

# A LION CALLED CHRISTIAN - EXTRA

## Level 4

This level is suitable for students who have been learning English for at least four years and up to five years. It corresponds with the Common European Framework level B2. Suitable for users of CLUB magazine.

### SYNOPSIS

In 1969, two young Australian men living in London, Anthony (Ace) Bourke and John Rendall, bought a young lion cub from Harrods, a well-known London department store. They called the lion Christian, and took him home to live with them in their small flat above an antiques shop in the Kings Road in Chelsea.

As their cub grew bigger, it became too difficult to look after him properly, so Ace and John looked for alternatives. They didn't want to send him to a zoo or a circus, but there didn't seem to be many other possibilities. Then one day, Bill Travers and Virginia McKenna came into the shop. Bill and Virginia were actors who had starred in two films about lions based on real stories, *Born Free* and *Living Free*. They had become very interested in the welfare of lions, and were delighted to meet Christian. They introduced Ace and John to the director of *Born Free*, James Hill. They also got in touch with George Adamson, a conservationist in Kenya, the real-life hero of the lion films, who was famous for releasing lions back into the wild. The plan was to take Christian to George in Kenya and return him to the wild. To fund all this, they would make a film about Christian's story in collaboration with James Hill.

In 1970, Christian and his 'team' flew to Kenya. Over the course of several months, George Adamson worked with Christian and other lions so that they could successfully form a pride and live a natural, independent life in the wild. Christian eventually returned to the wild around the end of 1972.

### THE BACK STORY

Ace and John arrived in Kenya with Christian on 23rd August, 1970. He had been living with them in the UK for eight months and the three of them had grown to love and trust one another. The young men stayed with Christian at George Adamson's lion camp for a further few weeks before returning home to London.

In July 1971, Ace and John returned to Kenya to visit Christian. It had been almost a year since they had last seen him, but Christian, seeing them from a long way off, had run up to them, jumped up and hugged them. This amazing moment was captured on camera but it was not widely broadcast.

In 2006, a Californian student came across the clip and posted it on YouTube. Millions of people saw it, Christian became an international phenomenon overnight and there was a huge revival of interest in the story.

### MEDIA LINKS

**DVD:** The TV special of *A Lion Called Christian* and the original film *Christian: The Lion at World's End* are both available on DVD and video.

**CD:** A recording of *A Lion Called Christian* is available to accompany the Scholastic Reader.

**Internet:** [www.alioncalledchristian.com](http://www.alioncalledchristian.com)

**Book:** *A Lion Called Christian* by Anthony Bourke and John Rendall, published by Random House (revised 2009).

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have they seen the film? 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 5 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 programme is 45 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 4 of this resource sheet practises the new words in a different context.

### Fact Files

These provide background information and can be set these as self-study or use for whole class work. Fact File 1 describes the birth of YouTube and how it has made stars of people – and lions! – overnight. Fact File 2 discusses the pros and cons of keeping animals in circuses, safari parks and zoos. Fact File 3 describes the plight of some endangered species. Fact File 4 is about London in the late sixties and early seventies.

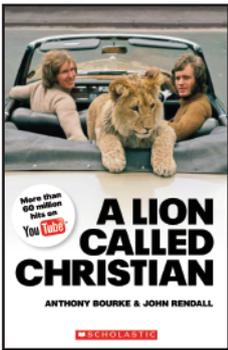
### What did they think?

Get everyone to do a written or spoken review of *A Lion Called Christian*. Compare opinions. Will they watch the film? Did you like it? Let us know at [readers@link2english.com](mailto:readers@link2english.com).

### COMPETITIONS AND UPDATES

Check [www.scholasticelreaders.com](http://www.scholasticelreaders.com) for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



# A LION CALLED CHRISTIAN

## - EXTRA

ANSWER THESE QUESTIONS IN YOUR NOTEBOOK

### Prologue and Chapter 1

**1 Describe in your own words what happens in the YouTube video of Ace and John's reunion with Christian in 1971.**

*Two young men with long hair are standing on a big rock*

**2 In the Introduction to their 2009 book, Ace and John ask themselves why the YouTube video has been so popular. List the possible reasons they mention.**

*1. A wild animal is showing its feelings.*

**3 Why do you think the YouTube video has been so popular? What do you like about it? Talk to a partner.**

**4 The manager of Harrods zoo department wanted to be sure Ace and John would be good lion owners. What questions do you think he asked them? Make a list.**

*1. What experience of lions do you have?*

**5 Act out the interview in groups of three, taking it in turns to be the manager and ask 'Ace' and 'John' your questions.**

### Chapters 2-3

**1 Only one of these sentences is true (T). Which one? Correct the false (F) sentences.**

- a) Christian took a long time to get used to living in Chelsea.  
*F. He quickly got used to his new home.*
- b) He was a slow learner.
- c) He was the only wild animal in that part of London.
- d) He was mainly a vegetarian in the early days.
- e) He played with lots of different toys but he liked bins best.
- f) Christian walked to the church garden with Ace and John every afternoon.
- g) He wasn't frightened of cars, crowds or spaces.
- h) Ace and John liked Christian to chase them in the garden.

**2 In what ways was Christian a) an unusual lion? In what ways was he b) like other lions? Make two lists.**

- a) *1. He was affectionate and gentle.*
- b) *1. He exercised his claws.*

**3 Ace and John were only scared of Christian once. What happened? How did Ace and John behave and why?**

**4 Have you ever been scared by the way an animal behaved? What happened? Talk to a partner.**

### Chapters 4-5

**1 Answer the questions.**

- a) How did magazines and newspapers want Christian to appear to their readers? Why? What did Ace and John do to try to change this?  
*They wanted him to appear wild and frightening because*
- b) Why did Ace and John let Christian appear in some advertisements?
- c) Describe one good experience and one 'problem' experience.
- d) What was Christian's relationship like with Margot, the puma? Why?
- e) What were Ace and John's worries about Christian as he grew bigger and bigger?

**2 Write Ace and John's reply to the letter from an angry woman in the USA (see page 7).**

**3 Make a list of all the things you learn about Bill Travers and Virginia McKenna (see People and Places and Chapter 5).**

*1. They were actors*

**4 Imagine and script the conversation when Bill and Virginia met Ace and John in 'Sophistocat' in April, 1970. How did the conversation start? What did Ace and John say when they told them their worries about Christian? How did the conversation end? Act it out in groups of four.**

### Chapters 6-7

**1 Answer the questions.**

- a) What was Bill Travers' plan for Christian's future?  
*He wanted to fly him out to Africa, so George Adamson could return him to the wild.*
- b) Why did Bill think the Kenyan government would say yes?
- c) The Kenyan government said Christian could come if a suitable place could be found. What they mean by 'suitable place'?
- d) Who was James Hill and what was his role in the story?
- e) What did Ace and John do for the shop owners before filming? What went wrong?
- f) Which was the worst day of filming in London. Why?

## RESOURCE SHEET STUDENT ACTIVITIES

**2** Make a list of all the ways that living in Leith Hill was different for Christian from living in Chelsea.

1. Christian could run around freely.....

**3** If Christian had been able to write a diary, what would the entries be for ...

... the day he arrived at Leith Hill?

... the day he went to the beach?

**4** Have you ever gone to live or to stay somewhere totally new? What was that like? In what ways was the new place different? Talk to a friend.

### Chapters 8–9

**1** Describe Christian’s journey to Africa. What happened at these times?

- a) At 3.30 pm on 22nd August, Christian was put in his travel box at Leith Hill.....
- b) At 5.30 pm, ...
- c) At 7 pm, ...
- d) At 7 the next morning, ...
- e) Two days later, early in the morning, ...
- f) After driving 300 kilometres, ...
- g) The next morning, ...
- h) Late in the afternoon, ...
- i) The next day, ...
- j) Late in the afternoon, ...

**2** Circle the correct word in *italics* and give more details.

- a) The price for flying Christian to Kenya depended on his height/weight.  
They had to borrow a weighing machine from the man at the meat market. Christian weighed 80 kilos.....
- b) Ace and John went to visit Christian’s sisters / parents.
- c) Making *Born Free* had changed Bill and Virginia’s lives completely / a little.

**3** Imagine the telephone conversation Ace or John had when they phoned a zoo to ask for advice about safe travel for a lion.

Write a short script then act it out with another student.

**4** Talk to a partner about a longest or most difficult journey you have had. When was it? Where did you go? How did you travel? What made the journey so long or difficult?

### Chapters 10–11

**1** Are these sentences true (T) or false (F) ? Correct the false sentences.

- a) George built a new camp called Kampi ya Simba.  
F. George’s brother, Terence, built the new camp.....

- b) It was safer because there was a hill of large rocks in the middle of it.
- c) Christian was put in a compound with Katania and Boy.
- d) Christian made friends with Katania more easily than with Boy.
- e) Ace and John liked having Boy in their compound.
- f) When Boy and Christian met for the first time outside the compound, Christian knew instinctively what to do.
- g) Ace and John went away because they wanted to visit other parts of Kenya and Tanzania.

**2** Imagine you are Ace. Write a short letter to your parents the day after you arrive back at Kampi ya Simba. What did you see on your trip? What changes have there been at the camp while you were away?

**3** Make a list of all the things Ace and John learned about George Adamson during the time they spent with him.

1. He was born in India in 1906.....

**4** Would you enjoy the kind of life George had? What would/wouldn’t you like about it? Talk to a partner.

### Chapters 12–13

**1** Answer the questions.

- a) In January 1971, Ace and John received a letter from George. What was the bad news it contained?  
Katania was dead.....
- b) What was the good news?
- c) In what ways did Bill say Christian had changed?

**2** Match the two parts of the sentence, then number them in the correct order.

- |  |   |                                     |
|--|---|-------------------------------------|
| a) The wild lions often attacked Boy           | i) so George could look at his cuts.      | <input type="checkbox"/>            |
| b) George ran out with his gun                 | ii) because Boy was often away.           | <input type="checkbox"/>            |
| c) The wild lions killed Monalisa              | iii) because he heard cries.              | <input type="checkbox"/>            |
| d) George shot Boy dead                        | iv) because he was head of the family.    | <input checked="" type="checkbox"/> |
| e) Boy was in a lot of pain                    | v) because Boy was in the compound.       | <input type="checkbox"/>            |
| f) Boy was taken into the compound             | vi) because of his injuries.              | <input type="checkbox"/>            |
| g) George was worried about Juma and Christian | vii) because he had Stanley in his mouth. | <input type="checkbox"/>            |

**3** You and your partner are Ace and John arriving back in London after your trip to Kenya in 1971. You meet up with two friends. Imagine the conversation. Act it out in groups of four.

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapter 14 and Epilogue

#### 1 Answer the questions.

- a) In what ways did Christian become dangerous after Boy's death? Why?  
He jumped on George and .....
- b) When was the last time Ace and John saw Christian? What happened this time? How had Christian changed?
- c) When Tony Fitzjohn later visited them in London, he brought them some good news and some bad news about Christian. What was the news?
- d) What was the last news Ace and John had of Christian, in 1973? What did they like to think happened to Christian?

#### 2 Match the lions' names with the sentences.

Boy	Juma	Katania	Lisa	Mona	Monalisa	Supercub
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- a) A seven-year-old male lion who had already been returned to the wild once and who had suffered a lot of injuries. ..... Boy .....
- b) A young male lion who was killed by wild lions. .....
- c) A four-month-old female lion cub who was given to George Adamson. .....
- d) Two sisters about the same age as Christian. They had been rescued from farmers who wanted to kill them for attacking their animals. .....
- e) Two eighteen-month-old lionesses from a park in Nairobi who replaced Monalisa. .....

**3 George Adamson and the other people in this amazing story all felt very strongly about lions and worked hard to protect them. What do you feel strongly about that you would work hard to protect? Talk to a partner.**

### FINAL TASKS

#### Group discussion

**In the Introduction to their 2009 book, Ace and John say that the Internet has completely changed how we communicate. In what ways do you think this has been for the better? In what ways has this been for the worse?**

#### Writing

**Think of a friend who has not seen the YouTube video of the 1971 reunion. Write a short email telling them about the video and why you think they should watch it.**

#### Pairwork presentation

**Imagine you are John. You have been invited to give a talk at your school.**

- a) Tell Christian's story and explain how you became interested in the protection of lions.
- b) Say who George Adamson was, what GAWPT is, and some of the things it does to help protect lions.

### VOCABULARY BUILDER

#### 1 Which of these ten words can apply to lions?

affection   claw   cub   damage   greet   hug   lick paw   respect   roar
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#### 2 Find 'New Words' at the back of the book for these definitions.

1. A little house that can move or be moved. ..... caravan .....
2. This describes doing something at less than normal speed. .....
3. An area with a fence around it for people or animals. .....
4. A large, grey, dangerous animal. .....
5. A rose has these for protection. .....
6. You do this to an ice-cream with your tongue. .....
7. Many animals have these instead of hands and feet. .....
8. The opposite of cold and unfriendly. .....
9. What you say when you meet someone, for example 'Hello' or 'Hi'. .....

#### 3 There is an incorrect word in each of these sentences. Circle it and find the correct 'New Word'.

1. Where do you keep your bicycle? Downstairs, in the bathroom. ..... basement .....
2. I'm meeting up with all my old school friends for a rescue. .....
3. Don't swim in that river! It's full of criminals. .....
4. Do you know the story about the mouse that took a thumb out of a lion's paw? .....
5. I can feel when the weather is going to change. I've got a natural, built-in instrument for that. .....
6. It's too windy to put up our test. Let's stay in a hotel tonight. .....
7. Animals don't like being kept in caves. They need space. .....
8. Our neighbour climbed over the face to get into our garden. .....
9. Lions and poems both belong to the 'big' cat family. .....

**CHRISTIAN AND THE YOUTUBE PHENOMENON**  
(pages 76–7)**Create a soundtrack**

Students watch the YouTube video clip of Christian's 1971 reunion with Ace and John *without sound*. They work in pairs to script a short commentary to accompany the film and then decide on a piece of music to go with their soundtrack. Finally, they put everything together and present their work to the class: they bring their music into class and play it simultaneously with the voice-over as the clip is being shown.

**Research/presentation**

Ask students (working individually or in pairs) to find a really good YouTube video clip. It can be very funny, very moving or very weird! They write a description of their chosen clip and say why they like it. Students read out their descriptions to the class. They may also mime or act out bits if they want to! Which clips are very popular? Is there a clear class favourite?

**ANIMALS IN CAPTIVITY (pages 78–9)****Searching for information**

Students work in pairs. Half the class searches pages 78–9 for arguments *for* keeping animals in captivity, the other half searches for arguments *against*. The groups are then asked to add any other arguments they can think of to their list. Which pair in each group has the longest list?

**Debate: Are animals in captivity better off or worse off?**

Armed with the arguments listed in the previous activity, students conduct a debate. Which argument is the most convincing?

**ANIMALS IN DANGER (pages 80–1)****Quiz**

Students prepare five questions on the information in the fact file and then either:

- quiz each other in pairs or groups, or
- give their questions to the teacher, who uses them for a class team game.

**Research**

Ask students to use the Internet or the library to research animals, birds or insects that are in danger *in their own country or region*. Why are these animals dying out? How many are there left? What can be done to help them survive? What could the students themselves do make a difference?

**SWINGING LONDON (pages 82–3)****Comparative survey**

The sixties and seventies are described under the headings of *fashion, music, war and peace* and *women's rights*. Ask students to use those same headings to describe the present (and/or last) decade. They should work in groups of four to five, to list ideas under each of the four headings. As each group presents their ideas, the teacher keeps a record on the board. What do most of the class agree on? Where do they disagree? How do they compare with life in the sixties and seventies?

**Interview**

Students work in pairs. A is the interviewer doing research for a magazine article on life in the sixties and seventies. A prepares a list of questions to ask B. B is one of the people in the photo at the bottom of page 82, aged seventeen in 1967 (now in their sixties). B describes what life was like back then (clothes, the music, free time activities etc.).

**FILM/CD FOLLOW-UP****Chapter Preview (CD)**

Students listen to the first paragraph of a chapter on the CD, then you ask a question about what comes next. For example:

**Prologue** – Play as far as – ‘So why was this three-minute video so extraordinary?’

Stop and ask: *Does anyone know the answer? Has anyone seen this video clip and can anyone tell us about it?* Show them the clip at this point if possible.

**Chapter 2** – Play as far as – ‘Christian was theirs at last.’

Stop and ask: *How do you think Christian is going to behave? How are people going to react?*

**Note the differences (DVD: A Lion Called Christian)**

Some of the information in the reader is not included in the DVD. Conversely, there is information in the DVD which is not included in the reader.

Students read a chapter and then watch the relevant section of the DVD. What extra information do they learn? For example:

**Chapter 1** The basement at ‘Sophistocat’ was full of antique furniture waiting to be restored – perfect for games of hide and seek.

**Chapter 7** There was a scarecrow in the garden at Leith Hill and Christian was frightened of it.

**Watching without sound (DVD: A Lion Called Christian)**

This is suitable for any sequence which is not an interview and can be done in two ways.

- Students read a chapter and then watch the relevant section of the DVD with the sound off. As they watch, they provide a running commentary. You may need to pause the machine from time to time to allow them to do this.
- Students watch a section of the DVD with sound only and guess what's happening. Then they read the chapter to check.

**ANSWER KEY****Self-Study Activities (pages 84–8)**

- a) cub b) roar c) reunion d) greet e) hug f) damage
- a) T b) F. (lions have claws but horses have hooves)  
c) F. (the bottom) d) T e) F. (to see animals, clowns, etc.)
- a) lick b) cage c) respect d) affection/lick e) lion
- a) May, 1969: John and Ace left Australia. August, 1969: Christian was born. December, 1969: John and Ace took Christian home. 1971: the year of their reunion with Christian in Africa. 2006: reunion video posted on YouTube.  
b) *Possible answers:* They needed a larger flat and a garden but they couldn't tell people they had a lion. They didn't know anything about lions.  
c) *Possible answers:* His day began at 8 am. He used his toilet box, then he had breakfast. Then he played with his toys.  
d) *Possible answers:* healthy, not frightened, didn't get angry, fun, human, good judge of people, handsome, lovely eyes, playful, intelligent, sleepy, good memory, affectionate, trusting, gentle. He liked bins, frightening people, hiding, chasing a football. He loved children, being carried and hugged, snow, licking Ace and John's faces, watching people from above. He hated being ignored.  
e) *Possible answers:* • He looked forward to seeing the cleaner, he ran after her and rode on her Hoover. • He tried to get the customers' attention in various ways. • He found children interesting. • Unity was his best friend, and they played together for hours. • He loved/trusted Ace and John and showed affection, played with them.
- f) Radio and TV appearances, advertisements, visit to a children's home.
- 5–6 Open answers.
- 7 a) tent b) caravan c) thorn d) instinct e) compounds  
f) slow-motion g) crocodile
- 8 Open answers.
- 9 The correct order is: e, h, c, b, f, a, d, g.

- 10 Only c) is true. a) F. George had to find an acceptable area. b) F. There were problems the second day. d) F. No, they didn't. e) F. A 12-hour flight followed by a 2-day drive. f) F. It was dry with few people, 450 kilometres north-east of Nairobi.
- 11–12 Open answers.
- 13 a) thorn (the others are animals)  
b) fence (the other words are connected with lions)
- 14 Open answers.
- 15 Boy ran towards Christian several times. Christian became friends with Katania. Boy moved in with Ace and John. Boy and Christian met outside the compound: Boy ran at Christian, Christian lay down. Christian followed Boy around and copied him.
- 16 a) Boy killed Stanley so George shot him. Katania was probably eaten by a crocodile. Monalisa and Supercub were killed by wild lions. Juma, Mona and Lisa joined the wild lions.  
b) George Adamson did a lot to help protect lions and increase our understanding of them. c) Tony Fitzjohn helped George with the lions and communications. d) In 1970 they took Christian to Kora. 1971 was their reunion. In 1972 they went to say goodbye.

### Resource Sheet Activities

#### Prologue and Chapter 1

- 1 *Possible answer:* They seem to be waiting for something. Suddenly they see a big lion. The lion looks at them for a moment, then it starts to run towards them. It jumps up on them, puts its paws around them and licks their faces. It is obviously very pleased to see them! The young men hug the lion and laugh.
- 2 2. It's an unusual reunion. 3. It's a special experience.  
4. It's about growing up and leaving home. 5. It's about losing someone and finding them again. 6. It's about the relationship we have with our own pets. 7. It's because technology has taken us away from the natural world.
- 3 Open answers.
- 4 *Possible answers:* 2. Where do you live? 3. Where can you take him for exercise? 4. How and what will you feed him?  
5. What will you do with him when he gets bigger?
- 5 Open answers.

#### Chapters 2–3

- 1 The only correct sentence is e), all the rest are false.  
b) He learned very quickly.  
c) Wild animals kept as pets were not unusual.  
d) He ate meat too. f) He went by car or Ace and John carried him. g) He was very frightened of cars, crowds and spaces.  
h) They liked him to chase a football.
- 2 a) 2. He liked to have fun and play. 3. He was very 'human'.  
4. He stood on his back legs to greet people. 5. He wasn't jealous about his food. 6. He used his mouth to communicate.  
b) 2. Family was important to him.

3 *Possible answer:* Christian became angry. He made his ears flat and showed his teeth. Ace and John moved away. They didn't show any fear because they didn't want Christian to realise how powerful he was.

4 Open answers.

#### Chapters 4–5

- 1 a) ... they wanted their readers to think he was dangerous.  
b) Christian was expensive to keep and they needed the money.  
c) A good experience: Christian was very gentle with some baby chickens. A bad experience: Christian chewed an actress's hair!  
d) Margot didn't like Christian: she hit him on the nose. She was older and jealous, and a different kind of cat.  
e) They worried he was bored and had too little freedom, so he could become dangerous.
- 2 Open answers.
- 3 1. ... who had played the parts of George and Joy Adamson in the 1966 film *Born Free*. 2. They were married. 3. After the film they worked to protect animals in the wild. 4. They made a lot of TV and radio programmes about the subject. 5. They had a house in the country. 6. Bill had made a film called *The Lions are Free*.
- 4 Open answers.

#### Chapters 6–7

- 1 b) It would be a good advertisement for Kenya and attract tourists. It would show the world that the Kenyan government took the protection of animals seriously.

- c) It had to have water and enough wild animals for lions to hunt for food. It had to be somewhere without tourists or farmers and their animals.  
d) A film director. He had directed *Born Free* and would direct *The Lion at World's End*.  
e) They repainted the shop walls white. Christian knocked over a paint tin, getting paint over himself and everywhere else.  
f) The second day, in the church garden. Christian didn't like sharing it with lots of people. He didn't like the sound of the slow-motion camera either.
- 2 2. He had a big compound. 3. He could climb trees. 4. He slept in a caravan. 5. He watched children playing. 6. He met dogs.  
7. He played with an 'attack' bag. 8. His diet changed.

3–4 Open answers.

#### Chapters 8–9

- 1 b) The box was put on the plane at Heathrow Airport.  
c) The plane took off. d) The plane landed in Nairobi. e) They left Nairobi in several Land-Rovers. f) They arrived at a camp.  
g) Christian had his first walk in Africa. h) A gombi came towards the camp. i) They drove the last 150 kilometres.  
j) They arrived at the camp.
- 2 b) parents (They visited Butch and Mary in the zoo.)  
c) completely (They understood the value of wildlife and the need to protect animals.)

3–4 Open answers.

#### Chapters 10–11

- 1 b) F. It was further from the river (and hunters and crocodiles).  
c) F. He was in a different compound.  
d) T e) F. They were scared of him.  
f) T g) F. Christian needed to get used to life without them.
- 2 *Possible answer:* We visited different places, and saw lots of wild animals and birds. We also saw the Maasai people and learned about their lives. We saw our first wild lions. Back at the camp we realised how much Christian is changing. He wasn't even there to greet us when we arrived – he was out with Boy and Katania. George and Christian's relationship is growing. Christian and Katania are good friends, but Boy hasn't accepted Christian completely yet.
- 3 2. His father was in the British army. 3. He came to Kenya to work for the Department of Wildlife and stayed. 4. He loved wildlife.  
5. He wanted to protect animals in danger, especially lions.
- 4 Open answers.

#### Chapters 12–13

- 1 b) 1. Christian was alive and well. 2. Boy and Christian are good friends. 3. Juma and Monalisa have arrived.  
c) Christian was heavier and taller. His coat was thinner and smoother.
- 2 The correct order is: a) iv, f) i, c) v, e) vi, g) ii, b) iii, d) vii.
- 3 Open answers.

#### Chapter 14 and Epilogue

- 1 a) ... once took George's head in his mouth and cut George's arm with his claws. He hit Tony with his paws and pulled him along by his head. Christian felt unhappy and alone.  
b) In August, 1972. Christian wasn't at the camp when they arrived. He came three nights late. He greeted them with affection but didn't jump on them. He was extremely big and strong, and still growing.  
c) The good news: Christian and the wild lions had made peace. The bad news: Christian had killed some farm animals so the farmers would try to kill him. There were hunters in the area too.  
d) George saw Christian on the other side of the river travelling north towards a national park, a safer area. Ace and John liked to think he had a large family and lived another ten years.
- 2 b) Supercub c) Katania d) Juma and Monalisa  
e) Mona and Lisa
- 3 Open answers.

#### Vocabulary Builder

- 1 All the words can apply to lions.  
2 b) slow-motion c) compound d) rhino e) thorn f) lick  
g) paws h) affectionate i) greeting
- 3 b) reunion c) crocodiles d) thorn e) instinct f) tent  
g) cages h) fence i) pumas