernatural were very fashionable in the 19th century. Two masterpieces that have achieved almost mythical status are *Frankenstein, or the Modern Prometheus* (1818) by Mary Shelley, and *Dracula* (1897) by Bram Stoker.

Magazines containing short stories were very popular, and Christmas issues, in particular, were devoted to ghost stories. Charles Dickens, the American Edgar Allan Poe, and Henry James were some of the greatest practitioners of the genre.

## > About the authors

### **Joseph Sheridan Le Fanu (1814-73)**

This Irish novelist was born into a well-educated Dublin family. He trained as a lawyer but never practised. Instead he started writing short stories, and his first novel, *The Cock and Anchor*, appeared in 1845. He became owner and editor of the *Dublin University Magazine* in 1849. But it was not until 1861, three years after his wife died, that his most important work began. Le Fanu was one of the best-sellers of the 1860s-80s, writing ingenious tales of mystery and terror. Among the most famous are *The House by the Churchyard* (1863) and the remarkable collection of short stories entitled *In a Glass Darkly* (1872). Sadly, the public then lost interest in Le Fanu's work. However, in the 20th century, Le Fanu's reputation has risen steadily. He is now recognized as being almost unequalled as a writer of sinister and supernatural stories.

### **Edward Frederic Benson (1867-1940)**

Edward Frederic Benson came from a talented literary family. Both his brothers, Arthur and Robert, wrote prolifically, as did E. F. Benson. He wrote some 93 books, including five volumes of family memories. However, today he is remembered for his tales of the supernatural.

### **Rudyard Kipling (1865-1936)**

The poet, novelist and short-story writer Rudyard Kipling was a major literary figure of his time, and is the most important of the three writers represented here. Kipling was born in India into a distinguished family. He was sent

to England at the age of six, and spent five unhappy years there, separated from his parents. He wrote about this experience in *The Light that Failed* (1890). From 1878-1882 he attended a school for officers' children where he was much happier. In 1882 he returned to India and began a successful career as a journalist. During this period he published poems and stories inspired by his life in India. They include the famous *Plain Tales from the Hills* (1888), and *Soldiers Three* (1890).

In 1889 Kipling came to London, where his poems made him an instant literary celebrity. Three years later he married an American, Caroline Balestier. Over the next ten years Kipling wrote his most famous children's stories. They include: *The Jungle Book* (1894), *The Second Jungle Book* (1895), *Kim* (1901), and the *Just So Stories* (1902). These stories all took place in India; the *Just So Stories* were about its animals. Today, *Kim* is regarded as Kipling's greatest long work.

From 1902 Kipling lived in Sussex, England. By now, he was rich and famous. He continued to write prolifically; however, the days of his greatest success were over. With the First World War, his writing became much darker and more sombre. Stories of this period, such as *A Diversity of Creatures* (1917), are now considered to be particularly fine writing. In 1907 he became the first English writer to receive the Nobel Prize for literature. Kipling died in 1936, and the next year his autobiographical fragment, *Something of Myself*, was published. Kipling's output was vast and varied. For a period after his death he was unfashionable. His intense patriotism was

criticized. His poetry, with its easy rhythms and style, was belittled by critics. However, he is now seen as a great chronicler of colonial life under the British Empire; he is recognized as a storyteller of genius. Stories such as *Kim*, *The Jungle Book*, and the *Just So Stories* will continue to be read as long as there are children to read them.

### > Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/groupwork questions, can also be used by students working alone in a self-access centre.

### > Activities before reading the book

Look at the information about the three authors in the introduction to the book. Give each student in the class a different fact from the introduction, written on a slip of paper. In brackets, write the name of the author whom the fact is about. For example:

*He lived in India for many years.* (Rudyard Kipling)

Students then have ten minutes to collect as many facts as possible. They do this by asking each other what their 'facts' are. They then return to their seats and write down all the facts

they have learned about each author. The winner is the person who has listed the greatest number of correct facts.

### > Activities after reading a section

#### ***The Woman in the Black Coat***

- 1 Put students into pairs. They discuss the following question:  
Do you believe in ghosts? Say why/why not. Then have a whole-class discussion on the subject. Divide the board into two halves. On one half write the reasons why students believe in ghosts. On the other half write the reasons why they do not believe in ghosts. Then the class can have a vote on the subject.
- 2 Put students into small groups. They tell the story of *The Woman in the Black Coat*. Each student in the group says a few sentences, then the next student continues with the story.

#### ***Imray Came Back***

Put students into small groups. Tell each group that they are one of the characters in the story – Strickland, Tietjens the dog, or Bahadur Khan. Each group then tells the story to the rest of the class from the point of view of that character. Students can write the story for homework.

#### ***The Room in the Tower***

In groups of three, students act out the scene in which Mrs Stone tries to kill the writer. The third student plays John. After the writer runs

out into the garden, the two young men talk about what happened. They also talk about what they are going to do the next day.

#### > Activities after reading the book

Put students into small groups. Ask them to try to agree which story in the book is the best. Why is it the best? Then they tell the rest of the class what they think and why.

#### > Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

#### *The Woman in the Black Coat*

**blind** (adj) you are blind when you cannot see with your eyes.

**dream** (n) you see these pictures when you are asleep.

**fear** (n) the feeling you have when you are afraid.

**frightened** (adj) afraid.

**get married** (v) to marry somebody.

**ghost** (n) when you see a person after they are dead, you see a ghost.

**jealous** (adj) unhappy because you want something, and another person has that thing.

**ugly** (adj) not pretty.

**wedding** (n) this is when a man and woman get married; it is often in a church.

#### *Imray Came Back*

**ceiling** (n) the top part of a room.

**corner** (n) the place where two walls meet.

**disappear** (v) to go away suddenly.

**neck** (n) this is below somebody's head.

**servant** (n) this person works in another person's house.

**snake** (n) this is a long thin animal; it hasn't any legs.

#### *The Room in the Tower*

**blood** (n) this is red and is inside people.

**bury** (v) to put something or somebody into the ground.

**change** (v) to be different.

**stone** (n) this is very, very hard and comes from the ground.

**tower** (n) a tall building or part of a building; people look out from it.

## Student's Activities

### > Activities before reading the book

#### 1. Work with some other students. Talk about these questions.

- a Do you like ghost stories? Say why/why not.
- b Which ghost story do you like best? Tell the story.

### > Activities while reading the book

#### *The Woman in the Black Coat*

#### Page 1 to halfway down page 4

##### 1. Answer these questions.

- a What is the name of the young girl in the story?
- b Why doesn't she play much with her sister?
- c Why does her sister leave home?
- d Why does the girl cry when her sister leaves?
- e Why does her sister decide to come home?
- f What is strange about her sister's death?
- g Why do the girl and her mother go to Dublin?
- h How does the girl's life change in Dublin?

##### 2. Talk with another student.

- a Why does the girl's mother want her to marry Lord Glenfallen?
- b Why does the girl say she will marry him?

##### 3. Work with another student.

**Student A:** You are Fanny. Tell your

friend about Lord Glenfallen. Tell your friend why you are going to marry him.

**Student B:** You are Fanny's friend. Listen to her and ask questions.

#### Halfway down page 4 to halfway down page 9

##### 1. Finish these sentences.

- a Fanny likes her husband's house because

\_\_\_\_\_

\_\_\_\_\_

- b When she sees her room she feels cold with fear because

\_\_\_\_\_

\_\_\_\_\_

- c When Fanny tells Martha about the black coat, Martha is frightened because

\_\_\_\_\_

\_\_\_\_\_

- d Fanny feels Lord Glenfallen is different at Cahergillagh because

\_\_\_\_\_

\_\_\_\_\_

- e Fanny cries out for help because

\_\_\_\_\_

\_\_\_\_\_

- f Lord Glenfallen's face is 'white with fear' because

\_\_\_\_\_

\_\_\_\_\_

#### Halfway down page 9 to end of story

##### 1. Correct these sentences.

- a Lord Glenfallen wants to stay in Cahergillagh.
- b Fanny sees the blind woman during the day.

- c The blind woman was Lord Glenfallen's sister.
- d The blind woman has a gun.
- e The blind woman wants Fanny to stay in the house.
- f The blind woman is a real person.
- g The blind woman died because she fell from a window.
- h The blind woman lost her eyes in a fire.
- i Fanny stayed in the house.

**2. Work with two or three students. Write a ghost story. Then read your story to the class.**

***Imray Came Back***

**Page 14 to page 18, line 10**

**1. What do you know about these people or animals? Imray, Strickland, Tietjens, the writer, Bahadur Khan.**

**2. Work with another student.**

**Student A:** You are the writer. Strickland is home from the police station. Tell him about the strange visitor and the face at the window. Tell him about Tietjens too.

**Student B:** You are Strickland. You are home from the police station. Say to your friend, 'Any visitors?' and listen to his answer. Ask him questions.

**Page 18, line 11 to page 24, line 2**

**1. Answer these questions.**

- a Why does the writer sleep badly?
- b Why does Tietjens sleep outside at night?

- c Why does the writer want to go to a hotel?
- d Why does Strickland want to kill the snake?
- e Why does Strickland say, 'I think that our friend Imray is back'?

**2. Describe the picture on page 23. Then answer these questions:**

- a What do you think happened to Imray? Why is he dead? Why do you think this?
- b What do you think will happen next? How will the story end?

**Page 24, line 3 to end of the story**

**1. Are these sentences right or wrong? When they are wrong, correct them.**

- a Tietjens didn't like sleeping in the house because it was cold.
- b Imray died of an illness.
- c All the servants say Imray suddenly went away to Europe.
- d Bahadur Khan thinks Imray killed his son.
- e Bahadur Khan killed Imray.
- f Bahadur Khan put his foot on the snake by mistake.

**2. Work with another student. Talk about these questions.**

- a How does Strickland know that Bahadur Khan killed Imray?
- b Why did strange things happen in the house, do you think?
- c Do you think Bahadur Khan is a bad man?

## *The Room in the Tower*

Page 28 to near bottom of page 29

### 1. Answer these questions.

- a How many times does the writer have the dream?
- b Where does the dream happen?
- c Who is Jack Stone? Who is Mrs Stone?
- d Describe the building in the corner of the garden.
- e When does the writer wake up?
- f How does the writer feel in the dream?
- g How do the people in the dream change?
- h The dream stops for six months and then starts again. How is it different this time?
- i What are the words on the stone?

### 2. Work with another student.

- a Describe the pictures on pages 32 and 34.
- b What do you think will happen now? How do you think the story will end?

Bottom of page 29 to end of the story

### 1. Which is the right answer?

- a The writer goes to the house in Sussex with
  - i John Stone.
  - ii Jack Clinton.
- b The people in the garden
  - i talk and laugh.
  - ii are unfriendly.
- c The pictures in the room in the tower show
  - i an old man and a young woman.
  - ii an old woman and a young man.

- d The cat and the dog
  - i want to go into the tower.
  - ii are frightened of the tower.
- e The village people buried Mrs Stone under the tree near the tower
  - i three times.
  - ii once.
- f The ghost of Mrs Stone wants to
  - i kill young men and drink their blood.
  - ii kill cats and dogs and drink their blood.

### 2. Work with another student.

- a Describe the pictures in the room in the tower. What is strange about the pictures?
- b What happens in the middle of the night?
- c How does the writer know he is not dreaming?

**THE MUMMY ADAPTED BY DAVID  
LEVITHAN, based on the screenplay by  
Stephen Sommers, retold by Mike Dean**

**Teacher's Notes**

**> Summary**

In Ancient Egypt, 3000 years ago, Imhotep, the High Priest of the Dead, loves Anck-su-namun. Unfortunately, Anck-su-namun is also the Pharaoh's lover and when the Pharaoh catches Anck-su-namun and Imhotep together in his lover's bedroom, Anck-su-namun kills him to allow Imhotep to escape. Although he is reluctant to leave Anck-su-namun to face death, Imhotep knows that he has the power to bring her back to life, using the Book of the Dead. He travels to Hamunaptra, the City of the Dead, to perform the ceremony. But the Med-Jai, the Pharaoh's soldiers, have followed him and they stop Imhotep before he can bring Anck-su-namun back from the underworld. They cut out his eyes and mummify him – half alive, half dead. To complete the job, they put on his face scarabs, the sacred beetles of the Ancient Egyptians. Then they pledge to stay and guard the mummy for ever, so that Imhotep cannot escape and turn the world into mummies ...

Thus the scene is set for a love story with a horrific backdrop. Three thousand years later, in 1925, Evelyn, a young British woman, is working in the Cairo Museum. When her brother Jonathan brings her a small box containing a map and key, they decide to pursue the search for the lost city of Hamunaptra. Jonathan got the box from an American, O'Connell, and before long the three

adventurers have found the city. But they are not alone. Three American archaeologists are also there with groups of diggers and a Hungarian guide, Beni. They soon discover that the Med-Jai are there too, led by Ardeth Bay.

Between them, the searchers manage accidentally to release Imhotep from his half-life, along with his scarabs. He continues his age-old quest to bring his lover back from the dead, but for this he needs Evelyn's heart. Whilst O'Connell fights off hordes of mummies, Jonathan finds and reads from the Book of Amun Ra, which sends all the baddies back to the underworld. One love story has ended unhappily, but perhaps Evelyn has found her Imhotep in the American O'Connell ...

**> About the film**

The book is based on the 1999 film directed and written by Stephen Sommers and starring Brendan Fraser and Rachel Weisz. It was not the first film to follow the theme of the Mummy, two previous films, in 1932 and 1959, had already been made. The idea of a long-dead Egyptian being brought back to life in modern times is one that has provided a constant storyline for film and TV scriptwriters. This was an adventure film in the style of 'Raiders of the Lost Ark', whereas the previous two films were horror movies.

**> Background and themes**

Archaeologists believe that the ancient Egyptians invented embalming, the process in which a dead body is artificially preserved to slow down decomposition. They believed that the living body contained a vital life-force,

which they called ka. This force left the body after death to take its place in the afterlife.

However, the Egyptians believed that the ka could not survive if the body which had housed it decayed. Therefore, the dead body was immersed in natural preservatives and then wrapped in cloths to create a mummy. The mummies were then put in tombs, furnished with a copy of the Book of the Dead, a guide to the afterlife.

There was certainly a real person called Imhotep but he lived around 2650 B.C. Like the 'hero' of the story, he was a priest but he is more famous as the architect of the earliest of all Egyptian pyramids at Sakkara.

The legend of the evil mummy, coming back from the dead to terrorize the world, may have originated with the discovery of the mummy of Tutankhamun by Lord Carnavon and George Carter on February 17th, 1923 and the apparently mysterious death of Lord Carnavon just two months later.

### > Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the reader and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of the discussion and pair/groupwork activities, can also be used by students working alone in a self-access centre.

### > Activities before reading the book

Put students into groups to discuss these questions:

- 1 Do you like horror stories? Why/Why not?
- 2 This horror story is called *The Mummy*. What is a mummy? Look through the pictures in the book and try to find a mummy.
- 3 What can you guess about the story from looking at the pictures?

### > Activities after reading a section

#### Chapters 1–2

- 1 Put students into small groups. Ask them to think of new titles for the first two chapters. Then ask the whole class to decide which title is the best for each chapter.
- 2 Write the name of each character from the first two chapters on a piece of paper. Give each student a piece of paper. The other students have to guess who is who by asking questions.

#### Chapter 3–4

- 1 Put students into pairs to role play a conversation between O'Connell and Beni. Beni asks O'Connell how he escaped from Hamunaptra last time. O'Connell explains – students use the information from Chapter 2. Then O'Connell asks Beni how he escaped. The students must make up his answer.
- 2 Ask each student to imagine that they are an expert on Ancient Egypt. Tell them they are going to make a speech about the Book of the Dead and the Book of Amun Ra. Ask them to write one paragraph which explains what the books do and how you use them, using the information in the story so far.

## Chapter 5

1 Explain to the whole class that you are going to act out the final chapter – as in the film version of this story. Make sure that there is one person for each of the main characters and groups of people for the mummified priests and the mummified soldiers. There should also be several people as narrators. Ask each narrator to read a section of Chapter 5 and tell the rest of the students to act out the scene. You could even be the film director, stopping the action if it goes wrong and giving further directions.

### > Activities after reading the book

Put students into groups to discuss these questions.

- 1 Which parts of the book would make good film scenes?
- 2 Which parts would need lots of special effects?

### > Glossary

It will be useful for your students to know the following new words. They are practised in the ‘Before You Read’ sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

#### Chapters 1-2

**candle** (n) a stick of wax that you burn to produce light.

**curator** (n) someone who is in charge of a museum.

**desert** (n) a large area of hot dry land where not much grows.

**god** (n) a being who is believed to have power over some part of nature or the world.

**gold** (n) valuable soft yellow metal.

**heart** (n) the part of the body inside your chest that pumps blood around your body.

**high priest** (n) the most important leader of a religious group.

**key** (n) something that you put into a lock to open a door, cupboard etc.

**kiss** (v) to touch someone with your lips.

**mummy** (n) a dead body that has been preserved and wrapped in cloth, especially in ancient Egypt.

**museum** (n) a building where people can go and see important objects connected with history, science, art, etc.

**scarab** (n) a kind of beetle.

**scream** (v) to make a loud high noise with your voice.

**soldier** (n) a member of the army, especially someone who is not an officer.

**statue** (n) a stone or metal object that is made to look like a person or animal.

**sword** (n) a weapon with a long sharp blade and a handle.

**temple** (n) a building where people in some religions go to pray, sing, etc.

#### Chapters 3-4

**brain** (n) the organ inside your head that controls how you think, feel and move.

**coffin** (n) the box in which a dead person is buried.

**dig** (v) to move earth or make a hole in it using a tool, your hands or a machine.

## Student's Activities

> Activities before reading the book

**1. Read the introduction. Are these sentences true or false?**

- a Scarabs can fly.
- b Imhotep had a lover.
- c O'Connell and Evelyn come from the same country.
- d O'Connell and Evelyn fall in love in the story.
- e There are two films called *The Mummy*.

> Activities while reading the book

### Chapters 1–2

**1. Match each of these people, places and things from Chapter 1 with one of the descriptions.**

- a Thebes
  - b Imhotep
  - c Anck-su-namun
  - d Seti the First
  - e The Med-Jai
  - f Hamunaptra
  - g Anubis
  - h scarabs
  - i The Book of Amun Ra
  - j The Book of the Dead
- 
- I an Egyptian god
  - II insects like beetles
  - III the Pharaoh of Egypt
  - IV the book that could bring people back from the dead
  - V the book that sent people to the underworld
  - VI the city of Imhotep
  - VII The City of the Dead

VIII the High Priest of the Dead

IX the Pharaoh's lover

X the Pharaoh's soldiers

**2. Are these sentences about the events in Chapter 1 true or false?**

- a The Pharaoh found Imhotep in Anck-su-namun's bedroom.
- b Imhotep killed the Pharaoh.
- c The Med-Jai found Imhotep in Anck-su-namun's bedroom.
- d Imhotep mummified his lover.
- e Imhotep brought Anck-su-namun back from the underworld.
- f The Med-Jai mummified Imhotep.

**3. The events in Chapter 2 happened in three places:**

- 1 at Hamunaptra
- 2 in the Cairo Museum
- 3 in a Cairo bar

**Which place did each of these events happen in?**

- a Ardeth Bay told the curator to stop Evelyn or kill her.
- b Beni closed a temple door in O'Connell's face.
- c Evelyn fell and all the bookshelves fell.
- d Evelyn saw a mummy.
- e Jonathan gave Evelyn a box.
- f O'Connell hit Jonathan in the face.
- g O'Connell kissed Evelyn.
- h O'Connell shot many horsemen.
- i The curator put the map in a candle.
- j The curator said some angry words to Evelyn.

- k The curator told Ardeth Bay about Evelyn.
- l The yellow ground moved with the wind and O'Connell saw the face of Imhotep.

- j opened the box?
- k ran out of the box?
- l kissed O'Connell?
- m found a coffin?
- n was inside the coffin?
- o found the Book of the Dead and the box with Anck-su-namun's heart in it?
- p took the book from Beni while he was asleep?
- q moved when Evelyn started to read from the book?

## Chapters 3–4

### 1. In Chapter 3, who or what did these things? Choose from the list in each case.

- 1 Ardeth Bay and the Med-Jai
- 2 Beni
- 3 Evelyn
- 4 Imhotep
- 5 scarabs
- 6 Jonathan, Evelyn and O'Connell
- 7 O'Connell
- 8 the Americans
- 9 the diggers
- 10 the Egyptian diggers
- 11 Imhotep and the scarabs
- 12 the priests
- 13 the three Americans

### Who or what ...

- a did Evelyn and Jonathan see when they arrived at Hamunaptra?
- b arrived with three Americans and a lot of Egyptian diggers?
- c found a dark room and got in through a wall?
- d made mummies in the room?
- e did O'Connell see with guns in their hands?
- f put her hand over O'Connell's gun?
- g came on horses?
- h found a big box with Egyptian writing on it?
- i understood the old language?

### 2. These sentences about the first part of Chapter 4 are almost correct but one word is wrong in each case. Find the word and correct it.

- a They could hear the scarabs, millions of them.
- b They ran down some stairs.
- c Evelyn walked into a light room.
- d She saw Burns but he had no teeth.
- e She came face-to-face with Imhotep, with Burns' green eyes.
- f Imhotep could not see very well because he had to wear glasses.
- g Suddenly O'Connell ran in with a book in his hand.
- h He shot Evelyn and they ran out of the room, hand-in-hand.
- i O'Connell said to Ardeth Bay, 'I shot my mummy.'
- j Imhotep said to Beni, 'I can use you. I will give you food.'
- k The Americans, Jonathan, Evelyn and O'Connell got on their bicycles and left Hamunaptra.

**3. Match these questions and answers about the events in the second part of Chapter 4.**

- a How did Burns die?
- b Who almost kissed Evelyn?
- c What was Imhotep afraid of?
- d Why was Imhotep afraid?
- e What can they use to send Imhotep back to the underworld?
- f Where was the Book of Amun Ra?
- g Who killed Daniels?
- h Why did Imhotep take Evelyn?
- i What did Evelyn say to O'Connell before she went with Imhotep?
- j Where are Jonathan and O'Connell going now?

I Because white cats sat at the doors of the afterlife?

II He wanted her heart.

III I give my heart to you.

IV Imhotep took out his heart.

V Imhotep.

VI In the statue of the god Horus.

VII The Book of Amun Ra.

VIII The undead.

IX The white cat.

X To Hamunaptra.

**Chapter 5**

**1. Complete each of these sentences from the first part of Chapter 5 with a word from the box.**

<i>bird</i>	<i>book</i>	<i>coffin</i>	<i>desert</i>	<i>face</i>	<i>girl</i>
<i>god</i>	<i>gun</i>	<i>hand</i>	<i>heart</i>	<i>legs</i>	<i>mummy</i>
<i>nose</i>	<i>priests</i>	<i>statue</i>	<i>story</i>	<i>water</i>	

- a 'How do we know this \_\_\_\_\_?' asked O'Connell.
- b 'He has a big \_\_\_\_\_' said Jonathan.
- c 'Look for a big \_\_\_\_\_. That will be him.'
- d Beni had a \_\_\_\_\_ in Evelyn's back.
- e At the same time, Ardeth Bay and the Med-Jai were on their way across the \_\_\_\_\_.
- f Imhotep had the gold box with Anck-su-numan's \_\_\_\_\_ in.
- g He threw some \_\_\_\_\_ from the box at a wall.
- h His mummified \_\_\_\_\_ walked in.
- i Jonathan and O'Connell found the \_\_\_\_\_ of Horus, and the priests found them.
- j Back in the Sah-Netjer, Evelyn was in a \_\_\_\_\_.
- k She couldn't move her arms or \_\_\_\_\_.
- l Next to her was the \_\_\_\_\_ of Anck-su-namun.
- m Imhotep had the Book of the Dead in one \_\_\_\_\_
- n and he put the other hand on Anck-su-namun's \_\_\_\_\_.
- o 'This is a love \_\_\_\_\_.' thought Evelyn.
- p Jonathan and O'Connell found the \_\_\_\_\_ of Amun Ra.
- q 'Take it and help the \_\_\_\_\_' Ardeth Bay shouted.

**2. Match each sentence from the second part of Chapter 5 with a reply.**

- a I found it, Evy!
- b Open the book. That's the only way.
- c Are there any words on the front of book?
- d Tell the soldiers that you're the boss.
- e This Egyptian letter ... there are two lines at the top, one line at the bottom ...
- f Why are you looking at me?
- g Can you fight with Imhotep for three or four minutes? Please!
- h Thank you very much.

I Is there a key?

II It's an ankh.

III No problem.

IV No! I thank you. From all my people.

V Stop talking! Get me out of here.

VI Who? ME?

VII Words? Yes, Rasheen ... ooloo ...  
Kashka!

VIII You're their boss now.

> Activities after reading the book

**Discuss with a friend.**

**1. Did you like the book? Why? Why not?**

**2. Which part of the book was ...?**

- a the most frightening
- b the most exciting
- c the silliest
- d the most difficult to understand

## **THE LAST OF THE MOHICANS**

### **BY J. F. COOPER**

#### **Teacher's Notes**

##### **> Summary**

*The Last of the Mohicans* is an action-packed, romantic adventure set in the American outback at a time when the French were fighting the British for control of North America and both sides enlisted the help of warlike Indian tribes.

The story begins with Cora and Alice, the daughters of the British Colonel Munro, being taken by Major Duncan Heyward out of Fort Edward to visit their father at Fort William Henry. The three white people decide not to go with the rest of the group but to use the services of an Indian guide, Magua. They do not realise that Magua is a Huron, on the side of the French, and that he hates the British and Colonel Munro in particular. He plans to make Cora his wife.

Fortunately, the party comes across Hawkeye, a white man who knows Indian ways, and Chingachgook and Uncas, the last two being the only survivors of the Mohican tribe. Hawkeye recognises Magua and rescues the girls and the Major but Magua escapes. They realize that he will return with a party of Hurons and this he does. There follows a succession of skirmishes, battles and daring escapes, with Magua eventually taking the girls prisoner again. At the top of a mountain, Magua asks Cora to choose between being his wife and being killed but in the nick of time, so it seems, Uncas arrives. However, as he is trying to rescue Cora, she is killed by one of Magua's companions. Uncas kills the Indian, but is killed himself by Magua.

Hawkeye chases Magua, who leaps from one cliff to another. He soon misses his step and falls to his death.

##### **> About James Fenimore Cooper**

James Fenimore Cooper was born on September 15th, 1789, only shortly after the end of the War of Independence in which the American colonies gained their independence from Britain. Cooper was the first major American novelist. He is most famous for his stories of frontier adventure which featured the scout Hawkeye, including *The Pioneers* (1823), *The Last of the Mohicans* (1826), and *The Deerslayer* (1841). Cooper wrote movingly about the conflict between two versions of The American Dream – on the one hand, the frontier, untamed and full of natural beauty and on the other hand, the cultivation and progress that the pioneers brought to the wilderness. Cooper was impressed by both versions and because of this, in *The Pioneers*, he created the first and perhaps the finest portrayal of the American frontier. In the process, he also wrote the first truly American novel. Cooper died on September 14, 1851, in New York State.

##### **> Background and themes**

*The Last of the Mohicans* is set in upstate New York, bordering Canada, during the French and Indian War in the mid-eighteenth century. The story revolves around the spirit of heroism which Cooper, and many others, believe pervaded the age. The land is tough and the men, (and even some of the women) who live in it are tough, too. But although they are tough, they still fall in love. The story is dramatic but

romantic, too.

The title of the story shows clearly that Cooper felt this pioneer life was under threat. Not only the Mohicans but all the Indians, indeed all who lived on the frontier, are threatened with extinction. Cooper's prediction proved absolutely accurate, although not within his lifetime.

A minor theme of the novel is that of colour and colour prejudice. Munro is outraged when he thinks Heyward does not like his daughter, Cora, because she is half-caste, her mother having been West Indian. Hawkeye is white but lives like an Indian, and feels more kinship with the Indians than white people. Since it is almost certainly colour prejudice which led to the destruction or subjugation of the Indian peoples, this is a telling undercurrent to the story.

### > Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of the discussion and pair/groupwork activities, can also be used by students working alone in a self-access centre.

### > Activities before reading the book

Write the captions from the pictures on the board in jumbled order. Ask students to work in groups. One person in each group shows each

picture to the others with the caption covered. Students have to try to work out which caption fits the picture. If students get it right, the person tells them. If they get it wrong, the person leaves that picture and goes on to another one until they have worked out all the captions.

### > Activities after reading a section

#### Chapters 1–3

Put students into pairs to role play one or both of the following scenes:

- 1 Magua is with Heyward. Magua doesn't speak English, or doesn't try. He must 'tell' Heyward in sign language that he knows a way through the woods to the fort. He persuades Heyward to go with him with the two girls.
- 2 Cora has just met Uncas. He speaks a little English, and asks her some questions.

#### Chapters 4–9

- 1 Remind students that in Chapter 5, it says: 'He (Hawkeye) and Chingachgook spoke in the Mohican language. Then in English Chingachgook said: 'Yes, good.' After that they leave the girls and Heyward. Put students into groups to work out what Hawkeye said to Chingachgook? What is Hawkeye's plan? Why do he, Uncas and Chingachgook leave the girls?
- 2 Put students into groups and ask them to explain in their own words why Magua hates the British and Colonel Munro in particular. All the information is in Chapter 7.

## Chapters 10–15

- 1 Put students into groups to discuss these questions about the information in Chapters 10 and 11.
  - a Why didn't General Webb's men come to Fort William Henry?
  - b Why did Colonel Munro send Heyward to Montcalm.
  - c Why did the fighting stop?
  - d What did Montcalm want to talk about?
  - e Who does Heyward want to marry?
  - f Why is Munro angry with Heyward at first?
- 2 Discuss in pairs these questions about Chapter 15.
  - a Who was brave? In what way?
  - b Who died? How did each person die?
  - c Who was sad? Why?
  - d Who was probably happy?

### > Activities after reading the book

Who is the *Last of the Mohicans*? Explain your answer.

### > Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

## Chapters 1–3

**blood** (n) the red liquid that your heart pumps around your body.

**canoe** (n) a long light narrow boat that is pointed at both ends.

**cave** (n) a large natural hole in the side of a cliff or hill or under the ground.

**chief** (n) the leader of a tribe.

**colonel** (n) an officer with a high rank in the army.

**fort** (n) a strong building used by soldiers for defending a place.

**general** (n) an officer with a high rank in the army.

**major** (n) an officer of middle rank in the army.

**safe** (adj) not in danger of being harmed.

**skin** (n) the outside part of a human's or animal's body.

**tribe** (n) a group of people who have the same race, language and customs and who live together in the same area.

## Chapters 4–9

**cliff** (n) a steep rock or piece of land.

**fire** (n) the flames, light and heat produced when something burns.

**heart** (n) the part of the body inside your chest that pumps blood around your body.

**hold** (v) to have something in your hand or hands.

**save** (v) to make someone or something safe from danger.

**scalp** (n) the skin on the top of your head, where your hair grows.

**scalp** (v) to cut off a dead enemy's scalp as a sign of victory.

## Student's Activities

> Activities before reading the book

**1. Work in pairs. Find these things in at least one picture.**

canoe   cliff   gun   Indian  
knife   river   sword   tomahawk  
waterfall   wild animal   woods

> Activities while reading the book

### Chapters 1–3

**1. Match each name from Chapters 1 and 2 with a description. You can use the same description more than once.**

- 1 a British colonel
- 2 a British fort
- 3 a British general
- 4 a British major
- 5 a daughter of Munro
- 6 a French general
- 7 a Huron Indian
- 8 a Mohican chief
- 9 a river
- 10 a white man who wears clothes of animal skins
- 11 an Indian tribe
- 12 the son of Chingachgook

- a William Henry
- b Montcalm
- c Edward
- d Munro
- e Webb
- f Cora
- g Alice
- h Magua
- i Duncan Heyward

- j Hudson
- k Chingachgook
- l Hawkeye
- m Uncas
- n The Mohicans
- o The Hurons

**2. Work in pairs. Put the people in Exercise 1 into two groups. Explain your answer.**

**3. In Chapter 3, who or what was/were ...**

- a up the river
- b under some trees
- c wide, fast and dangerous
- d afraid
- e strange
- f big
- g strong
- h long, black
- i very light
- j very pretty
- k quiet

### Chapters 4–9

**1. Five Hurons died in Chapter 4. How did each one die?**

**2. Discuss in pairs these questions about Chapter 5.**

- a What was Cora's plan?
- b Who did not follow her plan?
- c Why not?

**3. Match the questions (a-f) and answers (i-vi) about the information in Chapter 6.**

- a Why did Cora say 'We'll die now'?
- b Why did Alice say, 'We won't die!'?

- c Why did Alice's face change?
- d Why did Magua run away?
- e Why did the Indians smile?
- f Why were the Indians angry when Magua repeated the conversation in their language?

- I Because Hawkeye was not there.
- II Because Heyward fired his gun at him.
- III Because she saw Magua outside the cave.
- IV Because the Hurons went away.
- V Because they had the white man and the daughters of Colonel Munro.
- VI Because they heard war cries near the cave.

**4. Complete these sentences about the information in Chapter 7. Use a word from the box in each case.**

<i>animal</i>	<i>arm</i>	<i>back</i>	<i>canoe</i>	<i>woods</i>
<i>fire-water</i>	<i>hair</i>	<i>knife</i>	<i>knives</i>	<i>wife</i>
<i>men</i>	<i>night</i>	<i>river</i>		

- a A dark hand suddenly pulled Alice's long \_\_\_\_\_.
- b The young Indian pulled out his \_\_\_\_\_, but an older Indian stopped him.
- c The Indians took the girls and Heyward down the fast \_\_\_\_\_.
- d Then they got out of the \_\_\_\_\_.
- e They walked for a long time through the dark \_\_\_\_\_.
- f A young Huron killed an animal at \_\_\_\_\_.

- g Magua took Cora's \_\_\_\_\_, but she pulled it away.
- h He told her that white men gave him \_\_\_\_\_.
- i He also told her that her father hit him many times on his \_\_\_\_\_.
- j He said he wanted Cora to be his \_\_\_\_\_.
- k Cora was angry and said 'You are an \_\_\_\_\_'.
- l Magua spoke to the Hurons about white \_\_\_\_\_ and the home of their grandfathers.
- n They pulled out their \_\_\_\_\_ and tomahawks and ran to Heyward, Cora and Alice.

**5. Complete this summary of the information in Chapter 8 with the correct names in each space.**

Magua says that **a** \_\_\_\_\_ and **b** \_\_\_\_\_ can go to **c** \_\_\_\_\_ if **d** \_\_\_\_\_ stays and lives with him. But **e** \_\_\_\_\_ says 'We will die' and **f** \_\_\_\_\_ throws his tomahawk at her.

It cuts off some of **g** \_\_\_\_\_ yellow hair. **h** \_\_\_\_\_ tries to scalp **i** \_\_\_\_\_ and **j** \_\_\_\_\_ jumps on him. Suddenly there is a loud noise and **k** \_\_\_\_\_ falls dead on the ground next to **l** \_\_\_\_\_.

**6. Complete these sentences about the information in Chapter 10 with the correct preposition or adverb from the box in each space.**

*across after around at back down in  
into of out through to with*

- a Uncas, Chingachgook and Hawkeye ran \_\_\_\_\_ from behind the trees and attacked the Hurons.
- b They killed five men \_\_\_\_\_ their knives and tomahawks.
- c Magua fell but then jumped up and ran \_\_\_\_\_ the woods.
- d Hawkeye said they didn't go a long way \_\_\_\_\_ the river.
- e They watched from \_\_\_\_\_ the river.
- f They all went quickly \_\_\_\_\_ the woods.
- g They got to the top \_\_\_\_\_ the mountain and saw Fort William, Henry and Montcalm's men.
- h \_\_\_\_\_ the bottom of the mountain they stopped.
- i Suddenly somebody shouted \_\_\_\_\_ French, then guns fired at them.
- j Hawkeye fired \_\_\_\_\_ and the French shot again.
- k They ran to the fort and the French ran \_\_\_\_\_ them.
- l Suddenly they heard Colonel Munro and his daughters ran \_\_\_\_\_ him.
- m The old Colonel put his arms \_\_\_\_\_ them and cried.

## Chapters 10–15

**1. Put these events from Chapter 12 in order.**

- a Cora and Gamut ran after Magua.
- b Magua took Alice and carried her into the woods.
- c Magua took the girls and Gamut to the top of the mountain.
- d Montcalm gave Munro the letter from General Webb.
- e Munro and his daughters and his men left the fort.
- f Munro and Montcalm talked.
- g The French arrived and went into the fort.
- h The Hurons attacked the British.

**2. These sentences about the information in Chapter 13 are not quite true. Can you correct them?**

- a Munro went back to the place of the great fight with Heyward, Hawkeye, Chingachgook, Uncas and Magua.
- b They walked around the sick men.
- c Munro found Cora and Alice in a pool of blood.
- d Hawkeye saw Cora run into the woods.
- e Hawkeye killed Magua with his gun.
- f At night there was a fire in the woods.
- g Hawkeye and Uncas found Gamut teaching the animals to sing.

**3. Match each sentence (a-j) from Chapter 14 with a reply (i-x).**

- a Where are the girls?
- b Are they safe?
- c Where's Magua?
- d Why are you here?

- e Why don't you run away?
  - f Go to them quietly. Give them hope. We will save them.
  - g I'll go too.
  - h This is a very dangerous plan but maybe you'll save the girls.
  - i Two of my men are following your friend. They will catch him and bring him here.
  - j Where's my friend, Uncas? Can you take me to him?
- 
- I Do Hurons have no ears? Don't you hear my friend's gun fire two times? Your men will never come back.
  - II Do you want to die?
  - III He's in the woods. He's shooting animals for food.
  - IV I'll go.
  - V I'm not afraid.
  - VI It's very dangerous, but I can.
  - VII The girls are here. I have to stay with them.
  - VIII They're with the Hurons.
  - IX To the Hurons, I'm strange. I'm not a man, so I can come and go. They don't stop me.
  - X Yes. They're tired and unhappy but they're well.

> Activities after reading the book

**1. Discuss the following questions in pairs.**

- 1 Which is your favourite character in the story? Why?
- 2 Which character do you not like? Why?

## ANSWER KEY

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### Grammar

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#### Introduction

1. 2 f; 3 e; 4 a; 5 b; 6 d.
2. 2 What; 3 Which; 4 Who; 5 Why; 6 Where; 7 When.
3. 2 There aren't any cows on the farm. 3 There are some apples on the table. 4 There's a lot of work to do. 5 Is there anything good on TV? 6 Is there any homework? 7 Is there any paper in that box?
4. 2 old; 3 hot; 4 long; 5 cold; 6 tall; 7 much; 8 high; 9 big; 10 small.
5. 2 How high is the mountain? 3 How much does the book cost/is the book? 4 How long is the exam? 5 How cold is it in winter? 6 How old is your grandmother? 7 How big is an elephant?

#### Unit 1

1. 1 am reading; 2 am listening; 3 are watching; 4 is playing; 5 isn't playing; 6 is playing.
2. 2 Do you always lock the garage at night?  
3 Sarah sometimes writes letters to her friends.  
4 We never play tennis at the leisure centre.  
5 I always do my homework in the evenings.  
6 Alice sometimes has dinner with her friends at a local restaurant.  
7 We usually have a snack for lunch.  
8 My mum is never in bed before midnight.  
9 Dave usually goes to Spanish classes on Saturday mornings.
3. 2 María has piano class twice a week. 3 We usually watch a video. 4 They have homework every day.  
5 I seldom have time to go out. 6 Angie skis once a year. 7 Liam often plays basketball. 8 She sometimes goes to the doctor. 9 We have exams at school three times a year.
4. 2 How often does María have piano classes?

- 3 How often do you watch a video?
- 4 How often do they have homework?
- 5 How often do you go out?
- 6 How often does Angie go skiing/ski?
- 7 How often does Liam play basketball?
- 8 How often does she go to the doctor?
- 9 How often do you have exams?
5. 2 Ben/He likes going to school.  
3 Ben/He enjoys playing football.  
4 Ben/He hates doing homework.  
5 Ben/He loves watching videos.  
6 Ben/He hates going to bed.
6. (Model answers)  
2 I usually do my homework.  
3 I often read a book.  
4 I sometimes meet my friends after school.  
5 I never do sport.  
6 I usually listen to music.  
7 I often go to the cinema.  
8 I never watch TV.
7. 2 is doing; 3 writes, is writing; 4 play, am playing;  
5 is wearing; 6 are (you) doing; 7 lives, am staying;  
8 don't watch, go.

#### Unit 2

1. 2 Susan would like to be a singer. 3 I wouldn't like to fail my exams. 4 Malcolm and Tricia would like to visit the Taj Mahal. 5 Would you like to get up at 5:30 every day? 6 We would not like to live in a big city.
2. 2 Would you like me to wash up? (e); 3 Shall I answer the phone? (f); 4 Would you like me to cut the grass? (a); 5 Would you like me to tidy the room? (d); 6 Shall I post the letter? (b).
3. Students' own answers.
4. 1 A: Would you mind helping me? I've got to cook dinner for twelve people.

**B:** No, not at all. What are you making?

**2 A:** Would you like me to speak to your teacher?

**B:** No, don't worry. I can do it myself.

**3 A:** Shall I wash the dishes for you?

**B:** Yes, please. That's very kind of you.

5. **2** Could you pass the potatoes please? **3** Would you mind telling me where the bank is? **4** Could you answer the question please? **5** Would you mind helping me with this box?

### Unit 3

1.

Adjective	Comparative	Superlative
<i>big</i>	<i>bigger</i>	<i>the biggest</i>
<i>happy</i>	<i>happier</i>	<i>the happiest</i>
<i>good</i>	<i>better</i>	<i>the best</i>
<i>important</i>	<i>more important</i>	<i>the most important</i>

2. **1** longest; **2** bigger; **3** better, best; **4** most important; **5** happiest.
3. **2** more expensive/the cheapest; **3** further/the nearest; **4** smaller/the biggest; **5** more comfortable/the most comfortable.
4. **2** Which is the most expensive? **3** Which is furthest from the city centre? **4** Which is the biggest? **5** Which is the most comfortable?
5. **2** c; **3** d; **4** a; **5** b.

### Unit 4

1. **Irregular past:** felt, went, had, knew, spoke;  
**Regular past:** invited, liked, started, walked, wanted, worked.
2. **2** Sarah gave her grandma a present.  
**3** Andy lived with his cousins.  
**4** William spoke very quietly.  
**5** Jermaine could play the guitar.  
**6** Michael wanted to be famous.

**7** Janet appeared on TV.

**8** Jack's son broke the CD player.

**9** Ben bought lots of cassettes.

**10** Sally played the guitar.

3. **Same form:** hit, cut, put, shut; **-a-:** began, drank, sang, swam; **-aid:** laid, paid, said; **-ought:** brought, bought, thought.
4. **2** drank; **3** cut; **4** bought; **5** said; **6** swam; **7** sang; **8** brought; **9** began; **10** paid; **11** shut; **12** put.

### Unit 5

1. **2** I was eating my lunch.  
**3** Yesterday we were swimming in the sea.  
**4** Andy was living in Paris.  
**5** You weren't telling the truth.  
**6** Natasha wasn't sleeping.  
**7** I wasn't listening to music.  
**8** Was he playing golf?  
**9** Were they watching the match?
2. **2** was listening, heard; **3** was blowing, was raining; **3** was lying; said.
3. **2** decided; **3** was looking; **4** started; **5** was running; **6** heard; **7** continued; **8** arrived; **9** were playing; **10** barked; **11** replied.

### Unit 6

1. **2** going; **3** drinking/having; **4** writing; **5** doing.
2. **2** how much; **3** too; **4** enough; **5** too; **6** How many; **7** enough.
3. **2** 'll have; **3** snows; **4** 'll win; **5** gets up.
4. **2** too tired; **3** too hot; **4** too small; **5** too expensive; **6** too difficult.
5. **2** turns; **3** are/'re; **4** scores; **5** learn; **6** hurts.
6. **2** skiing is more fun  
**3** you don't/can't play tennis  
**4** the teacher is happy  
**5** you take better photos

## Unit 7

1. **2** can't; **3** can; **4** can't.
2. **2** don't have to; **3** have to; **4** has to; **5** doesn't have to; **6** has to; **7** have to; **8** doesn't have to; **9** has to; **10** has to; **11** doesn't have to.
3. **2** You should wash your hands before lunch. **3** You shouldn't talk with food in your mouth. **4** You should eat three meals a day. **5** You shouldn't throw bread. **6** You shouldn't use a knife to eat soup. **7** You should clear the table after eating. **8** You shouldn't leave the table before others.
4. **2** Can I use your mobile?  
**3** Can I go to the toilet?  
**4** Can I borrow this CD?  
**5** Can I watch the TV?
5. **2** must; **3** have to; **4** have to; **5** must; **6** have to; **7** must; **8** have to; **9** must.

## Unit 8

1. **2** She's meeting me at 10 o'clock.  
**3** We're playing football this afternoon.  
**4** Jim's working at the weekend.  
**5** Grandma's coming to stay tomorrow.  
**6** They're not starting work on Monday.  
**7** I'm not taking my next holidays in Italy.  
**8** Is Lisa arriving tonight?  
**9** Are we having lunch in the pizza restaurant on Saturday?
2. Students' own answers.
3. **2** Greg is going to eat a hamburger (with friends).  
**3** he's going to go to the cinema (with friends). **4** he's going to read a book. **5** he's going to go bowling.
4. **2** We're watching; **3** Sting is making; **4** is changing;  
**5** They're not listening; **6** OK; **7** are playing; **8** I'm choosing; **9** OK.
5. **2** Are you going to the festival next weekend? **3** Who are you going with? **4** Are you camping? **5** Why isn't

Tom taking a tent? **6** Is Alison driving to the festival?  
**7** When is the first band starting? **8** What time is the music finishing? **9** Where are they going after the festival?

6. **2** On Tuesday the 8th Jan's going to go to the cinema. **3** On Wednesday the 9th Jan's going to have dinner with Amy. **4** On Thursday the 10th Jan's going to play tennis. **5** On Friday the 11th Jan's going to go bowling. **6** On Saturday the 12th Jan's going to walk in the mountains. **7** On Sunday the 13th Jan's going to cook lunch for friends. **8** On Monday the 14th Jan's going to write a letter to a cousin. **9** On Tuesday the 15th Jan's going to travel to Milan.

## Vocabulary

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### Adverbs of manner

- 2 clearly; 3 badly; 4 cheaply; 5 sadly; 6 carefully; 7 quietly; 8 happily; 9 easily; 10 crazily.
- 2 fast; 3 slowly; 4 coldly; 5 hard; 6 well.
- 2 slowly; 3 surprisingly; 4 hard; 5 well; 6 coldly.

### Food

- 2 **b** a packet of crisps  
3 **c** a tube of toothpaste  
4 **f** a loaf of bread  
5 **i** a carton of orange juice  
6 **h** a bar of chocolate  
7 **d** a bottle of water  
8 **g** a can of soft drink  
9 **a** a jar of honey
- 2 boil; 3 slice; 4 bake; 5 grill; 6 fry; 7 burn; 8 roast; 9 mash; 10 scramble; 11 chop.
- grated; sliced; baked; chopped; grilled; burnt; roasted; mashed; boiled; fried; scrambled.
- 2 sliced, grated, grilled  
3 baked, sliced, fried  
4 chopped, fried, sliced  
5 boiled, fried  
6 boiled, mashed, roasted, baked

### Free-time activities

- 2 cooking  
3 playing a musical instrument  
4 surfing the Internet  
5 reading  
6 dancing  
7 playing tennis  
8 painting  
9 playing basketball
- 2 flying a kite  
3 stamp collecting

4 astronomy

5 fishing

6 playing video games

- 2 f; 3 b; 4 g; 5 a; 6 e; 7 c.

2 She is listening to music on the radio.

3 He is writing a letter.

4 They are watching a film on TV.

5 She is visiting her grandparents.

6 He is going to the gym.

7 She is surfing the Internet.

### Likes and dislikes

- Students' own answers.
- 3 to have; 4 to get up; 5 sitting; 6 to eat; 7 seeing; 8 to win.
- Students' own answers.

### Music

- 2 jazz; 3 reggae; 4 classical; 5 hip hop; 6 folk; 7 indie; 8 salsa; 9 techno; 10 opera.
- 2 microphone – singer; 3 drum stick – drummer; 4 keyboard – keyboard player.
- 2 roadie; 3 gig; 4 encore; 5 tour; 6 cover; 7 debut; 8 hit; 9 charts; 10 punk.
- 1 cover; 2 tour; 3 punk; 4 roadie; 5 debut; 6 gig; 7 hit; 8 encore; 9 stage; 10 charts.

5.

P	I	A	N	I	S	T	N	E	W	A	T
R	A	E	E	C	O	M	P	O	S	E	R
U	J	L	F	O	R	Y	A	V	I	P	I
Y	C	A	X	U	J	F	Y	C	U	H	T
R	O	C	K	N	R	O	L	L	C	B	R
E	N	L	X	T	A	L	J	A	X	R	H
A	D	P	L	R	M	K	M	S	E	W	I
F	U	U	E	Y	N	F	E	S	H	A	P
M	C	P	D	I	B	U	S	I	O	H	H
C	T	H	B	V	E	T	E	C	H	N	O
A	O	F	O	I	J	A	C	A	S	R	P
S	R	E	L	O	C	O	P	L	E	D	A
S	C	E	L	L	I	S	T	E	Z	R	Q
D	H	O	A	I	X	I	C	B	W	U	T
A	C	E	L	N	I	N	T	L	T	M	P
N	Z	T	P	I	H	G	W	U	E	M	I
C	X	B	L	S	O	E	I	E	D	E	A
E	G	U	I	T	A	R	I	S	T	R	J

Types of music	Musicians
<i>rock'n'roll</i>	<i>pianist</i>
<i>folk</i>	<i>composer</i>
<i>classical</i>	<i>drummer</i>
<i>hip hop</i>	<i>singer</i>
<i>dance</i>	<i>violinist</i>
<i>blues</i>	<i>cellist</i>
<i>country</i>	<i>guitarist</i>
<i>techno</i>	

6. 2 blues; 3 rock'n'roll; 4 classical; 5 techno; 6 hip hop; 7 country; 8 dance; 9 garage.

### Occupations

1. 2 architect; 3 computer programmer; 4 doctor; 5 builder; 6 photographer; 7 vet; 8 teacher; 9 mechanic; 10 waiter; 11 hairdresser.

2. 1 photographer; 2 vet; 3 teacher; 4 architect; 5 doctor; 6 mechanic; 7 hairdresser; 8 waiter.  
 3. 2 nurse; 3 receptionist; 4 pilot; 5 butcher; 6 office worker; 7 traffic warden; 8 gardener.  
 4. 2 bank manager; 3 pop star; 4 lorry driver; 5 newsreader; 6 zookeeper; 7 shop assistant; 8 park ranger.

### Jobs formed with -er, -e, -or

1. 2 footballer/football player; 3 doctor; 4 builder; 5 drummer; 6 diver; 7 runner; 8 lorry driver; 9 golfer; 10 sailor; 11 bank manager; 12 conductor.  
 2. (possible answers)  
 2 A footballer plays football.  
 3 A doctor helps patients.  
 4 A builder builds houses.  
 5 A drummer plays the drums.  
 6 A diver goes diving.  
 7 A runner runs.  
 8 A lorry driver drives a lorry.  
 9 A golfer plays golf.  
 10 A sailor sails boats/a boat.  
 11 A bank manager manages a bank.  
 12 A conductor conducts an orchestra.  
 3. 2 A bus driver; 3 A basketball player; 4 A swimmer; 5 A rock climber. 6 A ticket inspector; 7 A taxi driver; 8 A bank robber; 9 A science teacher.

Verbs: *serve, repair, design, look after, sell, fly, help*

1.

L	L	E	S	R	E	O	A	I
F	O	P	T	R	S	E	L	D
Y	V	O	H	E	L	G	L	E
F	R	E	K	P	L	E	H	S
E	L	P	E	A	E	R	V	I
G	B	Y	H	I	F	P	T	G
N	G	S	E	R	J	T	G	N
D	H	F	S	E	R	V	E	W
S	R	Y	L	V	R	E	O	R

- 2 A pilot flies planes  
3 A web designer designs web pages  
4 A mechanic repairs cars  
5 A chemist sells medicine  
6 A nurse looks after patients  
7 A vet helps animals

#### Word-building from different parts of speech

- 2 farmer; 3 painter; 4 singer; 5 hunter; 6 builder;  
7 explorer.
- 2 farming; 3 painting; 4 singing; 5 hunting;  
6 building; 7 exploring.
- 2 paint; 3 heater/heating; 4 singer 5 hunting;  
6 builder; 7 farming; 8 explore; 9 painter.

#### Word-building from verbs of emotion

- 4 frightening; 5 frightened; 6 fright;  
7 amazing; 8 amazed; 9 amazement;  
10 surprise; 11 surprised; 12 surprising;  
13 exciting; 14 excited; 15 excitement.

## Reading and Writing

### Dear Diary

- Picture 3.
- 2 Because his cousin (Mick) is in her class. 3 No, he doesn't. 4 He works in a supermarket. 5 He's got green eyes. 6 (He looks like) Brad Pitt. 7 No, she doesn't. 8 She's very happy.

### No football for Tom!

- Picture 2.
- 2 To the country. 3 To ride his bike. 4 No, he usually goes alone. 5 Five. 6 Twice a week. 7 Because he's got the flu. 8 A headache, a sore throat and he's tired. 9 He's not happy.

### The best title

- c Tanya helps her family.
- 2 That she's not sleeping enough. 3 That she's going out with friends. 4 No. 5 No. 6 She's working doing household chores. 7 Six. 8 When she gets home after work. 9 Because she doesn't want people to know about her family's problems.

### A strange noise

- b; d; a; c.
- 2 Like a baby crying. 3 He was curious. 4 Nothing. 5 Like something breaking. 6 Jeans, T-shirt and leather jacket. 7 A Barbie doll. 8 Cats fighting.

### The mystery letter

- b; c; a.
- 2 A letter. 3 In an old box. 4 A week old. 5 To the kitchen. 6 A note. 7 Phone this number. 8 A friend of Darrel's. 9 He borrowed Darrel's mobile.

### A day at the funfair

- b; a; d; c.

2. **2** Three. **3** Because there were hundreds of boys there. **4** He was feeling hungry. **5** A soft drink. **6** That a girl was looking at him. **7** Yes, he did. **8** That he had ketchup on his face. **9** Embarrassed.

### Hitchhiking

1. b; d; c; a.  
 2. **2** Because she had no money. **3** By hitchhiking. **4** Her brother, Sean. **5** The sun was shining. **6** Ten minutes. **7** No. **8** Because it was only going to the supermarket/half a kilometre. **9** Three hours. **10** Because it was raining.

### Which job?

1. **1** teacher; **2** lorry driver; **3** architect; **4** football player.  
 2. **2** They'll be fun.  
**3** Interesting cities.  
**4** When he's at home.  
**5** Buildings.  
**6** Hospitals and bridges.  
**7** The best team in Europe.  
**8** He'll play for his national team in the World Cup.

### The rabbit

1. **b** A rabbit's most difficult journey.  
 2. **2** Very careful.  
**3** Cars.  
**4** Kill rabbits.  
**5** No.  
**6** It was the widest road in the rabbit's world.  
**7** Great food.  
**8** On the farm on the other side of the road.  
**9** He ran faster than ever before.  
**10** No, he didn't.

## Penguin Readers Factsheets

### *The Room in the Tower and Other Ghost Stories*

#### • Student's activities

#### Activities while reading the book

#### *The Woman in the Black Coat*

#### *Page 1 to halfway down page 4*

1. **a** Fanny; **b** because her sister is six years older; **c** because she gets married; **d** Her sister is nicer to her than her mother is. Her parents don't love her; **e** because she is ill and wants to be with her family; **f** At one o'clock on Wednesday morning, Fanny and her father hear a noise far away. They think it is Fanny's sister but when they go outside there is nobody there. The next day they hear that Fanny's sister died at one o'clock in the morning; **g** Because Dublin is a big city. Her mother thinks Fanny will meet richer and more interesting men than in Tyrone. She wants to find a good husband for Fanny; **h** Fanny begins to be happier. She meets a lot of friendly people and goes dancing every evening. She starts to live and laugh again.  
 2. **a** because he comes from a good family; **b** because she likes him and she is unhappy at home.  
 3. Open answers.

#### *Halfway down page 4 to halfway down page 9*

1. **a** it is beautiful. It is near a river and there are many trees and flowers in the garden; **b** there is something big and black in front of her. She thinks it is an old coat, but without anybody inside it; **c** when somebody sees the black coat, they know that something bad is going to happen to the Glenfallen family; **d** he does not smile or laugh any more; **e** the woman in the black coat hits her face very hard; **f** he saw the blind woman and talked to her.

*Halfway down page 9 to the end of the story*

1. **a** Lord Glenfallen wants to leave Cahergillagh;  
**b** Fanny sees the blind woman during the night;  
**c** The blind woman was Lord Glenfallen's wife;  
**d** The blind woman has a knife; **e** The blind woman wants Fanny to leave the house; **f** The blind woman is a ghost; **g** The blind woman died because somebody killed her; **h** Somebody cut her eyes out after she died; **i** Fanny left the house.
2. Open answers.

### ***Imray Came Back***

*Page 14 to page 18, line 10*

1. **Imray:** Imray lived and worked in a little town in the north of India. One day he was with his friends, having a drink at the bar. The next morning he was not at his office, the house was quiet and nobody could find him. He disappeared. His friends looked everywhere for him but after some time, they thought he was dead;

**Strickland:** Strickland is a policeman. He goes to live in Imray's house. People say he is a strange man. He likes his guns, he likes fishing and he likes his dog.

**Tietjens:** Tietjens is Strickland's dog. She is a very big dog and always goes to work with Strickland. She often helps him with his police work so the people in the town are quite afraid of her. She sleeps in the room next to Strickland. When the writer arrives at the house she doesn't want him to go in. After the face appears at the window, Tietjens doesn't want to go inside and looks frightened;

**The writer:** He is a friend of Strickland. He has dinner with Strickland when he is working in the town. Because there are no rooms at the hotel, the writer goes round to Strickland's place. Strickland gives him a room;

**Bahadur Khan:** He is Strickland's Indian servant.

2. Open answers.

*Page 18, line 11 to page 24, line 2*

1. **a** Because he dreams that somebody is calling to him, asking him to help them. But when he wakes there is nobody there. He wakes and sees Tietjens outside. The dog looks very frightened. Somebody tries to open the door of his room. They do not come in but walk through the house. Later he thinks he hears somebody crying. But nobody is crying;  
**b** She is frightened;  
**c** He is not getting any sleep at night because of the noises. He is very tired and can't work well;  
**d** It is dangerous;  
**e** Because a dead man falls from the small door in the ceiling.
2. Open answers.

*Page 24, line 3 to end of the story*

1. **a** Wrong. Tietjens didn't like sleeping in the house because the ghost of Imray was in the house;  
**b** Wrong. Somebody killed Imray;  
**c** Wrong. Only Bahadur Khan says Imray suddenly went away to Europe;  
**d** Right;  
**e** Right;  
**f** Wrong. Bahadur Khan put his foot on the snake because he wanted to die.
2. **a** Because only Bahadur Khan says that Imray went to Europe. Strickland thinks that it is strange that Imray told only Bahadur Khan. When Strickland takes the servant to see the dead man, Bahadur Khan is very frightened and says he killed Imray;  
**b** Perhaps the ghost of Imray was angry. It wanted Strickland to find out how he died;  
**c** Open answers.

### ***The Room in the Tower***

Page 28 to near bottom of page 29

- a** many times;

**b** in the garden of a big red house;

**c** He is a young man in the writer's dream. He was from the writer's old school. Mrs Stone is the mother of Jack Stone in the dream;

**d** It is a very tall, thin tower;

**e** He always wakes up before he goes into the room in the tower;

**f** He always feels very hot and frightened;

**g** Mrs Stone has black hair in the beginning but after fifteen years her hair is white and she is very old and weak. Jack gets older and ill. One of his sisters goes away and gets married;

**h** Mrs Stone isn't there and all the family wears black. Then she speaks but the writer can't see her. This time the tower is darker than before;

**i** 'Remember the bad and dangerous Julia Stone;'
- Open answers.

Bottom of page 29 to end of the story

- a** ii); **b** i); **c** ii); **d** ii); **e** ii); **f** i).
- a** One picture is of Mrs Stone, old and with white hair. She has dangerous eyes and they follow the writer round the room. The other picture is of Jack Stone. He looks ill and angry. The writer and John Clinton try to carry the picture of Mrs Stone out of the room. But they can't because it is very heavy. When they put it down there is blood on their hands. When they wash their hands there are no cuts. After this, there is a smile on Mrs Stone's face in the picture, her mouth is blood-red and her eyes are more dangerous;

**b** The writer suddenly wakes. A light comes on and he sees the woman in the picture - Mrs Stone. She puts her cold hand on his neck. She says she waited

for the writer for years. Then her face comes down and her teeth start to cut into him. Then the writer suddenly hits the ghost in the face and jumps out of bed. He runs to the door. John Clinton is there. He sees the ghost and he sees blood on the floor. The two young men run out into the garden;

**c** Because John Clinton sees the ghost and there is blood on the floor.

### ***The Mummy***

#### **• Student's activities**

#### **Activities before reading the book**

**a** True. **b** True. **c** False – O'Connell is American and Evelyn is British. **d** True – they find Imhotep – and they also find love. **e** True – one in 1932 and one in 1999.

#### **Activities while reading the book**

##### *Chapters 1–2*

- a** the city of Imhotep; **b** the High Priest of the Dead; **c** the Pharaoh's lover; **d** the Pharaoh of Egypt; **e** the Pharaoh's soldiers; **f** The City of the Dead; **g** an Egyptian god; **h** insects like beetles; **i** the book that sent people to the underworld; **j** the book that could bring people back from the dead.
- a** True. **b** False. Anck-su-namun killed him. **c** False. He went with his priests. **d** True. **e** False. He tried but the Med-Jai stopped him. **f** True.
- a**-2; **b**-1; **c**-2; **d**-2; **e**-2; **f**-3, **g**-3; **h**-1; **i**-2; **j**-2; **k**-2; **l**-1.

##### *Chapters 3-4*

- a** O'Connell; **b** Beni; **c** Jonathan, Evelyn and O'Connell; **d** the priests; **e** the three Americans; **f** Evelyn; **g** Ardeth Bay and the Med-Jai; **h** the Egyptian diggers; **i** Beni; **j** the diggers; **k** scarabs; **l** Evelyn; **m** Jonathan, Evelyn and O'Connell; **n** Imhotep; **o** the Americans; **p** Evelyn; **q** Imhotep and the scarabs.

2. The correct word is in italics.
- a** They could hear the scarabs, *hundreds* of them.  
**b** They ran *up* some stairs. **c** Evelyn walked into a *dark* room. **d** She saw Burns but he had no *eyes*.  
**e** She came face-to-face with Imhotep, with Burns' *blue* eyes. **f** Imhotep could not see very well because *Burns* had to wear glasses. **g** Suddenly O'Connell ran in with a *gun* in his hand. **h** He shot *Imhotep* and they ran out of the room, hand-in-hand. **i** O'Connell said to Ardeth Bay, 'I shot *the* mummy'; **j** Imhotep said to Beni, 'I can use you. I will give you *gold*'. **k** The Americans, Jonathan, Evelyn and O'Connell got on their *horse* and left Hamunaptra.
3. **a** Imhotep took out his heart. **b** Imhotep. **c** The white cat. **d** Because white cats sat at the doors of the afterlife. **e** The Book of Amun Ra. **f** In the statue of the god Horus. **g** The undead. **h** He wanted her heart. **i** I give my heart to you. **j** To Hamunaptra.

#### Chapter 5

1. **a** god; **b** nose; **c** bird; **d** gun; **e** desert; **f** heart; **g** water; **h** priests; **i** statue; **j** coffin; **k** legs; **l** mummy; **m** hand; **n** face; **o** story; **p** Book; **q** girl.
2. **a** Stop talking! Get me out of here. **b** Is there a key? **c** Words? Yes, Rasheen – ooloo – Kashka! **d** Who? ME? **e** It's an ankh. **f** You're their boss now. **g** No problem. **h** No! I thank you. From all my people.

#### Activities after reading the book

Open answers.

#### *The Last of the Mohicans*

##### • Teacher's Notes

##### Communicative activities

#### Activities after reading the book.

##### Chapters 1–3

Open answers.

#### Chapters 4–9

1. Actual answer = hide across the river, watch and then attack by surprise but do not confirm or correct at this stage. Check later when the students discover the plan.
2. All the information is in Chapter 7.

#### Chapters 10–15

1. Possible answers: **a** It was too dangerous – the Indians were all around it. **b** Perhaps because he thought it was too dangerous for him to go himself or perhaps because Heyward spoke a little French. **c** So the two men could talk. **d** He wanted the British to stop the fighting because he had more men than them. **e** Alice. **f** He thinks Heyward doesn't like Cora because she has a darker skin – her mother was from the West Indies.
2. Possible answers: **a** Hawkeye: He said to Magua 'Leave the girl. Take me.' Cora: She said to Magua 'Go. I will follow.' then later said 'I will die.' **b** Cora – a Huron killed her; Uncas – Magua killed him. Magua – he fell off the cliff. **c** Hawkeye and Chingachgook were sad because Uncas was dead. Munro was sad because Cora was dead. **d** Heyward because he loved Alice; Munro because Alice was not dead.

#### Activities after reading the book

Open answers but ...

... it could be Uncas, who is the last blood Mohican;  
 ... it could be Chingachgook, after Uncas is killed;  
 ... it could also be Hawkeye, because he thought of Uncas as his brother and he lived like a Mohican.

##### • Student's activities

#### Activities before reading the book

Open answers.

## Activities while reading the book

### Chapters 1–3

1. **a** a British fort; **b** a French general; **c** a British fort; **d** a British colonel; **e** a British general; **f** a daughter of Munro; **g** a daughter of Munro; **h** a Huron Indian; **i** a British major; **j** a river; **k** a Mohican chief; **l** a white man who wears clothes of animal skins; **m** the son of Chingachgook; **n** an Indian tribe; **o** an Indian tribe.

2. Possible answer

British or with Britain	French or with the French
Munro	Montcalm
Webb	The Hurons
Cora	Magua
Alice	
The Mohicans	
Duncan Heyward	
Chingachgook	
Uncas	
Hawkeye	

3. Possible answers: **a** Fort William Henry; **b** the canoe; **c** the Hudson River; **d** Cora and Alice; **e** Hawkeye's clothes; **f** Hawkeye's gun; **g** Uncas or his arms; **h** Cora's hair; **i** Alice's hair; **j** Alice; **k** the cave and the woods after the Huron shouted.

### Chapters 4–9

1. Possible answers: Hawkeye shot three. One went over the waterfall. One fell into the river.
2. Possible answers:  
**a** She wanted the men to go to her father and ask him to send more men. **b** Major Heyward. **c** Because Alice was afraid.
3. **a vi** Because they heard war cries near the cave. **b iv** Because the Hurons went away. **c iii** Because she saw Magua outside the cave. **d ii** Because Heyward

fired his gun at him. **e v** Because they had the white man and the daughters of Colonel Munro. **f i** Because Hawkeye was not there.

4. **a** hair; **b** knife; **c** river; **d** canoe; **e** woods; **f** night; **g** arm; **h** fire-water; **i** back; **j** wife; **k** animal; **l** men; **m** knives.
5. Model answer: Magua says that **a** Cora and **b** Heyward can go to **c** Colonel Munro if **d** Alice stays and lives with him. But **e** Alice says 'We will die' and **f** Magua throws his tomahawk at her. It cuts off some of **g** Alice's yellow hair. **h** An Indian tries to scalp **i** Alice and **j** Heyward jumps on him. Suddenly there is a loud noise and **k** the Indian falls dead on the ground next to **l** Heyward.
6. **a** out; **b** with; **c** into; **d** down; **e** across; **f** through; **g** of; **h** At; **i** in; **j** back; **k** after; **l** to; **m** around.

### Chapters 10–15

1. The correct order is: **f** Munro and Montcalm talked; **d** Montcalm gave Munro the letter from General Webb; **e** Munro and his daughters and his men left the fort; **g** The French arrived and went into the fort; **h** The Hurons attacked the British; **b** Magua took Alice and carried her into the woods; **a** Cora and Gamut ran after Magua; **c** Magua took the girls and Gamut to the top of the mountain.
2. Possible corrections: **a** not Magua; **b** ...the dead men and felt sick; **c** they found other women in a pool of blood, not Cora and Alice; **d** he saw her tracks on the ground; **e** he said one day this will happen; **f** they lighted a fire; **g** that was a joke – he was singing to the animals.
3. **a viii** They're with the Hurons; **b x** Yes. They're tired and unhappy but they're well; **c iii** He's in the woods. He's shooting animals for food; **d ix** To the Hurons, I'm strange. I'm not a man, so I can come and go.

They don't stop me; **e vii** The girls are here. I have to stay with them; **f iv** I'll go; **g ii** Do you want to die?; **h v** I'm not afraid; **i i** Do Hurons have no ears? Don't you hear my friend's gun fire two times. Your men will never come back; **j vi** It's very dangerous, but I can.

### **Activities after reading the book**

Open answers.