

# THE CITY OF EMBER – 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

The city is an underground city. It was built by some mysterious people called 'the Builders' many years ago and it is surrounded by total darkness. For the people who live there, it is all they have ever known. The only light comes from electric lights and the only food comes from the supplies in the city's store rooms. Now, the food is running out and the lights are no longer reliable. Lina and Doon, two young people, discover part of an old message from the Builders. They also learn that the mayor is hiding food from the Store in a secret room below the city.

Finally, Lina and Doon realise that the message gives instructions for how to leave the city. With the mayor's guards after them, they flee with Lina's little sister, Poppy. They escape from the city in a boat on the underground river. After a long climb up to the surface, they learn that the Builders created the safe underground city of Ember at a time of crisis for the world. Looking down on their old home at the bottom of a huge underground cave, Lina and Doon drop a letter telling the rest of the people to follow them.

## THE BACK STORY

Jeanne DuPrau's *The City of Ember* was first published in 2003. DuPrau's book is so powerful because it taps into one of our deepest fears – darkness. The author vividly portrays a dying and isolated city surrounded by darkness. The book also ties in with present-day environmental concerns about the world – the

Builders originally create the underground city of Ember because the world is in crisis. In the book, the Builders say that the people have to wait hundreds of years before coming out. This suggests an environmental crisis like global warming or a nuclear war – and both are big concerns today.

In 2004, DuPrau published a sequel, *The People of Sparks*, which describes the meeting between the people of Ember and the people of Sparks, a town above the surface. A third novel came out in 2006, *The Prophet of Yonwood*. This book is a prequel to *The City of Ember* – it recounts the original establishment of the city of Ember. DuPrau finished the story of Ember with *The Diamond of Darkhold*, published in 2008. This picks up where *The People of Sparks* finished.

Film-makers finished work on a film adaptation of the book in 2007. The film, *City of Ember*, was shot in Northern Ireland, and it came out in 2008. It stars Saoirse Ronan, Harry Treadaway and Bill Murray.

## MEDIA LINKS

**DVD:** *City of Ember* will be available on DVD in spring 2009.

**CD:** A recording of *The City of Ember* is available to accompany the Scholastic Reader.

**Internet:** The author's website is [www.jeanneduprau.com](http://www.jeanneduprau.com). The official film website is [www.cityofember.com](http://www.cityofember.com).

**Books:** *The City of Ember* and the other books in the series are all published by Random House.

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Do the students like science-fiction stories? 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 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

Try to get the English language version of the film, with or without subtitles. Watch it yourself in case there are any scenes which are not suitable for your class. Show the film in chunks of 10–20 minutes in parallel with the class reading schedule.

Alternatively, show it in two parts when the class have finished the book. The book is much shorter than the film and there are differences. Encourage the students to identify the differences between the book and the film. There are more ideas for using the DVD on page 4 of this resource sheet.

### Glossary

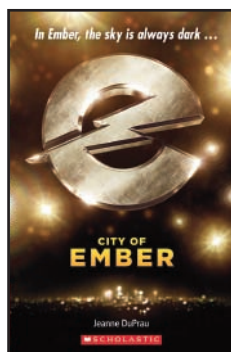
Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Fact Files

Set these as self-study or use for whole class work. The fact files include background information about the book and the making of the film, facts about the sun, and look at science fiction stories about very different cities and societies.

### What did they think?

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



# THE CITY OF EMBER

## – Extra

### People and places

#### 1 Match the names and the sentences.

- |               |                                             |
|---------------|---------------------------------------------|
| a) Lina       | i) He's got a shop.                         |
| b) Doon       | ii) Sometimes she forgets things.           |
| c) Poppy      | iii) She works as a messenger.              |
| d) Lizzie     | iv) His job is the most important in Ember. |
| e) Mayor Cole | v) He wants to help Ember.                  |
| f) Granny     | vi) She is Looper's girlfriend.             |
| g) Looper     | vii) Lina is her big sister.                |

#### 2 What do you think? Discuss the questions with a partner.

- Why is it dark all around Ember?
- What is the important message from the Builders?
- What is the mayor's secret?

### Prologue and Chapters 1–3

#### 1 Who says these things?

- 'We put instructions in a box.' *One of the Builders.*
- 'I don't want to be a messenger.' .....
- 'I'm looking for something.' .....
- 'I need to see the mayor.' .....
- 'Everyone in Ember helps the city.' .....

#### 2 Choose the correct answers.

- No-one knew about the instructions in the box because ...
  - the seventh mayor moved the box.
  - the Builders took the box away.
- Lina was not happy on the last day of school because ...
  - she wanted to work in the Store Rooms.
  - she didn't want to work in the tunnels.
- Lina started work as a messenger because ...
  - Doon changed jobs with her.
  - she asked the mayor for a new job.
- Lina went to the top of the mayor's building because ...
  - she wanted to run from the guard.
  - she wanted to find the mayor.
- Lina was surprised in Looper's shop because ...
  - no other shop had pens.
  - the pens were very expensive.

#### 3 What do you think? At the end of Chapter 3 Granny and Poppy find a box. Why is the box important? What is in it?

#### Chapters 4–6

##### 1 Match the two parts of the sentences.

- |                                                     |                                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------|
| a) Lina looked at the instructions                  | i) because she was his girlfriend.                                |
| b) Doon found a door in a small tunnel              | ii) when their grandmother died.                                  |
| c) Lina went into the tunnels with Doon             | iii) because she wanted to see the secret door.                   |
| d) Lina took her new blue pen                       | iv) but she did not understand them.                              |
| e) Mrs Murdo was kind to Lina and Poppy             | v) and made a beautiful sky over her picture of 'the other city'. |
| f) Looper gave things from the Store Room to Lizzie | vi) but it didn't open.                                           |

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

- Lina writes a letter to Doon about the instructions in the box.  
.....
- In the night, Lina sits and looks at Granny's face.  
.....
- Lizzie took two cans of fruit from the Store Room.  
.....
- Doon saw Looper in the secret room in the tunnels.  
.....
- Lina and Doon go and talk to the mayor's guard.  
.....

##### 3 Complete the sentences with the words in the box.

|          |                     |            |        |
|----------|---------------------|------------|--------|
| anything | <del>Everyone</del> | everything | No-one |
|          | Someone             | something  |        |

- The Builders built Ember. .... *Everyone* ..... in the city knew that.
- Doon wanted to tell his father ..... But he didn't say ..... in the end, not one word.
- Doon remembered a line from the Instructions. It was ..... about the letter E.
- Lina and Doon stopped and listened. .... was in the tunnels!
- ..... in Ember has got enough food.

##### 4 Look at the titles of chapters 7–10. What do you think? Discuss these questions with a partner.

- Who is going to find a 'way out'?
- Where is the 'boat ride' going to go?
- Song Day is an important day in Ember. What is 'Song Day'?
- 'The Book' in Chapter 10 gives the children answers to many of their questions. What is this book?

### Chapters 7–10

#### 1 Answer the questions.

- Who says, 'Egress means 'the way out'.'  
.....
- What was the letter E on?  
.....
- How can the children see things in the secret room?  
.....
- The mayor's guards are looking for Lina and Doon. Where do Lina and Doon go?  
.....
- How does Lina get away from the mayor?  
.....
- Why do Lina and Doon write a letter to Clary?  
.....
- When Lina is on top of the mayor's building she sees something in the dark. What does she see?  
.....

#### 2 Put these events in order.

- The children ride in a boat on the river. ☐
- Mrs Murdo finds a letter from the children. ☐
- They see the sun for the first time in their lives. ☐
- Lina and Doon find enough boats for all the people of Ember. ☐
- Lina talks to her friend Clary. ☐
- The children climb up a long tunnel to the light. ☐
- The guards take Lina to the mayor. ☐
- The children go to their old school. ☐
- Doon tells Lina about the rock at the end of the tunnel. ☐

#### 3 Work in pairs. One of you is Lina and one of you is Doon. Now, you are out of Ember. Think about these questions and then have a conversation.

How do you feel? Are you frightened or happy? What do you do next? Do you look around this new world? Try to send another message back to Ember? And then?

### FINAL TASKS

#### 1 You meet Lina and Doon just after they come up from Ember. They don't know much about the world. Tell them about your life.

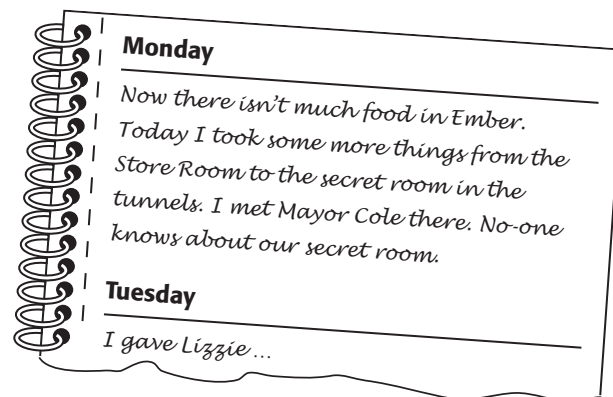
*My name's Jane. I live in a house in a small town with my mum, dad and sister. We've got a cat, too. I go to school from Monday to Friday. I don't work. Students can leave school at 16, but many stay at school until they are 18. In my free time, I like playing computer games ...*

#### 2 What do you think? What happens next in Ember? Does Mrs Murdo show the letter from Lina and Doon to anyone? What happens to the mayor? Write your ideas.

*Mrs Murdo waits for a week. She reads and reads the letter. Then she shows it to her neighbour...*

#### 3 Choose one of these characters: Lina, Doon, Mayor Cole, Looper, Mrs Murdo, Barton Snode. Write an extract or extracts from your diary about the story. Write about 50 words.

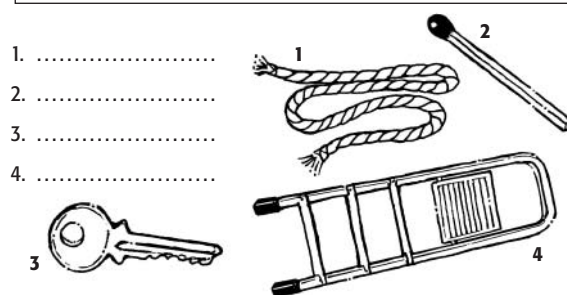
e.g. Looper



### VOCABULARY BUILDER

#### 1 Match the words and pictures.

key ladder match rope



#### 2 Match the words and definitions.

box builder candle river tunnel

- You can swim in it. ....
- It is long and dark. ....
- You can use it to read in the dark. ....
- This person makes buildings. ....
- You can put things inside this. ....

#### 3 Circle the correct word(s) in *italics*.

- When I came home, there were three telephone messages / messengers for me.
- Suddenly the lights *went on* / *went off* and we were in the dark.
- When the fire started in the building, we looked for the *way out* / *way in*.
- Always read the *messages* / *instructions* before you use your new computer.
- The cat saw the dog and ran down into a *rock* / *hole*.
- Don't tell anybody! It's a *secret* / *store*.
- There was a big *hole* / *store* room at the back of the shop.
- The *guard* / *mayor* is one of the most important people in a city.

### THE CITY OF EMBER: FROM BOOK TO FILM (pages 32–3)

#### Research

Ask students to write questions to find out more about the author, the Ember books and the film, e.g.

- How many books about Ember are there?
- Has she written any other books?
- Does DuPrau like the film version?
- What differences are there between the film and the book?

Working in pairs or small groups, students can visit the author's website (see Media Links on page 1) as well as other sites to try and find the answers to their questions. Ask students to report back to the class. Did everyone get the same information?

#### Press release

Tell students to imagine that they work for the film company. Ask them to write a press release to give to newspapers when the film *City of Ember* is released. The press release should include information about the film plot and the actors. Students can get information from the Internet Movie Database ([www.imdb.com](http://www.imdb.com)) or the official film website.

### THE SUN (pages 34–5)

#### Information booklet or leaflet

Global warming is one of the biggest problems in the world today. Ask students to find out about the causes and what we can do. In class, discuss the problem with students in their own language and then make a list of useful words and phrases in English. Ask students to work in small groups and produce a simple information booklet about global warming. Explain that the booklet is for children, so the information must be clear and simple. It should include some or all of the following:

- an explanation of the causes of global warming
- reasons why the problem is so serious
- ways that people can help to solve this problem

If you prefer, students can write a leaflet about things we can do to help fight global warming. After the task, students can compare the different booklets/leaflets and discuss which gets the message across most effectively.

### SCI-FI CITIES (pages 36–7)

#### Poster

Divide students into small groups. Tell them that they are going to design a city of the future. First, they should decide where the city is going to be – is it in the place of an existing city, or is it somewhere unusual such as on the moon or under the sea?

Each group should create a poster showing the new city and describing what is unusual about it.

After the students have looked at each of the posters, they should discuss their opinions of the different cities. Which of them do they like best? Why?

### FILM/CD FOLLOW-UP

#### What's happening?

Play a few lines of the CD at random. Working in pairs, students identify who is speaking and what is happening.

#### Prediction

Stop the CD/DVD at a dramatic moment. Ask students to predict what is going to happen next.

#### Differences

Stop the DVD at moments when the film is different from the reader. Elicit how they are different, which version students prefer and why.

### ANSWER KEY

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

- 1 a) messenger b) builder c) mayor d) guard
- 2 a) instructions b) river c) box d) tunnel e) hole f) store g) off h) on
- 3 Open answers.
- 4 a) F. Lina wants to be a messenger.  
b) T  
c) T  
d) F. Lina goes to the top of the mayor's building.  
e) T
- 5 a) No, she didn't.  
b) Because the box wasn't in its special place. When it opened, no-one knew it was time to leave Ember.  
c) Because he wanted to help the city.  
d) No, no shops in Ember have pens.  
e) Granny and Poppy.
- 6 a) secret b) key c) way out
- 7 Open answers.
- 8 The correct order is: d, b, g, e, a, f, c.
- 9 a) She wants to tell him about the instructions from the Builders.  
b) He wants to show her the secret door in the tunnel.  
c) Looper is Lizzie's boyfriend.  
d) There is lots of food from the Store Rooms.
- 10 a) ladders b) rope c) match d) candle e) rocks f) climb
- 11 a) F b) F c) T d) T e) F
- 12 a) v b) vi c) ii d) iii e) iv f) i
- 13 Open answers.

#### Resource Sheet Activities

##### People and places

- 1 b) v c) vii d) vi e) iv f) ii g) i
- 2 Open answers.

##### Prologue and Chapters 1–3

- 1 b) Doon c) Granny d) Lina e) Mayor Cole
- 2 a) i b) ii c) i d) ii e) i
- 3 Open answers.

##### Chapters 4–6

- 1 b) vi c) iii d) v e) ii f) i
- 2 a) F. Lina writes a letter to the mayor about the instructions in the box.  
b) F. She can not see Granny's face in the dark.  
c) F. Looper gave two cans of fruit to Lizzie.  
d) F. Doon saw Mayor Cole in the secret room in the tunnels.  
e) T
- 3 b) everything, anything c) something d) Someone e) No-one
- 4 Open answers.

##### Chapters 7–10

- 1 a) Clary.  
b) A rock at the end of the tunnel.  
c) They find candles and matches.  
d) To their old school.  
e) The light goes off and she runs out of the room.  
f) To tell Clary how to leave Ember.  
g) She sees a light, it's a candle that Doon is carrying.
- 2 The correct order is: e, i, d, h, g, a, f, c, b.
- 3 Open answers.

#### Vocabulary Builder

1. rope 2. match 3. key 4. ladder
1. river 2. tunnel 3. candle 4. builder 5. box
2. went off 3. way out 4. instructions 5. hole 6. secret 7. store 8. mayor