

## 1. Materialpaket für die 2. Sek Englisch

### Informationen der Schulleitung

Liebe Schüler/innen

Davon werden ihr noch euren Kindern und Grosskindern erzählen können... Die Schule ist geschlossen und wir wissen noch nicht, wann sie wieder aufgehen wird. Da die Informationen und Anweisungen immer wieder ändern, bitten wir euch und eure Eltern, jeweils auf unserer Website [www.sek-vogesen.ch](http://www.sek-vogesen.ch) nachzusehen und Aktuelles dort in Erfahrung zu bringen. Wir informieren nur über die Website.

Eure Lehrpersonen haben sich überlegt, welche Aufträge ihr zuhause selbständig bearbeiten könnt und geben euch dieses 1. Materialpaket. Es liegt nun in eurer Verantwortung zu entscheiden, was ihr macht und wie viel Zeit ihr investiert.

*Bitte bedenkt, dass die Schule und das ganze Schulareal geschlossen sind. Nehmt die Anweisungen der Behörden ernst. Wenn ihr Persönliches oder Schulmaterial aus der Schule holen wollt, müsst ihr euch voranmelden und bekommt von uns einen Termin. So können wir sicherstellen, dass die Regeln der Abstandhaltung eingehalten werden. Meldet euch zu Bürozeiten auf dem Sekretariat: 061 208 61 40.*

Euch und euren Familien wünschen wir viel Gelassenheit und vor allem gute Gesundheit!  
Schulleitung Sek Vogesen

### Mit Mindsteps üben



Über die Plattform [www.mindsteps.ch](http://www.mindsteps.ch) kannst du in den Fächern D, M, F und E selbständig üben. Wenn du deine Log-in-Zugangsdaten nicht kennst, kannst du dich per Mail an deinen Lerncoach wenden, der dir weiterhelfen und diese dir zustellen kann.

### Allgemeine Infos zum Materialpaket

Du kannst ohne das Englisch-Lehrmittel an diesem Paket arbeiten.

Die Aufgaben haben wir nach folgenden Anforderungsstufen aufteilt

- ★ **Basis**
- ★★ **Fortgeschrittene**
- ★★★ **Zusatz**

Folgende Aufträge kannst du erledigen:

Nr.	Auftrag	Material / Hilfsmittel	Richtzeit
1	<p><b>Simple Present und Simple Past</b> (★)</p> <p>In erster Linie repetiert ihr das Present Simple sowie das Simple Past mittels der Erklärungen auf den Seiten 1-3. Während der Bearbeitung des Dossiers könnt ihr immer wieder darauf zurückgreifen.</p> <p><b>Lest die Erklärungen durch, macht euch Notizen wo nötig und recherchiert im Internet sollte etwas nicht klar sein.</b></p>	Material im Anhang (Auftrag 1, s.1-3)	20'
2	<p><b>Simple Present und Simple Past</b> (★)</p> <p>Löst die angehängten Arbeitsblätter zum Present Simple und Simple Past <u>der Reihe nach</u>. <u>Aufgaben 1 – 6.</u></p>	Material im Anhang (Auftrag 2, ab s. 4-9)	160'
3	<p><b>Duolingo – Englisch</b> (★-★★★★)</p> <p>Lade dir die Duolingo-App herunter und absolviere täglich ein paar Übungen.</p>	Handy mit Internetzugang	Täglich 10-20'
4	<p><b>Simple Past irreguläre Verben üben</b> (★★)</p> <p>Repetiere die irregulären Simple Past Verben mit Hilfe der Kärtchen. Übe die Wörter mündlich und schriftlich!</p>	Material im Anhang (Kärtchen mit Verben)	Immer wieder 10' - 15'
5	<p><b>Arbeitsblatt 'Grammar Exercises – Simple Past Tense'</b> (★★)</p> <p>Löse das Arbeitsblatt. Wenn du Hilfe brauchst, kannst du auf folgender Website nochmals die Regeln zum Simple Past nachlesen. <a href="https://die-lernlotsen.com/simple-past-regeln/">https://die-lernlotsen.com/simple-past-regeln/</a></p>	Material im Anhang (Arbeitsblatt 'Grammar Exercises – Simple Past Tense')	20 - 30'

6	<p><b>Writing Simple Past</b> (★★★★)</p> <p>Schreibe eine Geschichte. Verwende dabei das Simple Past. Wähle eines der folgenden Themen:</p> <ul style="list-style-type: none"> <li>- Crime during Corona times</li> <li>- Romance during Corona times</li> </ul> <p>Wenn ihr wollt, dürft ihr eure Geschichte per Mail an eure E-LP senden.</p> <p>Team B: <a href="mailto:michael.franz@edubs.ch">michael.franz@edubs.ch</a> / <a href="mailto:tanya.matur@edubs.ch">tanya.matur@edubs.ch</a></p> <p>Team A: <a href="mailto:melanie.rueegge@edubs.ch">melanie.rueegge@edubs.ch</a> / <a href="mailto:beatrice.lange1@edubs.ch">beatrice.lange1@edubs.ch</a></p>	Leeres Blatt und Stift oder am Laptop (Word Dokument)	90'
7	<p><b>Reading Comprehension – Job adverts</b> (★★)</p> <p>Löse die Aufgaben zum Leseverstehen im Dossier. Falls du etwas nicht verstehst, nutze die Leo-App oder <a href="http://www.dict.cc">www.dict.cc</a></p>	Material im Anhang (Arbeitsblatt 'Job adverts – exercises')	20'
8	<p><b>Reading Comprehension - The History of Zombies</b> (★★★★)</p> <p>Löse die Aufgaben zum Leseverstehen im Dossier. Falls du etwas nicht verstehst, nutze die Leo-App oder <a href="http://www.dict.cc">www.dict.cc</a></p>	Material im Anhang (Arbeitsblatt 'The history of Zombies-exercises')	30'

## Auftrag 1:

### SIMPLE PRESENT: Wie bildet man das *Simple Present*?

Das *Simple Present* wird gebildet aus dem **Infinitiv** (der Stammform) des Verbs. Bei der 3. Person Singular (*he, she, it* – oder ein Name) wird an den **Infinitiv** ein **-s** angehängt.

#### **1. Bejahte Sätze im *Simple Present***

- I **play** with a ball.
- You **play** with a ball.
- He **plays** with a ball.
- She **plays** with a ball.
- It **plays** with a ball.
- We **play** with a ball.
- You **play** with a ball.
- They **play** with a ball.

**Merksatz:** *he, she it* – das **-s** muss mit.

#### **2. Verneinte Sätze im *Simple Present***

Da du im Englischen ein Vollverb nicht direkt verneinen kannst (außer ein paar besondere Verben, wie z.B. *to be*), steht das Hilfsverb **do**. In der 3. Person Singular (*he, she, it*) wird **does** verwendet.

- I **do not play** with a ball.
- You **do not play** with a ball.
- He **does not play** with a ball.
- She **does not play** with a ball.
- It **does not play** with a ball.
- We **do not play** with a ball.
- You **do not play** with a ball.
- They **do not play** with a ball.

### 3. Fragen im *Simple Present*

Hilfsverb	Subjekt	Verb	Rest	Yes/No	Subjekt	Hilfsverb (+ n't)
Do	you	read	books?	Yes, No,	I I	do. don't.
Does	Peter	play	football?	Yes, No,	he he	does. doesn't.

## SIMPLE PAST: Wie bildet man das *Simple Past*?

### 1. Bejahte Sätze im *Simple Past*

regelmäßige Verben → **Infinitiv** + **ed**

Langformen	Kurzformen
I <b>cleaned</b> my room.	nicht möglich
You <b>cleaned</b> your room.	
He <b>cleaned</b> his room.	

## 2. Verneinte Sätze im *Simple Past*

Da du im Englischen ein Vollverb nicht direkt verneinen kannst (außer ein paar besondere Verben, wie z.B. to be), steht im *Simple Past* das Hilfsverb **did** und der **Infinitiv** des Verbs.

**Daher gibt es bei der Verneinung auch keinen Unterschied zwischen regelmäßigen und unregelmäßigen Verben.**

Langformen	Kurzformen
I <b>did not clean</b> the room.	I <b>didn't clean</b> the room.
You <b>did not clean</b> the room.	You <b>didn't clean</b> the room.
He <b>did not clean</b> the room.	He <b>didn't clean</b> the room.

## 3. Fragen im *Simple Present*

Auch bei Fragen im *Simple Past* steht das Hilfsverb **did** und der **Infinitiv** des Verbs.

→ **Rechts neben der Erklärung findest du die Übersicht zum Simple Past aus «My Resources».**

Langformen	Kurzformen
<b>Did I play</b> football?	
<b>Did you play</b> football?	nicht möglich
<b>Did he play</b> football?	

2 Hier hast du englische Frageformen in der Vergangenheitsform im Überblick. Nutze diesen Überblick, wenn du eigene Sätze schreibst.

+			?		
Subject	past simple of main verb		Did	subject	main verb?
I	walked.		Did	I	walk?
You	walked.		Did	you	walk?
He / She / It	walked.		Did	he / she / it	walk?
We	walked.		Did	we	walk?
You	walked.		Did	you	walk?
They	walked.		Did	they	walk?

  

+			?		
Subject	was / were	rest of sentence	Was / Were	subject	rest of sentence?
I	was	at home.	Was	I	at home?
You	were	at home.	Were	you	at home?
He / She / It	was	at home.	Was	he / she / it	at home?
We	were	at home.	Were	we	at home?
You	were	at home.	Were	you	at home?
They	were	at home.	Were	they	at home?

## Auftrag 2:

1. Simple Present: Forme das Präsens mit den untenstehenden Verben. Forme einen Positiv-, Negativ- und Fragesatz. Das erste Beispiel ist gegeben. Zuerst notierst du alle Personen, dann die Verben dazu.

Positive +	Question ?	Negative -
I know	Do I know?	I do not know.
You		
He, She, It		
We		
You		
They		
Positive +	Question ?	Negative -
I ask		

## 2. More exercises

Examples:

I like pizza. Anna **likes** pizza too!

Do you like pizza? **Does** Mary like pizza?

I know Peter **does not** like pizza.

John and Martin also don't like pizza.

1. I know how to swim.

N: \_\_\_\_\_

Q: \_\_\_\_\_ (you)

2. My best friend walks to school every day.

N: \_\_\_\_\_

Q: \_\_\_\_\_

3. Anna's parents go out every Friday.

N: \_\_\_\_\_

Q: \_\_\_\_\_

4. We dance very well.

N: \_\_\_\_\_

Q: \_\_\_\_\_

5. They watch TV every night.

N: \_\_\_\_\_

Q: \_\_\_\_\_

6. Your sister goes to the movies every week.

N: \_\_\_\_\_

Q: \_\_\_\_\_



7. You always sleep in the afternoon.

N: \_\_\_\_\_

Q: \_\_\_\_\_

8. Anna drives very well.

N: \_\_\_\_\_

Q: \_\_\_\_\_

9. I look good in blue.

N: \_\_\_\_\_

Q: \_\_\_\_\_

10. Joann needs to pee.

N: \_\_\_\_\_

Q: \_\_\_\_\_

11. Joann and Susan need to pee.

N: \_\_\_\_\_

Q: \_\_\_\_\_

**3.** Simple Present: Setze die Verben in der Klammer in der richtigen Form ein.

1. She (work) \_\_\_\_\_ in a school.

2. She (be) \_\_\_\_\_ a teacher.

3. They (come) \_\_\_\_\_ from Basel.

4. He (think) \_\_\_\_\_ at his homework.

5. We (love) \_\_\_\_\_ indish food.

6. I (visit) \_\_\_\_\_ my grandfather.

**4.** Make positive present simple sentences:

1. (he / go to school every day)

\_\_\_\_\_He goes to school every day\_\_\_\_\_

2. (I / like swimming)

\_\_\_\_\_

3. (you / play badminton on Saturdays)

\_\_\_\_\_

4. (the class / begin at 9 a.m.)

\_\_\_\_\_

5. (they / sometimes go to the cinema)

\_\_\_\_\_

6. (she / love chocolate)

\_\_\_\_\_

7. (we / study French)

\_\_\_\_\_

8. (they / live in London)

\_\_\_\_\_

9. (he / work in a restaurant)

\_\_\_\_\_

10. (Lucy / play the guitar)

\_\_\_\_\_

## 5. Simple Past

Complete the sentences using the correct past tense form.

Example:

Our cats \_\_\_\_\_ (want) food and water.

Solution: Our cats **wanted** food and water.

I \_\_\_\_\_ (borrow) a pencil.

He \_\_\_\_\_ (like) the schoolbag.

The teacher \_\_\_\_\_ (talk to) the children.

Liam \_\_\_\_\_ (act) in the history drama.

He \_\_\_\_\_ (answer to) the question.

Jalen \_\_\_\_\_ (listen to) the song.

Grandpa \_\_\_\_\_ (open) the door.

Grandma \_\_\_\_\_ (close) the door.

My sister \_\_\_\_\_ (look at) a new blazer.

The guys \_\_\_\_\_ (play) next to the stadium.

We \_\_\_\_\_ (finish) the science project.

6. Find the correct questions to the answers.

Example:

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No, my dad did not make breakfast on Monday.

→ Solution: Did your dad make breakfast on Monday?

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Yes, Mia washed her hair.

---

Yes, Michael's grandpa died in 2002.

---

Yes, the horse liked the grass.

---

Yes, my grandma loved cakes.

---

No, my mum did not work in a restaurant.

to be	to become	to begin
to break	to bring	to build
to buy	to catch	to choose
to come	to cost	to cut
to do	to draw	to drink
to drive	to eat	to fall
to feel	to fight	to find
to fly	to forget	to get

began	became	was / were
built	brought	broke
chose	caught	bought
cut	cost	came
drank	drew	did
fell	ate	drove
found	fought	felt
got	forgot	flew

to give	to go	to grow
to hang	to have	to hear
to hit	to hold	to keep
to know	to lead	to leave
to let	to lose	to make
to mean	to meet	to pay
to put	to read	to ride
to rise	to run	to say

grew	went	gave
heard	had	hung
kept	held	hit
left	led	knew
made	lost	let
paid	met	meant
rode	read	put
said	ran	rose



to see	to sell	to send
to set	to shake	to steal
to shine	to shoot	to sing
to sit	to sleep	to speak
to stand	to swim	to take
to teach	to tell	to think
to throw	to understand	to wake up
to wear	to win	to write

sent	sold	saw
stole	shook	set
sang	shot	shone
spoke	slept	sat
took	swam	stood
thought	told	taught
woke up	understood	threw
wrote	won	wore

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## Grammar Exercises - Simple Past Tense

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Do the exercises below on the simple past tense.

Put the verbs into the simple past:

1. Last year I (go) \_\_\_\_\_ to England on holiday.
2. It (be) \_\_\_\_\_ fantastic.
3. I (visit) \_\_\_\_\_ lots of interesting places. I (be) \_\_\_\_\_ with two friends of mine.
4. In the mornings we (walk) \_\_\_\_\_ in the streets of London.
5. In the evenings we (go) \_\_\_\_\_ to pubs.
6. The weather (be) \_\_\_\_\_ strangely fine.
7. It (not / rain) \_\_\_\_\_ a lot.
8. But we (see) \_\_\_\_\_ some beautiful rainbows.
9. Where (spend / you) \_\_\_\_\_ your last holiday?

Write the past forms of the irregular verbs.

	Infinitive	Simple Past
1.	To meet	
2.	To drive	
3.	To speak	
4.	To put	
5.	To write	
6.	To sing	
7.	To do	
8.	To sit	
9.	To stand	
10.	To run	

**Complete the table in simple past.**

Affirmative	Negative	Question
He wrote a book.		
	He did not sing	
		Was she pretty?

**Put the sentences into simple past.**

1. We move to a new house. \_\_\_\_\_
2. They bring a sandwich. \_\_\_\_\_
3. He doesn't do the homework. \_\_\_\_\_
4. They sell cars. \_\_\_\_\_
5. Does he visit his friends? \_\_\_\_\_

**Write sentences in simple past.**

1. Janet / miss / the bus \_\_\_\_\_
2. she / tidy / her room \_\_\_\_\_
3. Nancy / watch / not / television \_\_\_\_\_
4. she / read / a book \_\_\_\_\_

**Choose "was" or "were":**

1. The teacher \_\_\_\_\_ nice.
2. The students \_\_\_\_\_ very clever.
3. But one student \_\_\_\_\_ in trouble.
4. We \_\_\_\_\_ sorry for him.
5. He \_\_\_\_\_ nice though.

**Reading skills practice: Job adverts – exercises**

Do you need some cash? Are you looking for work? Well, look at these job adverts and do the exercises to improve your reading skills.

**Preparation**

Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- |                  |  |
|------------------|--|
| 1..... cash      | a. talkative                                 |
| 2..... a trainee | b. having a special ability or training      |
| 3..... chatty    | c. an informal word for money                |
| 4..... valuable  | d. very useful or important                  |
| 5..... a career  | e. a person who is being trained to do a job |
| 6..... skilled   | f. a person's chosen job and life's work     |



**JOBS**

**A Support Worker**  
Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?  
If you have answered **YES** to the above, we would like to hear from you:  
- Starting rate of £8.56 per hour  
- Free uniform  
- Excellent training  
**Golden care**  
careers@golden-care.com

**B Trainee hairdresser**  
Full Time - 40 hours per week  
Permanent  
Brighton City Centre  
*Learn from some of the best hairdressers in the world!*  
You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.  
No previous experience is necessary.  
Please apply NOW!  
cathy@cut-above.brighton.com

**C WOWEE MAGAZINE**  
**Writers wanted!**  
Wowie Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.  
**We want people who are:**  
chatty interesting  
passionate skilled  
Contact us at info@wowie.com

**D CALLING ALL MODELS**  
**Think you could be a model? If so, we'd like to meet you!**  
Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.  
Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.  
info@top-model-agency.uk

**E WORK FOR COFFEE BEANS**  
Join Britain's number one café at **COFFEE BEANS**, where every café has the same aims: to create family-like teams and to give excellent customer service.  
Many different kinds of people come and work with us, so start your career at **COFFEE BEANS** today:  
- choose the hours you work  
- get management experience  
- share your love of coffee  
Join us as a **Team Member, Assistant Manager** or **Café Manager**, depending on your skills and experience.  
Email us at [jobs@coffeebeans.co.uk](mailto:jobs@coffeebeans.co.uk)

## 1. Check your understanding: matching

Complete the recommendations with a job from the box.

A: Support worker

B: Trainee hairdresser

C: Wowee Magazine writer

D: Model

E: Coffee Beans café worker

1. Nina is studying English and has her own blog. She is a very sociable person, and is interested in music and fashion.
2. Dave has just finished school and is looking for a full-time job. He is sociable, likes working with his hands and cares about his appearance.
3. Dewei enjoys helping people. He wants to make a difference to other people's lives. He is looking for opportunities to learn new things that will help him in his career.
4. Sarah is a student and she is looking for flexible, part-time work. She doesn't want to work in a restaurant or shop. She is tall, beautiful and has her own unique look.
5. Sam is friendly and sociable. He has experience working in a restaurant and wants a job with more responsibility. He is studying part-time so he needs flexible working hours.

Recommended job
.....
.....
.....
.....
.....

## 2. Check your understanding: gap fill

Complete the sentences with *A, B, C, D* or *E*. You can use each letter more than once.

1. You never have to wear your own clothes for job \_\_\_\_\_.
2. Job \_\_\_\_\_ offers possibilities for children under 16 years old.
3. Your pay for job \_\_\_\_\_ depends on how successful you are at the job.
4. Job \_\_\_\_\_ requires physical contact with customers.
5. Job \_\_\_\_\_ offers management opportunities.
6. You might get some 'freebies' if you do job \_\_\_\_\_.
7. You need to work closely with your team for job \_\_\_\_\_.
8. Job \_\_\_\_\_ is for someone who likes working with older people.

### Discussion

Do you have a part-time job? Which of these jobs would you most like to do?

**Reading skills practice: The history of zombies – exercises**

Zombies are big news at the moment, but do you know how it all started? Read this to find out where zombie mania comes from.

**Preparation**

Write the sentences in the correct group.

a. They change from human to beast when there is a full moon.	b. You can kill them by putting a stake through the heart.	c. Their brains don't work properly and their bodies are decomposing.	d. They eat human flesh.
e. They sleep in coffins.	f. They drink human blood.	g. They are hairy, with sharp teeth and long claws.	h. You can kill them by cutting off the head and destroying the brain.

Zombies	Werewolves	Vampires

# THE HISTORY OF ZOMBIES

Zombies are everywhere these days – on television, in movies and in books. The current image of the terrifying flesh-eating zombie comes from George Romero's 1968 classic film *Night of the Living Dead*. Nowadays many people like to frighten themselves with the idea of the 'Zombie Apocalypse', and enjoy learning how to destroy zombies by decapitation or shooting them in the head.

However zombies are not new. The term, from the Kongo word *nzambi* which means 'spirit of a dead person', has been long associated with the Vodou religion of Haiti (popularly known as Voodoo). As with West African Vodun, from which it is descended, Vodou has strong ties to the supernatural and magic practised by witch doctors called *bokors*.

In Haitian culture zombies are not evil creatures but victims. They are said to be people who have been killed by poisoning, then reanimated and controlled by *bokors* with magic potions for some specific purpose, usually to work as slave labour. The *bokors* were widely feared and respected. It is said that they used to be in the service of the secret police and those who defied the authorities were threatened with being turned into the living dead.

For a long time most people assumed that zombies were nothing more than mythical figures, like werewolves and vampires. However this changed in the 1980s when a man called Clairvius Narcisse claimed that he had been turned into a zombie by means of drugs and forced to work on a sugar plantation for two years before escaping. Wade Davis, a Harvard scientist, investigated the claim and obtained something called 'zombie powder' from Haitian *bokors*. The main active ingredient was a neurotoxin found in puffer fish which could be used to simulate death. The *bokors* also explained to Davis that a second poison, made from the *datura* plant, known as the zombie cucumber, was given to victims after they were revived from their death-like state. This kept the 'zombies' in a submissive state so that it was easy to force them to work. Davis wrote several books on the topic, including *The Serpent and the Rainbow*, later made into a horror film by director Wes Craven.

Although the book was very popular with the public, some scientists were sceptical of Davis's claims. They said the amounts of toxin in the powder samples he found were inconsistent and not high enough to produce zombifying effects. Although many people in Haiti still believe in zombies, there have been no publicised cases in the last few decades and Davis's theory remains controversial. The Zombie Apocalypse seems unlikely to take place soon.





**1. Check your understanding: multiple choice**

Circle the best option to complete these sentences.

1. According to the text ...
  - a. zombies are represented in different ways in different TV programmes, films and books.
  - b. our current understanding of what a zombie is comes from a seminal sixties film.
  - c. people do not find zombies as frightening now as they did in the past.
  - d. people like zombies because they show us the dark side of humankind.
  
2. 'Zombie' ...
  - a. is a Haitian and West African religion.
  - b. is a witch doctor who practises magic.
  - c. comes from the Kongo word 'nzambi'.
  - d. means 'victim'.
  
3. In Haitian culture, zombies are ...
  - a. living people who are kept in a death-like state by poisoning.
  - b. dead people who have been brought back to life by poisoning.
  - c. people who are being punished for disloyalty to the secret police.
  - d. witch doctors who have poisoned themselves with their own medicine.
  
4. Clairvius Narcisse ...
  - a. claimed he was a real-life zombie.
  - b. said working on a sugar plantation turned people into zombies.
  - c. took 'zombie powder' to appear dead in order to escape the plantation where he worked.
  - d. told a Harvard scientist that he knew how to turn people into zombies.
  
5. Wade Davis ...
  - a. identified the poisons in Clairvius Narcisse's blood.
  - b. experimented with different substances naturally available where Clairvius Narcisse lived.
  - c. thought Clairvius Narcisse's condition was psychological.
  - d. asked local witch doctors how to make a zombie.
  
6. *The Serpent and the Rainbow* ...
  - a. proved Narcisse's theory with rigorous scientific evidence.
  - b. presented the case with scepticism.
  - c. was popular with zombie fans but not scientists.
  - d. was a fictional account based on the real-life story.

**Reading skills practice: The history of zombies – exercises**
**2. Check your vocabulary: gap fill**

Complete the gaps with a word from the box.

widely	controversial	mythical	sceptical
evil	horror	submissive	inconsistent

- In Haitian culture, zombies are victims, rather than \_\_\_\_\_ (*morally bad or wrong*) creatures.
- In Haiti, the 'bokors' were \_\_\_\_\_ (*by a large number of people*) feared and respected.
- Many people think that zombies are \_\_\_\_\_ (*based on a traditional or legendary story*) creatures, like vampires or werewolves.
- The 'bokors' told Wade Davis that poison was used to keep the 'zombies' in a (*obedient and unresisting*) \_\_\_\_\_ state.
- The Serpent and the Rainbow* was made into a \_\_\_\_\_ (*a genre made to cause fear in the audience*) film.
- Some scientists were \_\_\_\_\_ (*not convinced*) about Davis's claims.
- They said the amounts of toxin in the powder sample were \_\_\_\_\_ (*not always the same*) and not enough to cause zombifying effects.
- Many people still believe in zombies in Haiti, but Davis's theory remains \_\_\_\_\_ (*causing public disagreement*).

**Discussion**

Are you a zombie fan?

Why do you think people like frightening themselves with zombies so much?

**Vocabulary Box**

Write any new words you have learnt in this lesson.