



# NIGHT AT THE MUSEUM – EXTRA

## BATTLE OF THE SMITHSONIAN

### Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazines.

### SYNOPSIS

Changes are afoot at the Museum of Natural History in New York. Dr McPhee, the museum curator, is replacing the exhibits with interactive holograms and sending Jedediah Smith, Octavius and friends to the Smithsonian Museum in Washington for archiving. Once in Washington, the exhibits find trouble when the wicked Pharaoh, Kahmunrah, tries to steal the magic tablet that brings them all to life each night. They enlist the help of their old friend and former museum security guard, Larry Daley, who cancels a business meeting and flies to the Smithsonian.

Kahmunrah wants to use the tablet to open the 'Door to the Underworld' and release his Egyptian soldiers. To achieve his goal, he enlists some notorious leaders from history – Ivan the Terrible, Al Capone and Napoleon Bonaparte. Larry joins forces with Amelia Earhart, the first woman to fly across the Atlantic, and together they attempt to foil Kahmunrah's plan. Along the way Larry meets a host of characters from the past, including Einstein, Abraham Lincoln and General Custer. The adventure culminates with the 'Battle of the Smithsonian' – a fierce battle between those exhibits who support Kahmunrah and those who are against him. Eventually, the good guys, led by General Custer, win and Kahmunrah is locked in the Underworld.

Amelia flies Larry and the exhibits back to the Museum of Natural History in New York. Larry sells his business and anonymously donates the money to the museum, on the condition that the exhibits are kept on display and that the museum opens at night. All the night visitors think that the exhibits are holograms, but Larry, back at the museum as a night guard, and his friends know different ...

### THE BACK STORY

The first film *Night at the Museum* was released in 2006 and was extremely successful. It was set in the Museum of Natural History in New York and introduced some memorable characters, played by a range of famous actors, including Ben Stiller as Larry Daley. The popularity of the film was down to a clever plot with a witty yet educational premise. With such appeal it seemed almost inevitable that there would be a sequel and *Night at the Museum: The Battle of the Smithsonian* came out in May 2009.

This second film uses the same idea as the first – a magic tablet brings museum exhibits to life at night – but this time the film is set in the Smithsonian Museum in Washington.

Nearly all the stars of the first film reappear in the second with some famous additions, including Amy Adams as Amelia Earhart. The special effects are spectacular but the true appeal of the film lies in its quirky comedy and the interaction between famous historical characters from different periods in history.

### MEDIA LINKS

**DVD:** The first *Night at the Museum* film is available on DVD. *Night at the Museum: Battle of the Smithsonian* is available from November 2009.

**Video game:** *Night at the Museum: Battle of the Smithsonian* is available on Xbox 360.

**CD:** A recording is available to accompany the Scholastic Reader.

**Internet:** Go to: [www.nightatthemuseummovie.com](http://www.nightatthemuseummovie.com)

**Books:** There is a Level 1 Scholastic Reader of *Night at the Museum*.

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have your students seen the *Night at the Museum* films? Motivate them with background information (see 'The Back Story' above) and by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English language option on the DVD. You could show it in chunks of 15 minutes in parallel with the class reading schedule, or when the class have finished the book.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Casual language

Introduce the informal expressions used in *Night at the Museum: Battle of the Smithsonian* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

### Fact Files

Set these as self-study or use for whole class work. These provide background information about the films, the Smithsonian Museum and some of the historical characters.

### What did they think?

Get everyone to do a written or spoken review of *Night at the Museum: Battle of the Smithsonian*. Compare opinions. Did you like it? Let us know at [readers@link2english.com](mailto:readers@link2english.com).



# NIGHT AT THE MUSEUM

## BATTLE OF THE SMITHSONIAN

— EXTRA

### People and places

#### 1 Match the museum exhibits with their nationalities.

- |                       |             |
|-----------------------|-------------|
| a) Ivan the Terrible  | i) American |
| b) Abraham Lincoln    | ii) Roman   |
| c) Napoleon Bonaparte | iii) French |
| d) Octavius           | iv) Russian |
| e) Kahmunrah          | v) Egyptian |
| f) Al Capone          |             |
| g) Ahkmenrah          |             |
| h) Amelia Earhart     |             |

#### 2 Which exhibit would you most like to meet? Why?

### Chapters 1–2

#### 1 Choose the correct answers.

- a) Larry is happy because ...  
 i) he's famous                      ii) he works for the museum
- b) Larry hasn't been to the museum for a long time because ...  
 i) he had new friends              ii) he was busy
- c) The Museum of Natural History is going to have ...  
 i) new interactive exhibits        ii) more rooms
- d) New night guards at the museum ...  
 i) are frightened                    ii) want more money
- e) The exhibits are moving ...  
 i) tomorrow morning                ii) next week
- f) Teddy doesn't tell Larry the secret of being happy because ...  
 i) he doesn't want to                ii) the sun comes up
- g) Kahmunrah was ...  
 i) Ahkmenrah's son                  ii) Ahkmenrah's brother
- h) Amelia Earhart was the first woman to fly across ...  
 i) the Pacific Ocean                  ii) the Atlantic Ocean

#### 2 Answer the questions.

- Why does Jed phone Larry?
- How did Larry get to Washington?
- Why did Larry fight the guard?
- What interesting things did Larry see in the room downstairs?
- How did Larry find his friends?

#### 3 Where were these things and people?

- The Museum of Natural History
- Upstairs in the Smithsonian
- Downstairs in the Smithsonian

- |                               |                                     |                    |                          |
|-------------------------------|-------------------------------------|--------------------|--------------------------|
| a) the squid                  | <input checked="" type="checkbox"/> | g) the shop        | <input type="checkbox"/> |
| b) the photo of Al Capone     | <input type="checkbox"/>            | h) the night guard | <input type="checkbox"/> |
| c) the Door to the Underworld | <input type="checkbox"/>            | i) some paintings  | <input type="checkbox"/> |
| d) the planes                 | <input type="checkbox"/>            | j) Teddy Roosevelt | <input type="checkbox"/> |
| e) Dr. McPhee                 | <input type="checkbox"/>            | k) old cars        | <input type="checkbox"/> |
| f) the Pharaoh Kahmenrah      | <input type="checkbox"/>            |                    |                          |

#### 4 Work in pairs. One of you thinks Larry's new job is good. The other thinks Larry's new job is bad. Say why.

### Chapters 3–4

#### 1 Make sentences.

- |   |  |
|---|--|
| a) Kahmunrah wants the Tablet             | i) so the guards don't see him.              |
| b) Larry takes Kahmunrah to the box       | ii) because they want his help.              |
| c) Amelia and Larry jump into the picture | iii) to free his soldiers in the Underworld. |
| d) Larry kisses the girl                  | iv) to help him fight.                       |
| e) Kahmunrah finds three leaders          | v) because the guards are behind them.       |
| f) Larry and Amelia turn over the picture | vi) to show him something.                   |
| g) Larry and Amelia talk to the Thinker   | vii) so the guards can't get out.            |

#### 2 Who are the people underlined in these sentences?

- 'I can't read!' ..... *Kahmunrah* .....
- 'He hasn't got all night.' .....
- 'You can do it, big man.' .....
- 'I'm ... thinking.' .....
- 'I saw lots of them in the shop.' .....
- 'You will all be statues again.' .....
- 'You are calling me little!' .....

#### 3 Who ...

- is short? ..... *Napoleon* .....
- wears a long coat? .....
- have the heads of birds? .....
- likes danger? .....
- likes killing people? .....
- is brave? .....

#### 4 Circle the correct prepositions in *italics*.

- The guards were pointing their spears *on* / at Larry.
- Larry opened the box and then stood *off* / *back*.
- General Custer rode *in* / *through* the guards.
- Al Capone was good *on* / *at* killing.
- Custer was ready *for* / *at* a battle.

**5 Work in pairs. Talk about these questions.**

- a) General Custer says, 'Do things first. Think later.' What do you think?
- b) Do you like danger? Do you do have any dangerous hobbies?
- c) Which famous picture would you like to jump into? Why?

**6 Work in pairs. Write six rules for people who visit a museum. 'You mustn't ...'**

**Chapters 5–7**

**1 Correct the mistakes highlighted in the sentences.**

- a) The Abraham Lincoln statue was sitting ~~at a table~~ *in a chair*.
- b) The little Einsteins are **in the shop**.
- c) **Napoleon** wants to kill Larry.
- d) Amelia is famous for **crashing her planes**.
- e) When the door to the Underworld opened, Larry heard **strange singing**.
- f) **Larry** broke open the hourglass and rescued Jed.
- g) The Thinker was fighting for **Kahmunrah** in the battle.

**2 Put the sentences in the right order.**

- a) Amelia gets in her plane and flies away.
- b) Larry and Amelia shows the tablet to the Einsteins.
- c) Larry sells his business and works as a night guard again.
- d) The Horus appear from the Underworld.
- e) Larry and Amelia hide under Abraham Lincoln's chair.
- f) Larry pushes Kahmunrah into the Underworld.
- g) General Custer leads the good guys into battle.
- h) Al Capone tries to kill Larry.

**3 Complete the sentences with the adverbs.**

brightly   clearly   ~~heavily~~   luckily   sadly

- a) Abraham Lincoln sat down ..... *heavily* ..... in his chair.
- b) The Tablet was shining .....
- c) Amelia and Larry said goodbye .....
- d) Attila's story was ..... exciting.
- e) ..... all the airmen believe Larry's words about the weather.

**4 Work in pairs. Talk about these questions.**

- a) Would you like Larry's new job? Why/why not?
- b) Will Larry and Amelia meet again, do you think?
- c) Do you think the story has a good ending? Why/why not?

**FINAL TASKS**

**1 You are Amelia. Write about the day you met Larry.**

**Example:** *Wow! What an exciting night! I met this really cool guy called Larry. It all started when ...*

**2 Work in pairs. What words are on on the tablet, do you think? Write them in a code. Swap your code with other students and try to find the answer.**

**VOCABULARY BUILDER**

**1 Choose the correct word from the 'New Words' in your reader.**

1. Planes fly in this. .... *air* .....
2. This is a person who fights for his country. ....
3. A beach has lots of this. ....
4. You use this to see at night. ....
5. This animal has a lot of arms and lives in the sea. ....
6. This is something you see in a museum. ....
7. This is a big fight with lots of people. ....
8. This is an animal that lives in trees. ....

**2 Complete the sentences.**

1. I love watching people on horses in *cowboy* ..... films.
2. The l ..... of the country is a very important man.
3. My mobile phone b ..... ed: it was a text from my sister.
4. She k ..... ed her boyfriend good night.
5. Ahkmenrah's tablet is m ..... It can do impossible things.
6. There's a big s ..... of the president in the town centre.
7. A lot of people died in the w .....
8. Soldiers in the past used s ..... to kill people.
9. The h ..... looked very real and I wanted to touch it.
10. If you are not d ..... , you are alive.
11. Night g ..... often work in office buildings.

**Casual language**

- **'I guess.'** (p.11). Larry says this to Teddy Roosevelt when Teddy says that Larry has everything he wants. Larry is beginning to think that perhaps he hasn't. We use this when we are not completely sure of something.
- **'Believe me, you haven't seen anything ...'** (p.15). Larry says this to the guard at the Smithsonian. We say 'believe me' before or after a statement to make it stronger.
- **'It's no big deal!'** (p.18). Larry says this to Kahmunrah when the pharaoh tells him that he is alive. We use this to say that we don't think something is very important.
- **'What now?'** (p.21). Larry says this when the guards see him. We say this when we don't know what to do next.
- **'In a museum, well, under it.'** (p.20). Larry says this to Amelia when she asks him where she is. 'Well' gives more information.

**Complete the sentences with the Casual language expressions.**

1. I've lost my keys! We can't open the door.  
Oh no, .....
2. I've finished the exercise, ..... nearly finished.
3. Are you happy in your job?  
....., but I'm thinking about looking for a new one soon.
4. Look at the sky. It's going to rain, ..... !
5. 'Thanks for buying me dinner.  
..... - my dad gave me some money today!

### THE FILMS (pages 48–9)

#### Designing a poster

Ask students to work in small groups. They are going to design a poster for the next film in the series: *'Night at the Museum 3.'* They should think about:

- The story
- The museum
- The characters from history
- The actors

They then design a poster for the new film.

### THE SMITHSONIAN (pages 50–1)

#### Research

Ask students to research a famous museum, either in their own country or elsewhere. They research some interesting facts about the museum and its exhibits. Students then compile a list of fifteen 'facts' about the museum, but five of these should be untrue. They read out the list to a partner who has to guess which are the correct facts.

### WHY ARE THEY FAMOUS? (pages 52–3)

#### Research and presentation

Ask students to choose one of the historical characters from the story (excluding those featured in the Fact File). They should then research the life of the character and write a fact file on him or her. Students then present their character to other students in small groups. Who has found out the most interesting fact?

**Follow-up:** Students write a short description of their character for inclusion in the museum guide.

#### Discussion and debate

Tell students that the Smithsonian Museum can only keep one of the exhibits from the fact file on display. The other three must go into storage. Divide the class into four groups and give each group one person from the fact file. The group should discuss why this person should stay on display. Following this, hold a full class discussion. The students defend the different characters, saying why they should stay on display. They then vote on which exhibit should be kept.

### FILM/CD FOLLOW-UP

#### Audio adjectives

Make a list of adjectives describing characters in the book and pre-teach them. Play short sections of the CD to the class and ask students to match the words or sets of words to each character.

#### Conversation completion

Prepare a section of text blanking out elements of dialogue. In pairs, students discuss what they think was said, and then check their answers on the CD. As a follow-up, they can act out the dialogue, playing close attention to intonation and stress.

#### Comprehension check

This activity can be used as a comprehension check once students have read the reader. Select some key moments from the story and note down the CD track numbers and timings. (Some suggestions for key moments might be: Dr McPhee's decision to move the exhibits to the Smithsonian (Chapter 1), Jedediah's phone call to Larry (Chapter 2), the first meeting between Kahmunrah and Ivan the Terrible, Napoleon and Al Capone (Chapter 4), Larry and Kahmunrah's last fight (Chapter 6) etc.)

Put students in groups. Tell them you are going to play some short scenes from the story. They have to write down what happened before, what happens next, and guess which chapter they come from. The group with the most information overall wins.

### ANSWER KEY

#### Self-Study Activities (pages 54–6)

- 1 a) Larry Daley b) Teddy Roosevelt c) Dr Mc Phee  
d) Kahmunrah e) Amelia Earhart
- 2 a) Open answer.  
b) In museums, art galleries or other public places  
c) At night, when it's dark  
d) In the sea  
e)–f) Open answers.  
g) For killing animals
- 3 a) iii b) iv c) i d) ii
- 4 a) F. It's in three days. b) T c) F. They are afraid.  
d) F. This happens at night.  
e) F. He's staying at the museum in New York. f) T
- 5 Open answers.
- 6 a) battle b) soldier c) leader d) kiss e) sand f) squirrel
- 7 The correct order is: c, e, f, h, d, b, a, g.
- 8 a) To get his men from the Underworld. b) General Custer  
c) Amelia d) Amelia e) They can't get out. f) Al Capone  
g) He doesn't know the number. h) A squirrel catches him.
- 9–10 Open answers.
- 11 a) ii b) v c) iv d) iii e) i
- 12 a) don't fly b) help c) by plane d) sad e) Lincoln's f) open
- 13 a) Al Capone b) Lincoln c) General Custer d) Larry e) Amelia  
f) Dr. McPhee
- 14 Open answers.

#### Resource Sheet Activities

##### People and places

- 1 b) i c) iii d) ii e) v f) i g) v h) i

##### Chapters 1–2

- 1 b) ii c) i d) i e) i f) ii g) ii h) ii
- 2 a) Because the exhibits have a problem at the Smithsonian and they need Larry's help.  
b) By plane.  
c) Because he wanted to go into the museum.  
d) Famous people like General Custer and Amelia Earhart, old cars, and a squid.  
e) Some Egyptian guards were pointing spears at a box.
- 3 b) b c) b d) b e) a f) c g) b h) b i) b j) a k) c
- 4 Open answers.

##### Chapters 3–4

- 1 b) vi c) v d) i e) iv f) vii g) ii
- 2 b) Jedediah c) Larry d) The Thinker e) Einsteins  
f) Kahmunrah and his men g) Napoleon
- 3 b) Ivan c) the Horus d) Amelia Earhart e) Al Capone  
f) Octavius
- 4 b) back c) through d) at e) for

##### 5–6 Open answers.

##### Chapters 5–7

- 1 b) in the shop > on the information desk  
c) Napoleon > Al Capone  
d) crashing her planes > getting lost  
e) strange singing > horrible cries  
f) Larry > Octavius  
g) for Kahmunrah > for General Custer
- 2 The correct order is: e, b, h, d, g, f, a, c.
- 3 b) brightly c) sadly d) clearly e) luckily

#### Vocabulary Builder

- 1 2. soldier 3. sand 4. torch 5. squid 6. exhibit 7. battle  
8. squirrel
- 2 2. leader 3. buzzed 4. kissed 5. magic 6. statue 7. war  
8. spears 9. hologram 10. dead 11. guards

#### Casual Language

1. what now? 2. well 3. I guess 4. believe me  
5. It's no big deal!