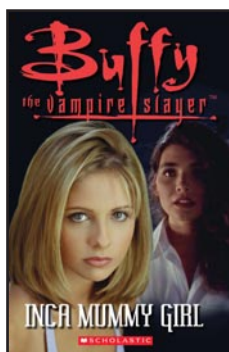


A **FREE** RESOURCE FOR TEACHERS!

INCA MUMMY GIRL - EXTRA

Level 2

This level is suitable for students who have been learning English for two to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN magazine.

SYNOPSIS

Sunnydale High has organised an international student exchange. The first outing for the visitors is to an Inca exhibition at the local museum, which includes the mummy of a teenage girl, killed as a human sacrifice over 500 years ago. She's holding a gold plate that keeps her in her sarcophagus. One Sunnydale student, Rodney, stays behind and tries to steal the plate. He breaks it, releasing the mummy back to life. She then sucks the life out of him. He dies and she gets her youth back ... for a short while. Buffy finds a piece of the plate. The mummy meanwhile is now masquerading as Buffy's exchange student, Ampata. For Xander it's love at first sight. At the school dance, Ampata begins to age again. She knows she must destroy the plate. Back at the museum, she tries to kill Willow, but Xander stops her and protects his friend. Finally, Buffy destroys her.

THE BACK STORY

With 144 episodes in 7 series, *Buffy the Vampire Slayer* is a TV cult classic. Episode 1 was shown in March 1997 and the last episode in May 2003. Constantly shown on TV around the world, Buffy has fans and fan clubs everywhere.

The show takes the old idea of a strong adult man saving a feeble woman and reverses it. Here a teenage girl is the only one with the power to save the world. In each episode, Buffy and her teenage friends (and Giles, of course) have to deal with terrifying enemies, including vampires, ghosts and demons.

Sunnydale is a small town in California. The action centres around the High School. Buffy and her friends are students and Rupert Giles, Buffy's Watcher or guide, is the librarian. Buffy, the Chosen One, has been sent to Sunnydale because the entrance to Hell – the Hellmouth – is in the basement of the school.

The show combines comedy, tragedy, martial arts, romance and horror. The stories also deal with teenage issues of love, self-esteem and planning a future, and use the fights with supernatural forces as metaphors for emotional anxieties.

Inca Mummy Girl is Episode 4 in Series 2. There are parallels between the destinies of Ampata, the teenage mummy, and Buffy. Both were chosen without their consent and are doomed to die young. The story also looks at misplaced love (Xander for Ampata) and unrequited love (Willow for Xander), against the background of an exchange programme, a common experience for teenagers learning languages.

MEDIA LINKS

DVD: All the Buffy TV episodes are available on DVD/video.

CD: A recording of *Inca Mummy Girl* is available to accompany the Scholastic ELT reader.

Internet: Good starting points are www.bbc.co.uk/cult/buffy and the official website www.buffy.com.

Books: *The Watcher's Guide* Volumes 1-3, the official companions to the TV series, published by Pocket Books, are full of quotes, interviews, information, episode guides and photos.

HOW TO USE YOUR SCHOLASTIC ELT MEDIA READER

Choosing and motivating

Is this the right story for your class? Do they watch *Buffy the Vampire Slayer*? Get your class to want to read *Inca Mummy Girl*. Motivate them with background information. Read 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 back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4.)

Glossary and casual language

Go to New Words! at the back of the reader. Translate the words with the class or get students to find meanings at home. Introduce the informal expressions used in *Inca Mummy Girl* (see Vocabulary Builder on page 3 of this resource).

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 options will enhance their understanding and speed up their reading.

Using the DVD

Try to get the English language version DVD of *Inca Mummy Girl*. Watch it yourself first to check that it is suitable for your class. Show it in chunks of, say, 5 minutes in parallel with the class reading schedule, pausing at the end of a scene. Alternatively, show the whole programme after students have finished the book, as a reward.

Fact Files

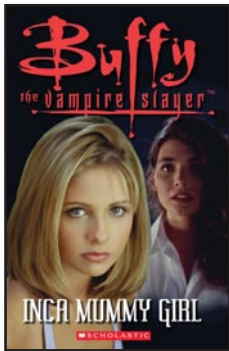
Set these as self-study or use for whole class work. The files explore the Buffy series, profile *Buffy* star Nicholas Brendon, who plays Xander Harris, and delve into real-life Inca history. Project ideas are on page 4 of this resource sheet.

What did they think?

Get everyone to do a review of *Inca Mummy Girl*. Will they read more Buffy stories? Will they watch Buffy on TV or DVD? Did you like it? Let us know at readers@link2english.com.

COMPETITIONS AND UPDATES

Check readers@link2english.com for competitions and other activities related to the Scholastic Buffy readers.



INCA MUMMY GIRL - EXTRA

People and places

1 Read about the people. Who would you like to be friends with? Write two names.

.....

Who wouldn't you like to be friends with? Write two names.

.....

2 Read about the places. Write about places you know in the same way. Use an exercise book.

Chapter 1: The Inca Room

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

- a) Buffy and her friends are going to South America on a Cultural Exchange.
- b) Cultural Exchange Week lasts two weeks.
- c) Cordelia's student is just an ordinary guy.
- d) Xander is angry that Buffy's student is a boy and not a girl.
- e) Rodney Munsen is a very clever student.
- f) The mummy is five hundred years old.
- g) Rodney leaves the museum with the other students.
- h) The mummy kills Rodney.

2 Work with a partner. One of you is an exchange student visiting the other. You meet at the airport. Have a conversation.

3 Match the names with the descriptions.

- | | |
|--------------------------|------------------------------|
| a) Ampata | i) not exciting |
| b) Inca princess | ii) Buffy's exchange student |
| c) Sunnydale bus station | iii) 100% good-looking |
| d) Rodney Bunsen | iv) beautiful teenage girl |
| e) Xander | v) scary with braces |
| f) Sven | vi) doesn't like school work |

Chapter 2: Braces and a bus station

1 Circle the mistakes. Write the correct word(s) in the spaces.

- a) Giles is doing exercises in the library. ... *Buffy* ...
- b) Xander wants to go to the dance with just Willow.
- c) The police are looking for the mummy.
- d) The mummy in the sarcophagus is wearing glasses.
- e) Ampata Gutierrez has been to the USA before.

2 Work with a partner. You are Buffy and Giles. Buffy wants to go to the World Culture Dance. Giles doesn't want her to. Have their conversation.

3 Find words to fill the gaps.

- a) Giles needs a *rest* and a of after talking to Buffy.
- b) Xander doesn't want to go on a date with his
- c) The man with the knife is when he looks into the sarcophagus.
- d) Buffy wants her exchange student to the pictures on the plate.
- e) Ampata Gutierrez dies when the mummy him.

Chapter 3: Welcome to our country

1 Choose the best option.

- a) LAX is
 - i) a bus station
 - ii) an airport.
- b) Xander can speak
 - i) some Spanish
 - ii) a lot of Spanish
 - iii) no Spanish.
- c) Buffy is surprised. She thought Ampata was
 - i) a boy
 - ii) a girl.
- d) Xander speaks
 - i) very slowly
 - ii) very fast
 to Ampata.
- e) Ampata didn't see much of New York because she was
 - i) very young
 - ii) not interested
 - iii) in a sarcophagus in an exhibition room.

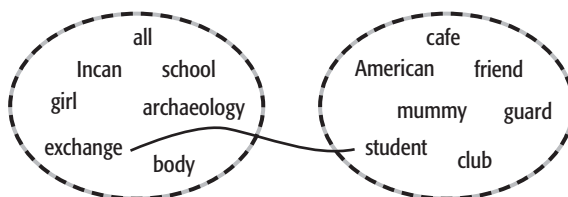
2 Later, Buffy and Ampata talk in Buffy's room. Ampata says three things to Buffy that we can fully understand but Buffy can't. What are they? Compare your answers with a partner.

Chapter 4: How to eat a Twinkie

1 Write in the correct question words. Then answer the questions in an exercise book.

- a) *Which*... band is playing at the World Culture Dance?
Dingoes ate my baby.....
- b) is Cordelia's new boyfriend?
- c) is Willow wearing to the dance?
- d) do they all go after their first lesson?
- e) lie does Buffy tell Ampata in the library?
- f) do Xander and Ampata have lunch?
- g) does Xander eat his Twinkie?
- h) do Xander and Ampata stop laughing?

2 Match the words to make pairs.



Chapter 5: 'I choose life'

1 Choose the right word for each sentence.

after finally ~~for~~ just then when while

- a) Buffy and Willow have been in the library *for* hours.
- b) Giles comes in, he says 'Good work!' to Buffy.
- c) They are talking about the mummy when Xander and Ampata run in.
- d) Ampata tells them they must destroy the plate.
- e) school, Xander invites Ampata to the dance.
- f) Xander is waiting for her outside the toilets, Ampata kills the bodyguard.
- g) Ampata thinks she can be happy.

2 Work with a partner. You are friends of Willow. Talk about her. How does she feel? What will you say to her when you see her?

Chapter 6: The World Culture Dance

1 Ampata tells Buffy about a girl she knew a long time ago. This girl was like Buffy. Who is the story really about? ...

2 Who ...

- a) isn't going to the dance?
- b) doesn't look very cool?
- c) does Oz think is really beautiful?
- d) is getting old fast?
- e) does Ampata try to kiss first?

Chapter 7: One mummy, no make-up

1 Match the questions and answers.

- | | |
|---------------------------------|--|
| a) Who killed the bodyguard? | i) boys' clothes and a mummy, but no make-up |
| b) What's in Ampata's bags? | ii) the Bronze |
| c) Where does Giles take Buffy? | iii) the mummy |
| d) Why? | iv) the museum |
| e) Where does Giles go? | v) to catch the mummy and stop the killing |
| f) Why? | vi) to put the pieces of plate together |

2 Put these events in order.

- a) Ampata stops kissing Xander and runs off.
- b) Ampata throws it to the floor and tries to kiss Giles.
- c) Ampata tries to kiss Willow but Xander stops her.
- d) Buffy and Willow take Xander to the museum.
- e) Buffy arrives, but Ampata pushes her and Giles into the sarcophagus.
- f) Giles is putting the last piece into the plate.
- g) Ampata tries to kiss Xander but Buffy destroys her.
- h) Buffy gets out of the sarcophagus.

FINAL TASKS

1 You are going on an exchange trip. You take some photos of your life to show your host family. What will your photos be of? Make a list. Show it to other students.

2 An exchange student is coming to stay with you. Plan a weekend for them: eating, sightseeing, meeting people, and so on.

3 Choose one of the photographs in the book. Write about what is happening, what has just happened and what is going to happen.

VOCABULARY BUILDER

Find New Words at the back of the book for each of these definitions.

1. they come here, then we go there
2. these will make my teeth look nice
3. they could have one of these about vampires at the Sunnydale museum
4. When the Spanish Conquistadors came to Peru, they wanted this
5. the study of lost worlds
6. lots of these people protect the president of the USA
7. the ideas, religion and activities of a country or people
8. I always do this to my best friends when I meet them
9. opposite of *strong*
10. English homework: write these words in your own language
11. old, heavy: Is there a mummy inside?
12. the Aztecs did this to people to make the gods happy
13. daughter of a king and queen
14. this person shows you round a museum
15. break into little pieces

Casual language

Look for examples of these expressions while you're reading.

- **'Kind of ...'** This means you feel uncomfortable or unsure about saying 'Yes' or 'No' directly.
- **'Hey, guys!'** This just means 'Hi'. Say it to a group of friends.
- **'No way!'** Xander is NOT going to wear lederhosen. Use this when something is NOT going to happen.

Choose the best expression for these dialogues.

1. 'Oh, look, there's Joe and Sam.'
'.....'
2. 'Will you tell that girl over there I really like her?'
'.....'
3. 'Are you saying you want to finish with me?'
'.....'

THE PROGRAMME: BUFFY ON TV (pages 48-9)

Roleplay: An ordinary American town

Three students are the TV crew (interviewer, camera and sound). The other students choose a character from the page and finds something to say about him/her, e.g. 'My name's Angel. I'm Buffy's boyfriend and I'm a vampire. But I'm not an ordinary vampire. I'm nice because I have a soul.'

The TV crew are making a documentary about an ordinary American town. They have no idea that Sunnydale is a little unusual. They go around the class interviewing students about their 'ordinary' lives.

THE STAR: XANDER HARRIS/NICHOLAS BRENDON (pages 50-1)

Discussion: Feeling different

Focus on Nicholas Brendon's comments about stuttering. It made him feel different from other kids. Get students to suggest things that make teenagers stand out from their friends (without getting personal). Talk about ways of overcoming these feelings of difference. What can the person with the problem do? What can their friends do?

THE FACTS: INCA MUMMIES (pages 52-3)

Research: The Incas

Students use the Internet/library to find out about these topics:
Inca email: How did the Incas get messages across their huge empire?

Inca writing: Incas kept detailed records of daily life, but they couldn't read or write. How did they do it?

Inca bridges: The Andes are very high mountains and there are very deep valleys between them. How did the Incas get over these deep valleys without going all the way up and all the way down? It's an amazing story.

They can present their research either orally or as written work with illustrations if possible. Other students can ask questions and add bits of information they have come across.

DVD/CD FOLLOW-UP

If you plan to show the programme in class, watch it yourself first. Check that it is suitable. Identify good places to pause. The dialogue is fast and slangy, with mainly American accents.

What next?

Choose a scene with dialogue. Pause after one character speaks. Students predict who will speak next and what they will say. Continue the DVD for a couple of minutes and then pause again.

Ads ... ads

The programmes are broken into small scenes so that when they go out on American TV, adverts can be shown several times during one show. In the lesson before you show the DVD, get students to prepare their own adverts in pairs or small groups. They can relate their ideas to Buffy or not, e.g. *Be ready for anything! Buy your Buffy-style stakes at Sunnydale Supermarket. Three for the price of two! Do you dream about beautiful white teeth? Sunnydale dentists. For clean, sharp, white teeth.* Pause at the end of each scene and invite one or two groups to act their ads for the class. Then continue the programme.

Casual language

Use the CD to focus on items of casual language. The intonation and emphasis are often the key to the speaker's meaning. The same expression said in different ways can convey very different emotions. Play the relevant section several times and encourage students to try it out themselves.

ANSWER KEY

Self-Study Activities (pages 54-6)

- 1 a princess
- 2 a) v b) ii c) vii d) vi e) iii f) i g) iv
- 3 a) throat b) exchange c) gold d) mix
- 4 Open answer. When you finish the story, see if you were right.
- 5 a) Buffy and Cordelia b) Rodney Munsen c) Rodney Munsen d) Ampata Gutierrez
- 6-8 Open answers.
- 9 The correct order is: d, c, b, e, a
- 10 a, b, c, d and f are false; e and g are true.
 - a) Xander can't speak Spanish.
 - b) Ampata wants an ordinary American life – she doesn't know about the vampires.
 - c) Cordelia doesn't like her exchange student.
 - d) Oz doesn't want to be Cordelia's boyfriend.
 - f) Ampata thinks Xander is strange, but she likes him.
- 11-13 Open answers.
- 14 a) v b) i c) iv d) iii e) ii
- 15 a) Buffy, Ampata b) the man with the knife, Ampata c) Ampata, the man with the knife d) Ampata, Xander e) Xander, Ampata f) Giles g) Xander h) Buffy
- 16 Open answers.

Resource Sheet Activities

People and places

1-2 Open answers.

Chapter 1: The Inca Room

- 1 b, d, f and h are true; a, c, e and g are false.
 - a) They're going to a South American exhibition at the Sunnydale museum.
 - c) He's the best-looking.
 - e) He isn't clever.
 - g) He stays in the museum when the others leave.
- 3 a) ii b) iv c) i d) v e) vi f) iii

Chapter 2: Braces and a bus station

- 1 b) wants > doesn't want c) the mummy > Rodney d) glasses > braces e) has > hasn't
- 3 a) cup, tea b) best friend c) surprised d) translate e) kisses

Chapter 3: Welcome to our country

- 1 a) ii b) iii c) i d) i e) iii

Chapter 4: How to eat a Twinkie

- 1 b) Who, Devon c) What, something from Iceland d) Where, the library e) What, She says they're in the archaeology club. f) Where, the school café g) How, He puts it all in his mouth. h) Why, Because the man with the knife is behind them.
- 2 girlfriend, bodyguard, archaeology club, Incan mummy, all-American, school café

Chapter 5: 'I choose life'

- 1 a) for b) When c) just d) Then e) After f) While g) finally

Chapter 6: The World Culture Dance

- 1 Ampata
- 2 a) Buffy b) Willow c) Willow d) Ampata e) Jonathan

Chapter 7: One mummy, no make-up

- 1 a) iii b) i c) ii d) v e) iv f) vi
- 2 The correct order is: a, d, f, b, e, c, h, g

Vocabulary Builder

1. an exchange 2. braces 3. exhibition 4. gold
5. archaeology 6. bodyguards 7. culture 8. kiss them
9. weak 10. translate them 11. sarcophagus 12. sacrifice
13. princess 14. guide 15. destroy

Casual language

1. Hey, guys! 2. No way! 3. Kind of ...