



# NIGHT AT THE MUSEUM

## – EXTRA

### Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazines.

### SYNOPSIS

Larry Daley is a man with lots of ideas but no permanent job. He has a son, Nicky, who lives with Larry's ex-wife and her new husband. Spurred on by the need to have a regular job so that he can be a responsible father to Nicky, Larry takes the position of night guard at the Museum of Natural History.

Before he starts his first shift, Larry is given a tour of the museum by Cecil, his predecessor. Before he leaves, Cecil gives him some special papers which he instructs him to read. Larry is amazed – and terrified – when the exhibits start to come alive after dark. Cowboys and Indians start fighting and T-Rex is on the rampage. A revived President Roosevelt tells Larry that Pharaoh Ahkmenrah's tablet has the power to bring everything in the museum to life. All the exhibits must stay in the museum or they will turn to dust at sunrise.

On his shifts, Larry has to learn how to cope with and control many difficult situations – including mediating between the different characters in the museum.

One night, Cecil and two former night guards from the museum come back intending to steal Ahkmenrah's tablet. Larry and Nicky need the help of all the exhibits to track down the thieves in Central Park, and return the tablet to the museum.

Larry has now earned the trust and respect of all the exhibits as well as that of his employer, Dr. McPhee, and he and Nicky continue to enjoy his very special job.

### THE BACK STORY

*Night at the Museum* is based on an illustrated children's book of the same name by the Croatian writer and illustrator, Milan Trenc. It was first published in 1993. The producer Chris Columbus bought it for his children and realised it would make a great movie!

The film *Night at the Museum* was released in December 2006 and was an immediate box office success. This was due in no small part to the amazing cast assembled to support Ben Stiller in the lead role. Movie legends such as Robin Williams, Dick Van Dyke and Mickey Rooney appear alongside popular actors of today, including Ricky Gervais, Owen Wilson and Steve Coogan.

The basic idea behind the film is very clever and it is fascinating to see how characters from different times in history interact when put together. It is also interesting to note that life imitated art as the Natural History Museum became more popular after the release of the film, just as it does at the end of the film itself.

### MEDIA LINKS

**DVD:** The film *Night at the Museum* is available on DVD and Blu-ray format (Twentieth Century Fox).

**CD:** A recording of *Night at the Museum* is available to accompany the Scholastic Reader.

**Internet:** The film's site is at: [www.nightatthemuseum.com](http://www.nightatthemuseum.com)

**Books:** *Night at the Museum* by Milan Trenc and junior novelisation *Night at the Museum* by Leslie Goldman (both published by Barrons Inc.).

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have your students seen the film? Motivate them with background information 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 of this resource sheet.)

### 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. The film is 108 minutes. You could show it in chunks of, say, 15 minutes in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

### 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* (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 film and the actors, the reasons why some of the main historical characters in the museum are famous and facts about the real Museum of Natural History in New York.

### What did they think?

Get everyone to do a written or spoken review of *Night at the Museum*. Compare opinions. Will they go and see the film? Did you like it? Let us know at [readers@scholasticeltreaders.com](mailto:readers@scholasticeltreaders.com).



## RESOURCE SHEET STUDENT ACTIVITIES

### Chapters 5–7

#### 1 Match the beginnings and endings of the sentences.

- |  |  |
|--|--|
| a) When the museum is empty                  | i) and Larry was still the nightguard at the museum. |
| b) A big car waited                          | ii) to see everything come alive.                    |
| c) Larry wanted his son                      | iii) near the front doors of the museum.             |
| d) The things in the museum can't come alive | iv) Nicky can come out of the bathroom.              |
| e) The car tried to stop                     | v) but it went off the road.                         |
| f) It was a year later                       | vi) without the tablet.                              |

#### 2 Answer the questions.

- a) Where did Nicky find the tablet?
- b) What colour was the light from the tablet?
- c) What did the Easter Head shout?
- d) Who did the stagecoach run into?
- e) Who was in Larry's car?
- f) Where did Cecil go in the stagecoach?
- g) Who hit Cecil?
- h) What are Cecil, Gus and Reg now?

#### 3 Complete the sentences. What happened next?

- a) When Nicky moved the parts of the tablet,  
..... *a yellow light came out of it.* .....
- b) When Larry opened the coffin,  
.....
- c) When Ahkmenrah talked to Attila,  
.....
- d) When the Easter Island Head shouted, 'Quiet!',  
.....
- e) When the stagecoach ran into Teddy,  
.....
- f) When Ahkmenrah read the words on the tablet,  
.....
- g) When Dr. McPhee and Larry saw lots of people in the museum,  
.....

#### 4 Work in pairs. Look at the picture on page 31. Describe something in the picture. Your partner guesses what or who it is.

### FINAL TASKS

#### Speaking

Work in pairs. You see T-Rex running in the park. What do you do? Who do you call? What happens next?

#### Writing

1 You are a reporter. Write about what happened in Central Park for your newspaper.

2 You are Nicky. Write a blog about one of the party nights at the museum.

### VOCABULARY BUILDER

#### 1 Look at the 'New Words' at the back of *Night at the Museum*. Choose the correct word for these definitions.

1. We build this to remember a famous person. ....
2. This is the opposite of dead. ....
3. You find old things in this place. ....
4. This person wears a special hat and rides a horse.  
.....
5. .... live in trees
6. T-Rex has a lot of these. ....
7. You can learn this at school. ....
8. This person works in a building at night. ....
9. The Easter Island head loves this. ....
10. Soldiers follow this person. ....
11. You can ride on this. ....
12. You open a door with this. ....
13. When you leave your house, you ..... the door.
14. There were lots of these in Old Egypt. They have writing and drawings on them. ....

#### 2 Unjumble the letters to find the right word.

1. A lot of people looked at the dead President in his FONICF. ....
2. Dead people turn to TUDS after a long time. ....
3. I WEHRT the ball to the dog. ....
4. Many people go to Africa to see the LMNASIA. ....
5. There was a big HITFG after the game. ....
6. There are lots of exciting NESCES in the 'Night at the Museum' film. ....

#### Casual language

- **'How's life?'** We say this when we meet a friend and want to know how he/she is. People often say this instead of 'How are you?' e.g. Erika says this to Larry when he goes to see Nicky. (p.6).
- **'Things aren't going very well.'** This means that there are problems e.g. Larry says this to Erika. (p.6).
- **'That was a good one!'** We say this when we hear something funny or clever e.g. Cecil says this to Larry. (p.12).

#### Complete the dialogues with the expressions above.

1. 'I told Jack about you and the three dogs. He really laughed!'  
'Yes, .....
2. 'The company can't send the new DVDs before next week.'  
'Oh dear, .....
3. '.....'  
'Oh – everything's fine, thanks.'

### THE FILM (pages 32–3)

#### Film pitch

Ask students to think about books they liked to read when they were younger. Brainstorm titles and write them on the board. Divide students into small groups. Ask each group to choose one of the books. Tell them that they are going to present a film pitch for their book. They need to decide on:

- actors
- locations
- style e.g. cartoon or live action, special effects etc.
- changes to the book e.g. Will the ending stay the same? Will the setting change? Will any of the characters be cut? etc.

Encourage them to be as creative as possible! Each group designs a poster for their film to accompany the pitch. Each group presents their ideas to the rest of the class. Each student votes for the pitch which they like the most (excluding their own!). You have the deciding vote!

### THE REAL MUSEUM OF NATURAL HISTORY (pages 34–5)

#### Planning a new museum

Divide the class into small groups. Ask them to imagine that they are living in the year 2050. They are going to open a brand-new museum focusing on aspects of life in the early 21st century. Ask them to think about what will be in it. Give them ideas such as music (e.g. i-pods), fashion (e.g. hoodies, piercings) and new technology (e.g. popular websites, chatrooms etc.) How will their museum be laid out? Will there be films/music/performances?

Students then draw a large map of their museum, showing the different sections and exhibits. Each group votes for the museum they think is the most interesting.

### WHY ARE THEY FAMOUS? (pages 36–7)

#### Quiz

Divide students into small groups. Each group chooses a different person from history. They research this famous person and write ten quiz questions about him/her to ask the other students.

#### Research and writing

In pairs, students choose a person or animal from today who they think will be famous in the future. They then write an entry about this person for a future history book, or an entry for a museum guide book.

### DVD/CD FOLLOW-UP

#### Observing

Play a scene from the film and ask students to watch carefully. Ask questions about the scene afterwards. Then play another scene. Ask students to write at least two questions about this scene for their partners to answer.

#### What happens next?

Read a chapter with the students and play the corresponding part of the film or CD. Stop at some dramatic points and ask what happened next.

#### Differences

Stop the film when it shows a character or characters not included in the reader (e.g. the Neanderthals). Elicit who or what the characters are and ask what the students know about them. As a follow-up, students can find out five facts about these characters.

### ANSWER KEY

#### Self-Study Activities (pages 38–40)

- 1 Students' own answers.
- 2 a) a bone b) a coffin c) a guard
- 3 a) Debbie b) Rebecca c) Don d) Dr. McPhee e) Cecil
- 4 a) American b) American c) African d) Native American e) Egyptian f) Roman
- 6 a) lock b) fight c) throw
- 7 a) horse b) gum c) alive d) keys e) dust
- 8 a) He's drinking water.  
b) He throws him a bone.  
c) The Easter Island statue wants gum.  
d) He eats it  
e) A small train hits Larry's head.  
f) Teddy helps Larry.  
g) Everything is alive because of Ahkmenrah's tablet.
- 9 a) F b) F c) T d) F e) T f) F
- 11 a) ii b) iii c) i d) iii
- 12 The correct order is: c, b, g, a, e, f, d.
- 14 1) When—c 2) Why—a 3) What—b

#### Resource Sheet Activities

##### People and places

- 1 b) v c) iv d) ii e) vi f) i

##### Chapters 1–2

- 1 b) Larry c) Don d) Don e) Larry f) Don
- 2 b) ii c) i d) i e) i
- 3 b) needed c) turned d) read e) went

##### Chapters 3–4

- 1 The correct order: is b, f, a, c, h, d, e, g.
- 2 b) x c) ✓ d) ✓ e) x
- 3 b) Rebecca c) Dr. McPhee d) Nicky e) Attila f) Cecil g) Easter Island Head
- 4 b) through c) at d) out of e) to f) with

##### Chapters 5–7

- 1 b) iii c) ii d) vi e) v f) i
- 2 a) He found it on the road.  
b) The light was yellow.  
c) It shouted, 'Quiet!'  
d) It ran into the President.  
e) Jedediah and Octavius were in Larry's car.  
f) Cecil went to Central Park.  
g) Attila hit Cecil.  
h) Cecil, Gus and Reg are cleaners now.
- 3 b) ... Ahkmenrah sat up. c) ... he stopped shouting.  
d) ... everyone listened. e) ... he hit the road  
f) ... a yellow light came out and everything went back to the museum.  
g) ... he gave Larry the keys.

#### Vocabulary Builder

- 1 1. statue 2. alive 3. museum 4. cowboy 5. monkeys  
6. bone 7. history 8. guard 9. gum 10. leader 11. horse  
12. key 13. lock 14. tablets
- 2 1. coffin 2. dust 3. threw 4. animals 5. fight 6. scenes

#### Casual Language

1. That was a good one!
2. Things aren't going very well.
3. How's life?