

# The Time Trippers Go West

时空旅者之西部探险



Maria Jack  
Ian Lister

Mc  
Graw  
Hill

Intermediate

B2 Vantage



With  
MP3 Inside  
Extra Section on Culture  
Integrated Activities  
Fictional and Non-Fictional Texts  
Glossary with Vocabulary Activities



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## Pictures

- I Flick through the book, look at the illustrations, and answer.

What do you think the story is about?

- ☐ A boy and a girl who go to the USA on holiday.
- ☐ The life of a boy and a girl in the American West.
- ☐ A boy and a girl who travel to an earlier time in North America.
- ☐ A boy and a girl who play at Cowboys and Indians.

## CHAPTER 1

# The Mr Wells Mystery

**W**

here's Mr Wells? Why isn't he at school?"

It was Thursday, and Matt Johnson and his friend Linda Chapman looked at each other, surprised. They usually had History on Thursdays, but their favourite teacher was still absent. Nobody knew where he was.

"Where can he be?" said Linda.

"Remember, he disappeared after our visit to the castle!" replied Matt. He looked at Linda and smiled. "Perhaps he's lost in time!"

"Sssh, Matt!" warned Linda. "The others can hear us!"

**T**he two friends had a secret and Mr Wells was part of it. Thanks to their teacher's special computer software, Matt and Linda could travel in time! Their first adventure into medieval times was still fresh in their memory.

Matt saw that Linda's open, friendly face was serious now.

"Don't worry," he said quietly. "Nobody knows our secret."

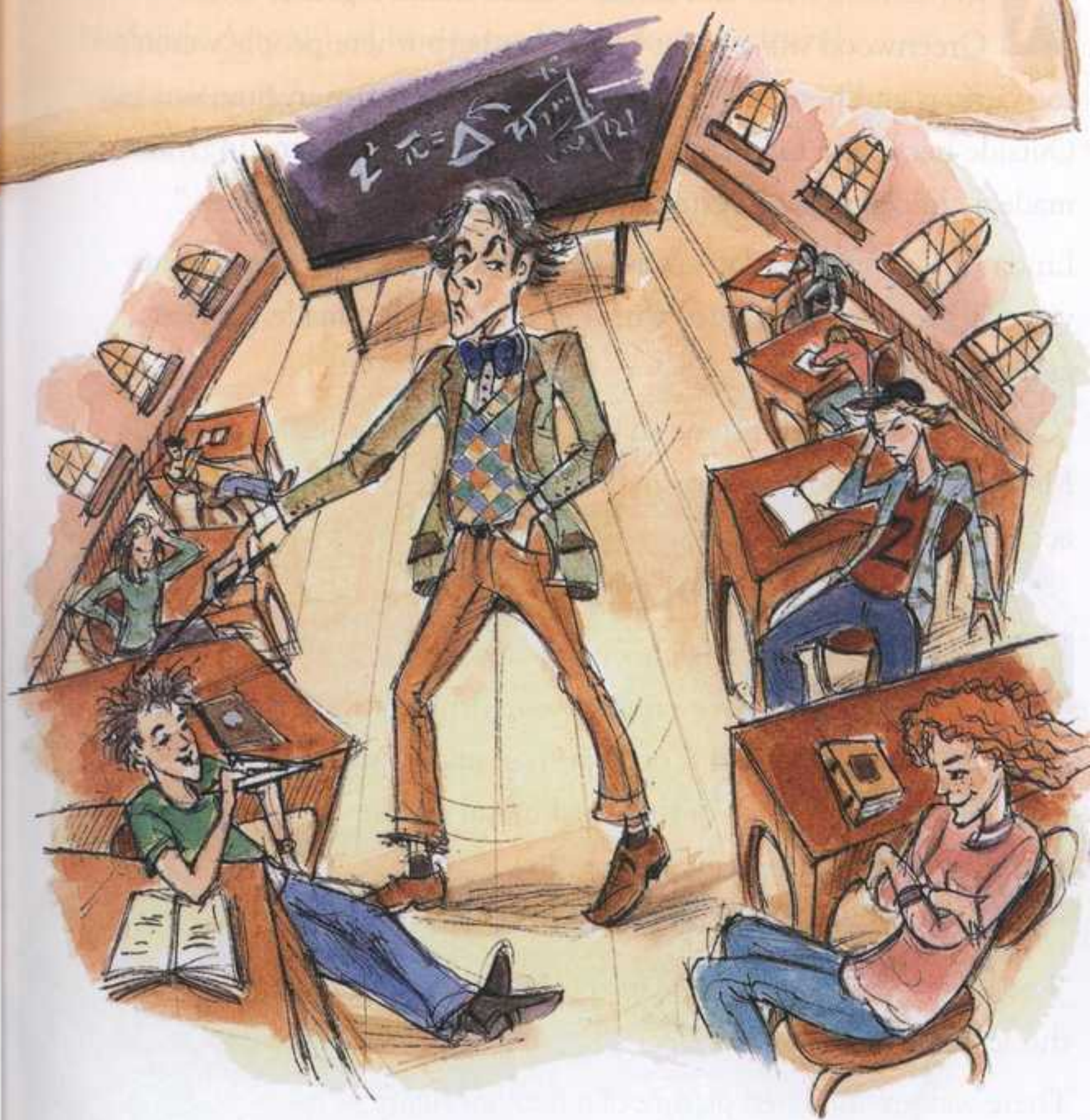
"Except Mr Wells..." said Linda.



## Words

### 2 Match each word to its synonym.

- |              |                     |
|--------------|---------------------|
| 1) cartoon   | a) considerate      |
| 2) familiar  | b) journey          |
| 3) kind      | c) incredulous      |
| 4) slim      | d) unusual          |
| 5) strange   | e) animated picture |
| 6) surprised | f) usual            |
| 7) trip      | g) thin             |



**"S**top talking, Chapman! And Johnson, sit down!" A thin man with an irritated expression came into the classroom. It was Mr Briggs, the Maths teacher.

"No History today, but extra Maths exercises for everybody!" he said.



The class groaned. Mr Briggs was the strictest teacher in Greenwood Middle School, and his lessons were worse than medieval torture!

“Come back soon, Mr Wells!” thought Linda.

**A**fter school, Matt and Linda walked home together as usual. Greenwood was a quiet London suburb where people weren't too curious and here, for now, the secret of their trip in time was safe. Outside her house Linda said, “Matt, why don't you come in? Mum made a chocolate cake yesterday, and we can surf the Internet.”

Linda was a computer fan – and a chocolate cake fan! Her parents were divorced and she lived with her mother, who made the best cakes in Greenwood.

“Okay, can I use your phone to call Gran? She worries if I'm late.” Matt had lived with his grandmother since his parents' death in an accident some time ago.

**T**en minutes later, the chocolate cake still on their faces, the two friends were sitting at the computer. Linda switched it on, but then an unusual thing happened. Instead of the usual menu on the screen, a strong white light appeared.

“What's this?” said Linda. “I hope it isn't a virus!”

“Look, it's Mr Wells!” said Matt, pointing at the screen.

There was an animated picture of a familiar figure – a cartoon version of Mr Wells! Suddenly, it spoke with Mr Wells' voice. “Linda, Matt, help me! I'm stuck in the past. It's 1864 and I'm in North America, but I haven't got enough power to come back to the present!”





They watched, incredulous, as the cartoon figure took a letter from its jacket pocket.

"All the details are here. Please come soon! You're my only hope!"

There was a flash of light, and only the letter remained on the screen. Linda quickly clicked on it with the mouse and saved it on her hard disk. Astonished, she turned to look at her friend.

"Well, what do we do now, Matt?"  
she asked him.







# The Mr Wells Mystery

## Check your comprehension

### 3 True or false? Indicate T or F.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1) Mr Wells never taught on Thursdays.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Mr Wells' absence started after the visit to a medieval castle. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Maths is a popular subject in Matt and Linda's class.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) In Greenwood, everybody knows your secrets.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Linda doesn't live with her father.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Matt is an orphan.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Linda has a virus in her computer.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Mr Wells can't return from the past.                            | <input type="checkbox"/> | <input type="checkbox"/> |

## Characters

### 4 Match each teacher description to his or her subject area.

Example: Mr Wells teaches important events from the past. History

- |  |                              |
|--|------------------------------|
| 1) Mr Briggs teaches arithmetic and algebra.             | a) English                   |
| 2) Miss Alexander teaches chemical formulas and biology. | b) Music                     |
| 3) Mr Williams teaches how to play an instrument.        | c) French                    |
| 4) Mr Phillips teaches sports.                           | d) Maths                     |
| 5) Mrs Brown teaches reading, writing and grammar.       | e) P.E. (Physical Education) |
| 6) Mrs Elliot teaches a foreign language.                | f) Science                   |



## Words

**5 Match the infinitive of each verb to its simple past form.**

- |          |              |
|----------|--------------|
| 1) be    | a) taught    |
| 2) have  | b) spoke     |
| 3) know  | c) was, were |
| 4) say   | d) knew      |
| 5) speak | e) thought   |
| 6) teach | f) had       |
| 7) think | g) said      |

**6 Use verbs from exercise 5 to complete these sentences.**

- 1) Only Mr Wells \_\_\_\_\_ Matt and Linda's secret.
- 2) Linda and Matt \_\_\_\_\_ chocolate cake for tea.
- 3) Linda \_\_\_\_\_ that the white light from the computer \_\_\_\_\_ a virus.
- 4) Mr Briggs \_\_\_\_\_ angrily to Matt and Linda.

## Language

### IMPERATIVES

"Stop talking, Chapman! Johnson, sit down!"  
"Don't worry," he said quietly.

**7 Complete the sentences with the imperative (positive or negative) of the following verbs.**

touch   listen   read   speak   write   finish

- 1) \_\_\_\_\_ on your textbook!
- 2) \_\_\_\_\_ during the test!
- 3) \_\_\_\_\_ page 10 for homework!
- 4) \_\_\_\_\_ to my explanation!
- 5) \_\_\_\_\_ this exercise for tomorrow's lesson!
- 6) \_\_\_\_\_ my computer – it's delicate!





## Words

### I Match each word to its definition.

- |                  |   |
|------------------|---|
| 1) battery       | a) the computer's permanent memory                  |
| 2) CD-ROM        | b) computers and TVs have one                       |
| 3) hard disk     | c) a general name for floppy disks and CD-ROMs      |
| 4) load          | d) a disc containing multimedia information         |
| 5) mouse         | e) it can give energy to your computer              |
| 6) screen        | f) it's a big problem if your PC has one            |
| 7) storage media | g) you can click and move it, but it's not Mickey!  |
| 8) virus         | h) install information from a floppy disk or CD-ROM |

## CHAPTER 2

# Time for Another Adventure

**"T**here's nobody around. Quick, open it!"

It was 5 o'clock on Friday afternoon. The school was deserted and Matt and Linda were standing in front of Mr Wells' locker in the staff room. They had to try and find his CD-ROM, notebook and PC battery before someone discovered them. Five minutes later, hearts beating fast, the two friends were outside the school gate with all the things in Matt's backpack.

"Let's go straight to my house and try to load this CD-ROM, Matt." Linda suggested.

"Okay. I hope we can understand Mr Wells' notes. His handwriting is terrible!" replied Matt.

**A**t Linda's house they started work. Mr Wells' letter told them to load the time travel software on the CD-ROM. They put the CD-ROM in the drive and the Mr Wells' cartoon appeared again. "To travel in time," said the funny figure, "you must type the



**2 Complete the sentences using the following verbs.  
Their meanings are explained with synonyms.**

look at = observe

look = appear

look like = be similar to

look for = search

1) Linda likes \_\_\_\_\_ information for school projects on the Internet.

2) Mr Briggs always \_\_\_\_\_ angry.

3) After the Mr Wells cartoon disappeared, Matt and Linda \_\_\_\_\_  
his letter.

4) Mr Wells \_\_\_\_\_ a cactus!



co-ordinates of your destination, the month and the year.”

Matt and Linda saw there were two boxes, one for the co-ordinates and one for the date.

“We know the year,” said Matt, “but the month?”

“Look!” Linda moved the mouse and a window appeared on the screen.

“‘Time Trip Files’,” she read. “‘Ducksbury Castle, October 1215’ – no that’s not it ... ‘Kansas, September 1864’ – yes, that’s it, Matt!

I knew that Mr Wells was a cowboy film fan. Now he’s stuck in the Wild West!” she laughed.



“And we have to help him, Linda,” Matt said seriously. “Now, the co-ordinates should be in his notebook...”

“We’ll need the right clothes for America in 1864,” interrupted Linda.

“Good idea. What have we got?” Matt looked at his clothes.

His jeans were okay, but in his football shirt he didn’t look like a cowboy.

“Let’s see,” said Linda, looking in her wardrobe. “My jeans are fine and I’ve got a denim shirt and leather boots!” Then she took out a large checked shirt. “Try this. It was my Dad’s.”

Matt hesitated. “Not really my style, but...” He put it on over his Newbridge United top, then put the PC battery in the pocket.

“We need this to get back to Greenwood. We mustn’t lose it.”

**N**ow it was time to go. The two friends looked at each other. What new adventures were waiting for them in America in 1864?

“Okay, read the co-ordinates!” said Linda, sat down at the PC.

Matt looked at the notes. The writing was awful. He found the word Kansas, but Mr Wells’ numbers were worse than his letters – was it 86.30 degrees? He read out the co-ordinates and Linda typed them into the computer. Now, they saw an hour-glass which began to rotate on the screen.

“Sit beside me, Matt – quick!” cried Linda, and pressed ENTER.

There was a flash of white light and they disappeared!





**M**att opened his eyes slowly. Linda was on the ground beside him. They were in a field of tall plants with soft white flowers.

They stood up and saw a black girl nearby picking the flowers. She saw them, too, and looked surprised but not afraid.

"What are you doing in my cotton field?" she asked curiously.

"Cotton field! Oh no, Matt! We're in the wrong place!" said Linda.

Suddenly there was a terrific explosion, and all three of them dived to the ground.

"You are in the wrong place, friends," said the black girl. "Don't you know there's a war here?"







## Time for Another Adventure

### Check your comprehension

3 Use the following words to complete the message below.

battery cartoon's co-ordinates forget help hope  
hour-glass load locker power soon 1864

To Linda and Matt,

Please \_\_\_\_\_ me! I time-tripped to North America in the year \_\_\_\_\_ but I can't come back – there isn't enough \_\_\_\_\_ in the PC battery. I need a new \_\_\_\_\_. You can find one in my \_\_\_\_\_ in the staff room. You must also take my notebook, for the \_\_\_\_\_, and the special CD-ROM with a picture of an \_\_\_\_\_. \_\_\_\_\_ the CD-ROM and follow the \_\_\_\_\_ instructions. I \_\_\_\_\_ to see you very \_\_\_\_\_. Don't \_\_\_\_\_ the battery! Thanks kids!

Mr Wells

### Pictures

4 Look at Linda's wardrobe. Match the vocabulary to the corresponding items of clothing.

- 1) track suit
- 2) skirt
- 3) boots
- 4) checked shirt
- 5) jeans
- 6) denim shirt
- 7) school blazer

a)



b)



c)



d)



e)



f)



g)





## Language

### MUST / HAVE TO / HAD TO

You *must* type the co-ordinates.

They *had to* find the CD-ROM... before they were discovered.

### 5 Complete the sentences with *must*, *have to* or *had to*, and match them to the probable speaker.

- 1) You \_\_\_\_\_ remember the battery.
  - 2) I \_\_\_\_\_ ring my Gran.
  - 3) You \_\_\_\_\_ study Geometry for today's test.
  - 4) You \_\_\_\_\_ leave my cotton field.
  - 5) I \_\_\_\_\_ save Mr Wells' e-mail before it disappeared.
- a) Mr Briggs to class
  - b) Linda to Matt
  - c) Mr Wells to Matt and Linda
  - d) Matt to Linda
  - e) Black girl to Matt and Linda

## Story summary

### 6 Put the events in the correct order.

Matt and Linda's school day finished, but they...

- ☐ went to Linda's house
- ☐ loaded the CD-ROM
- ☐ typed the date
- ☐ went into the staff room
- ☐ changed clothes
- ☐ didn't go home
- ☐ typed the co-ordinates
- ☐ opened Mr Wells' locker
- ☐ took out the PC battery, CD-ROM and notebook



I True or false? Indicate T or F.

- 1) Matt has got Mr Wells' CD-ROM in his pocket.
- 2) Matt and Linda arrive in America in October 1864.
- 3) Mr Wells likes Western films.
- 4) Matt and Linda hope they look like cowboys.
- 5) Linda typed the right co-ordinates for Kansas.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## CHAPTER 3

## Where Are We Now?

**"A** war!" Matt and Linda looked at each other incredulously. "Of course. Where do you come from?" asked the black girl curiously.

"We arrived from England a few min... months ago," replied Linda.

"We're lost. We want to go west."

"That's dandy!" The girl shook her head. "I have to pick cotton in the middle of a war, and then I find two lost English kids in my field." She laughed and continued her work.

**W**here are we, Linda?" whispered Matt, looking around them.

"Oh, Matt, your geography is terrible! All the cotton plantations are in the south-east of the United States, so we must be there. It's a disaster! We're hundreds of miles from Kansas and Mr Wells."

There was another terrible explosion in the distance.

"But who is fighting who, Matt?" Linda asked.

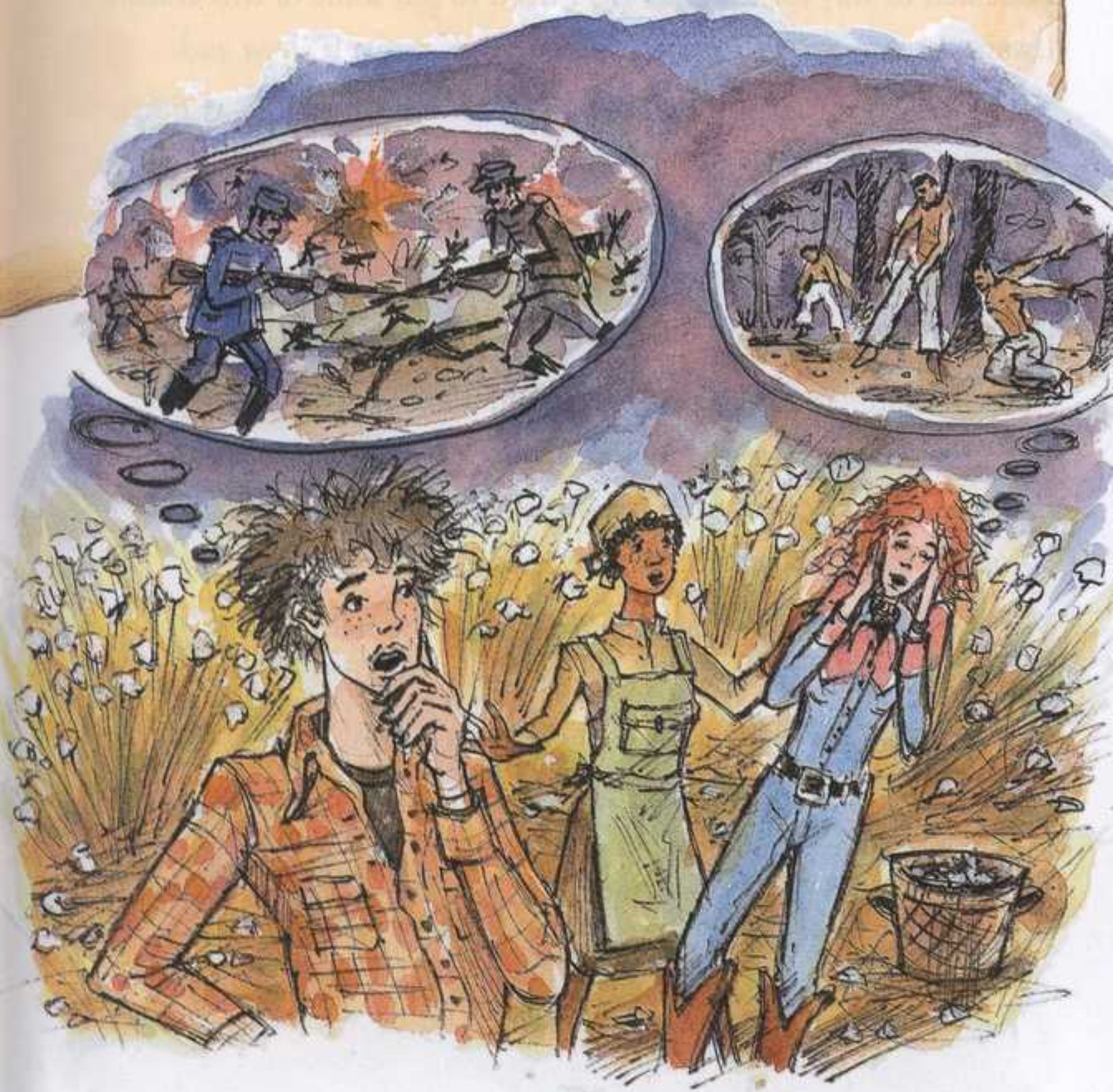
"Your *history* is terrible," replied Matt. "If this is 1864, then it must be the Civil War, between the North and South."



## Words

2 Which of the following words do you relate to the word "war"?

- ☐ fire   ☐ sadness   ☐ cotton   ☐ slavery   ☐ fighting   ☐ explosion  
☐ villa   ☐ disaster   ☐ sunset   ☐ harvest   ☐ furniture   ☐ dangerous



"Wasn't that war about the abolition of slavery?" asked Linda, watching the black girl at work.

"Not exactly. I know there were slaves in the southern states and not in the North, but I think the war started because the South wanted its independence and the North didn't want to divide the Union."

"So that poor girl's a slave," said Linda angrily. "But she says that it's her field..." she added, puzzled.



"It is my field now." The girl was beside them again. "My name's Dinah. My master's dead, killed in the war. The other slaves went away but I decided to stay for the harvest. I need to sell some of this cotton. I want some money to reach my sister in Kansas."

"Kansas!" cried Linda. "We have to go to Kansas, too. Why don't you come with us?"

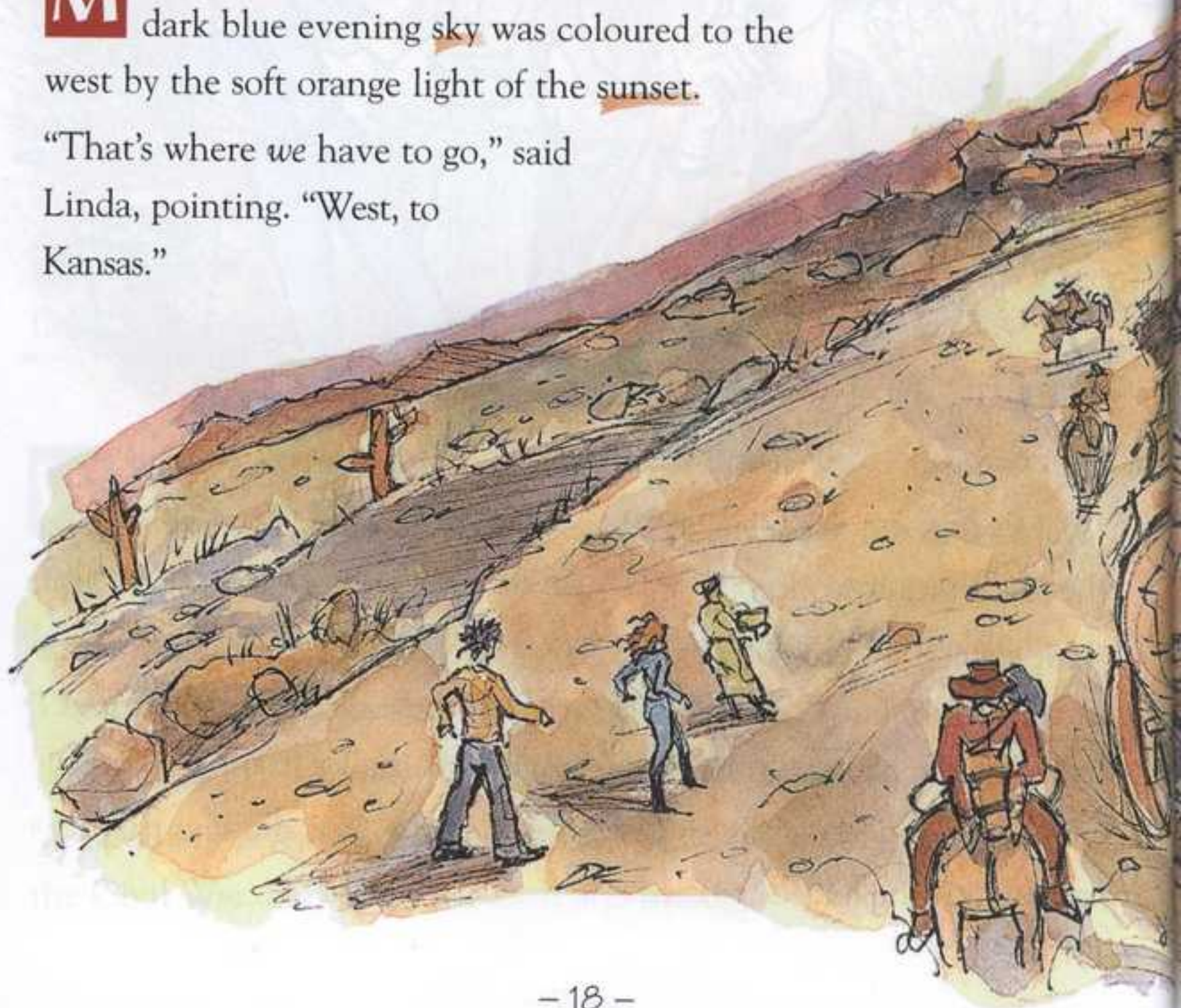
"But I haven't got any money now," the girl smiled sadly.

"Do you think that we have?" laughed Matt. "Anyway, you can't stay here, it's too dangerous. We'll find some free transport somehow."

"Now it's late. You need some food and a bed for the night and I need to think." The girl looked at them, serious for a moment, then she smiled. "Let's go home to my house."

**M**att and Linda followed Dinah out of the field. The dark blue evening sky was coloured to the west by the soft orange light of the sunset.

"That's where *we* have to go," said Linda, pointing. "West, to Kansas."





“But not tonight,” said Dinah, pointing to the east, where the sky was red with fire. “Tonight you’re going to poor old Atlanta.”

**A**s they walked towards the town, they met many wagons of sad, frightened people travelling in the opposite direction.

“Turn around!” somebody shouted to them. “Everybody has to leave – they’re burning Atlanta!”

“Don’t worry,” said Dinah to Matt and Linda, “I live outside the town.”

Soon they arrived at a large white stone villa in an enormous park.

“I’m living in the big house now the master’s dead,” said Dinah.

“The other slaves took a lot of furniture and fancy things, so there’s not much inside now, but there are beds for us all and it’s better than

fifteen years in a little wooden cabin – that’s

where I used to live. Come in, eat

and sleep. In the morning

we’ll decide what to

do. Tomorrow is

another day.”



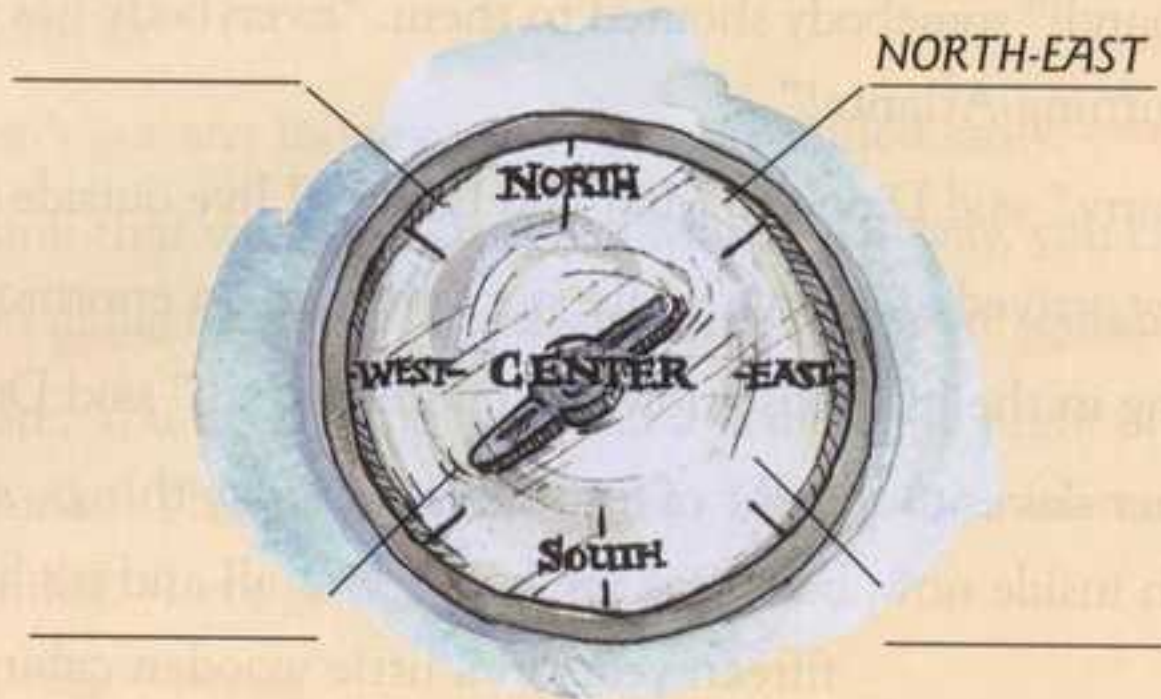




# Where Are We Now?

## Pictures

- 3 Fill in the missing points of the compass. Then complete the sentences below. Use the map of the United States below.



Example: The Appalachian Mountains are in the east.

- 1) New York is in the \_\_\_\_\_.
- 2) The Rocky Mountains are in the \_\_\_\_\_.
- 3) The state of Oregon is in the \_\_\_\_\_.
- 4) Kansas City is in the \_\_\_\_\_.
- 5) The Mississippi River goes from \_\_\_\_\_ to \_\_\_\_\_.
- 6) The city of Atlanta is in the \_\_\_\_\_.





## Words

### 4 Match each word to its opposite.

- |              |              |
|--------------|--------------|
| 1) east      | a) tomorrow  |
| 2) cabin     | b) shouted   |
| 3) nobody    | c) night     |
| 4) day       | d) everybody |
| 5) morning   | e) villa     |
| 6) slave     | f) evening   |
| 7) yesterday | g) master    |
| 8) whispered | h) west      |

## Language

### VERBS WITH TO

I *decided to* stay... I *need to* sell some cotton.  
I *want to* reach my sister.

### 5 Complete each sentence with the appropriate verb in the positive or negative.

- 1) Linda \_\_\_\_\_ study some American history.
- 2) Matt \_\_\_\_\_ pay to go to Kansas.
- 3) Dinah \_\_\_\_\_ invite Matt and Linda to her home.
- 4) Matt and Linda \_\_\_\_\_ worry, because Dinah's house is outside Atlanta.
- 5) The people in the wagons \_\_\_\_\_ leave Atlanta.

## The story so far

### 6 Choose the correct word.

- 1) Dinah is ☐ angry ☐ interested when she sees Matt and Linda.
- 2) Linda's geography is ☐ worse ☐ better than Matt's.
- 3) The American Civil War was ☐ totally ☐ partially about the abolition of slavery.
- 4) Dinah is picking cotton to make ☐ money ☐ a T-shirt.
- 5) Matt and Linda stay the night in a ☐ house ☐ cabin.





## Words

1 What does “civil war” mean? Match the names of the different types of war to their definitions.

- |                        |  |
|------------------------|--|
| 1) Civil War           | a) war between many countries from various continents  |
| 2) War of Independence | b) political antagonism between two countries but no military conflict                                   |
| 3) World War           | c) military conflict between two factions of the same country for political, religious or racial motives |
| 4) Cold War            | d) when a part of a country fights for autonomy from that country  |

## CHAPTER 4

# Matt Makes a Bet

**M**att woke up. There was a strong smell of smoke. A fire? Gran! He jumped out of bed and then remembered where he was. The smoke was from the remains of city of Atlanta. Today they had to go west, to try and find Mr Wells. Downstairs Dinah was in the kitchen, washing the dishes from last night's dinner of salted pork and sweetcorn.

**"C**an I help?" asked Matt.

Dinah smiled. "Don't you have...", she hesitated, "... slaves in England?"

"No, and after this war, slavery will end in America too," he replied.

"Do you think the North will win?" she asked him.

"I know they'll win," he answered.

Dinah was surprised by his conviction, so Matt quickly changed the subject.

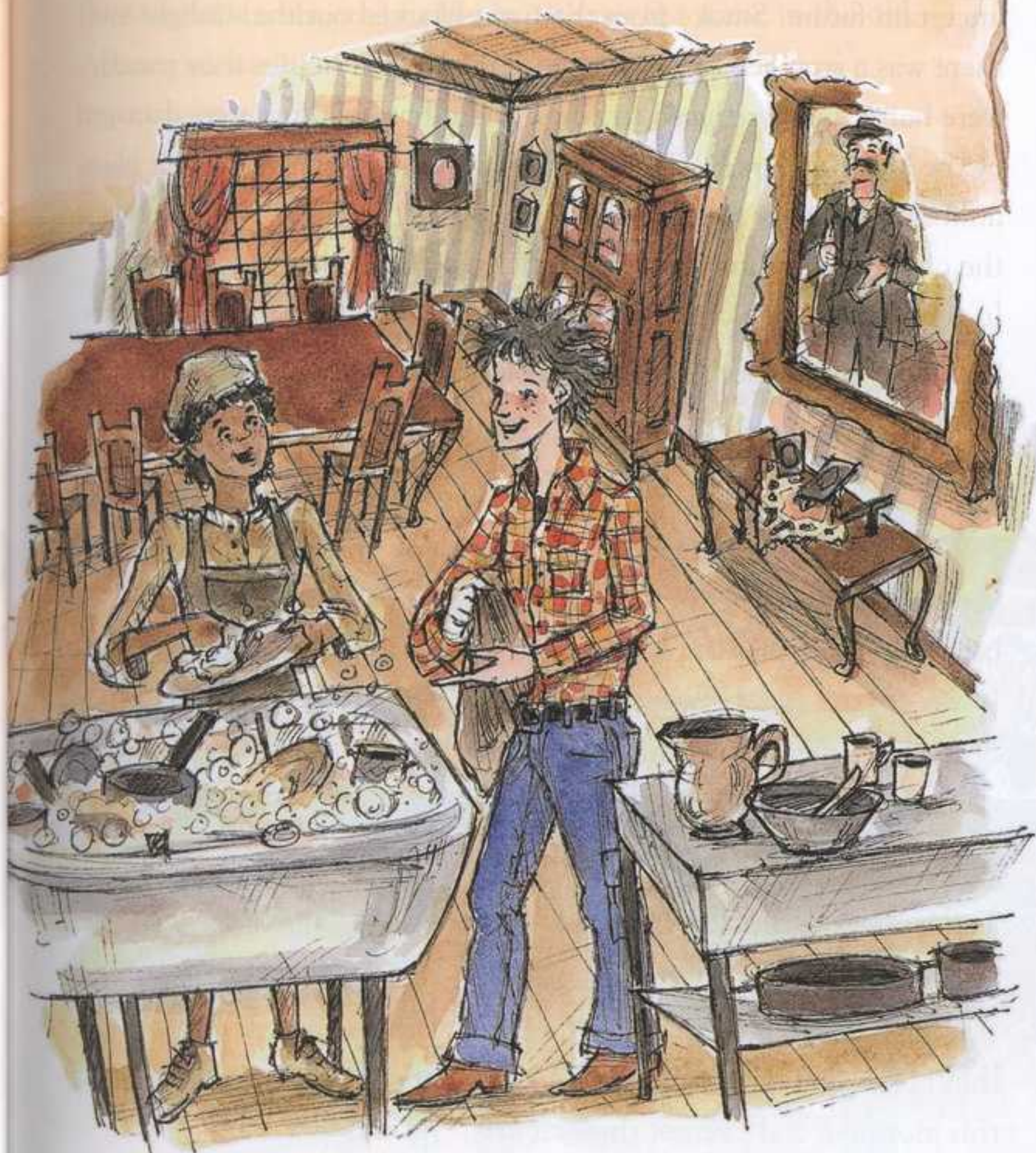
"Who's that?" he asked, pointing to a portrait of a severe, pink-faced man with a background of cotton fields and slaves, on the kitchen wall.



## Pictures

2 Look at the second illustration in this chapter. Which of these people or things could be found in a saloon in the Civil War period?

☐ barman ☐ slaves ☐ sawdust ☐ table football ☐ pizza



“He was my master,” said Dinah. “He wasn’t a bad man. He whipped the men if they didn’t work well, but never the women.”

“I’m ready.” Linda came downstairs then. “Let’s go west!” she said, smiling.



**T**hey walked from the white house to the main road.  
From Atlanta came a slow procession of wagons.

Their occupants all looked sadly down the road, as if towards an uncertain future. Smoke from the town blocked out the sunlight and there was a strange, uneasy silence. The wooden houses they passed were burnt, many reduced to ashes, and other buildings were damaged by the North's cannons. There were many Union soldiers in their blue uniforms, but they were all too busy digging trenches, to transform the city into a military base, to notice the three friends.

In the centre, some of Atlanta's commercial buildings were still intact.

"We need information," said Matt, pointing to a saloon. "Let's try there."

"It's better if we girls stay outside," said Dinah to Linda.

**M**att went into the saloon, trying to look grown up. There was sawdust on the floor, a bar with numerous bottles of liquor behind it and a pianist playing a sad melody at the old, dusty piano. It was "Dixie", but he was playing the usually happy song of the South to the tempo of a funeral march.

"What can I do for you, boy?" asked the barman.

"How can I get to Kansas?" asked Matt.

The barman laughed. "First you have to leave Atlanta, boy, then just ask for directions!" he said sarcastically.

"Kansas?" A tall man in a brown stetson with small dark eyes and a thin black moustache approached Matt. "There's a stagecoach leaving this morning, and I've got three tickets," he said.

"That's great!" said Matt eagerly.

"Yeah, for me and my family!" the man laughed sadistically and turned to the barman.

"Give me another glass of good southern whisky," he demanded.



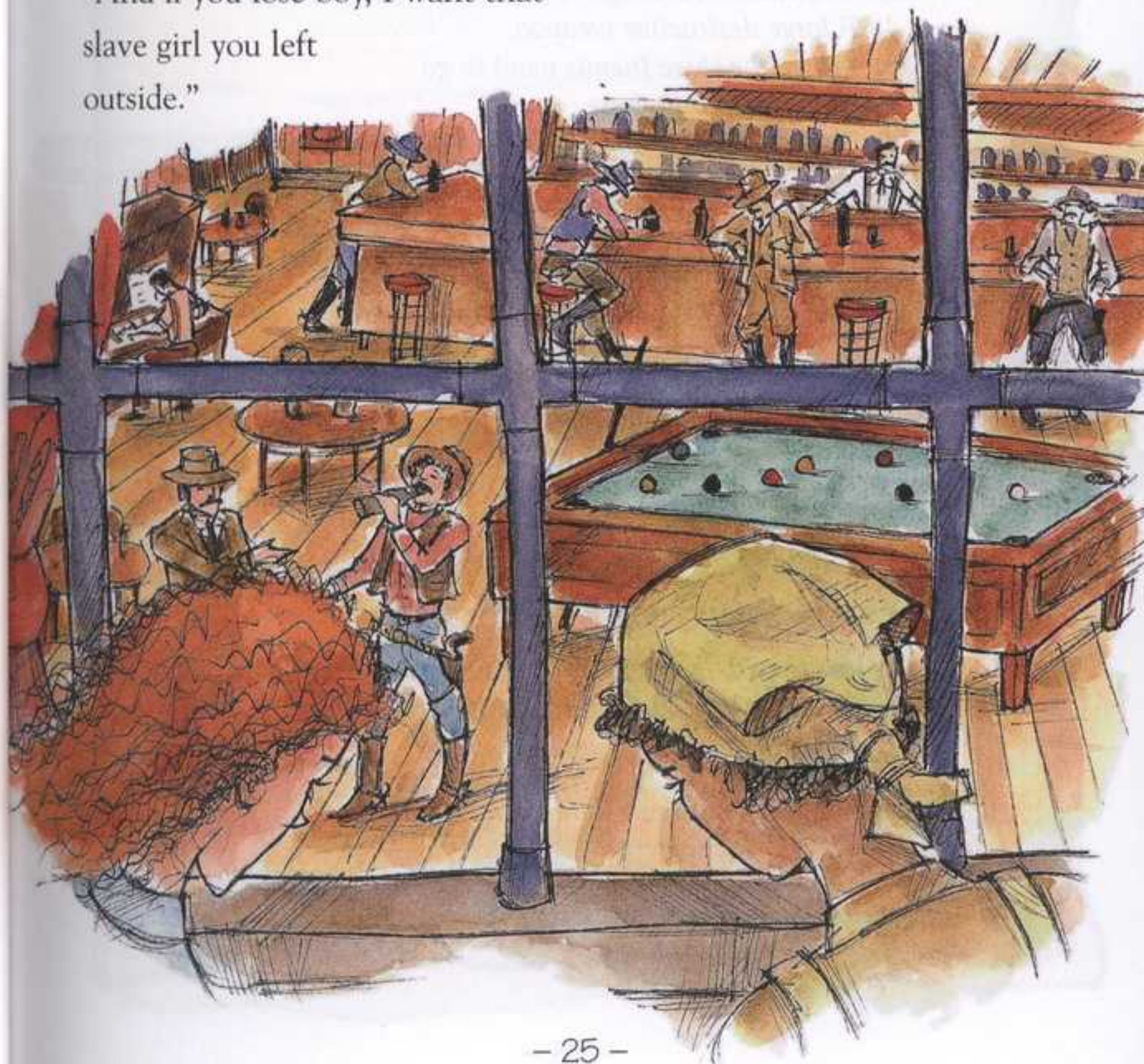
"In a few weeks all I'll have to drink will be horrible northern liquor in Kansas." He quickly drank his whisky.

"Who wants to play billiards with Rhett Beauregarde, the best player in Georgia?" he shouted suddenly. "It's my last game in the old Atlanta saloon."

**N**obody answered. The few silent clients were lost in their own sad thoughts. Matt had an idea.

"I do," he said quickly, "I'll play billiards with you, but I want to make a bet. If I win, I want your three tickets for the Kansas stagecoach!"

Beauregarde thought for a moment, then he said, smiling horribly, "And if you lose boy, I want that slave girl you left outside."







# Matt Makes a Bet

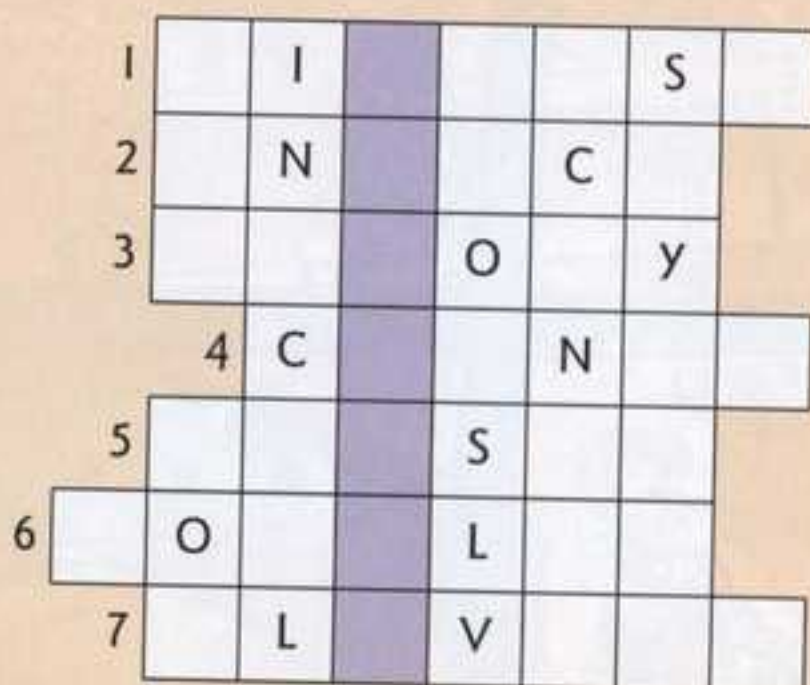
## Words

### 3 Match each word to its correct category.

- |               |                       |
|---------------|-----------------------|
| 1) billiards  | a) musical style      |
| 2) cannons    | b) food               |
| 3) march      | c) game               |
| 4) piano      | d) transport          |
| 5) pork       | e) arms               |
| 6) portrait   | f) clothes            |
| 7) stagecoach | g) musical instrument |
| 8) stetson    | h) picture            |

### 4 Complete the word-puzzle.

- 1) He plays the piano.
- 2) Not damaged but...
- 3) The music of a song.
- 4) A large destructive weapon.
- 5) Where the three friends want to go.
- 6) Liquor is sold in these.
- 7) The condition of the blacks in the South in 1864.



What word is formed in the shaded column? Use it to complete the following sentence.

The North's conquest of \_\_\_\_\_ was an important event of the American Civil War.



## Language

### 5 Complete the sentences with the correct form of the following verbs.

say   ask   answer   reply  
shout   demand

#### DIRECT SPEECH

"Do you think the North will win?" she asked him.  
"I know they'll win," he replied.

- 1) "Give me that bag of cotton!" the plantation owner \_\_\_\_\_.
- 2) "You mustn't go to Atlanta – it's dangerous!" \_\_\_\_\_ the wagon driver.
- 3) "Why can't we go into the saloon?" Linda \_\_\_\_\_ Dinah.
- 4) "Because it's only for white men," she \_\_\_\_\_.
- 5) "You can have the first shot, Mr Beauregarde," \_\_\_\_\_ Matt.
- 6) "No, you go first, boy, it's the only shot you'll have," he \_\_\_\_\_.

## Beyond the story

### 6 The pianist in the saloon plays "Dixie", the traditional song of the South.

- a) Dixie was the popular name of the Southern states. What is the origin of this name?
  - ☐ the French word for 10 (dix) on southern banknotes
  - ☐ the name of a kind slave owner
  - ☐ the Mason and Dixon line dividing the free states from the slave states
- b) Now complete the lyrics, using the words listed below.

born   Old   frosty   cotton   wish

The song of Dixie

Oh, I \_\_\_\_\_ I was in the land of \_\_\_\_\_ –  
\_\_\_\_\_ times there are not forgotten

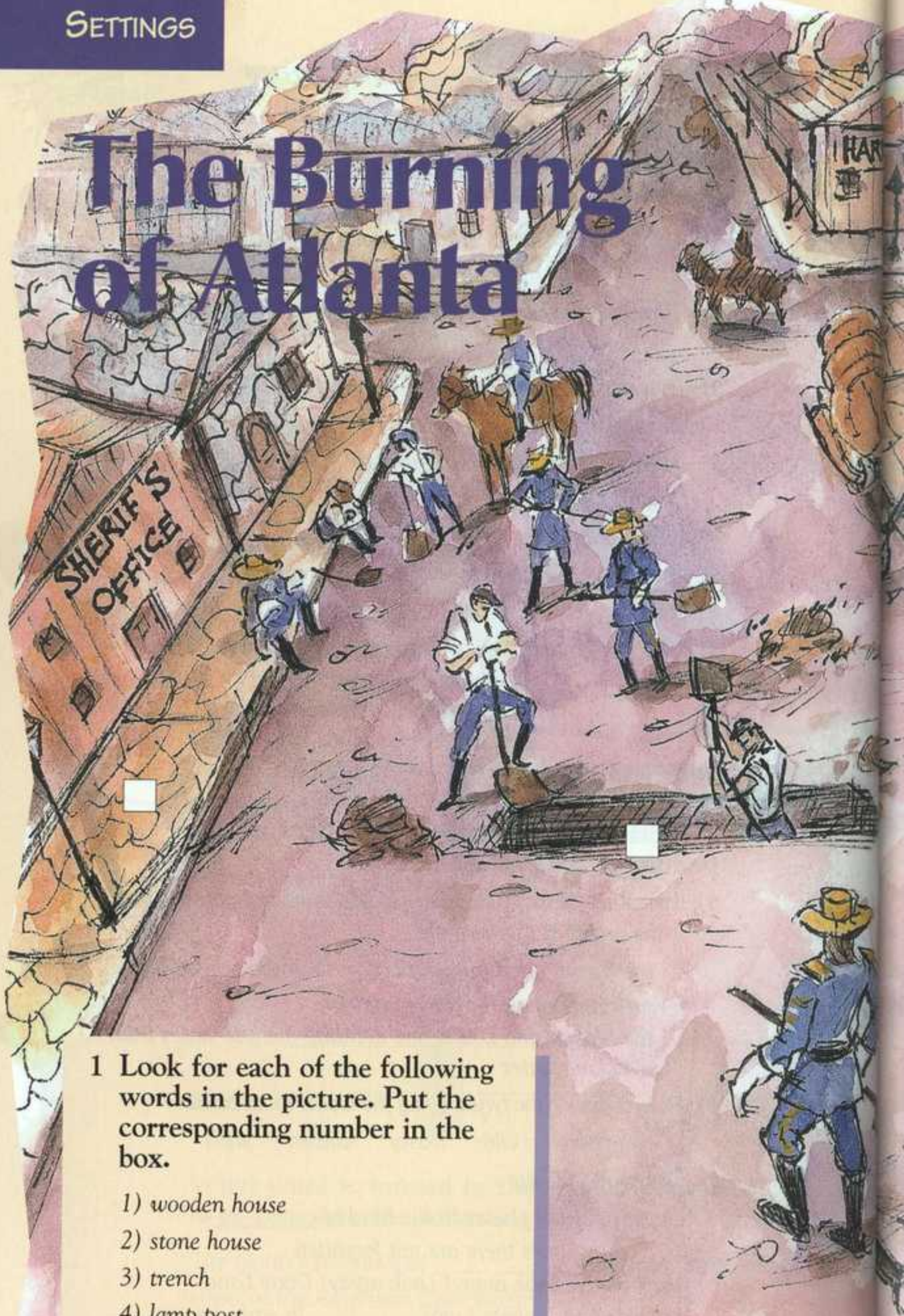
Look away! Look away! Look away! Dixie Land

In Dixie Land where I was \_\_\_\_\_ in early on one  
\_\_\_\_\_ mornin'

Look away! Look away! Look away! Dixie Land (Chorus)



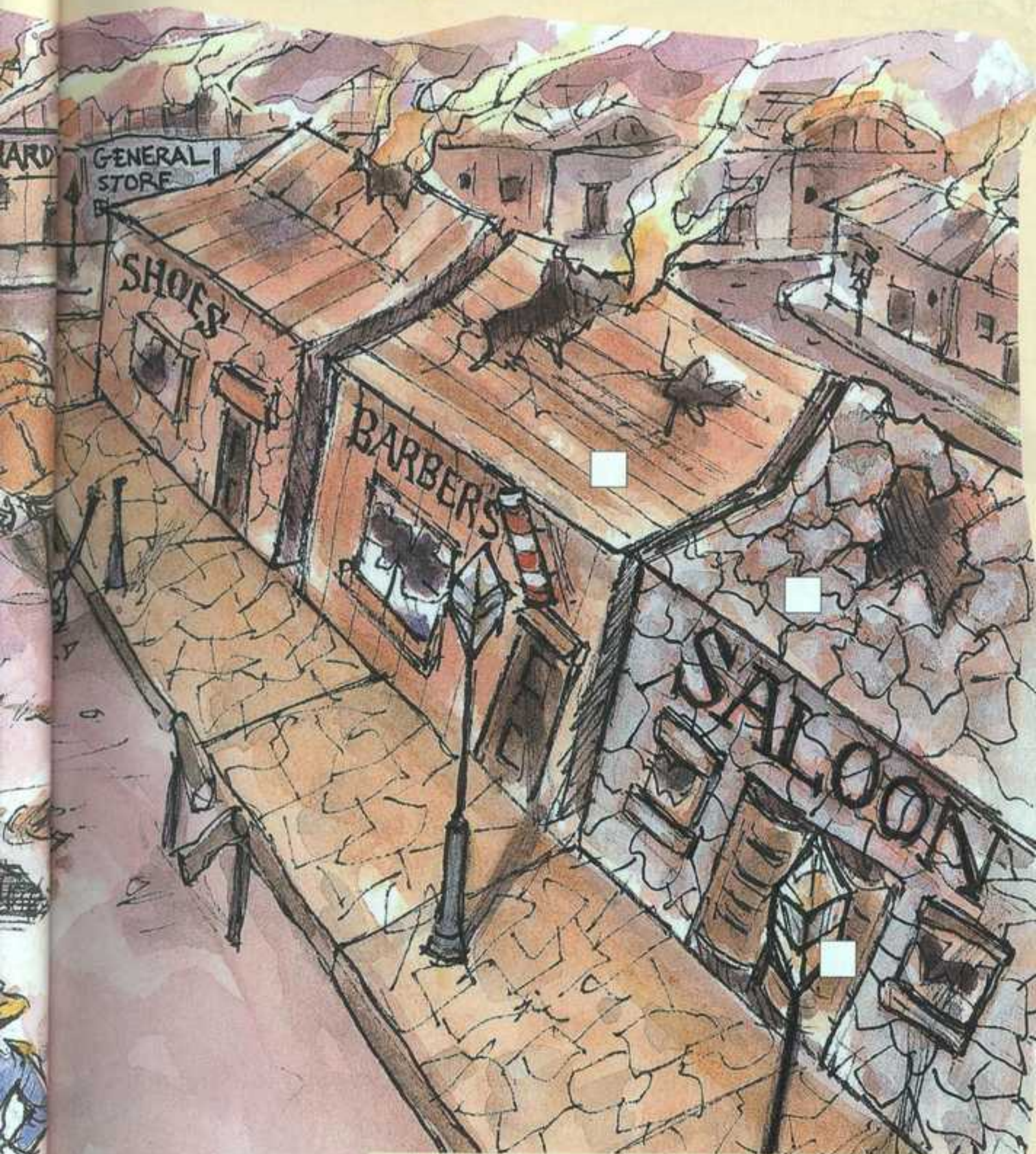
# The Burning of Atlanta



1 Look for each of the following words in the picture. Put the corresponding number in the box.

- 1) wooden house
- 2) stone house
- 3) trench
- 4) lamp post
- 5) sidewalk





2 Look at the picture, and match the following words to the shop signs.

1) haircut

Barber's

2) boots

\_\_\_\_\_

3) whisky

\_\_\_\_\_

4) prison

\_\_\_\_\_

5) sweetcorn

\_\_\_\_\_

6) pistol

\_\_\_\_\_





## Words

1 Matt will play a game of billiards to try to win stagecoach tickets to Kansas. Which of these statements describes the game?

- 1) There are 2 players, one ball, 2 racquets and a net.
- 2) There are 2 players, 2 sticks called cues, balls and a table.
- 3) There are 10 players, one ball and 2 nets.
- 4) There are 2 players and 52 cards.
- 5) There are 2 players, a board, 2 kings, 2 queens etc.

## CHAPTER 5

# The Journey to Kansas

**L**inda was surprised when she looked in the window of the saloon and saw Matt playing billiards, particularly when someone nearby shouted, "The Kansas stage leaves in an hour!" Then she saw his serious expression and noticed that all the other customers were watching the game closely and suddenly she understood what her friend was trying to do.

"Dinah, he's trying to win our trip to Kansas!" she cried.

**M**att was good at billiards but at first the pressure of the situation made him nervous and he played badly. Fortunately his opponent was drinking too much whisky and slowly Matt took advantage. Beauregarde looked nervously at his pocket watch. The stagecoach for Kansas was going to leave in ten minutes. Matt made a great shot and won the game.

"Now, give me my tickets, please," he said calmly.

"I'll give you this!" shouted Beauregarde angrily, taking a pistol from his holster.

"Stop!" The barman was pointing his rifle at Beauregarde. "The boy won fair and square. Give him the tickets."



2 Which of the following games match the other descriptions in exercise 1?

a) football

b) basketball

c) tennis

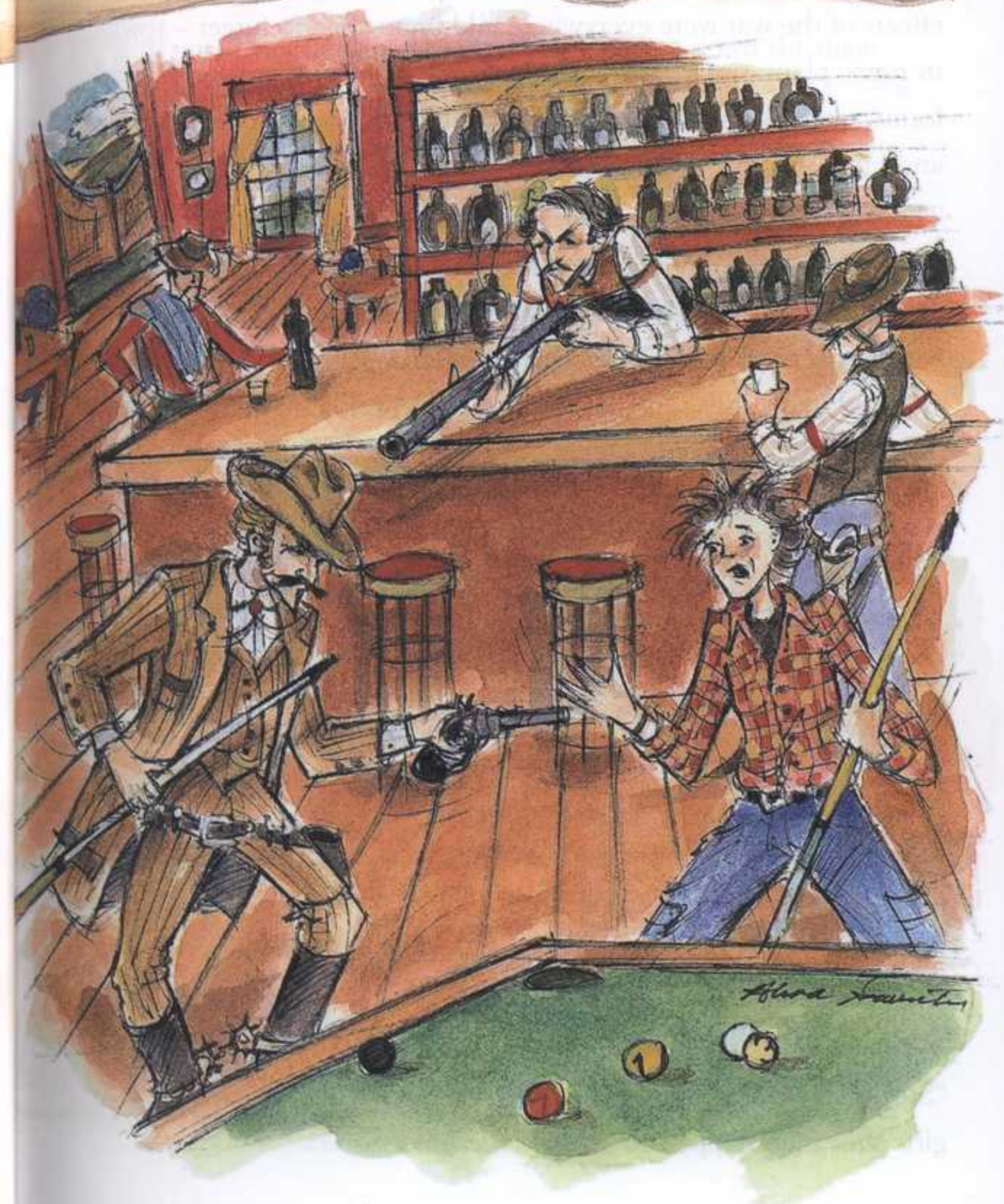
d) rugby

e) baseball

f) chess

g) poker

h) table football





**T**he journey was like a strange, tormented dream. They travelled eight hundred miles in three weeks. They left Georgia following the spectacular Appalachian Mountains and continued through the Confederate states of Alabama, Mississippi and Arkansas and into the Union state of Missouri with its vast forests. A memorable moment was crossing the majestic Mississippi River, but the devastating effects of the war were everywhere and impossible to forget – towns in ruins, plantations destroyed, thousands of men in grey or blue uniforms, many of them mutilated by terrible weapons of destruction, and piles of coffins waiting for the dead.

The stagecoach wasn't comfortable, but they stopped at night to sleep. During the day nobody talked much; the war made everyone sad and silent. They often heard a familiar name, Lincoln, pronounced with respect and hope. The other five passengers in the stagecoach changed frequently. One day another passenger, a plantation owner from Alabama, spoke to Dinah.

"Girl, you had a job, a home and food. Now what have you got?" Dinah smiled. "My liberty, sir!" she said proudly.

**K**ansas City was a lively frontier town, the last stopover for many

homesteaders going west. The main street, with its hotels and saloons, was full of European immigrants waiting to form a wagon train for the Oregon Trail.

It was time to say goodbye to Dinah. Her sister, Daisy, notified by telegram, was waiting for her.

"Stay with us for a few days," insisted the two girls after their happy and emotional reunion.





"Thanks, but we have a job to do," said Linda.

"Dinah, I have to confess that I played with your life in that billiard game in Atlanta," added Matt.

Dinah laughed. "But nobody can play with my life now, Matt!" she said happily. "I'm free!"

**I** 'll miss Dinah," sighed Linda as they walked down the main street.

"Hmm, yes." Matt said distractedly. "Linda, why is everyone looking at us?"

In fact the two friends were the object of great attention.

Then they saw the reason. All along the street were big posters with their photograph on them and under it one enormous black word – WANTED!







# The Journey to Kansas

## Words

3 Which is the odd word out?

- |                |            |            |          |
|----------------|------------|------------|----------|
| 1) trip        | journey    | passenger  | crossing |
| 2) wagon train | plantation | stagecoach | horse    |
| 3) liberty     | whisky     | liquor     | beer     |
| 4) pistol      | telegram   | rifle      | cannon   |

4 Now match each group of words to its category.

a) alcoholic drinks ☐

c) weapons ☐

b) types of travel ☐

d) transport ☐

## Pictures

5 Match each crime to a wanted poster.

a) He stole a cow. ☐

b) He made false bets. ☐

c) He killed a man. ☐

**JIMMY  
THE KID**



**WANTED  
FOR  
MURDER**

1)

**BUTCH  
JAMES**



**WANTED  
FOR  
RUSTLING**

2)

**WILD  
FRANK  
CASSIDY**



**WANTED  
FOR  
GAMBLING**

3)



## Language

### ADVERBS

Beauregarde looked *nervously* at his watch.  
"I'll give you this!" shouted Beauregarde *angrily*.

#### 6 Complete the sentences, using appropriate adverbs.

- 1) Linda \_\_\_\_\_ eats chocolate.
- 2) Beauregarde played \_\_\_\_\_ because he drank too much whisky.
- 3) The barman \_\_\_\_\_ intervened when Beauregarde pulled out his pistol.
- 4) "I won the tickets for Kansas!" said Matt \_\_\_\_\_.
- 5) The stagecoach travelled \_\_\_\_\_ through the Missouri forests.
- 6) "It's lovely to see you, Dinah!" Daisy said \_\_\_\_\_.

## Story summary

#### 7 Use the words below to complete the telegram that Dinah sends to her sister.

Arkansas   Atlanta   master  
weeks   friends   stagecoach  
Kansas   burning   1864



From: Dinah Washington, \_\_\_\_\_ Post Office

To: Daisy Washington, c/o \_\_\_\_\_ City Post Office

Date: September 8<sup>th</sup>, \_\_\_\_\_

Message:

\_\_\_\_\_ dead, Atlanta \_\_\_\_\_.

Leaving city today by \_\_\_\_\_, with two \_\_\_\_\_.

Crossing Alabama, \_\_\_\_\_ and Missouri.

Arriving in three \_\_\_\_\_. See you soon.

Dinah





## The story so far

1 Why do you think there are posters all around town with Linda and Matt's pictures and the word "Wanted"?

1) Beauregarde told the police that they stole his tickets.

2) The Alabama plantation owner said that they were Confederate spies.

3) The sheriff of Kansas wants to speak to Matt and Linda.

4) Abraham Lincoln wants to meet Matt and Linda.

## CHAPTER 6

# On the Oregon Trail

**M**att and Linda now felt very conspicuous. They walked along the street feeling the eyes of everyone watching them closely. Then a voice called them by their names.

"Matt! Linda! I think it's time for us to talk!" it said.

A big man with a long moustache and a badge in the form of a star was sitting in a rocking chair on the veranda of a small stone building. The sign above his head said "Sheriff's Office."

**T**he two friends were sitting in the sheriff's office as he explained to them why there were photos of them all over the town.

"Your uncle had the idea of the poster to bring you to my office."

"Isn't our... uncle... here?" asked Matt.

"No, but he left a letter for you," replied the sheriff, taking an envelope out of his desk.

Linda opened the envelope. Inside was the photograph from the "Wanted" posters and a note.

"Dear Matt and Linda," she read, "I hope you like the photo. I took it on the bus to Ducksbury, do you remember? I'll be at Fort Laramie. Meet me there. Best wishes, Mr Wells (your uncle!)"



## Words

2 Which word does not belong in each of these groups of words?

- |                     |             |          |         |
|---------------------|-------------|----------|---------|
| 1) Native Americans | Redskins    | Pioneers | Indians |
| 2) letter           | feather     | message  | note    |
| 3) brother          | wife        | uncle    | farmer  |
| 4) manure           | rattlesnake | rabbit   | horse   |



"Oh no!" said Matt. "Where's Fort Laramie?"

"It's on the Oregon Trail," answered the sheriff. "You can go with one of the wagon trains. But watch out for Redskins."

"They're called 'Native Americans' now," said Linda indignantly, "not 'Redskins'."

Matt groaned.

"Native Americans indeed!" replied the sheriff gruffly, an angry light in his eyes. "Redskins, Indians, call them what you want, they'll scalp



you before you can say your prayers! My brother was killed by Native Americans in Colorado and his wife and two kids, a brother and sister like you."

He looked at them sadly now as he polished his silver star. Linda was embarrassed and said nothing.

"Good luck, kids. Now go and find a lift to Fort Laramie."

**M**att and Linda, now brother and sister looking for their uncle, were offered two places on the wagon of a young Irish couple, Sean and Molly O'Reilly. The next morning they left Kansas.

A dozen covered wagons pulled by horses moved slowly across the vast Nebraska plains. Sean, a small, cheerful man, talked happily to Matt and Linda. His wife Molly, a thin, red-haired girl with big green eyes, was less enthusiastic about the trip.

"This is the Oregon Trail," said Sean, "used by pioneers for twenty-five years to cross the Great Plains and the Rocky Mountains. We're going to Oregon to start a farm. We were farmers in Ireland."

"It's a long journey," remarked Matt.

"And dangerous!" laughed Sean. "There are tornadoes in Nebraska, and then there are the Indians..." Molly didn't laugh. She looked worried.

"Our wagon is our home now," her husband continued, "and our fort if necessary!"

**T**hey travelled fifteen miles a day. At night they stopped to cook their provisions, or rabbits and other game they caught, on campfires. If the weather was bad, they slept in the wagon; if not, they slept under the stars. One fine night, Linda was woken by a strange sound. She opened her eyes and saw a huge rattlesnake only a metre from her head! She screamed and Sean arrived and hit it with a stick.

"Did it bite you?" asked Molly, worried. "If it did, we must put some



horse manure on the bite."

"No, I'm fine, thanks," Linda assured her.

"Thank goodness it didn't bite me," she added quietly to Matt.

"Horse manure – yeuch!"

**O**ne morning the wagons stopped suddenly. Three men on horses were watching them from a distance.

"Indians," said Sean, preparing his rifle.

As the three riders came nearer, Matt and Linda saw from their fierce, proud expressions that they were indeed Indians. They were dressed in simple leather clothes, rode without saddles and carried knives and tomahawks in their belts.

"Don't shoot, Sean," whispered Molly. "They're going away. Look!"

Matt and Linda, nervous but curious, watched the Indians pass in silence. Now they really were in the Wild West!







# On the Oregon Trail

## Words

3 There are many natural dangers along the Oregon Trail. Match each term to its definition, and find one term that is unlike the others.

- |                |  |
|----------------|--|
| 1) avalanche   | a) a destructive wind, sometimes called "a twister"                  |
| 2) hurricane   | b) a gigantic mass of sea water, also called a "tsunami"             |
| 3) quicksand   | c) a serpent with a strange, noisy tail                              |
| 4) rattlesnake | d) a large mass of snow which moves quickly down a mountain          |
| 5) tidal wave  | e) an area where you can disappear under the moving sand... forever! |
| 6) tornado     | f) a high-speed wind that can devastate an entire country            |

## Characters

4 Match each statement to the character who said it.

- |   |                |
|---|----------------|
| 1) "They're called Native Americans now."   | a) The sheriff |
| 2) "We're going to Oregon to start a farm." | b) Molly       |
| 3) "Don't shoot, Sean."                     | c) Sean        |
| 4) "Watch out for Redskins."                | d) Linda       |

## Beyond the story

5 Imagine the conversation between Mr Wells and the sheriff. Put the lines in order.

- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> SHERIFF  | "Good idea! That will bring them to my office."         |
| <input type="checkbox"/> SHERIFF  | "But Kansas is a big place – perhaps I won't see them." |
| <input type="checkbox"/> SHERIFF  | "What's the message?"                                   |
| <input type="checkbox"/> MR WELLS | "I could produce a WANTED poster."                      |



- ☐ MR WELLS "Sir, I need to leave an important message for two children. I'm their uncle."
- ☐ SHERIFF "How can I help you?"
- ☐ MR WELLS "It's in this envelope. They're coming to Kansas to find me, but I'm going west."

## Language

**6 Connect three boxes, one from each column, to form correct statements.**

Example: The American Civil War was won by the Union States.

### PAST PASSIVE

My brother *was killed* by Native Americans...  
Linda *was woken* by a strange sound.

The American Civil War	<i>was shot</i>	<i>in 1864</i>
Lincoln	<i>was discovered</i>	<i>by the Union States</i>
Atlanta	<i>were killed</i>	<i>in the 1840s</i>
Perhaps America	<i>was invented</i>	<i>during the Civil War</i>
Photography	<i>was burnt</i>	<i>at the theatre</i>
620,000 people	<i>was won</i>	<i>by a Viking</i>

## Story summary

**7 Read the following review of chapter 6. Rewrite any mistakes with the correct information.**

The sheriff gave Linda and Matt a postcard from their uncle. Mr Wells was in Fort Alamo. The two friends went on the Oregon Trail in a stagecoach with an English couple, Sean and Molly. They travelled fifty miles a day and slept in tents at night. One day they saw four Indians with cotton T-shirts nearby. Sean fired his rifle and they ran away.





## Words

I Match each word to its correct definition.

- |               |                                       |
|---------------|---------------------------------------|
| 1) advice     | a) a vision that is an illusion       |
| 2) appreciate | b) a person's destiny                 |
| 3) delicate   | c) indication of the best thing to do |
| 4) fate       | d) yellow precious metal              |
| 5) gold       | e) understand the merit of something  |
| 6) mirage     | f) uncertain or precarious            |

## CHAPTER 7

# At Fort Laramie

**T**heir journey continued under a cloud, the fear of an imminent Indian attack. But there was no sign of the Indians until, one evening at sunset, the ground seemed to start moving.

"What's happening?" shouted Linda.

"Buffalo!" Matt pointed to the horizon where a herd of the biggest creatures on the plains was running across the trail.

"They're escaping!" shouted Sean. "Look! Some have got arrows in them. It's a hunt. The Indians aren't far away."

**N**ext morning Matt saw some hills in the distance.

"They're the Laramie Mountains," said Sean. "Tomorrow we'll see the fort, and your uncle."

**T**he high wooden walls and watchtowers of Fort Laramie appeared like a mirage in the wintry sunlight of the prairie.

A blue and red flag danced in the cold wind.

"Linda, that's the US cavalry flag," Matt whispered. "Maybe John Wayne is here!"

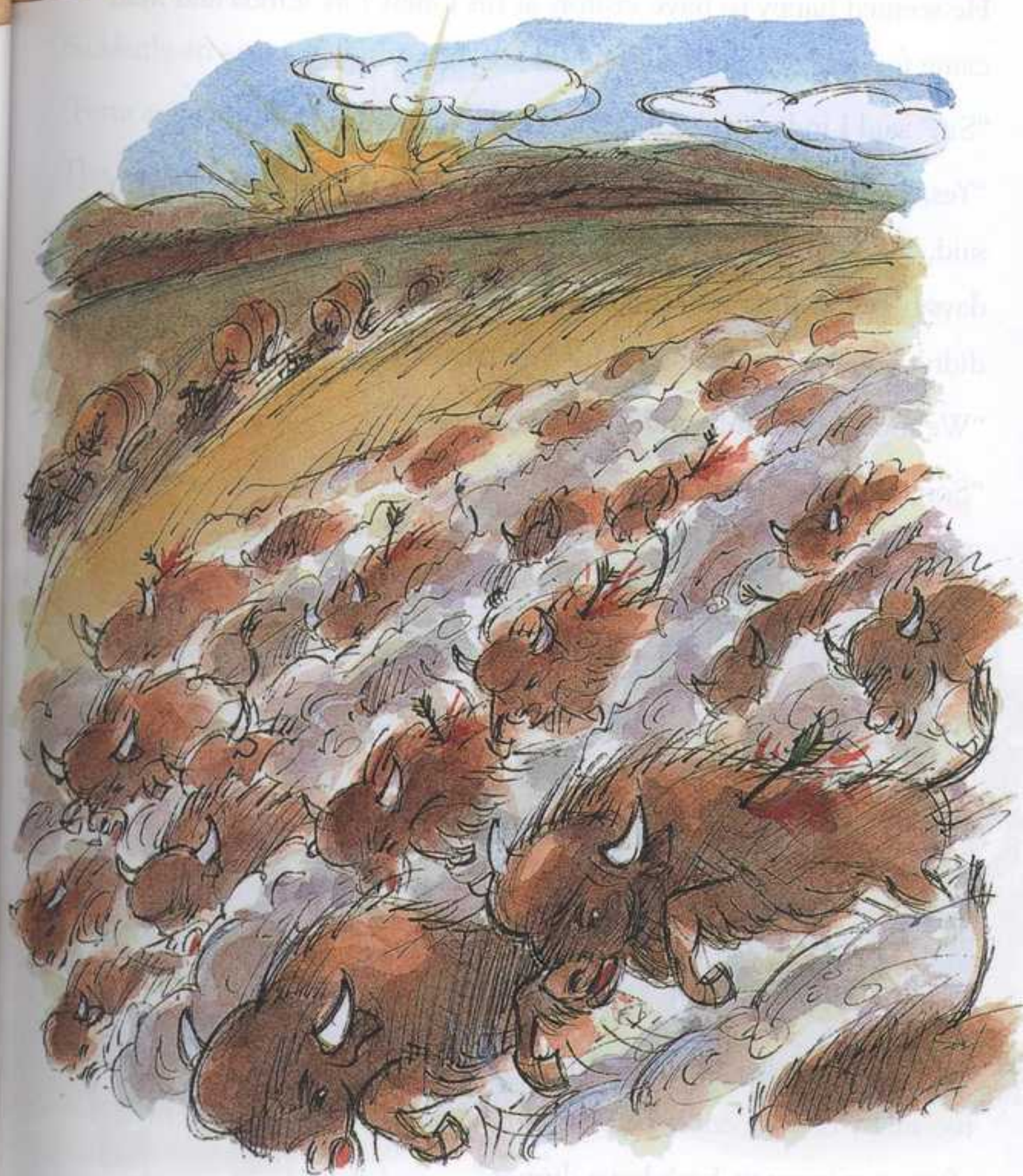
Linda smiled. "I only hope that Mr Wells is here, after all our efforts to find him!" she replied.



2 Write each of the following terms in the correct column.

fort chief tepee watchtower hunting grounds  
cavalry warpath tent tribe uniform

UNITED STATES CAVALRY	INDIANS
fort	chief





**A** soldier in a blue uniform opened the big wooden gate and the wagons entered the fort. Inside were some white tents, a few wooden huts and stables for the horses. A tall man with brown hair, tired blue eyes and red cheeks came out of a hut to meet them.

"Captain Angus Mackay at your service," he said saluting them. He seemed happy to have visitors at his lonely fort. Linda and Matt came forward.

"Sir," said Linda, "we're looking for our uncle, Mr Wells."

"Yes, I recognise you from the photograph he showed me," Mackay said, "but Wells isn't here. He arrived two weeks ago and spent a few days here but he wanted to see the Indians. He left one morning and didn't come back. I'm afraid his fate depends on which tribe he met."

"We must find him!" said Matt desperately.

"Son, maybe your uncle is safe. The situation here is delicate, but many of the tribes want peace. Thirteen years ago I was sergeant here when a treaty gave the Indians hunting grounds far away from the Oregon Trail. They were promised government protection. Then five years ago gold was found in Colorado and the Indians' land was invaded by white men. The Cheyenne went on the warpath. Now their chief, Black Kettle, is offering peace but Governor Evans of Colorado refuses. He wants to see the Indians dead. He thinks they are savages."

"And you?" asked Linda.

"I know the Indians well. I think we could live together in peace, but too many of our people think like Evans. Now, you must be tired after your journey. Let's have dinner."



**M**att and Linda were too worried about Mr Wells to appreciate Captain Mackay's hospitality. Next morning they left Fort Laramie early with the wagon train, hoping for news of their teacher at the next fort on the trail.

"Your uncle will be fine," Molly assured them. "Those Indians didn't attack us, remember..."

Suddenly an arrow flew through the air and hit their wagon!

"Form a circle!" shouted Sean. "Hurry!"

The wagon drivers desperately turned their horses as a band of Indians galloped furiously towards them, shouting and whooping.

"Molly, Linda, keep down!" ordered Sean. "Kid," he threw a rifle to Matt, "here's your chance to be a hero!"







# At Fort Laramie

## The story so far

3 Mr Wells has left again. Put the events in order.

- ☐ He stayed in Fort Laramie.
- ☐ He started from Greenwood.
- ☐ He travelled in time to Kansas.
- ☐ He went to find the Indians.
- ☐ He crossed the Nebraska plains.
- ☐ He met the Kansas sheriff.

## Check your comprehension

4 True or false? Indicate T or F.

- 1) The weather was cloudy.
- 2) Indians eat buffalo meat.
- 3) Fort Laramie is on top of a mountain.
- 4) The captain of the fort is John Wayne.
- 5) Mr Wells is with a tribe of Indians.
- 6) There's gold near the Oregon Trail.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Words

5 Which words from chapter 7 can you find around the circle of covered wagons?





## Language

### PRESENT CONTINUOUS

"... we're looking for our uncle, Mr Wells."

Now their chief, Black Kettle, is offering peace...

6 What activity is each character doing? Use the following verbs in the correct form to complete the sentences.

hide   play   work   live   prepare   try   have

- 1) Mr Wells \_\_\_\_\_ with the Indians.
- 2) Sean \_\_\_\_\_ his rifle.
- 3) Molly and Linda \_\_\_\_\_ under the wagon.
- 4) Captain Mackay \_\_\_\_\_ breakfast.
- 5) Dinah \_\_\_\_\_ in a clothes shop.
- 6) Beauregarde \_\_\_\_\_ poker.
- 7) Matt \_\_\_\_\_ to use a rifle.

## Beyond the story

7 On the map, show Matt and Linda's journey across America. How many states have they crossed?



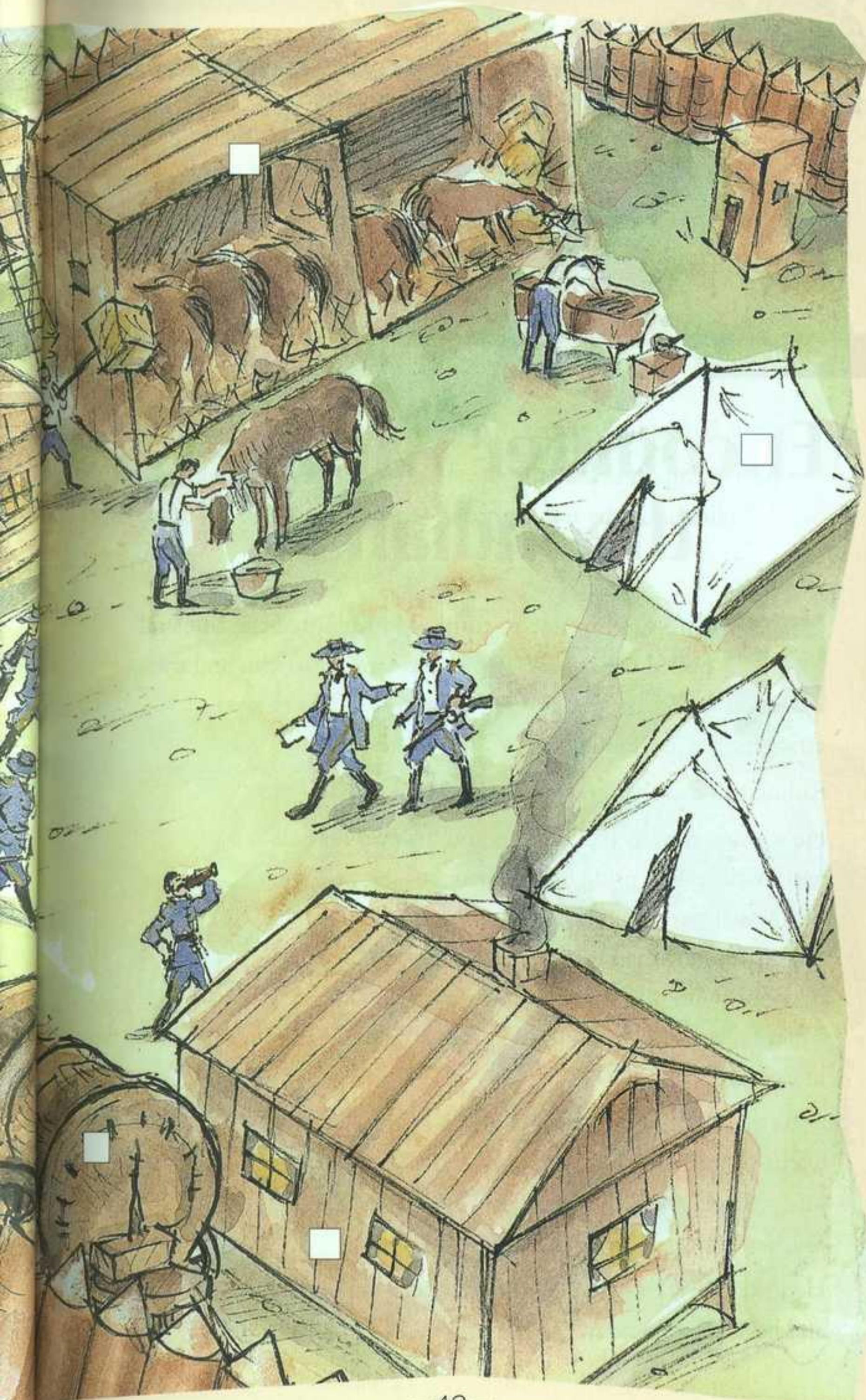


# Fort Laramie

Look carefully at the illustration.  
In the boxes, write the  
numbers that match these words  
to parts of the picture.

- |               |         |
|---------------|---------|
| 1) watchtower | 5) tent |
| 2) soldier    | 6) hut  |
| 3) stable     | 7) gate |
| 4) wagon      | 8) wall |









## The story so far

I Where are we now in the story? Complete each statement with the correct option.

- 1) The circle of wagons was a form of ☐ defence ☐ attack.
- 2) Linda and Molly are ☐ on ☐ under the wagon.
- 3) Matt ☐ must ☐ wants to use the rifle.

## CHAPTER 8

# Encounter with the Indians

**T**here was no time to think. Matt pointed the rifle and pulled the trigger. But Linda caught his arm and the bullet hit the ground. "Matt, no! They're not attacking!" she shouted.

Riding towards them now was another young Indian.

He was wearing Indian clothes and his eyes burned with dark Indian pride but his hair was fair and his skin was lighter than the others'. He shouted angrily, then turned to the circle of wagons, his right hand raised in a sign of peace.

Then he began to speak to the homesteaders – in English!

"The great Cheyenne chief, Black Kettle, wants peace with the white man. He offers you safe passage across our land. Continue your journey and speak well of Black Kettle."

He turned his horse, a beautiful white mustang, and began to ride away.





## Words

### 2 Match each person to his correct definition.

- |               |   |
|---------------|---|
| 1) brave      | a) someone who kills people for money                   |
| 2) warrior    | b) a Native American man                                |
| 3) half-breed | c) a group of families with a chief                     |
| 4) mercenary  | d) a person with parents of two different nationalities |
| 5) tribe      | e) someone who fights                                   |

"Wait!" Linda ran after him. He stopped in surprise and looked at her.

"Can you help us? We're looking for our uncle. He's tall and thin with curly, white hair. He moves his arms a lot when he talks."





“That’s Crazy Cactus!” the young brave laughed.

Linda laughed too. “You know where he is then?”

“Of course, he’s with my tribe. He’s very funny.”

“Can we see him?”

The brave thought for a moment. “Yes, okay. Come with me to my camp. This is good medicine. The elders say if a white girl visits the Cheyenne it is a sign of peace. But you said ‘we’...”

“Yes, there’s my brother Matt too. My name’s Linda.”

“I’m Johnny,” the brave smiled, “Johnny Coyote. Linda, can you tell your brother to leave that gun? It’s not a toy.”

Matt put down the rifle but decided he didn’t like Johnny very much. The Indian boy pulled Linda up behind him onto his horse. Matt didn’t like that either!

**T**hey said goodbye to Sean, Molly and the others. Then, with Linda riding behind Johnny and Matt behind another brave, they galloped away over the plain. Linda held on to Johnny and felt the wind in her hair and a strange, new sense of freedom and happiness. After a while, Johnny slowed his horse.

“Can we talk,” he asked, “before we reach the camp?”

Linda looked at him closely. His dark eyes were typically Indian, but his hair and face were different.

“I’m a half-breed,” he told her. “My father was Cheyenne but my mother was American. The Indians took her when she was young. She grew up with the Cheyenne and married one of their warriors – my father. She taught me about the white men and their language – English – but she died five years ago, shot by white mercenaries. Then my father drank a lot of white man’s whisky and went to look for revenge. He killed four men before they shot him.”



"I'm sorry," said Linda sadly. Thinking of Matt's parents too, she waved to her friend, but he looked angry and didn't respond.

"I can't understand the Americans," Johnny continued. "We could live in peace but they take our land and fight us. Black Kettle wants peace, but I don't trust the white men. Look! That's our camp over there."

**I**n the distance Linda saw a circle of tents. Their long journey was finally at an end. But before they returned to Greenwood with Mr Wells, she wanted to spend some time with the Native Americans, and with Johnny Coyote!







## Encounter with the Indians

### The story so far

#### 3 Choose the correct word or phrase.

- 1) Johnny Coyote has got ☐ fair ☐ dark skin.
- 2) Black Kettle is a Cheyenne ☐ brave ☐ chief.
- 3) Linda feels ☐ happy ☐ unhappy with Johnny.
- 4) Johnny is ☐ half-Indian ☐ half-Italian.
- 5) Matt ☐ likes ☐ doesn't like Johnny Coyote.
- 6) Coyote ☐ believes ☐ doesn't believe the promises of white men.

### Words

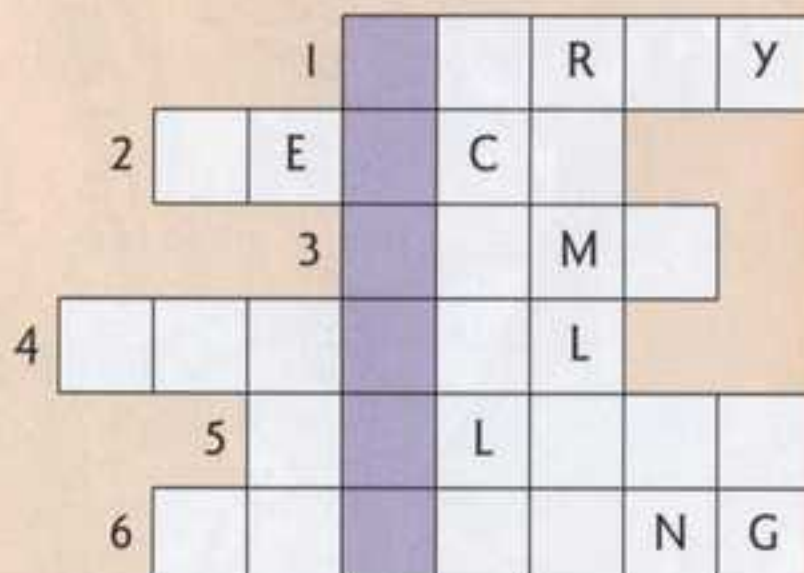
#### 4 In Native American culture, there is the concept of "good medicine". What do you think it is?

- ☐ a special elixir you take when you have influenza
- ☐ something that creates harmony or brings good fortune
- ☐ a strong medicinal drink made from cactus juice
- ☐ a typical Native American tribal doctor

#### 5 Complete the word-puzzle.

- 1) Mr Wells' hair is white and...
- 2) Black Kettle wants this.
- 3) The Indians live here.
- 4) It isn't a toy!
- 5) It comes out of no. 4.
- 6) Johnny's horse.

What word is formed in the shaded column? Use it to complete the following sentence.



Mr Wells' Indian name is Crazy \_\_\_\_\_.



## Language

- 6 Use the correct verbs to complete the requests. Match each one to the character who most likely said it.

*Can you help us?  
Can we see him?*

show   stop   get   take   study

- 1) Can we \_\_\_\_\_ fighting?
- 2) Can I \_\_\_\_\_ you our camp?
- 3) Can you \_\_\_\_\_ me to Crazy Cactus?
- 4) Can I \_\_\_\_\_ your customs?
- 5) Can I \_\_\_\_\_ off this horse?

- a) Mr Wells
- b) Matt
- c) Black Kettle
- d) Linda
- e) Johnny

## Story summary

- 7 Put these sentences about Johnny and his parents in the correct order.

- ☐ Johnny was born.
- ☐ His mother was killed by white men.
- ☐ She became an adult with the Cheyenne tribe.
- ☐ His mother became a prisoner of the Cheyenne when she was a girl.
- ☐ He took revenge on four men but then he was shot.
- ☐ She married a Cheyenne brave.
- ☐ His father drank too much alcohol.

## Beyond the story

- 8 What do you know about the lives of the American Indians? Write a brief text about their lifestyle.





## Words

I Match each word on the left column to a synonym on the right.

- |               |              |
|---------------|--------------|
| 1) hair       | a) wonderful |
| 2) marvellous | b) tent      |
| 3) real       | c) guests    |
| 4) soldier    | d) scalp     |
| 5) tepee      | e) warrior   |
| 6) visitors   | f) true      |

## CHAPTER 9

# Among the Tsis-tis-tas

**T**hey rode slowly towards the camp. They were almost there but Johnny wanted to prolong their conversation. "I'm sorry about the attack. Our men are away hunting and the young braves wanted to prove their courage. Fortunately I followed them and stopped them. Were you frightened?"

"Not really," replied Linda, "it was like a film."

"What's a *film*?" asked Johnny.

"Er... something that isn't real," said Linda vaguely. "In films the Indians are usually the bad guys, but I know it's not true."

Johnny didn't understand, but he liked Linda's smile.

"We are not bad," he said with pride. "The Americans call us Cheyenne, but that is the Sioux name for us. Our real name is Tsis-tis-tas, The Magnificent People. Tsis-tis-tas!" he shouted suddenly.

Matt heard these strange words and saw that they produced a sea of movement in the camp.

He counted thirty tepees, and now from the entrances about a hundred women and children came out to greet them.

He watched Johnny jump from his horse and help Linda to descend.



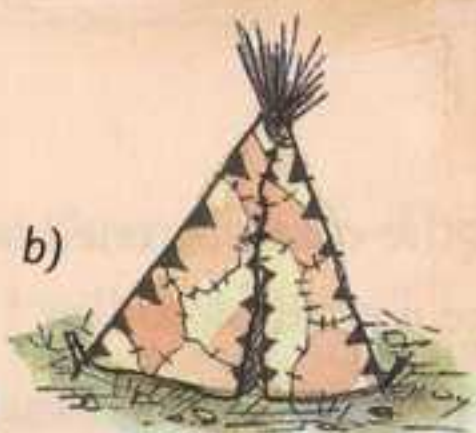
2 Match the words to the pictures.

- 1) broth
- 2) feather
- 3) rope
- 4) tepee

a)



b)



c)



d)





All the camp listened as Johnny explained why these white children were with him.

"This is wonderful!" said Linda, looking around.

"Marvellous," said Matt sarcastically. Some of the Indian children laughed at his funny voice.

"Matt, it's a fantastic opportunity for us to see the Native Americans' life, and Johnny is an excellent guide."

"He can guide us to Mr Wells then, I can't see him anywhere," replied Matt dryly.

"I'm sure we'll see him later. What's your problem, Matt?"

Matt's problem came towards them at that moment.

"Linda, you and your brother can stay in my tent, with my uncle's family," said Johnny and took them to a beautifully decorated tepee.

"These are pictures of tribal legends," he explained pointing to the designs.

"What's this?" Matt indicated a long stick at the entrance. Then he saw the black hair on it.

"Scalps," said Johnny seriously, "from our enemies, the Pawnee. Take a scalp and you take the person's spirit. Your enemy can't go to the Happy Hunting Ground." He saw Linda shiver. "It's our custom," he said simply.

A warm fire burned inside the tepee and Matt and Linda felt tired after their dramatic day.

"Why don't you sleep now?" suggested Johnny. "I'll wake you for dinner."

**D**inner was when the men returned from hunting. It was dark and from a large fire in the middle of the camp came the smell of roast buffalo meat. The men observed their strange visitors closely and Matt and Linda noticed a familiar, fierce, proud expression on many of their faces.



"They are the Dog **Soldiers**," Johnny explained, "our warriors. They organise the camp, the hunts and battles. Soon I will be one too."

While the meat roasted on the fire they ate a strange **broth** of fruit and animal **fat**.

"It's called 'pemmican'," Johnny told them. "Now, because you are **guests**, you can taste the buffalo's tongue."

Suddenly there was great hilarity and they heard a familiar voice.

"... the Sioux will **defeat** General Custer, but..."

**D**ressed in buffalo skin clothes and with feathers in his hair they saw Mr Wells speaking to a group of Indians. Matt and Linda laughed at his strange appearance too, but then they saw the **rope** around his feet.

Mr Wells saw them and shouted to them, "Matt! Linda! **Thank heavens** you're here. I'm a prisoner!"







# Among the Tsis-tis-tas

## Words

3 What is the “Happy Hunting Ground” about?

- ☐ a place where all the buffalo smile
- ☐ the Native American Disneyland
- ☐ the Native American version of paradise
- ☐ a place where there are a lot of animals

4 Use these words to fill in the menu at the Indian camp.

cactus flower pemmican roast tongue

### CAMP MENU

#### STARTER

\_\_\_\_\_ – a delicious soup of fat and fruit

#### MAIN COURSES

Buffalo \_\_\_\_\_ – the camp speciality!

\_\_\_\_\_ rabbit – hot from the camp fire

#### DESSERT

Prairie \_\_\_\_\_ cake – a sweet surprise

#### DRINKS

\_\_\_\_\_ water – good for the digestion!

## Characters

5 Indicate whether each character from the story is good (✓) or bad (X). If you cannot decide, write a question mark (?).

1) Dinah

☐

5) Captain Mackay

☐

2) Rhett Beauregarde

☐

6) Johnny Coyote

☐

3) The sheriff

☐

7) The Dog Soldiers

☐

4) Sean and Molly

☐

8) The barman

☐



## Language

### VERBS OF THE SENSES

Matt *heard* these strange words and *saw* that they produced a sea of movement.

You can *taste* the buffalo's tongue.

#### 6 Complete the sentences with the correct form of the following verbs.

taste    hear    listen    smell    touch    speak

- 1) Matt and Linda could \_\_\_\_\_ the roasting buffalo meat when they woke up.
- 2) When Matt \_\_\_\_\_ the pemmican, he thought it was quite good.
- 3) Johnny \_\_\_\_\_ about the beautiful pictures on the tepee.
- 4) The Indian children laughed when they \_\_\_\_\_ Matt's voice.
- 5) The Indians liked \_\_\_\_\_ to Mr Wells.
- 6) Matt didn't like it when Johnny \_\_\_\_\_ Linda.

## Story summary

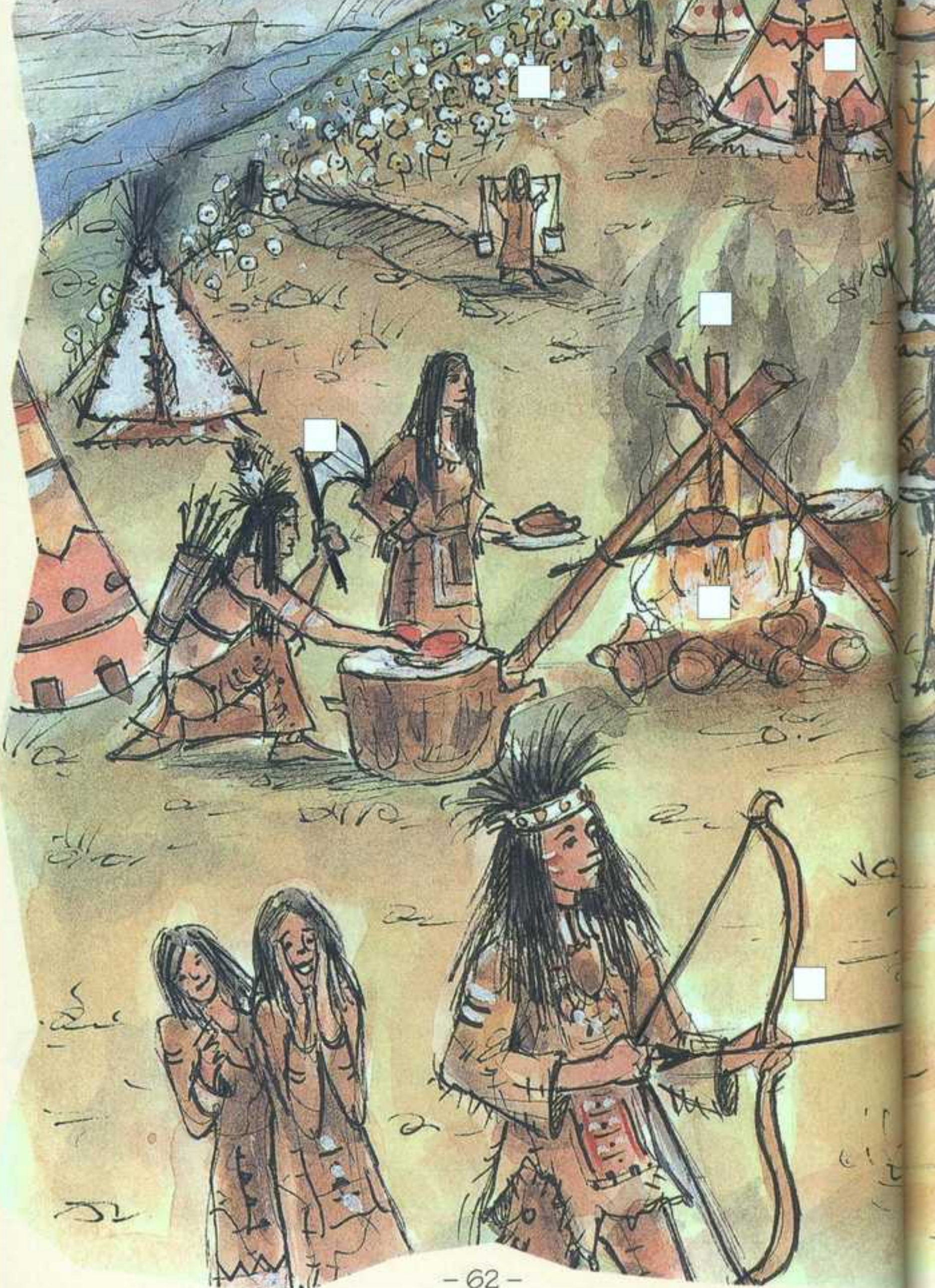
#### 7 When Johnny arrives at the Indian camp, he explains why Linda and Matt are with him. Use the following words to complete his speech.

camp    white    medicine    visitors    uncle  
peace    stopped    guests    live    braves

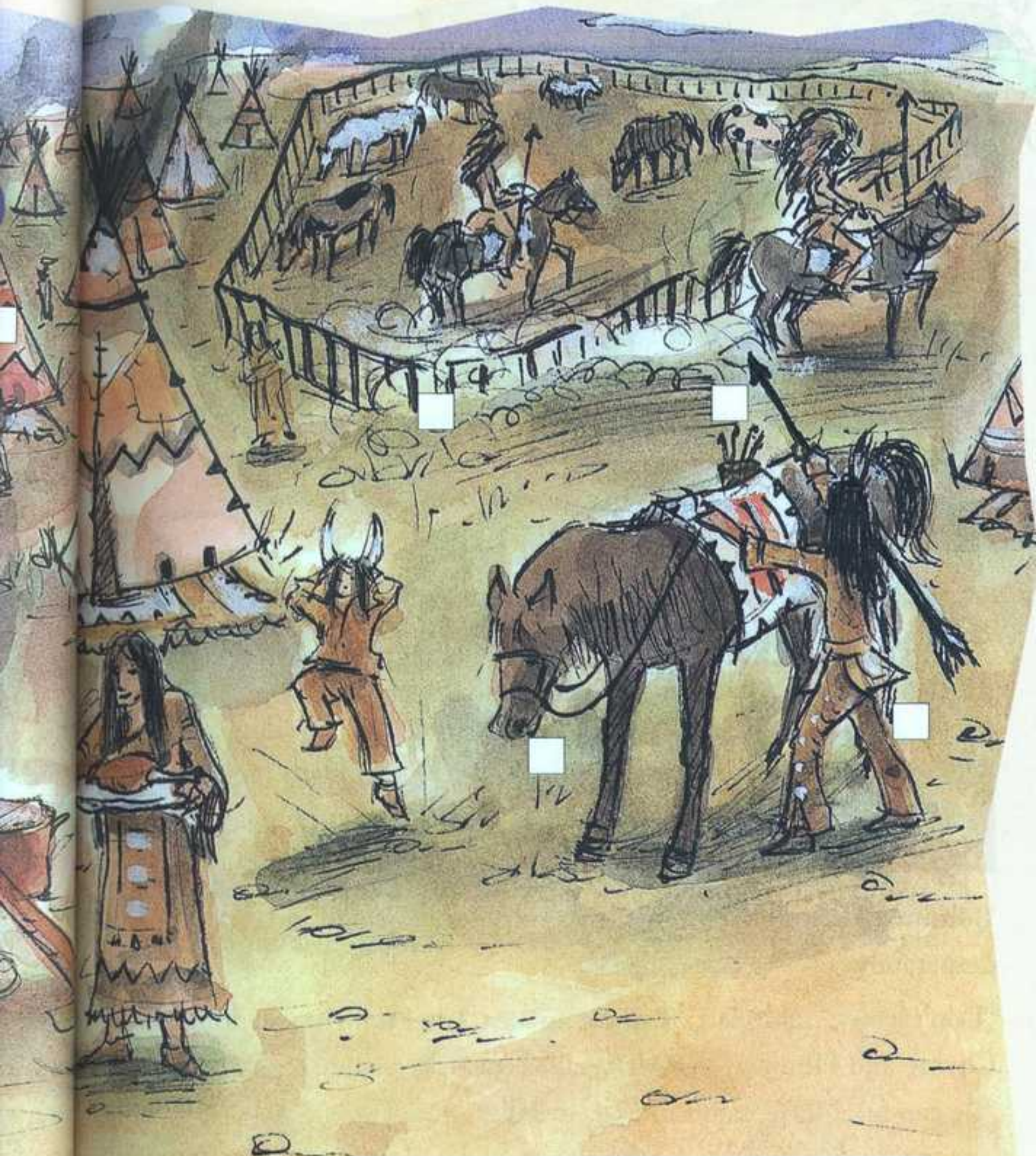
Tsis-tis-tas! Hear Johnny Coyote. The \_\_\_\_\_ boy and girl are \_\_\_\_\_ to our \_\_\_\_\_. They were part of a wagon train attacked by our \_\_\_\_\_. I \_\_\_\_\_ the attack because Black Kettle wants \_\_\_\_\_. The boy and girl want to see their \_\_\_\_\_, Crazy Cactus, and they want to see how we \_\_\_\_\_. Their presence is good \_\_\_\_\_. Make our \_\_\_\_\_ feel welcome.



# The Indian Camp







Look carefully at the illustration.  
In the boxes, write the numbers  
that match these words to parts  
of the picture.

- |                    |                |
|--------------------|----------------|
| 1) mustang         | 6) spear       |
| 2) bow and arrow   | 7) smoke       |
| 3) tomahawk        | 8) Dog Soldier |
| 4) prairie flowers | 9) tepee       |
| 5) campfire        | 10) corral     |





## The story so far

I True or false? Indicate T or F.

- 1) All the Indians understand Mr Wells.
- 2) Mr Wells is happy to see Matt and Linda.
- 3) Matt and Linda knew Mr Wells was a prisoner.
- 4) Only three people can live in a tepee.
- 5) Johnny is proud to be an Indian.
- 6) The Dog Soldiers prepare the food.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## CHAPTER 10

# A Dramatic Night

**W**hen Mr Wells spoke to them, the Dog Soldiers moved towards him and pulled him away. Matt and Linda watched nervously as Johnny and the Dog Soldiers argued.

"Johnny didn't tell us Mr Wells was a prisoner," said Linda desperately.

"Don't worry," said Matt. "I've got an idea. Later tonight you distract Coyote and I'll try to free Mr Wells. I saw where they took him."

"Be careful, Matt," said Linda, worriedly.

"Ssh," he whispered, "here's Coyote."

"Let's go to my tepee," said Johnny. "I convinced the warriors that you are 'good medicine'. You can stay in our camp, but you can't see your uncle."

"But we came here to take him home!" said Linda angrily.

"Come with me. I'll explain," replied Johnny.

**I**nside the tepee was full of smoke from the fire and from Johnny's uncle's wooden pipe. They sat with the family and Johnny told



## Words

### 2 Match each word to its opposite.

- |              |            |
|--------------|------------|
| 1) beautiful | a) whisper |
| 2) good      | b) dark    |
| 3) light     | c) ugly    |
| 4) outside   | d) leave   |
| 5) right     | e) inside  |
| 6) shout     | f) bad     |
| 7) stay      | g) wrong   |

them, "The elders think your uncle has special powers. He talks about our future and I translate for them. He says the Indians will meet a terrible fate, that the white men will exterminate us, and he gives many details. The elders think his presence protects us and he is 'good medicine' because he entertains the tribe. But if he leaves the camp, it could be disastrous."

"But why can't we see him?" asked Linda.

"Because you will disturb his powers the elders say. Now you must





smoke my uncle's pipe with him. It's a sign of respect."

"No, thanks," said Linda. "I don't want to smoke."

"I'll try it," said Matt, taking the pipe.

"We believe that the smoke takes our desires to the spirits," said Johnny.

Matt smiled. His desires were to free Mr Wells, return to Greenwood with Linda, and say goodbye to Johnny Coyote! He inhaled from the pipe and started to cough violently. Everybody laughed.

It was time for bed. Linda looked at Matt, who nodded his head.

"I want to talk," she said to Johnny. "Let's go outside."

"Okay," said Johnny, curious, and they went out.

**W**hen the other Indians in the tepee were asleep, Matt silently went to search for Mr Wells' tent, protected by the dark of the night. Inside the tepee it was dark but he saw a figure on the ground. "Mr Wells, it's Matt," he whispered.

The figure stood up and, with horror, Matt saw a creature, half man and half buffalo, with horns and a tail!

**M**eanwhile, in the moonlight, Linda was speaking angrily to Johnny.

"You're right," he said after a moment. "I was wrong. I didn't tell you the truth, but I wanted you to come with me."

He was looking at her with a strange light in his dark eyes, and she forgot why she was angry.

"Linda, I want you to listen to a poem," he said and his voice began to fill the silence of the plains.

"Beautiful flowers, red, blue and yellow,  
Let's walk among the flowers,



The wind blows the flowers,  
The flowers dance like girls,  
The girls are sweeter than the flowers."

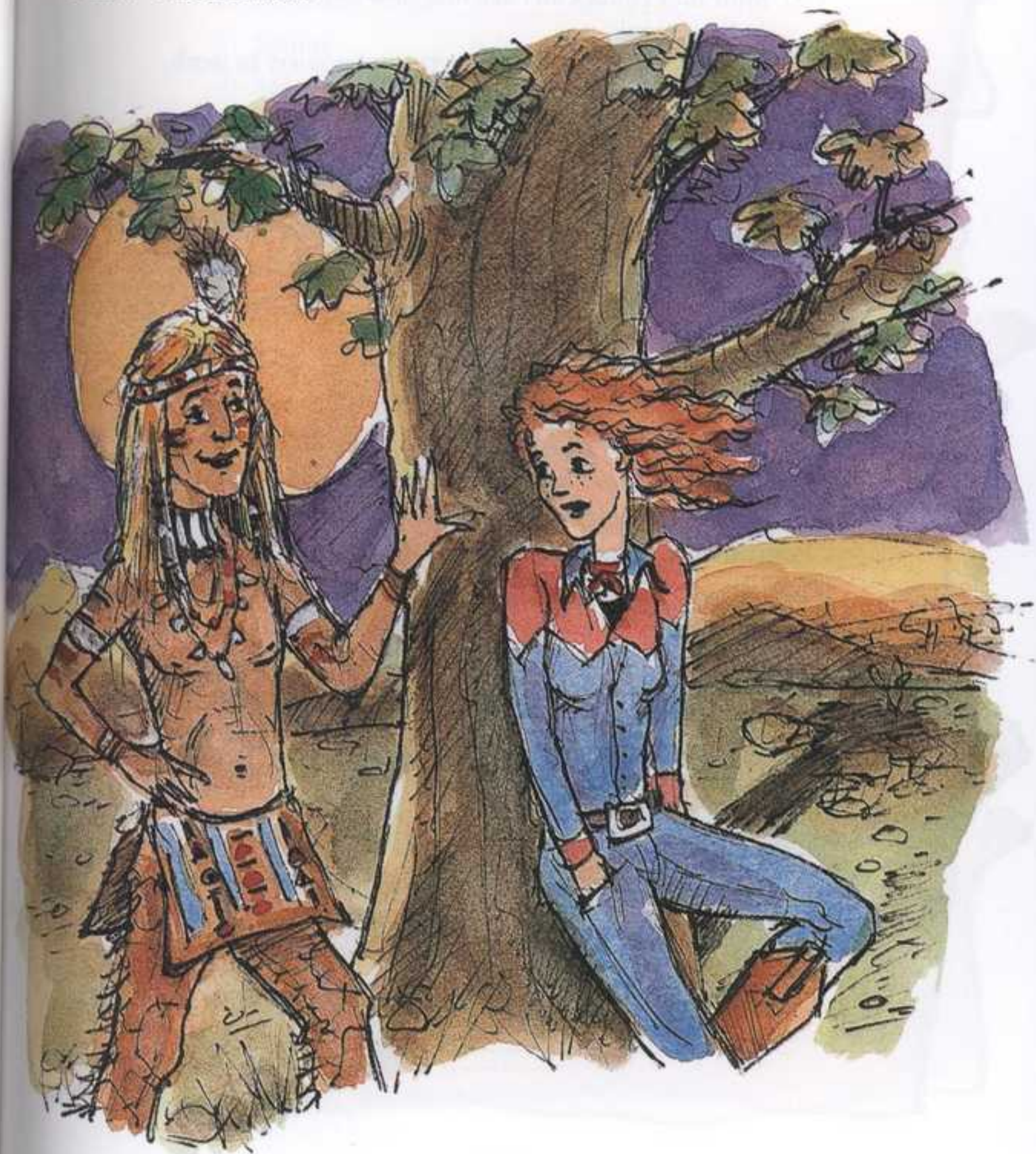
"That was beautiful," she said smiling at him.

"You are my Prairie Flower, Linda," Johnny told her, serious now.

"Soon I will be a warrior, then I can have a wife. Will you..."

Suddenly a monstrous scream echoed through the sleeping camp.

"Matt!" cried Linda.







# A Dramatic Night

## The story so far

### 3 Choose the correct option.

- 1) Mr Wells is a prisoner because the Indians think...
  - ☐ he is a bad teacher.
  - ☐ he protects their destiny.
  - ☐ he entertains the children.
  - ☐ he looks like a cactus.
- 2) Matt and Linda can't see him now because the Indians think...
  - ☐ he must be alone for his special powers to work.
  - ☐ he is in Kansas.
  - ☐ he is teaching the Indian children History.
- 3) Mr Wells can tell the Indians about their future because...
  - ☐ he's a History teacher and knows about American history.
  - ☐ he has magic power.
  - ☐ he has a computer.

## Characters

### 4 Read the Native American names listed in the middle column. Match the first word of each name to the first column and the second word to its definition in the third column.

- |             |                |   |
|-------------|----------------|---|
| 1) inactive | Black Kettle   | a) an animal from the dog family          |
| 2) plains   | Crazy Cactus   | b) a metal container for boiling water    |
| 3) dark     | Lazy Bear      | c) a cowboy's best friend                 |
| 4) white    | Little Wolf    | d) a desert plant that contains water     |
| 5) mad      | Prairie Flower | e) a pretty plant with petals             |
| 6) small    | Pale Horse     | f) a large forest animal or a popular toy |

Which of these names is the most suitable for Matt?



## Language

- 5 Complete the sentences with *will* and a verb listed below. Then decide if each prediction will come true (✓) or not (X).

fight      become      marry      see      hunt      free

- 1) Linda \_\_\_\_\_ Johnny.
- 2) The buffalo creature \_\_\_\_\_ Matt.
- 3) Linda and Matt \_\_\_\_\_ Black Kettle.
- 4) Matt and Linda \_\_\_\_\_ Mr Wells.
- 5) Johnny \_\_\_\_\_ a famous Native American.
- 6) Matt \_\_\_\_\_ buffalo.

### FUTURE TENSE WITH WILL - LOGICAL FORECASTS

He says the Indians *will meet* a terrible fate.

The white men *will exterminate* us.

## Story summary

- 6 Put these sentences in the correct order to reconstruct the dialogue between Linda and Johnny.

- ☐ You said we could see our uncle.
- ☐ What will happen now?
- ☐ Will you help us?
- ☐ We have to speak to him!
- ☐ Now we can't see him because he's a prisoner!
- ☐ Johnny, you didn't tell us the truth.

## Beyond the story

- 7 Use the following words to complete the Indian hunting poem.

sad      home      moon      far      camp      follow

Winter \_\_\_\_\_, cold, \_\_\_\_\_ and distant,

We \_\_\_\_\_ the buffalo,

They follow the moon,

The moon is \_\_\_\_\_ from the \_\_\_\_\_,

We are far from our \_\_\_\_\_.





## The story so far

I Put the events in the correct order.

- ☐ Linda told Johnny that she wanted to talk.
- ☐ Johnny invited Matt and Linda to smoke the pipe.
- ☐ Matt asked Linda to distract Johnny.
- ☐ Linda listened to Johnny's poem.
- ☐ Matt saw where Mr Wells went.
- ☐ Johnny explained why Mr Wells was a prisoner.
- ☐ Linda said she was angry with Johnny.

## CHAPTER 11

# The Road to Sand Creek

**T**he camp was suddenly full of activity. Braves were running out from their tepees and in the dim light from the campfire Linda saw a strange figure with horns and a tail. The strange screams were coming from this creature.

"Wh-wh-what is that?" she stammered.

"That's the Shaman," Johnny replied. "Your uncle is staying in his tent." Linda shivered but Johnny assured her.

"He's only a man in a hat with buffalo horns, and with a buffalo's tail for a belt. The Great Spirit, Wakan Tanka, gave him special powers. He knows the tribal rites and secret medicines, and he can communicate with the spirits."

"But why do they keep my uncle in his tent?" asked Linda.

"The Shaman stays with your uncle to produce good medicine against his terrible predictions."

He watched the strange screaming figure in the distance for a moment.



## Words

### 2 Match each word to its correct definition.

- 1) friendship
- 2) massacre
- 3) minotaur
- 4) prediction
- 5) price
- 6) rite

- a) what you think will happen in the future
- b) a ceremonial tradition
- c) when two people have a good rapport
- d) when many people are killed
- e) half man and half bull
- f) how much you pay



"Mmm. He is angry now, I hope your brother didn't do anything stupid! Let's go back to the tent."

Linda's heart was in her mouth.

**W**hat's happening?" Matt was standing at the entrance of the tent, yawning. Johnny, irritated, told them to go back inside



and went to hear the Shaman speak to the Dog Soldiers.

"Matt, are you okay?" whispered Linda when they were alone.

"Yes, I saw that Minotaur and ran back to the tent! I pretended to wake up when you arrived with Coyote," he replied. "I don't think anyone saw me."

"Johnny is suspicious," said Linda. "And Matt," she looked away, embarrassed, "he wants to marry me!"

But Matt didn't have time to comment. At that moment two Indians on horses arrived in the camp shouting instructions, and suddenly everyone in the camp was running here and there, following a precise procedure.

The Dog Soldiers gave orders and in a few minutes the Indian camp didn't exist! The contents of each tepee were packed on a travois, a wooden frame on two tepee poles pulled by a horse.

**J**ohnny returned. "Someone disturbed the Shaman." He looked at Matt closely. "Now we must go south, to a new camp. These are Black Kettle's orders."

Matt and Linda had no choice but to leave with the others. During the journey they were separated from Mr Wells but Matt saw the Shaman carrying a familiar object.

"Look, Linda! He's got Mr Wells' portable computer!" he whispered.

**T**hey travelled on through the dawn. Linda thought of home, her mum, school with Matt. The night under the moon and Johnny's poem seemed like a dream. Johnny, unhappy and irritable now, rarely spoke to her. Linda wasn't sad, her life was in Greenwood, but she didn't want to lose his friendship. She decided to talk to him. "Where are we going, Johnny?" she asked.

"This is our life, Linda, we are nomads. An Indian is man, plant,



animal, sky, earth, wind and water. We respect the resources that Nature offers us. Once, we followed the buffalo and lived in harmony with Nature. Then, the white men arrived. Now we can only go where they say. Black Kettle, our great chief, is at Sand Creek. There, the American government offers us protection from other white men and that is where we are going."

**S**and Creek was a sea of tepees in the cold wind and hundreds of tired, hungry Indians sat around the American flag in the centre where a tall, proud Indian was speaking with great conviction. "That's Black Kettle," said Johnny. "He is a great man, but the price of peace is high. I must speak to Black Kettle. Here we risk losing our identity as a people, ... or worse."

"Worse? What do you mean?" asked Linda, puzzled.

Johnny turned and looked at her intensely. "Your uncle predicted a massacre at Sand Creek."





AFTER  
READING

# The Road to Sand Creek

## Check your comprehension

3 These statements refer to Johnny. Are they true or false? Indicate T or F.

1) He thinks Matt went to the Shaman's tent.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

2) He doesn't think Linda is Matt's sister.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

3) He thinks the Shaman is dangerous.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4) He doesn't think it is a good idea to go to Sand Creek.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

5) He thinks his tribe could disappear.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

6) He doesn't think Black Kettle is a good chief.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4 The Shaman has various powers. Complete the sentences with the following words.

help   talk   sing   neutralise   teach

1) He can \_\_\_\_\_ to the ghosts in the Happy Hunting Ground.

2) He can \_\_\_\_\_ people who aren't well.

3) He can \_\_\_\_\_ the tribe about traditional ceremonies.

4) He can \_\_\_\_\_ bad medicine.

5) He can \_\_\_\_\_ tribal songs.

## Words

5 "To yawn" is an onomatopoeic word – a word that sounds like the activity it describes. Match the following onomatopoeic words to their definitions.

1) burp   a) You do this when you have bronchitis.

2) cough   b) You do this when you're bored.

3) gulp   c) You do this if you drink fizzy drinks.

4) hiccup   d) You do this when you're sad or in love.

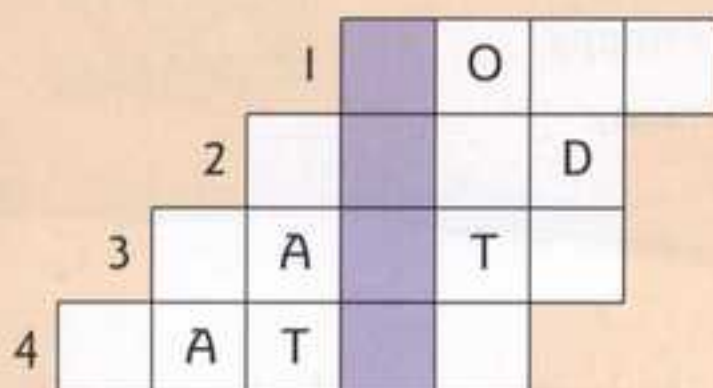
5) sigh   e) You do this when the teacher asks for your diary...

6) yawn   f) You do this when you eat too quickly.



6 Johnny talks about the affinity between Nature and the Indian culture. Fill in the word-puzzle to discover another natural element.

- 1) The number of natural elements.
- 2) An element that moves your hair.
- 3) An element that is also our planet.
- 4) An element you can drink.



What is the fourth element? \_\_\_\_\_.

## Language

### PAST CONTINUOUS

Braves *were running* out from their tepees...

Matt *was standing* at the entrance of the tent...

7 Complete the sentences, using the correct form of the following verbs.

carry    sleep    feel    speak    yawn

1) When Matt went into the Shaman's tepee, the old man

\_\_\_\_\_.

2) When Johnny returned to his uncle's tent, Matt

\_\_\_\_\_.

3) When Matt and Linda saw the Shaman again, he

\_\_\_\_\_ Mr Wells' PC.

4) When Linda decided to speak to Johnny, he \_\_\_\_\_  
very happy.

5) When they arrived in Sand Creek, Black Kettle

\_\_\_\_\_ to the Indians.





## Words

I In each of the following pairs, are the words similar or different in meaning? Write S or D.

- |                      |               |
|----------------------|---------------|
| 1) remember / forget | <u>  D  </u>  |
| 2) people / citizens | <u>      </u> |
| 3) ceremony / rite   | <u>      </u> |
| 4) attached / untied | <u>      </u> |
| 5) search / hunt     | <u>      </u> |
| 6) sorry / happy     | <u>      </u> |
| 7) few / many        | <u>      </u> |

## CHAPTER 12

# The Sundance Solution

**"M**r Wells knows his subject," said Matt, "and he says there's going to be a massacre here. We must escape. The Shaman..."  
"... won't stop you," interrupted Johnny, returning at that moment. "I told Black Kettle that a hunt is a good idea. Our people are sad and hungry. The hunting ceremony makes us happy, the buffalo fills our stomachs and the Shaman must sing during the ceremony to bring good medicine. That will be your moment." He looked at Linda.

"I'm happy you saw our real life, not the *film*," he told her, smiling. Then he turned to Matt.

"You don't like me because I like your sister, but now you must go to meet your destiny and I must go to meet mine. Can we be friends?"

"Okay, Coyo... I mean Johnny. Thanks." Matt felt a bit embarrassed.

"Tonight I do the 'Sundance'," continued the young brave proudly, "and then I will be a real warrior and can go hunting. Good luck, Matt and Linda. Goodbye."



## Pictures

### 2 Match the words to the pictures.

- 1) battery
- 2) bell
- 3) hook
- 4) muscle
- 5) plate
- 6) spokesman



**T**hat evening the entire Indian camp gathered around the campfire. Some braves appeared and moved into the centre near the campfire. They had iron hooks sticking into their muscles and attached to these were heavy buffalo bones. In a trance, the braves pulled this terrible weight, their flesh pulled down by the cruel hooks. "Oh!" cried Linda, horrified. "Those poor men! What are they doing?" "It's the 'Sundance'," said Matt. "And look, there's Johnny." But Johnny was lost in his rite of initiation and didn't see them. "I can't watch," said Linda, "It's awful!"





They went to the tepee and waited. After a while, the hunters left and only the Shaman's song disturbed the silence of the dawn.

"Let's go," said Matt. "Everybody's asleep."

**T**he Shaman was still singing by the campfire and didn't see them go into his tepee.

"Mr Wells, wake up. It's us! It's time to go home," Matt whispered urgently. Linda untied the rope.

"Thanks, kids. I've got the computer here. Where's the battery?" said their teacher, standing up.

"Here!" Matt produced the precious object from his pocket.

"Poor Indians. They didn't treat me badly, really. But I can't help them, I can't change history," said Mr Wells sadly, attaching the battery to the computer.

"Okay, the computer's ready. Stand next to me."

They heard a distant bugle, then the sound of guns. The Shaman ran into the entrance of the tepee, a terrified expression on his old face.

"I'm sorry," cried Mr Wells, and then the three Time Trippers disappeared in a flash of white light!

**T**hey were in Linda's bedroom. Her school uniform and the two plates with chocolate cake crumbs were still on the bed. Their three months of adventure had been only a few seconds in the present.

"Mr Wells, what happened at Sand Creek?" asked Matt.

"American mercenaries killed 450 Indians, mainly women and children. The Indian men were out of the camp hunting," replied Mr Wells.

"Black Kettle raised a white flag and the American flag as a sign of peace but the American soldiers ignored it. It was a massacre."

"And... Johnny?" asked Linda anxiously.



"I don't know, Linda. We could try a search on the Internet. Perhaps we can find out something about him."

**L**inda sat at her computer and started the search. She soon had an answer.

"Johnny Coyote, a Native American hero," read Matt. "He became a spokesman for Indian rights and was an important figure in the Supreme Court case of 1924 that made the Indians citizens of the USA. His work was continued by his daughter, Linda! Look he didn't forget you, he gave his daughter your name."

Linda smiled sadly, then continued reading. "It also says, 'His horse, Matt, appeared in many films.' He didn't forget you either!" she teased.

The doorbell rang.

"That will be my mum. She finishes work at six o'clock," said Linda.

"Oh good. Now I can try her famous chocolate cake," said Mr Wells.

Matt and Linda laughed.

"Okay, but you can explain why you're here dressed in buffalo skins with feathers in your hair!" said Matt.







# The Sundance Solution

## Check your comprehension

### 3 True or false? Indicate T or F.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1) The Shaman hunts buffalo.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Mr Wells is an expert on Native American history. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Johnny didn't know what a film really was.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Matt finally becomes friends with Johnny.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) After the Sundance, Johnny becomes a warrior.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) The Indians didn't treat Mr Wells very well.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) A lot of Indian braves were killed at Sand Creek. | <input type="checkbox"/> | <input type="checkbox"/> |

## Words

### 4 What is the "Sundance" about?

- ☐ a Native American rock group
- ☐ the US cavalry summer ball
- ☐ a Native American rite of initiation
- ☐ a Native American matrimonial ceremony

## Characters

### 5 Match each character to his or her description.

- |                               |  |
|-------------------------------|--|
| 1) Black Kettle               | a) a young independent ex-slave        |
| 2) Captain Mackay             | b) a mad History teacher               |
| 3) Dinah                      | c) a proud, peace-loving Indian        |
| 4) Johnny Coyote              | d) a brave Irish homesteader           |
| 5) Mr Wells                   | e) a lonely Cavalry officer            |
| 6) Rhett Beauregarde          | f) a "policeman" with a silver star    |
| 7) Sean                       | g) a romantic, English-speaking Indian |
| 8) The sheriff of Kansas City | h) a whisky-drinking baddie            |



## Language

### CAN/CAN'T - POSSIBILITY/IMPOSSIBILITY

But I *can't* help them. I *can't* change History.  
Now I *can* try her famous chocolate cake.

**6 Complete the sentences with *can* or *can't* and one of the following verbs. Then match each sentence to the character who said it.**

stay    understand    taste    say    have

- |   |                                |
|---|--------------------------------|
| 1) I hope we _____<br>Mr Wells' notes.                                | a) Johnny to Matt<br>and Linda |
| 2) You _____<br>here, it's too dangerous.                             | b) Johnny to Linda             |
| 3) They'll scalp you before you<br>_____ your prayers!                | c) Sheriff to Matt             |
| 4) Now, because you are guests,<br>you _____ the<br>buffalo's tongue. | d) Matt to Linda               |
| 5) Soon, I will be a warrior,<br>then I _____ a wife.                 | e) Matt to Dinah               |

## Story summary

**7 Use the following words to complete the explanation that Mr Wells offers Linda's mother.**

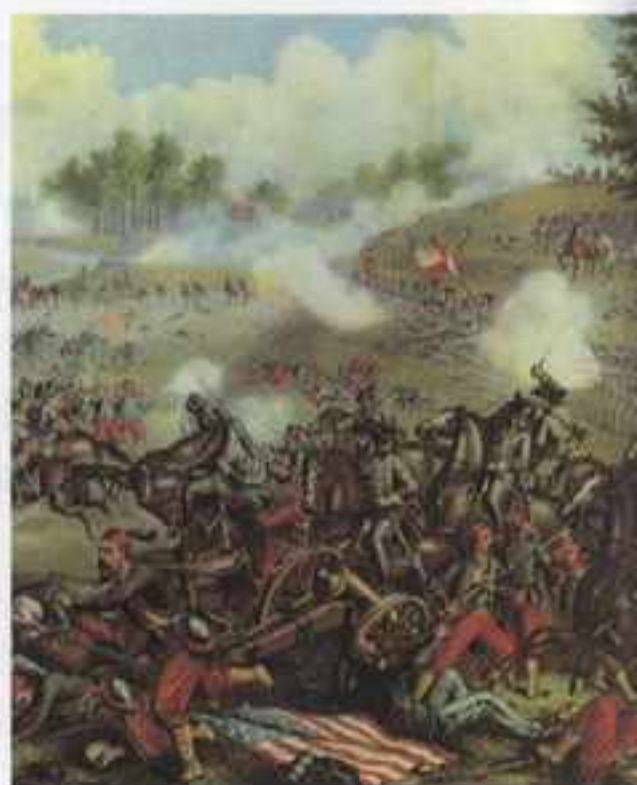
explain    feathers    costume    money    before  
teachers    problem    daughter's    wear    presence

Ah! Mrs Chapman, it's Mr Wells, your \_\_\_\_\_ History teacher. Perhaps you're surprised by my \_\_\_\_\_, and my clothes, but let me \_\_\_\_\_. Today all the \_\_\_\_\_ at Greenwood school had to \_\_\_\_\_ fancy dress, to make \_\_\_\_\_ for charity. I chose an Indian \_\_\_\_\_. At school Linda told me that she had a \_\_\_\_\_ with her computer, so I offered to help. Now, \_\_\_\_\_ I go home to take off my \_\_\_\_\_. I would like to try your famous chocolate cake!



# The American Civil War

(1861-1865)



**I**n 1861 the United States of America as we know it today didn't exist. Just eighty years after the 13 eastern states had won their independence from the British Empire in the American War of Independence, the country was already internally divided between the northern and southern states. The importation of slaves had been stopped more than half a century before, in 1808, but slave labour still existed in the South and was one cause of the division.

The industrial North was richer than the agricultural South and didn't rely on slave labour. New American states, like California in 1849 after the war with Mexico, joined a Union dominated by the North.

The southern states wanted to be independent from the North. In the winter of 1860, a month after Lincoln became President, South Carolina was the first state to leave the Union. Georgia and 5 other states followed at the start of 1861 and soon the Confederate States of America were proclaimed in the South, with Jefferson Davis as President. The northern states were worried about this break and imposed economic sanctions against the Confederation. This made the southern states angry and in April, after an incident at Fort Sumter in South Carolina, the Civil War began.

**1 After reading the text, match the dates to the events from the American Civil War period.**

- |                  |  |
|------------------|--|
| 1) 1775-1783     | a) the war with Mexico   |
| 2) 1808          | b) South Carolina abandons the Union   |
| 3) 1846-1848     | c) the abolition of the slave trade  |
| 4) November 1860 | d) the Confederation is formed and northern senators impose economic sanctions |
| 5) December 1860 | e) the American War of Independence  |
| 6) February 1861 | f) the occupation of Fort Sumter (South Carolina)                              |
| 7) April 1861    | g) Lincoln wins the presidential elections                                     |



2 Use the journalistic words below to complete the article about the American Civil War.

independence cost conflict objective victims generals  
advantage killed decisive terrible spectators

"It's a good thing war is so \_\_\_\_\_, or we would like it too much," said the Confederate general Robert E. Lee, and the American Civil War was a particularly terrible \_\_\_\_\_ that divided families and counted thousands of \_\_\_\_\_. Incredibly the first battle of the war, Bull Run, was fought in the presence of \_\_\_\_\_ and journalists. But this war was not a picnic. The North and South were fighting for ideals and there was no compromise. Until 1863 the South had the \_\_\_\_\_. The North had 3 million men against the South's 1.5 million, but the South had better \_\_\_\_\_, like Lee, and better motivation, fighting for their \_\_\_\_\_. In the end, among numerous terrible battles, two events were particularly \_\_\_\_\_. The first was President Lincoln's decision to make the abolition of slavery a principal \_\_\_\_\_ for the war, guaranteeing help from Europe. The second was the North's victory in July 1863 at Gettysburg, where Lee's counter-offensive was stopped and 7000 southern soldiers were \_\_\_\_\_. Atlanta was taken by the North in September 1864 and Richmond, the Confederate capital, in April 1865. On 9 April, Lee surrendered but the creation of the United States of America had had a terrible \_\_\_\_\_, more than 600,000 men were dead.

3 During the time of the American Civil War there were many inventions, especially inventions for war. Match each invention to its correct description.

- |                               |   |
|-------------------------------|---|
| 1) armoured battleships       | a) an underwater ship first used by the Confederates in 1864  |
| 2) submarine                  | b) a method to capture and conserve an image, used at Gettysburg and for portraits of Lincoln   |
| 3) telegraph                  | c) a gun that could shoot a lot of bullets in rapid succession, developed in 1860   |
| 4) trenches                   | d) a system of communication that became more sophisticated during the war  |
| 5) wet-plate photography      | e) boats with a protective iron cover and armed with cannons, like the Union Monitor and the Confederate Virginia, which fought in 1862 |
| 6) Winchester repeating rifle | f) a system of land defence first used by General Lee in 1862   |



# People at the Time of the Civil War

## Lincoln

1 Put the following sentences in chronological order to reconstruct the life of President Lincoln. (Some are already numbered.)

- ☒ 5 In November 1860 he was elected President with an anti-slavery programme.
- ☒ 8 This wasn't possible because he believed in the Union and was against separation.
- ☐ On 11 April 1865, two days after the war ended, he made a memorable speech.
- ☒ 2 A genetic problem made him a tall man with long legs, big hands and big ears.
- ☐ During the war, he made the abolition of slavery a principal objective.
- ☐ The Great Father, as the Indians called him, died the following day.
- ☐ He didn't help his appearance by wearing clothes that were too short for him.
- ☐ But he didn't want to destroy the Southern aristocracy and looked for a compromise.
- ☐ But he was a good man and he became a lawyer.
- ☒ 12 On 14 April he was shot at the theatre by a Confederate sympathiser, Wilkes Booth.
- ☐ Abraham Lincoln was born into a poor agricultural family of Quakers in 1809.
- ☒ 10 Re-elected in 1865, he promised rapid peace with no punitive action against the South.
- ☐ Most of his votes came from the North, and from the common people.



# The Slaves

2 There were 3.5 million black slaves in America in 1860. A female slave describes her typical day. Match each activity to the time of day it took place.

1) We have a break to eat some bread and drink lemonade.

a) dawn

2) We have a good dinner of pork and sweetcorn.

b) morning

3) I get up when the sun comes up and leave my wooden cabin with my family.

c) midday

4) Before I go to bed I read by candlelight. My mom taught me to read, against our Master's orders.

d) afternoon

5) Under a hot sun we start work again.

e) sunset

6) We go to work in the cotton fields, but my brother is slow and is often whipped.

f) evening

7) We stop work and I go to feed our chickens and take some eggs home.

g) night





# The Homesteaders

- 3 Read this announcement for homesteaders. Then, decide if the statements below are true (T) or false (F).

## **THE LAND OF OPPORTUNITY!**

ATTENTION ALL IMMIGRANTS

1839-1850 – 55,000 people made the journey West

## **NOW IT'S YOUR CHANCE!**

Thanks to the HOMESTEAD ACT (22 July 1862)  
the WEST is now public domain.

## **\$10 = 160 ACRES (60 HECTARES) OF LAND!**

To qualify for this offer you must be over 21 or the head of a family. You must cultivate the land for a minimum of 5 years. Form a wagon train of 20 people or more and receive a discount.

The government accepts no responsibility for death caused by unusual weather, starvation, cholera or Indians.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1) The homesteaders were generally second generation Americans.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) The first pioneers went west in 1839.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) The Homestead Act appeared during the Civil War.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) The Homestead Act said that the West was for everybody.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) A twenty-year-old man with a wife and child couldn't buy any land. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) If you left your land after six years it cost \$10.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) The homesteaders didn't have to confront any risks.                | <input type="checkbox"/> | <input type="checkbox"/> |



# The Native Americans

**I**n the 1600s, after the European colonisation of America, the Native Americans abandoned their agricultural life and became nomadic hunters. This change was possible thanks to the presence of wild horses and their ability as riders. Now, more than ever, their lives depended on the calendar of Nature, following the migrations of the buffalo. They lived in harmony with Nature, with no concept of private property. The Indians of the plains believed that Wakan Tanka was the creator of the world, and that when they died they went to the Happy Hunting Ground. The stories and legends of the tribe were recorded in oral traditions, often by the Shaman, their spiritual leader and "Medicine Man". Political decisions were made by a tribal council of men, but equality was important and women were respected; they had a precise role, the preparation of food and clothes, while the men hunted and prepared weapons. Children were also very important and were given a name at the age of eight or nine, when they had their first "vision", usually of an animal. Their education came from their uncle, their mother's brother. Generally, a family consisted of three or four children, and tribes were divided into bands with family connections. It was a harmonious society. Until the arrival of the white man, there was no word for *law* in the Indian vocabulary.





4 Read the text about the daily life of the American Indians, then complete the following table.

	NATIVE AMERICANS	US
FATHER'S JOB		
MOTHER'S JOB		
HOME	tepee	
CREATOR (IN RELIGION)		
SPIRITUAL LEADER		
ENTERTAINMENT	stories and legends	
GOVERNMENT		
EDUCATOR		
HOW NAME IS GIVEN		

5 The American Indians used up each part of the buffalo. Match each part of the animal to the purpose it served.

- |           |   |
|-----------|---|
| 1) bones  | a) left on the plain to give new life to the herd |
| 2) hair   | b) used to make clothes, shoes and tents (tepees) |
| 3) heart  | c) used to make knives, arrow-heads, bowls        |
| 4) manure | d) moved to send insects away                     |
| 5) skin   | e) used for strings on their bows                 |
| 6) tail   | f) cooked as a delicacy or used as a hairbrush!   |
| 7) tongue | g) used in a fire instead of wood                 |





6 Read the following history of the genocide of the American Indians, and underline the correct word in each case.

- 1824 The Bureau of Indian Affairs / History is created.  
1825-30 Trip / Deportation of tribes to west of Mississippi.  
1854 Soldiers / Teachers control Indian camps.  
1840-60 4 million Indians move west, 20 thousand sing / die during the journey.  
1864 The Sand Creek massacre / battle.  
1868 Washita River, the second Cheyenne massacre. Black Kettle is killed by Custer's / Lincoln's men.  
1868-75 The massacre of the buffalo by cowboys like Buffalo Ben / Bill.  
1876 Sitting Bull's / Dog's Sioux tribe defeat Custer at the Little Big Horn.  
1883 Supreme Court decides that the Indians are not slaves / Americans.  
1890 The Wounded Knee massacre, the Sioux are exterminated / captured.  
1924 The Indians are recognised as citizens / creators of the USA.  
1928 They are the richest / poorest people in the USA.  
1941-43 30,000 Indians fight for America / Germany in World War II.  
1968 The American Indian movement fights for Indian legends / rights.  
1973 Native Americans destroy / occupy the site of Wounded Knee.  
1977 The Court of Human Rights in Geneva finally discusses / forgets the accusation of genocide against the Native Americans.





1 Solve the anagrams in column A and write the solutions in column B. Then match each solution to a definition in column C.

A	B	C
1) dinkress	_____	a) Native American Indians
2) vasels	_____	b) where you keep your clothes
3) brawdore	_____	c) a picture of someone
4) tatirorp	_____	d) men and women who are not free
5) dalsed	_____	e) a typical Indian war weapon
6) rojuyen	_____	f) a voyage
7) worar	_____	g) a weapon with feathers that flies through the air
8) hiserv	_____	h) a sheriff has one like a star
9) gedab	_____	i) cold or fear makes you do this
10) wamothak	_____	j) what you sit on when you ride a horse

## A

among – \_\_\_\_\_  
 anywhere (not... anywhere) – \_\_\_\_\_  
 \_\_\_\_\_  
 to appreciate – \_\_\_\_\_  
 to argue – \_\_\_\_\_  
 arrow – \_\_\_\_\_  
 ash – \_\_\_\_\_  
 as if – \_\_\_\_\_  
 asleep – \_\_\_\_\_  
 to assure – \_\_\_\_\_  
 astonished – \_\_\_\_\_  
 awful – \_\_\_\_\_

## B

background – \_\_\_\_\_  
 backpack – \_\_\_\_\_  
 badge – \_\_\_\_\_  
 Be careful! – \_\_\_\_\_  
 belt – \_\_\_\_\_

bite – \_\_\_\_\_  
 to bite – \_\_\_\_\_  
 to block out – \_\_\_\_\_  
 to blow – \_\_\_\_\_  
 bone – \_\_\_\_\_  
 bow – \_\_\_\_\_  
 brave – \_\_\_\_\_  
 broth – \_\_\_\_\_  
 bugle – \_\_\_\_\_  
 bullet – \_\_\_\_\_  
 burning – \_\_\_\_\_  
 busy – \_\_\_\_\_

## C

cabin – \_\_\_\_\_  
 cartoon – \_\_\_\_\_  
 cavalry – \_\_\_\_\_  
 century – \_\_\_\_\_  
 to change the subject – \_\_\_\_\_  
 \_\_\_\_\_  
 checked – \_\_\_\_\_  
 cloud – \_\_\_\_\_  
 coffin – \_\_\_\_\_



## 2 Match each character to a related word from the story.

- |                   |               |
|-------------------|---------------|
| 1) Mr Wells       | a) half-breed |
| 2) Beauregarde    | b) plantation |
| 3) Captain Mackay | c) badge      |
| 4) Dinah          | d) rope       |
| 5) Shaman         | e) stetson    |
| 6) Johnny Coyote  | f) flag       |
| 7) Sheriff        | g) horns      |

to cough – \_\_\_\_\_  
 covered wagon – \_\_\_\_\_  
 cried (*v. past*), to cry – \_\_\_\_\_  
 crossing – \_\_\_\_\_  
 cruel – \_\_\_\_\_  
 crumb – \_\_\_\_\_  
 curiously – \_\_\_\_\_  
 curly – \_\_\_\_\_  
 custom – \_\_\_\_\_

## D

dandy (USA) – \_\_\_\_\_  
 dangerous – \_\_\_\_\_  
 dawn – \_\_\_\_\_  
 death – \_\_\_\_\_  
 to defeat – \_\_\_\_\_  
 denim – \_\_\_\_\_  
 to destroy – \_\_\_\_\_  
 dim – \_\_\_\_\_  
 dish – \_\_\_\_\_  
 to distract – \_\_\_\_\_  
 to dive – \_\_\_\_\_  
 Dixie – \_\_\_\_\_  
 doorbell – \_\_\_\_\_  
 dream – \_\_\_\_\_  
 dryly – \_\_\_\_\_  
 dusty – \_\_\_\_\_

## E

each other – \_\_\_\_\_

eagerly – \_\_\_\_\_  
 earth – \_\_\_\_\_  
 to echo – \_\_\_\_\_  
 effort – \_\_\_\_\_  
 either – \_\_\_\_\_  
 elder – \_\_\_\_\_  
 emotional – \_\_\_\_\_  
 enough – \_\_\_\_\_  
 to entertain – \_\_\_\_\_  
 everyone – \_\_\_\_\_  
 everywhere – \_\_\_\_\_

## F

fair and square – \_\_\_\_\_  
 fancy – \_\_\_\_\_  
 far away – \_\_\_\_\_  
 farm – \_\_\_\_\_  
 farmer – \_\_\_\_\_  
 fat – \_\_\_\_\_  
 fate – \_\_\_\_\_  
 fear – \_\_\_\_\_  
 field – \_\_\_\_\_  
 fierce – \_\_\_\_\_  
 fighting – \_\_\_\_\_  
 to fill – \_\_\_\_\_  
 flag – \_\_\_\_\_  
 flesh – \_\_\_\_\_  
 flew (*v. past*), to fly – \_\_\_\_\_  
 fort – \_\_\_\_\_  
 forward – \_\_\_\_\_  
 frame – \_\_\_\_\_  
 free – \_\_\_\_\_



### 3 Complete the crossword puzzle.

#### Across

1. Bad – \_\_\_\_\_ – the worst.
2. Perplexed.
4. To travel by horse.
7. You put your school books in it.
9. It's pulled by a horse.
10. It comes out of a pistol when you pull the trigger.
11. A small construction made of wood.
13. Liberty.
14. A vast area of prairie land.

#### Down

1. A violent conflict.
3. Where Mr Wells keeps his things in the staff room.
5. You ring it to enter a building.
6. Where horses sleep.
7. You wear it round your trousers.
8. A tradition.
9. Dinah's cabin is this.
12. To make an effort.

to free – \_\_\_\_\_  
 freedom – \_\_\_\_\_  
 friendship – \_\_\_\_\_  
 frightened – \_\_\_\_\_  
 furniture – \_\_\_\_\_

## G

game – \_\_\_\_\_  
 to gather – \_\_\_\_\_  
 to get to – \_\_\_\_\_  
 Gran – \_\_\_\_\_  
 to greet – \_\_\_\_\_  
 grew up (v. past), to grow up – \_\_\_\_\_  
 to groan – \_\_\_\_\_  
 ground (on the) – \_\_\_\_\_  
 grown up – \_\_\_\_\_  
 gruffly – \_\_\_\_\_  
 guest – \_\_\_\_\_

gun – \_\_\_\_\_

## H

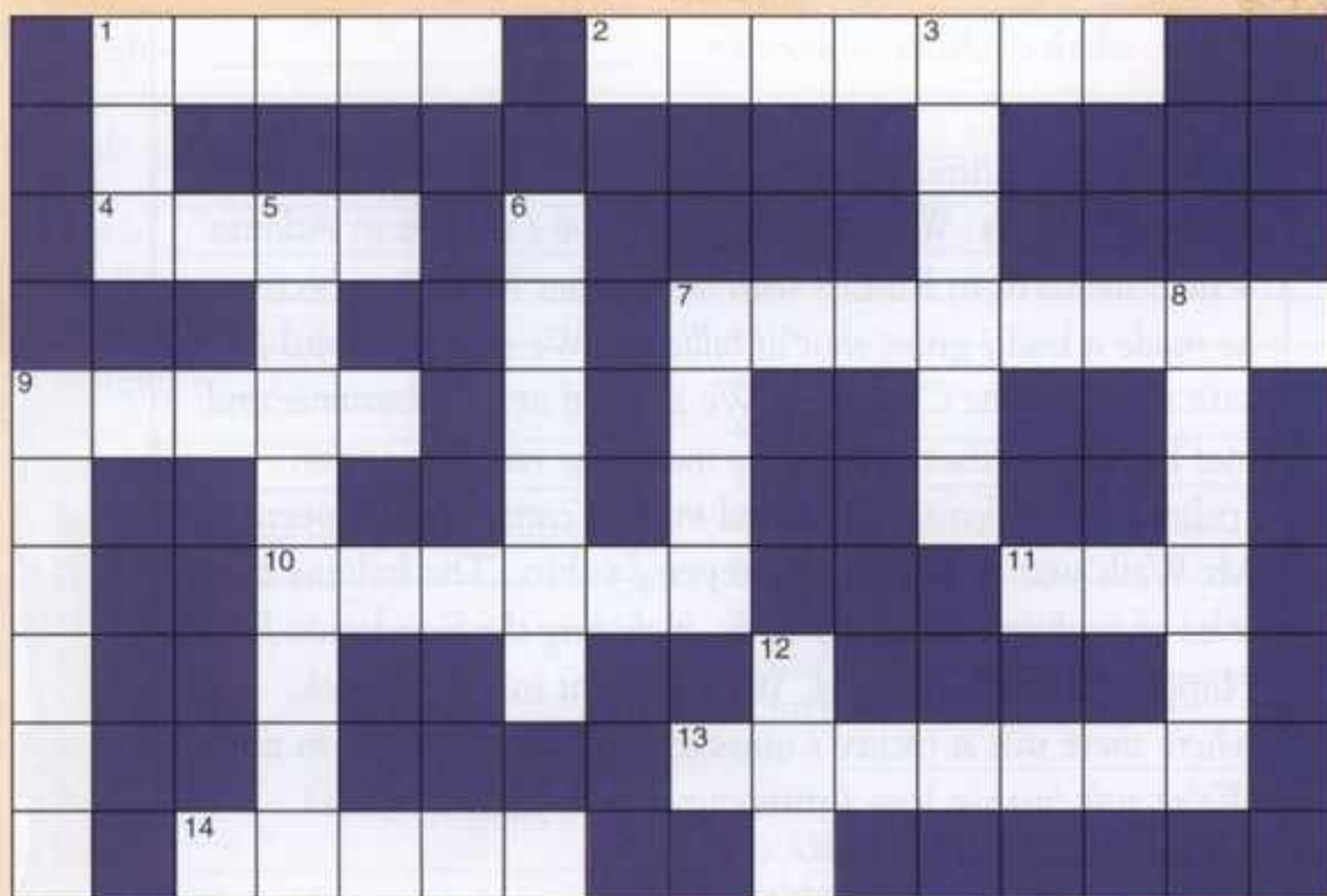
had been (v. past perf.) to be – \_\_\_\_\_

had won (v. past perf.), to win – \_\_\_\_\_

hairbrush – \_\_\_\_\_  
 half-breed – \_\_\_\_\_  
 handwriting – \_\_\_\_\_  
 happening – \_\_\_\_\_  
 happiness – \_\_\_\_\_  
 Happy Hunting Ground – \_\_\_\_\_

harvest – \_\_\_\_\_  
 heart – \_\_\_\_\_  
 held on (v. past), to hold on – \_\_\_\_\_





herd – \_\_\_\_\_  
 here and there – \_\_\_\_\_  
 hill – \_\_\_\_\_  
 to hit – \_\_\_\_\_  
 holster – \_\_\_\_\_  
 homesteader – \_\_\_\_\_  
 hope – \_\_\_\_\_  
 to hope – \_\_\_\_\_  
 horizon – \_\_\_\_\_  
 horn – \_\_\_\_\_  
 hour-glass – \_\_\_\_\_  
 hunter – \_\_\_\_\_  
 hunting – \_\_\_\_\_  
 hut – \_\_\_\_\_

**I**  
 indeed – \_\_\_\_\_  
 instead – \_\_\_\_\_  
 to interrupt – \_\_\_\_\_

iron hook – \_\_\_\_\_  
 It's better – \_\_\_\_\_

**J**  
 journey – \_\_\_\_\_  
 to jump – \_\_\_\_\_

**K**  
 Keep down! – \_\_\_\_\_  
 kid – \_\_\_\_\_

**L**  
 labour – \_\_\_\_\_  
 law – \_\_\_\_\_  
 leader – \_\_\_\_\_  
 lift – \_\_\_\_\_



4 Underline the appropriate words to complete this page of Linda's diary.

What an adventure! Matt and I time-tripped to America to rescue Mr Wells. We met Dinah, a slave / master in Atlanta – then we went to Kansas with tickets that Matt won because he made a bad / great shot at billiards. We saw the awful / safe effects of the Civil War. We stopped at Fort Laramie and met braves / soldiers. Then we met some real American Indians / Redskins. We stayed in their camp and discovered Mr Wells was there too, in a tepee / cabin. The Indians have a lot of traditional rights / rites, including the Sundance / Happy Hunting Ground. We also went to Sand Creek, where there was a treaty / massacre. We escaped just in time. We're safe but we lose / miss our friends from the past (especially Johnny).

liquor – \_\_\_\_\_  
lively – \_\_\_\_\_  
to load – \_\_\_\_\_  
locker – \_\_\_\_\_  
lost (v. past), to lose – \_\_\_\_\_

**M**

made a great shot – \_\_\_\_\_  
main – \_\_\_\_\_  
majestic – \_\_\_\_\_  
to make a bet – \_\_\_\_\_  
manure – \_\_\_\_\_  
massacre – \_\_\_\_\_  
master – \_\_\_\_\_  
meanwhile – \_\_\_\_\_  
Minotaur – \_\_\_\_\_  
to miss – \_\_\_\_\_  
moustache – \_\_\_\_\_  
muscle – \_\_\_\_\_

**N**

nearby – \_\_\_\_\_  
Newbridge United top – \_\_\_\_\_  
nobody – \_\_\_\_\_  
nodded (v. past), to nod – \_\_\_\_\_  
nomad – \_\_\_\_\_

**O**

once – \_\_\_\_\_

**P**

peace – \_\_\_\_\_  
people – \_\_\_\_\_  
picking – \_\_\_\_\_



pipe – \_\_\_\_\_  
 plain – \_\_\_\_\_  
 plantation owner – \_\_\_\_\_  
 pointing – \_\_\_\_\_  
 pole – \_\_\_\_\_  
 to polish – \_\_\_\_\_  
 poor – \_\_\_\_\_  
 portrait – \_\_\_\_\_  
 power – \_\_\_\_\_  
 prayer – \_\_\_\_\_  
 to predict – \_\_\_\_\_  
 prediction – \_\_\_\_\_  
 to pretend – \_\_\_\_\_  
 pride – \_\_\_\_\_  
 proclaimed – \_\_\_\_\_  
 proudly – \_\_\_\_\_  
 to prove – \_\_\_\_\_  
 puzzled – \_\_\_\_\_

sawdust – \_\_\_\_\_  
 to scalp – \_\_\_\_\_  
 to scream – \_\_\_\_\_  
 to sell – \_\_\_\_\_  
 Shaman – \_\_\_\_\_  
 to shiver – \_\_\_\_\_  
 shook (*v. past*), to shake – \_\_\_\_\_

shot – \_\_\_\_\_  
 to shout – \_\_\_\_\_  
 to sigh – \_\_\_\_\_  
 sign – \_\_\_\_\_  
 skin – \_\_\_\_\_  
 sky – \_\_\_\_\_  
 slave – \_\_\_\_\_  
 slavery – \_\_\_\_\_  
 to slow – \_\_\_\_\_  
 smell – \_\_\_\_\_  
 smoke – \_\_\_\_\_  
 soldier – \_\_\_\_\_  
 somehow – \_\_\_\_\_  
 son – \_\_\_\_\_  
 spirit – \_\_\_\_\_  
 spokesman – \_\_\_\_\_  
 stable – \_\_\_\_\_  
 staff room – \_\_\_\_\_  
 stagecoach – \_\_\_\_\_  
 stetson – \_\_\_\_\_  
 stick – \_\_\_\_\_  
 still – \_\_\_\_\_  
 stone – \_\_\_\_\_  
 stopover – \_\_\_\_\_  
 strictest – \_\_\_\_\_  
 string – \_\_\_\_\_  
 stuck (*v. past*), to stick – \_\_\_\_\_  
 subject – \_\_\_\_\_  
 sunset – \_\_\_\_\_  
 Supreme Court – \_\_\_\_\_  
 to surf the Internet – \_\_\_\_\_  
 suspicious – \_\_\_\_\_  
 sweetcorn – \_\_\_\_\_  
 to switch on – \_\_\_\_\_

**T**  
 tail – \_\_\_\_\_  
 to tease – \_\_\_\_\_  
 tent – \_\_\_\_\_

## R

to raise – \_\_\_\_\_  
 rang (*v. past*), to ring – \_\_\_\_\_  
 rattlesnake – \_\_\_\_\_  
 to reach – \_\_\_\_\_  
 reason – \_\_\_\_\_  
 Redskins – \_\_\_\_\_  
 to reduce – \_\_\_\_\_  
 revenge – \_\_\_\_\_  
 rider – \_\_\_\_\_  
 riding – \_\_\_\_\_  
 rifle – \_\_\_\_\_  
 right – \_\_\_\_\_  
 rite – \_\_\_\_\_  
 rocking chair – \_\_\_\_\_  
 rode (*v. past*), to ride – \_\_\_\_\_  
 rope – \_\_\_\_\_  
 to rotate – \_\_\_\_\_  
 ruin – \_\_\_\_\_

## S

saddle – \_\_\_\_\_  
 safe – \_\_\_\_\_  
 salted pork – \_\_\_\_\_  
 saluting – \_\_\_\_\_  
 savage – \_\_\_\_\_



5 Write the words below in the correct column of the table. Then find other words in the glossary that belong to each group.

belt arrow cabin broth tepee  
brave pistol villa liquor sheriff

FOOD AND DRINK	CLOTHES	WEAPONS	HOMES	PEOPLE
broth				

tepee – \_\_\_\_\_  
thank heavens – \_\_\_\_\_  
the bad guys – \_\_\_\_\_  
thought – \_\_\_\_\_  
threw (*v. past*), to throw – \_\_\_\_\_

tomahawk – \_\_\_\_\_  
took advantage – \_\_\_\_\_  
torture – \_\_\_\_\_  
towards – \_\_\_\_\_  
trail – \_\_\_\_\_  
to treat – \_\_\_\_\_  
treaty – \_\_\_\_\_  
trench – \_\_\_\_\_  
tribe – \_\_\_\_\_  
trigger – \_\_\_\_\_  
trip – \_\_\_\_\_  
to trust – \_\_\_\_\_  
truth – \_\_\_\_\_  
to try – \_\_\_\_\_  
to turn around – \_\_\_\_\_  
to type – \_\_\_\_\_

## U

uneasy – \_\_\_\_\_  
to untie – \_\_\_\_\_  
used to – \_\_\_\_\_

## V

vaguely – \_\_\_\_\_

## W

wagon – \_\_\_\_\_  
wagon train – \_\_\_\_\_  
war – \_\_\_\_\_  
to warn – \_\_\_\_\_  
was found (*v. past pssv*), to find – \_\_\_\_\_  
to wave – \_\_\_\_\_  
went on the warpath – \_\_\_\_\_  
whipped (*v. past*) to whip – \_\_\_\_\_  
to whisper – \_\_\_\_\_  
whooping – \_\_\_\_\_  
wooden – \_\_\_\_\_  
worriedly – \_\_\_\_\_  
to worry – \_\_\_\_\_  
worse than – \_\_\_\_\_

## Y

yawning – \_\_\_\_\_



## 人物简介

**Matt Johnson( 马特·约翰逊):** (英国)格林伍德中学的学生, 父母去世前住在纽布里奇, 后搬到格林伍德与奶奶同住。

**Linda Chapman( 琳达·查普曼):** (英国)格林伍德中学的学生, 与马特是好朋友。

**Mr. Wells( 韦尔斯老师):** 马特与琳达的历史老师, 编制了时空旅行软件, 并秘密地告诉了马特和琳达两人。

**Sean O'Reilly( 肖恩·奥赖利):** 原是爱尔兰农民, 与妻子莫利一起到美国西部拓荒。

**Johnny Coyote( 约翰尼·考约特):** 印第安夏延部落人, 是印第安人与白人的混血儿。

## 第1章 韦尔斯的秘密(p. 4-7)

“韦尔斯老师到哪里去了? 他怎么不在学校?”

这一天是星期四, 马特·约翰逊和他的朋友琳达·查普曼面面相觑, 感到有些意外。他们通常在星期四上历史课, 但现在他们最喜欢的这位老师却不知去向。没人知道他去了哪里。

“他能去哪里呢?” 琳达问。

“想想看, 他是我们去过城堡后才不见的!” 马特回答。他看着琳达, 笑着说: “他或许已迷失在时空中了。”

“嘘, 马特!” 琳达警告他说, “别让其他人听到我们的话!”

他们俩有一个秘密, 韦尔斯老师也知道。两人借用韦尔斯老师的特殊电脑软件, 可以穿越时空。他们俩对自己第一次去中世纪的冒险经历依旧记忆犹新。

马特看到这时琳达坦率、友好的面孔变得严肃起来。

“别担心,” 他平静地说, “没人知道我们的秘密。”

“除了韦尔斯老师……” 琳达说。

“别说话了, 查普曼! 约翰逊, 坐下!” 一个瘦男人一脸怒容地走进了教室。他是教数学的布里格斯老师。

“今天不上历史课, 大家再做一些数学题!” 他说道。

班里马上怨声四起。布里格斯老师是格林伍德中学最严厉的老师, 上他的课比遭受中世纪的刑罚还难受。



“韦尔斯老师，你快回来吧！”琳达心想。

**放**学后，马特与琳达像往常一样一起回家。格林伍德位于伦敦郊区，比较安静，人们并不喜欢打听他人隐私，这样他们俩进行时空旅行的秘密目前还比较安全。走到琳达家门外时，琳达说：“马特，你到我家坐一会儿吧。我妈妈昨天做了巧克力蛋糕，我们还可以一起上网。”琳达酷爱电脑，也酷爱巧克力蛋糕。父母离异后，她跟妈妈住在一起，而她妈妈会做全格林伍德最好吃的蛋糕。

“好的，我可以用你的电话给奶奶打个电话吗？如果我回家晚了，她会担心的。”马特自父母前段时间因车祸去世后就跟奶奶住在一起。

**十**分钟后，两人连脸上的蛋糕也没擦就坐在了电脑前。琳达打开电脑，这时一件意想不到的事情发生了。电脑屏幕上平时的菜单不见了，出现了一道强烈的白光。

“这是什么？”琳达说，“希望不是病毒！”

“看，是韦尔斯老师！”马特指着屏幕说。

屏幕上是一个他们所熟悉的人物的动画——卡通版的韦尔斯老师！突然，那个动画开始用韦尔斯老师的声音说话：“琳达，马特，快来救我！我陷在过去了。时间是1864年，地点是北美。我笔记本电脑的电量不足以让我回到现在了！”

两人半信半疑地看着，这时那个卡通人物从上衣口袋中掏出一封信。

“具体细节都在这里。请你们赶快来！你们是我唯一的希望了！”

电光一闪，电脑屏幕上只剩下那封信。琳达迅速用鼠标点击那封信，将它保存在硬盘上，然后一脸惊讶地看着自己的朋友。

“马特，我们现在该怎么办？”她问。

## 第2章 开始新的冒险 (p. 10-13)

**周**围没有人，快，把它打开！”

此时正是星期五下午5点，学校里没人。马特和琳达站在教研室韦尔斯老师的存物柜前。在被人发现之前，他们必须找到韦尔斯老师的只读光盘、笔记本和电脑电池。5分钟后，两人已走出校门，心还怦怦直跳，东西却已在马特的背包里了。

“马特，咱们直接去我家，装上只读光盘，”琳达提议。

“好。希望我们能明白韦尔斯老师笔记本上的内容。他写的字太烂了！”马特回答道。

**来**到琳达家后，两人开始忙碌起来。韦尔斯老师在信中让他们运行光盘上的时空旅行软件。他们将光盘放在光驱中，这时，韦尔斯老师的卡通像又出现了。

“要进行时空旅行，”卡通人说，“你们必须输入目的地的坐标、月份和年份。”

马特和琳达看到屏幕上有两个方框，一个是坐标，一个是日期。

“我们知道年份，”马特说，“但月份呢？”



“看！”琳达移动鼠标，屏幕上出现了一个窗口。

“时空旅行文件，”她读道，“‘达克白里城堡，1215 年 10 月’——不是这个……‘堪萨斯州，1864 年 9 月’——对了，马特，就是这个！我早就知道韦尔斯老师喜欢看美国西部片。现在他倒困在蛮荒的美国西部了！”她笑道。

“琳达，我们必须去救他，”马特认真地说，“坐标应该在他的笔记中……”

“我们需要 1864 年美国的衣服，”琳达打断了他的话。

“主意不错。我们有吗？”马特看看自己的衣服。他的牛仔裤还行，但他穿着足球衫看起来不太像牛仔。

“我找找看，”琳达看了一下自己的衣柜。“我的牛仔裤不错，我还有粗斜纹棉布牛仔上衣和皮靴！”然后她拿出一件很大的方格衬衫，说：“你试试这件，是我爸的。”

马特有些犹豫：“这不是我喜欢的样式，不过呢……”他将衬衫穿在纽布里奇联队足球衫的外面，然后将电脑电池放在口袋里。

“我们需要用它返回格林伍德，可不能弄丢了。”

**现**在该动身了。两人彼此看了一下。在 1864 年的美国，什么样的冒险在等着他们呢？

“好了，读一下坐标！”琳达说，她坐在电脑前。

马特看了一下笔记。字迹太潦草了。他找到堪萨斯几个字，但韦尔斯老师写的数字比字母还难认。是 86.30 度吗？他读了一下坐标，琳达将其输入电脑。这时屏幕上出现了一个不断旋转的沙漏。

“马特，坐在我身边——快！”琳达喊了一声，然后按了回车键。

白光一闪，两人不见了！

**马**特慢慢睁开眼。琳达躺在自己身边的地上。他们俩落在了一片开满柔软白花的高植物丛中。两人站起来，看到附近有个黑人女孩在采摘那些白花。她也看到了他们俩，有些惊讶，但没有害怕。

“你们在我的棉花地里干什么？”她好奇地问。

“棉花地！马特，糟了！我们走错了地方！”琳达说。

这时，突然传来剧烈的爆炸声，三人全趴到地上。

“朋友，你们走错地方了，”那女孩说，“不知道这里正打仗吗？”

### 第 3 章 身落亚特兰大 (p. 16-19)

“打仗？”马特与琳达半信半疑地看着对方。

“对啊。你们是从哪里来的？”女孩好奇地问。

“我们几分……几个月前从英国来的，”琳达回答。“我们迷了路，想去西部。”

“真是有意思！”女孩摇摇头，“打仗时我还要摘棉花，又在我的地里遇到两个迷路的英国孩子。”她笑了，接着干活。



“琳达，我们这是在哪里？”马特向四周看了一下，小声问。

“马特，你的地理学得太差了！棉花种植园都在美国东南部，因此我们肯定是在那里。糟糕！我们离堪萨斯州，离韦尔斯老师相距数百英里呢。”

远方又是一声剧烈的爆炸。

“马特，那又是谁在跟谁打仗呢？”琳达问。

“你的历史学得太糟了！”马特回答。“如果是1864年，那肯定是美国内战，是北方跟南方在打仗。”

“不就是那场废除奴隶制的战争吗？”琳达一边看着那个正在干活的女孩一边问。

“不完全对。据我所知，蓄奴的是南方各州，而不是北方的州。不过我认为战争的原因是南方想要独立，而北方不想让联邦分裂。”

“这么说来，那个可怜的女孩是个奴隶，”琳达有些愤愤不平地说，“但她说这是她的地……”琳达有些被搞糊涂了。

“现在这是我的地。”女孩又回到他们身边，“我叫黛娜。主人在战争中死了。其他奴隶都走了，但我决定留下来摘棉花。我需要卖掉一些，好攒钱去堪萨斯州找我姐姐。”

“堪萨斯州！”琳达喊了一声，“我们也要去那里。为什么不跟我们一起走呢？”

“但我现在还没有钱，”女孩伤心地笑了笑。

“你以为我们有啊？”马特笑道，“无论如何你不能留在这里，这太危险了。我们可以想办法坐免费的车。”

“现在天已经黑了，你们还是吃些东西，晚上找个地方睡觉吧。我得想想。”女孩看着他们，认真地说，一会儿又笑了：“一起去我家吧。”

马特和琳达跟着黛娜走出棉花地。柔和的橘黄色晚霞染红了西边的夜空。“去堪萨斯州的话，我们要向西走，”琳达指着西边说。

“今晚不行，”黛娜指指东边，天空都已被战火映红了，她说：“今晚，你们要去的是遭遇不幸的亚特兰大。”

他们在进城的路遇到许多西行的马车，车上的人们显得悲伤、惊恐不安。

“往回走吧！”有人向他们三人喊道，“所有人都要走——那些人正火烧亚特兰大！”

“别担心，”黛娜对马特和琳达说，“我住在城外。”不久，他们便来到一座很大的白色的石头房子，院子非常宽敞。“主人死后，我就住在这座大房子里，”黛娜说，“其他一些奴隶搬走了许多家具和好东西，所以现在里面没什么东西了，不过有好几张床，比我以前睡了15年的小木屋好多了。进来，吃点东西去睡吧。早上我们再决定该去哪里。明天又是新的一天。”

#### 第4章 赌台球赢车票 (p. 22-25)

马特醒了。他闻到一股浓重的烟味。着火了？奶奶！他从床上跳起来，这才记



起自己在哪里。浓烟来自亚特兰大焚烧后的废墟。今天他们就要西行去找韦尔斯老师。黛娜在楼下厨房里洗盘子。前一天晚上他们吃的是咸猪肉和甜玉米。

“要我帮忙吗？”马特说。

黛娜笑了，欲言又止地问，“你们在英国……奴隶吗？”

“没有。这场战争过后，美国的奴隶制也将被废除。”他回答道。

“你认为北方会赢吗？”她问。

“我知道他们会赢。”他答道。

对他的确信，黛娜有些吃惊。于是马特赶紧换了话题。

“那是谁？”他指着厨房墙上一幅画像问。画像中的人面色红润，表情严肃，背景是一片棉花地和一些奴隶。

“他是我的主人，”黛娜说，“他人不坏。如果男奴隶们不好好干活，他会打他们，但他从不打女奴隶。”

“我准备好了，”这时琳达从楼上走下来，笑着说，“我们一起向西出发吧！”

他们离开那座房子，踏上大路。

从亚特兰大方向缓缓来了一队马车。

车上的人个个愁容满面，不知自己的将来会是什么样子。城里冒的烟，遮住了阳光。四处有一种奇怪的寂静，令人不安。他们沿途经过的木房子都被烧了，很多已化为灰烬，剩下的则被北方军队的炮火摧毁。路上有一些身穿蓝色制服的北方士兵正忙着开挖战壕，将这座城市变为军事基地，无暇顾及马特他们三人。

亚特兰大市中心的一些商业建筑仍然完好无损。“我们需要了解一些信息，”马特指着一个酒吧说，“我们去里面试试吧。”“我们女孩子最好待在外面。”黛娜对琳达说。

马特走进酒吧，尽量使自己看上去像个大人。地板上有锯屑，柜台后面有很多瓶酒，一个人正在一架落满灰尘的旧钢琴上弹着一首忧愁的乐曲。曲子是《迪克西》(译注：Dixie，是一首在美国南方家喻户晓的歌曲)，但他却在用葬礼进行曲的节奏来演奏这首南方常用来表现快乐的歌曲。

“小伙子，要点什么？”服务员问。

“我想问一下怎么去堪萨斯州？”马特说。

服务员笑了，用讽刺的口吻说：“小伙子，你要先离开亚特兰大，然后再问路！”

“堪萨斯州？”一个高个子男人边说边走过来。他头戴宽边帽，一双黑色的小眼睛，留着稀稀拉拉的黑八字胡。“今天上午有一趟去那里的驿站马车，我有三张票。”

“太好了！”马特兴奋地说。

“是很好，不过是给我和我家人准备的！”他残酷地说。然后转向服务员。

“给我再来一杯上好的南方威士忌。再过几周，我就只能喝堪萨斯那些北方的劣酒了。”他接过酒，一饮而尽。



“谁想跟佐治亚州最好的台球手雷特·博勒加德玩一局？”他突然喊了一嗓子，“这将是我最最后一次在亚特兰大老酒吧玩台球。”

没人回答。为数不多的几位沉默的顾客正陷入悲哀的沉思中。马特想到了一个主意。

“我来，”他马上说，“我跟你玩台球，不过我想赌一把。如果我赢了，你那三张去堪萨斯州的车票归我！”

对方想了一下，然后狞笑着说，“如果你输了，小子，你门外那个女奴隶归我。”

## 第5章 去往堪萨斯州 (p. 30-33)

透过酒吧窗子，琳达吃惊地看到马特竟打起了台球。这时附近有人喊道：“去往堪萨斯州的马车一小时后启程！”她更为吃惊，但转而看到马特表情严肃，注意到其他顾客都在观看这场比赛，这才一下子明白了他的意图。

“黛娜，他想赢得我们去堪萨斯的车票！”她大声说。

马特台球打得很好，不过刚开始时他感到压力很大，有些紧张，发挥得不好。幸运的是，对手喝了太多的威士忌酒，有些醉意，于是马特渐渐占了上风。对手紧张地看着他的怀表，车还有十分钟就要启程了。马特这时打了一杆漂亮球，他赢了。

“请把车票给我吧，”他平静地说。

对手生气地喊了声：“我给你这个！”说着，他便从皮套里掏出手枪。

“住手！”服务员用步枪瞄准了他。“这个孩子赢得光明磊落。把票给他！”

整个行程就像是一场奇异而痛苦的梦。他们用三周时间走了八百多英里，沿着雄伟的阿巴拉契亚山脉离开了佐治亚州，依次经过南部邦联的亚拉巴马州、密西西比州、阿肯色州，然后进入有着广阔的森林，属于北部联邦的密苏里州。跨越壮阔的密西西比河的时刻值得回忆，但是战争带来的灾难到处可见，那景象也令人无法忘怀——城镇化为废墟，种植园被毁，成千上万的南方和北方士兵被枪炮击中，成了残废，成堆的棺材等着装殓死人。

马车并不舒服，不过他们晚上会停下来睡觉。白天没人多说话。战争使大家悲哀、默默无语。他们常常听到人们带着敬意，充满希望地谈到一个熟悉的名字，林肯。马车内其他五位乘客不停地换人。一天，一位乘客，来自亚拉巴马州的种植园主，和黛娜说话。

“姑娘，你打仗前曾经有工作、有住的地方、有吃的。现在你有什么？”黛娜笑了。她自豪地说：“先生，我有了自由！”

堪萨斯城是一个充满活力的边境城镇。它是许多农场所有者西行的最后中途停留地。大街两侧有许多客栈和酒吧，路上全是来自欧洲的移民。他们在等着组成一个篷车队，前往俄勒冈小径。黛娜要跟两人分手了，她姐姐黛西在收到她的电报



后正在等着她。

两姐妹重逢后，又是激动，又是高兴。她们坚持要让马特和琳达再跟她们一起待几天。

“谢谢，我们还有事在身。”琳达说。

“黛娜，我要向你坦白，在亚特兰大打台球时，我把你押做了赌注。”马特跟着说。

黛娜笑了。“但是现在没人可以把我当赌注了！”她高兴地说，“我自由了！”

两人沿着大街走去。“我会想念黛娜的。”琳达叹息道。

“嗯，会的。”马特心不在焉地应了一句，然后说，“琳达，为什么大家都在盯着我们俩？”

许多人都注意到他们俩。接着他们明白了。大街两侧的巨大的告示上有两人的照片，照片下面有两个硕大的黑字——通缉。

## 第6章 走俄勒冈小径 (p. 36-39)

马特和琳达现在感到十分引人注目。他们俩沿街走着，感到所有人的眼睛都在盯着他们。这时，有人在喊他们俩的名字：“马特！琳达！我们谈一下吧。”

说话的人坐在一座石屋走廊里的一把摇椅上，他身材魁梧，留着长长的小胡子，戴着星形徽章。他头顶上面有个牌子，上面写着“郡长办公室”。

于是，两人走进办公室，坐下来听那人讲述他们的照片被贴满全镇的原因。

“你们的叔叔为让你们来我办公室才想到这个主意。”

“我……叔叔……不在这里？”马特问。

“不在，不过他给你们留了一封信。”郡长答道。说着，他从桌子里拿出一封信。琳达打开信封，发现里面有用于“通缉”告示的照片和一张纸条。

她读道：“亲爱的马特和琳达，我希望你们喜欢这张照片。它是我在前往达克白里的公共汽车上给你们拍的，还记得吧？我将前往拉腊米堡。你们到那里找我。祝好！韦尔斯（你们的叔叔！）”

“哎呀，”马特说，“拉腊米堡在哪里？”

“在俄勒冈小径上，”郡长说，“你们可以跟着一趟篷车队去。不过要当心那些红皮人。”

“现在他们叫‘美国土著人’了，”琳达愤愤不平地说，“不是什么红皮人。”

马特哼着应了一声。

“美国土著人！”郡长粗声回答，眼中透出一股怒火，“红皮人，印第安人，随便你怎么叫他们，他们在你还没来得及祈祷前就把你的头皮给割下来了！我哥哥就是在科罗拉多州被美国土著人杀害的，还有他的妻子和两个孩子，一男一女，跟你们差不多大。”

他伤心地看着他们俩，一边擦了擦自己的银星奖章。琳达有些尴尬，什么话也没说。



“孩子们，祝你们好运。现在搭个去拉腊米堡的便车吧。”

一对年轻的爱尔兰夫妇让马特和琳达——现在是寻找叔叔的兄妹俩——上了他们的马车，男的叫肖恩·奥赖利，女的叫莫利·奥赖利。第二天他们离开了堪萨斯。

十二辆马拉的篷车缓缓行驶在内布拉斯加州大草原上。肖恩个头矮小、生性乐观，跟马特和琳达高兴地攀谈着。他妻子莫利身体纤瘦，长着一头红发和灰绿色的大眼睛，她对此次行程并不十分热心。

“这就是二十五年来拓荒者们穿过大草原和落基山所走的俄勒冈小径，”肖恩说，“我们要去俄勒冈建一个农场。我们在爱尔兰时就是农民。”

“路好长啊。”马特说。

“而且很危险！”肖恩笑着说，“内布拉斯加州有龙卷风，还有印第安人……”莫利没有笑。她看上去忧心忡忡。

“如今，马车就是我们的家，”肖恩接着说，“必要时还是我们的堡垒！”

他们一天走 15 英里。晚上，他们停下来，在篝火上煮食物、野兔或其他可以逮得到的猎物。如果天气不好，他们就在车里睡；如果天气好，他们就露天睡。一个晴朗的晚上，琳达被一个奇怪的声音惊醒。她睁开眼，看到离自己的头不到一米的地方有条很粗的响尾蛇！她尖叫起来。肖恩赶到，用棍子去打蛇。“它咬你了吗？”莫利担心地问，“如果被蛇咬了，我们得把马粪敷在伤口上。”

“没有，谢谢。”琳达赶紧回答以让莫利放心。

她又悄悄对马特说：“谢天谢地，它没咬我。”

“马粪，呀，真恶心！”

一天早上，马车队突然停了下来。远处有三个骑马的人在看着他们。

“印第安人。”肖恩一边说，一边去拿自己的步枪。

那三匹马靠近些时，马特和琳达根据马上的人那凶猛、骄傲的表情断定他们的确是印第安人。这三人穿着简陋的皮衣，马背上没有马鞍，皮带上插着刀和战斧。

“肖恩，别开枪，”莫利小声说，“瞧，他们要走了。”

马特和琳达尽管有些紧张，但很是好奇。他们俩看着三个印第安人默默地走过。这时他们真的来到了美国大西部！

## 第 7 章 抵达拉腊米堡 (p. 42-45)

他们提心吊胆地继续赶路，担心很快会遭到印第安人的攻击。但印第安人一直没有出现，直到后来的一个黄昏，当时他们感到地动山摇。

“怎么啦？”琳达大声问。

“野牛！”马特指着远方说。他们远远看到草原上一群庞大的动物正沿着小径奔跑。

“有人在追赶它们！”肖恩大声说，“瞧，有的牛还中了箭。这是狩猎。印第安人



就在不远处。”

第二天早上，马特看到远处有山。

“那是拉腊米山，”肖恩说，“明天我们就可以看到堡垒和你们的叔叔了。”

拉腊米堡高大的木墙和口望塔，就像草原上在冬日阳光下出现的海市蜃楼。一面红蓝相间的旗子在寒风中飘舞。

“琳达，那是美国骑兵旗，”马特小声说，“或许电影明星约翰·韦恩就在这里！”

琳达笑着答道：“我只希望韦尔斯老师也在这里，我们已花了这么大的力气找他！”

一个身穿蓝色制服的士兵打开木头大门，马车进入堡垒。堡垒里面有几顶白帐篷，几个小木屋和马厩。一个高个子士兵从一个木屋里走出来迎接他们。他长着深褐色的头发，脸颊红红的，蓝色的眼睛流露出倦意。

他边向众人行礼，边说道：“我是安格斯·麦凯上尉，乐意为各位效劳。”

见自己孤独的堡垒来了些客人，他似乎很高兴。这时，琳达和马特走上前来。

“长官，”琳达说，“我们在寻找我们的叔叔韦尔斯先生。”

“哦，我从他给我的照片中认出你们俩来了，”他说，“但韦尔斯不在这里。他两周前来到这里，待了几天，不过他想见识印第安人。一天早上，他走后就没有回来。他的命运如何，要看他遇到哪个印第安部落了。”

“我们必须找到他！”马特焦急地说。

“孩子，或许你们的叔叔没事。这里的情况很微妙，一些部落不希望打仗。十三年前，美国政府跟印第安人签订了条约，分给他们一些离俄勒冈小径很远的狩猎场地。当时，我在这里还是名中士。政府答应保护他们。五年前，科罗拉多州发现了金子，白人开始侵占印第安人的土地。夏延部落开始斗争。如今，他们的首领黑壶请求和平共处，但科罗拉多州州长埃文斯拒绝了。他想灭绝印第安人，认为他们都是野人。”

“您怎么认为？”琳达问。

“我很熟悉印第安人，觉得我们可以和平共处，不过太多的人跟埃文斯持一样的观点。你们长途旅行后一定累了。我们去吃饭吧。”

尽管麦凯上尉很好客，不过，由于马特与琳达十分担心韦尔斯老师的安危，他们俩吃起饭来也觉得没滋味。次日清晨，他们随着马车队离开拉腊米堡，希望能在下一个堡垒听到有关他们老师的消息。

“你们叔叔没事的。”莫利劝慰道，“还记得吗？那些印第安人并没有攻击我们……”

突然，一支箭嗖的一声射中了他们的马车！

“所有马车围成一个圈！”肖恩喊道，“快！”

赶马车的人拼命让马改变方向。这时一队印第安人骑着马一边飞快地向他们冲来，一边大呼小叫。



“莫利，琳达，趴下！”肖恩命令道。然后，他扔给马特一把步枪，说：“伙计，当英雄的时候到了！”

## 第8章 遇到印第安人 (p. 50-53)

没有时间思考。马特用枪瞄准，扣动了扳机。但琳达抓了一下他的胳膊，子弹射到了地上。“马特，不要开枪！他们并没有攻击我们！”她大声说道。

骑马向他们冲来的是另一个年轻的印第安人。他穿着印第安人的衣服，黑色眼睛中闪耀着印第安人的自豪，但他的头发是金色的，肤色也比他的同伴要白。他愤怒地向自己人喊着，然后转向马车圈，右手举起，以示友好。接着他开始对马车上的人说话，用的是英语！

“我们夏延人伟大的领袖黑壶愿与白人和平共处。他允许你们平安地穿过我们的土地。你们继续赶路吧，要记住黑壶的好。”

他扭转自己胯下那匹美丽的白色野马，准备离开。

“等一下！”琳达跟在他后面喊。他吃惊地停住了，看着她。

“你能帮我们一个忙吗？我们在找叔叔。他又高又瘦，长着灰白的卷发，说话时经常摆动胳膊。”

“你说的是‘疯狂的仙人掌’吧？”年轻人笑了。

琳达也笑了。“你知道他现在在哪里吗？”

“当然知道，他在我们部落里。那人很有趣。”

“我们能见见他吗？”

年轻人想了一下，说：“可以。跟我去我们部落吧。这是好事。长辈说，如果有白人女子去访问夏延部落，那将预示着和平。不过，你刚才说‘我们’……”

“对，还有我哥哥马特。我叫琳达。”

“我是约翰尼，”年轻人笑着说，“约翰尼·考约特。琳达，你让你哥哥放下那支枪好吗？那可不是玩具。”

马特放下步枪，不过心里并不太喜欢约翰尼。这个印第安小伙子将琳达拉到自己马背上。马特心里更不高兴了。

他们跟肖恩、莫利及其他人道别。然后，琳达坐在约翰尼身后，马特坐在另一个印第安人身后，在草原上驰骋而去。琳达抓住约翰尼，感到风儿吹着她的头发，内心产生一种之前从未体会过的自由和幸福。过了一会儿，约翰尼放慢马步。

“我们在到达营地前可以聊聊吗？”他问。

琳达仔细看了看他。他的黑眼睛像典型的印第安人，不过他的头发和脸跟一般印第安人不同。

“我是个混血儿，”他说，“我爸爸是夏延人，我妈妈是白人。在她很小的时候，印第安人便把她带走了。她在夏延部落里长大，嫁给了一名勇士，也就是我爸爸。她跟我讲过白人的事情，教我英语。不过，五年前她被白人雇佣兵的枪打死了。后来我爸喝了很多白人的威士忌酒，去寻仇。他杀了四个人，然后被人开枪打死了。”

“听到这些我很难过，”琳达悲哀地说。她想到马特的父母，于是向马特挥了挥



手。不过，马特看上去很生气，没有回应。“我搞不懂那些美国白人，”约翰尼接着说，“我们可以平静地生活，但他们却要抢我们的土地，跟我们打仗。黑壶希望我们能和平相处，但我不相信那些白人。看！我们的营地在那里。”

琳达看到远处一圈帐篷。他们走了这么长的路，终于快要结束了。不过，在他们跟韦尔斯老师一起回格林伍德前，她想跟印第安人，特别是约翰尼·考约特，相处一段时间。

## 第9章 在夏延部落里 (p. 56-59)

他们骑着马慢慢来到营地，本来就要到了，不过约翰尼想多聊一会儿。“对于刚才的攻击，我很抱歉。我们总是打猎，年轻人总想逞能。幸运的是，我跟着他们，这才阻止了他们。你刚才吓坏了吧？”

“没有，”琳达说，“刚才像电影中演的一样。”

“什么是电影？”约翰尼问。

“呃……一种不真实的东西，”琳达含糊其辞地说，“在电影中，印第安人一般是坏蛋，但我知道那不是真的。”

约翰尼没听懂，不过他喜欢琳达的笑容。

“我们并不坏，”他骄傲地说，“白人称我们为夏延人，不过那是苏族语说法。我们真正的名称是 Tsis-tis-tas，意思是‘伟大的民族’。Tsis-tis-tas！”他突然喊道。

马特听到了这些怪怪的词，然后发现约翰尼这一嗓子在营地里产生了不小的动静。他数了一下，共有三十个帐篷。这时，从各帐篷口走出一百多个妇女和儿童来迎接他们。

他看到约翰尼从马上跳下来扶琳达下马。

所有的人都听约翰尼解释为什么会有两个白人孩子跟回来。

“太好了！”琳达一边说一边四处观望。

“棒极了！”马特讥讽道。一些印第安小孩笑话他怪怪的口音。

“马特，这是我们了解美国土著人的绝好机会。约翰尼是一个好向导。”

“他还可以领我们到韦尔斯老师那里，我没看见他。”马特冷冷地回答。

“我肯定之后我们能见到他。马特，你怎么啦？”

马特没说，不过他们很快就会知道。

“琳达，你和你哥哥可以住在我的帐篷里，跟我叔叔家一起。”约翰尼说。他带他们俩来到一个装饰精美的圆锥形帐篷，指着一些图案说，“这些画描述了我们部落的一些传说。”

“这是什么？”马特指着门口一根长棍问。然后他看到了上面的黑发。

“头皮，”约翰尼认真地说，“从敌人波尼族人头上割下来的。割下头皮，就取走了那人的灵魂。你的敌人将无法进入‘快乐狩猎地’（天堂）。当他看到琳达吓得瑟瑟发抖时，简单地说了句：‘这是我们的习俗。’”

帐篷内生着一堆火。马特和琳达经过一天的变故后，都感觉有些累了。

“要不你们先睡吧，”约翰尼提议，“吃饭时我再叫醒你们。”



大人们打猎回来后，大家开始吃饭。天已经黑了下来，营地中间生起一大堆火，散发着烤野牛肉的香味。男人们仔细看了一眼这两个奇怪的客人。马特与琳达则注意到很多人的脸上带着那种他们所熟悉的凶猛而骄傲的表情。

“他们是‘犬兵’，”约翰尼解释道，“我们部落的勇士。他们负责安排营地，组织狩猎和打仗。很快我也将成为他们中的一员。”

肉还在火上烤的时候，他们一起吃一种由水果与油脂混在一起的奇怪的汤。

“这叫‘肉糜压缩饼’，”约翰尼告诉他们，“因为你们是客人，你们可以尝一下野牛的舌头。”

忽然，那边传来一阵欢闹声。他们两人听到一个熟悉的声音：“……苏族人将打败卡斯特将军，但是……”

他们看到韦尔斯老师身穿野牛皮，头上插着羽毛，正跟一群印第安人说话。见他这幅怪模样，马特与琳达笑了，然后他们看到他的脚上拴着绳子。

韦尔斯老师看到了他们俩，喊到：“马特！琳达！谢天谢地你们终于来了。我被抓起来了！”

## 第 10 章 戏剧性的一晚 (p. 64-67)

见韦尔斯老师跟他们俩说话，犬兵们走过去，把他拖走了。约翰尼上去跟犬兵们争论。马特和琳达在一旁紧张地看着。

“约翰尼没告诉我们韦尔斯老师是个囚犯。”琳达失望地说。

“别担心，”马特说，“我有个办法。晚上你把约翰尼引开，我去救韦尔斯老师。我刚才看到他们把他关在哪里了。”

“马特，小心些。”琳达说。她显得很焦虑。

“嘘，”他小声说，“约翰尼来了。”

“去我的帐篷吧，”约翰尼说，“我跟勇士们说了你们会带来好运。你们可以待在我们营地，但不能见你们的叔叔。”

“我们来就是为带他回家的！”琳达生气地说。

“跟我来，听我解释一下。”约翰尼回答道。

帐篷里全是烟，一部分来自火堆，一部分来自约翰尼叔叔的木制烟斗。他们都坐下来，然后约翰尼说：“长辈们认为你们的叔叔有特殊的法力。他讲了我们的未来，我翻译给族人听。他说印第安人将遭遇非常不好的命运，白人会灭绝我们。他说了许多细节。长辈们认为有他在，我们将会得到保护。部落里的人对他的话很感兴趣，把他视为能带来好运的人。但他一旦离开营地，我们将有灾难降临。”

“我们为什么不能见他？”琳达问。

“长辈们说，你们会影响他的法力。现在你们吸一下我叔叔的烟斗吧，这是表示对你们的尊重。”

“谢谢，不过我不想吸。”琳达说。



“我来试试。”马特一边说一边接过烟斗。

“我们族人相信吸烟能将我们的愿望传达给神灵。”约翰尼说。

马特笑了。他的愿望就是救出韦尔斯老师，与琳达返回格林伍德，离开约翰尼！他吸了一口烟，开始猛烈地咳嗽。大家都笑了。

到了睡觉时间了。琳达看看马特，后者点了一下头。

“我想聊会儿天，”她对约翰尼说，“我们出去吧。”

“好。”约翰尼说。他感到有些好奇，跟琳达出去了。

当帐篷里的其他印第安人都睡着后，马特在夜幕的掩护下，悄悄去找韦尔斯老师所在的帐篷。帐篷里黑乎乎的，他看到地上有个人影。

“韦尔斯老师，我是马特。”他小声说。

那人站了起来。马特惊恐地发现，对方一半是人，一半是野牛，有角，有尾巴！

这时候，琳达正在月光下愤怒地指责约翰尼。

“你说得对，”他过了一会儿说，“我错了，没告诉你实话。不过我当时想让你跟我走。”

他用一种琳达不太习惯的眼神看着她，于是她也忘记了自己生气的原因。

“琳达，我给你读一首诗吧。”他的声音打破了草原上的宁静。

“红，蓝，黄，美丽的花，

让我们穿行在花中，

风儿吹着朵朵鲜花，

花儿似姑娘般舞蹈，

姑娘比花儿更甜美。”

“真美。”她笑着对他说。

“琳达，你就是我的草原之花。”约翰尼认真地对她说。“我很快就会成为一名勇士，然后我就可以娶妻了。你能不能……”

突然，一声恐怖的尖叫在安静的营地回荡。

“马特！”琳达叫了一声。

## 第 11 章 动身前往沙溪 (p. 70-73)

营地里一下子忙乱起来。印第安战士从各自的帐篷里跑了出来。借着微弱的营火，琳达看到一个长着角和尾巴的怪物。那奇怪的尖叫声就是它发出来的。

“那，那，那是什么？”她结结巴巴地问。

“那是萨满教巫师，”约翰尼回答说，“你叔叔就待在他的帐篷里。”琳达浑身发抖，不过约翰尼让她别怕。

“他是人，只是帽子上带着野牛角，用野牛尾巴做腰带。大灵赐予他神奇的力量。他知道我们部落的仪式和秘方，他还能与神灵交谈。”

“那他们为什么把我叔叔关在他帐篷里？”琳达问。

“萨满教巫师跟你叔叔一起为部落带来神奇的巫术，以抵抗他那些可怕的



预言。”

他看了一会儿远处那个正发出奇怪尖叫声的影子。

“哦，他现在发怒了。我希望你哥哥刚才没干什么傻事！我们回帐篷吧。”

琳达的心都快跳到嗓子眼了。

“怎么了？”马特站在帐篷门口打着呵欠问。约翰尼有些生气。他让两人回到帐篷里，自己去听巫师对犬兵说话。

“马特，你没事吧？”琳达见周围没人时，小声问。

“没事。我看到那个半人半牛的怪物后，就跑回了帐篷。你跟约翰尼进来时，我假装刚醒，”他回答道，“刚才好像没人看到我。”

“约翰尼已经起了疑心，”琳达说。她把目光移开，有些尴尬地说，“马特，他想娶我为妻。”

还没等马特回应，两个印第安人骑马来到营地，大声传达着命令。营地里所有的人开始按明确的步骤跑来跑去，忙了起来。

犬兵们发号施令。几分钟后，这个印第安人营地已不复存在。帐篷内的东西已装在雪橇上，雪橇由两根帐篷柱子做辕，上边有一个木架，由一匹马拉着。

约翰尼回来了。“有人惊扰了巫师，”他盯着马特，“现在我们要南下，去一个新营地。这是黑壶的命令。”

马特和琳达没有办法，只好随其他人一起动身。

一路上，印第安人不让他们俩跟韦尔斯老师接触。不过，马特看到巫师手中拿着一样他熟悉的东西。

“琳达，看！他拿着韦尔斯老师的笔记本电脑！”他小声说。

他们一直走到黎明。琳达这时有些想家，想念妈妈，想念和马特一起在学校的日子。那个月夜和约翰尼的诗就像是一场梦。约翰尼这时很不高兴，有些暴躁，很少跟她说话。琳达并不伤心，她的生活在格林伍德，不过她并不想失去跟约翰尼的友谊。她决定跟他说话：“约翰尼，我们这是去哪里啊？”

“琳达，我们的生活就是这样，我们是游牧民族。印第安人是人、植物、动物、天、地、风、水的复合体。我们尊重大自然给予我们的资源。以前，我们随着野牛走，与大自然和睦相处。后来，白人来了。现在，我们只能去他们指定的地方。我们伟大的领袖黑壶在沙溪。在那里，美国政府答应保护我们不受白人侵扰。我们正在往那里走。”

沙溪到了。那里全是帐篷。在寒风中，数百个又累又饿的印第安人围坐在一面美国国旗周围，听中间一位高大、充满自豪的印第安人讲述他所坚信的事情。

“那是黑壶，”约翰尼说，“他是一个了不起的人，不过寻求和平的代价太高了。我一定要跟黑壶去说说。我们面临着失去民族的特性，甚至……更糟糕的命运。”

“更糟糕？什么意思？”琳达不解地问。



约翰尼转过身来，盯着她，说道：“你叔叔预言沙溪将发生一场大屠杀。”

## 第12章 成功返回现在 (p. 76-79)

“韦尔斯先生对历史非常熟悉，”马特说，“他说这里会有场大屠杀。我们必须逃走。巫师……”“……他不会阻拦你们的，”约翰尼这时回来了，打断了他的话。他接着说：“我向黑壶提议去狩猎。部落里的人忧愁、饥饿。狩猎仪式可让大家兴奋起来，野牛肉可以填饱大家的肚子。在举行好运祈祷仪式时，巫师必须唱歌。那时你们可以逃走。”他看着琳达。

“我很高兴你能见识我们真实的生活，而不是从电影中了解我们。”他笑着对她说。然后他转向马特。

“你不喜欢我，因为我喜欢你妹妹。不过现在你我都要去做命中注定的事情，各奔东西了。我们可以做朋友吗？”

“哦，好……约翰尼。谢谢。”马特感到有点尴尬。

“今晚，我就要参加‘太阳舞’，”这个年轻的印第安人骄傲地说，“然后我就会成为一名真正的勇士，可以去狩猎了。马特，琳达，祝你们好运。再见。”

那天晚上，营地所有的人都聚集在营火周围。一些战士走出来，来到圈子中心的营火旁。他们用铁钩扎进自己的肉里，铁钩另一端则挂着重重的野牛骨头。他们表情恍惚地走着，身上的肉被钩子向下拽着，看起来很残忍。

“啊！”琳达吓得叫了一声。“这些可怜的人！他们在干什么？”

“这是‘太阳舞’，”马特说，“看，约翰尼在那里。”

但约翰尼已沉浸在入会仪式中，没有看到他们俩。

“我看不下去，”琳达说，“太恐怖了！”

他们来到帐篷那里等着。过了一会儿，猎手们走了，只剩下巫师在黎明的寂静中唱歌。

“我们行动吧，”马特说，“大家都睡了。”

巫师仍旧在营火边上唱歌，没看到他们俩进入他的帐篷。

“韦尔斯老师，醒醒。是我们！该回家了，”马特小声急切地说。琳达给他解开绳子。

“孩子们，感谢你们。我的电脑在这里。电池呢？”韦尔斯一边站起来一边说。

“在这里！”马特从口袋里取出这件珍贵的物品。

“可怜的印第安人。他们对我并不坏，真的。但我帮不了他们，我不能改变历史。”韦尔斯难过地说。他将电池装在电脑上。

“好了，电脑可以了。站在我身边。”

他们听到远处响起号角声，接着是枪声。巫师跑入帐篷，他苍老的脸上满是惊恐。

“对不起。”韦尔斯大喊一声，接着这三位时空旅者便消失在一道白光中。

他们落到了琳达的房间里。她的校服和两个只留有巧克力蛋糕屑的盘子还在



床上。他们长达三个月的冒险在现在的时间只是几秒钟。

“韦尔斯老师，沙溪那里发生了什么事？”马特问。

“美国雇佣兵杀了 450 个印第安人，主要是妇女和儿童。男人们都外出打猎去了。”韦尔斯老师回答说。

“黑壶挑起白旗和美国国旗以示求和，但美国兵没有理会。那是一场屠杀。”

“那……约翰尼呢？”琳达焦急地问。

“琳达，我不知道。可以在网上搜索一下。或许我们会找到有关他的内容。”

**琳**达坐在电脑旁，开始搜索。她很快便找到了答案。

“约翰尼·考约特，美国土著人中的英雄，”马特读道，“他成为印第安人权益的代言人。1924 年最高法院通过法令，承认印第安人为美国公民。考约特在此事件中发挥了重要作用。他的女儿琳达后来继续从事父亲的事业。瞧，他没忘记你，他给女儿起了你的名字。”

琳达伤感地笑了，然后继续读：“上面还说，‘他的马名叫马特，曾出现在许多电影中。’他也没忘记你！”她揶揄地说。

门铃响了。

“是我妈妈。她六点钟下班。”琳达说。

“好啊，那我可以尝尝她著名的巧克力蛋糕了。”韦尔斯老师说。马特和琳达都笑了。

“没问题，但你要解释一下你为什么会穿着野牛皮，头上戴着羽毛！”马特说。



## 背景知识

### 美国内战(1861-1865)

1861年,今天意义上的美国尚不存在。东部13个州在独立战争中摆脱英国的殖民统治取得独立80年后,整个国家已分为南北两部分。奴隶进口早在半个多世纪前的1808年便被禁止,但奴隶劳动仍然在南部各州存在,这成为国家分裂的一个原因。

工业化的北方比依靠农业的南方更富有,而且不依靠奴隶劳动。新加入美国的一些州,如1849年跟墨西哥作战而夺取的加利福尼亚州,加入了由北部统治的联邦。南部各州打算独立出去。1860年冬,林肯当选总统一个月后,南卡罗来纳州第一个脱离联邦。1861年初,佐治亚州和其他五个州也独立出去。很快,美利坚联合众国在南部宣布成立,由杰斐逊·戴维斯担任总统。北方各州对它们脱离联邦忧心忡忡,于是对联众国进行经济制裁。这令南方各州十分恼火。4月,南方军队向驻扎在南卡罗来纳州萨姆特堡的联邦军队发动进攻,美国内战全面爆发。

### 美国土著人

17世纪,美国变成欧洲国家的殖民地以后,美国土著人放弃他们的农业生活方式,开始游牧生活。发生这种转变的原因可能是美国土地上有许多野马,而土著人又是好骑手。然而,游牧比农业更要依赖季节的变化,特别是野牛的迁徙。他们跟大自然和睦相处,没有私人财产的概念。生活在平原上的印第安人认为,大灵是世界的创造者,他们死后会进入“快乐狩猎地”(天堂)。各部落的历史与传奇由一代代人口头相传,一般是通过巫师这位部落的精神领袖和“教士医生”进行。部落里的大事由男人参加的部落会议来决定。不过,部落内部重视平等,女人也受到尊重。她们的职责很明确,就是洗衣做饭,而男人则负责打猎,制作武器。儿童也很重要。当他们在八九岁第一次产生幻象——通常是看到一种动物时,会被取一个名字。他们由舅舅来教育。一般说来,一个家庭有三四个孩子,部落分为一些组,各组间有亲戚关系。印第安部落是一个和谐的社会。白人到来前,他们的语言中尚没有“法律”这个词。



## 词汇表

### A

among *prep.* 在...之中  
anywhere *adv.* 无论何处, 在任何地方  
(not...anywhere 到处都不...)  
to appreciate *v.* 感激, 感谢; 重视  
to argue *v.* 争论, 辩论  
arrow *n.* 箭  
ash *n.* 灰  
as if 好像  
asleep *adj.* 睡着的, 睡熟的  
to assure *v.* 确信, 使放心  
astonished *adj.* 惊讶的  
awful *adj.* 糟糕的, 可怕的

### B

background *n.* 背景  
backpack *n.* 背包  
badge *n.* 徽章  
Be careful! 小心!  
belt *n.* 腰带  
bite *n.* 伤口, 咬伤  
to bite *v.* 咬, 刺痛  
to block out 遮挡, 封闭  
to blow *v.* 吹, 吹动  
bone *n.* 骨头  
bow *n.* 弓  
brave *n.* 勇士; (北美印第安人的)武士  
broth *n.* 肉汤  
bugle *n.* 军号, 喇叭  
bullet *n.* 子弹  
burning (burn 的现在分词) 烧毁, 燃烧  
busy *adj.* 忙碌的

### C

cabin *n.* 小木屋  
cartoon *n.* 卡通画, 漫画  
cavalry *n.* 骑兵

century *n.* 世纪, 百年  
to change the subject 改变话题  
checked *adj.* 有格子花纹的  
cloud *n.* 阴影; 阴云  
coffin *n.* 棺材  
to cough *v.* 咳嗽  
covered wagon 篷车  
cried (*v. past*), to cry *v.* 大声呼喊  
crossing (cross 的现在分词) 横越, 越过  
cruel *adj.* 残酷的, 残忍的  
crumb *n.* 碎屑, 面包屑  
curiously *adv.* 好奇地  
curly *adj.* 卷发的  
custom *n.* 习惯, 风俗

### D

dandy (USA) *adj.* 精巧的, 好的; 纨绔的  
dangerous *adj.* 危险的  
dawn *n.* 黎明, 拂晓  
death *n.* 死, 死亡  
to defeat *v.* 击败, 战胜  
denim *n.* 粗斜棉布 (用于做牛仔裤、外衣和工作服)  
to destroy *v.* 破坏, 毁坏  
dim *adj.* 暗淡的, 模糊的  
dish *n.* 盘, 碟  
to distract *v.* 使...注意力转移, 使分心  
to dive *v.* 冲去, 扑去  
Dixie *n.* 迪克西, 一首在美国南方家喻户晓的歌曲; [总称] 美国南部各州  
doorbell *n.* 门铃  
dream *n.* 梦  
dryly *adv.* 冷淡地; 干燥地  
dusty *adj.* 积满灰尘的, 多尘的

### E

each other 彼此, 互相



eagerly *adv.* 热心地, 急切地  
earth *n.* 陆地, 地球; 土  
to echo *v.* 发出回声, 回响  
effort *n.* 努力, 尽力, 费劲  
either *adj.* [用在否定句中]也  
elder *n.* 年长者  
emotional *adj.* 充满感情的, 情绪的, 情感的  
enough *adj.* 足够的, 充足的  
to entertain *v.* 使...喜欢, 使有兴趣  
everyone *pron.* 每个人  
everywhere *adv.* 各处, 到处

**F**  
fair and square 光明正大地, 正面地  
fancy *adj.* 别致的, 作装饰用的; 价格高昂的  
far away 在远处  
farm *n.* 农场, 农庄  
farmer *n.* 农场主  
fat *n.* 脂肪, 肥肉  
fate *n.* 天数, 命运, 运气  
fear *n.* 恐怖, 害怕  
field *n.* 原野, 旷野  
fierce *adj.* 凶猛的, 残暴的  
fighting (fight 的现在分词) 与...打仗  
to fill *v.* 装满, 注满  
flag *n.* 旗  
flesh *n.* 肉, 肌肉  
flew (*v. past*), to fly *v.* 飞, 飞行  
fort *n.* 堡垒, 要塞  
forward *adv.* 向前地  
frame *n.* 支架, 骨架  
free *adj.* 免费的; 自由的  
to free *v.* 释放  
freedom *n.* 自由  
friendship *n.* 友谊, 友好  
frightened *adj.* 受惊的, 恐惧的  
furniture *n.* 家具

**G**  
game *n.* 猎物(可指兽、鸟、鱼等)  
to gather *v.* 集合, 聚集  
to get to 到达  
Gran *n.* 奶奶, 外婆  
to greet *v.* 欢迎, 致意, 致敬  
grew up (*v. past*), to grow up 成长, 长大  
to groan *v.* 抱怨; 呻吟  
ground (on the) *n.* 地面(在地面上)  
grown up 已成人的  
gruffly *adv.* 粗暴地, 生硬地  
guest *n.* 客人  
gun *n.* 枪, 炮

**H**  
had been (*v. past perf.*), to be *v.* 是  
had won (*v. past perf.*), to win *v.* 获胜, 赢  
hairbrush *n.* 毛刷  
half-breed *n.* 混血儿(尤指美洲印第安人与白人的混血儿)  
handwriting *n.* 笔迹, 书法  
happening (happen 的现在分词) 发生  
happiness *n.* 幸福, 快乐  
Happy Hunting Ground 天堂(过去北美印第安人迷信来世的乐土)  
harvest *n.* 收获, 收获期, 收获物  
heart *n.* 心  
held on (*v. past*), to hold on 继续, 抓住...不放  
herd *n.* 兽群, 牧群  
here and there 各处, 到处  
hill *n.* 小山, 丘陵  
to hit *v.* 击中  
holster *n.* 手枪皮套  
homesteader *n.* 农场所有人; 分得土地之定居者(或开垦者)  
hope *n.* 希望, 信心  
to hope *v.* 希望  
horizon *n.* 地平线  
horn *n.* (牛、羊等的)角



hour-glass *n.* 沙漏

hunter *n.* 猎人

hunting *n.* 打猎

hut *n.* 小屋, 棚屋

## I

indeed *adv.* 真正地, 确实

instead *adv.* 作为替代

to interrupt *v.* 打断, 插嘴

iron hook 铁钩

It's better 最好

## J

journey *n.* 旅行, 旅程

to jump *v.* 跳, 跳跃

## K

Keep down! 卧倒!

kid *n.* 小孩

## L

labour *n.* 劳动, 工人; 劳动力

law *n.* 法律

leader *n.* 领导, 领袖

lift *n.* 顺便搭载

liquor *n.* 酒, 含酒精饮料

lively *adj.* 充满生机和活力的, 活跃的

to load *v.* 【计】装入, 加载

locker *n.* 有锁的存物柜

lost (*v. past*), to lose *v.* 丢失, 遗失

## M

made a great shot 打了一杆好球

main *adj.* 主要的, 重要的

majestic *adj.* 宏伟的, 庄严的

to make a bet 打个赌

manure *n.* 牲口粪, 粪肥

massacre *n.* 大屠杀

master *n.* 主人

meanwhile *adv.* 其间, 同时

Minotaur *n.* 人身牛头怪物

to miss *v.* 想念; 未击中, 未达到; 失败

moustache *n.* 髭, 小胡子

muscle *n.* 肌肉

## N

nearby *adv.* 在附近

Newbridge United top 纽布里奇联合足球队球衫

nobody *pron.* 没有人, 无人

nodded (*v. past*), to nod *v.* 点头

nomad *n.* 游牧民

## O

once *adv.* 从前, 曾经

## P

peace *n.* 和平, 和睦

people *n.* 民族; 人们

picking (*pick* 的现在分词) 采摘

pipe *n.* 烟斗

plain *n.* 平原, 草原

plantation owner 种植园主

pointing (*point* 的现在分词) 指, 指向

pole *n.* 杆, 柱

to polish *v.* 擦亮, 磨光

poor *adj.* 贫穷的, 可怜的

portrait *n.* 肖像, 照片

power *n.* 电力, 动力

prayer *n.* 祈祷, 祈祷文

to predict *v.* 预言, 预测

prediction *n.* 预言, 预报

to pretend *v.* 假装, 装扮

pride *n.* 自豪, 骄傲

proclaimed (*proclaim* 的过去分词)  
宣布, 声明

proudly *adv.* 自豪地, 骄傲地

to prove *v.* 证明, 证实

puzzled *adj.* 困惑的



**R**

to raise *v.* 举起, 抬起; 唤起  
rang (*v. past*), to ring *v.* 响, 鸣, 敲钟, 按铃  
rattlesnake *n.* 响尾蛇  
to reach *v.* 与...取得联系; 到达  
reason *n.* 理由, 原因  
Redskins *n.* 红皮人 (对美国土著人的贬称)  
to reduce *v.* 使处于(某种状态), 使化为; 减少  
revenge *n.* 报仇, 复仇  
rider *n.* 骑手  
riding (ride 的现在分词) 骑马  
rifle *n.* 步枪, 来复枪  
right *n.* 权利  
rite *n.* 仪式  
rocking chair 摇椅  
rode (*v. past*), to ride *v.* 骑, 乘  
rope *n.* 绳索  
to rotate *v.* 旋转  
ruin *n.* 废墟; 毁灭, 崩溃

**S**

saddle *n.* 鞍  
safe *adj.* 安全的, 可靠的  
salted pork 咸猪肉  
saluting (salute 的现在分词) 敬礼  
savage *n.* 野蛮人  
sawdust *n.* 锯屑  
to scalp *v.* 剥头皮  
to scream *v.* 尖声喊叫  
to sell *v.* 卖  
Shaman *n.* 萨满教的道士或巫师  
to shiver *v.* 颤抖  
shook (*v. past*), to shake *v.* 摇动  
shot *n.* 射击, 开枪; 赌输赢的机会  
to shout *v.* 呼喊, 呼叫  
to sigh *v.* 叹息, 叹气  
sign *n.* 标牌; 迹象

skin *n.* 皮, 皮肤  
sky *n.* 天, 天空  
slave *n.* 奴隶  
slavery *n.* 奴隶制  
to slow *v.* (使)慢下来, (使)减速  
smell *n.* 气味  
smoke *n.* 烟  
soldier *n.* 士兵, 军人  
somehow *adv.* 以某种方式  
son *n.* (年长者对男孩或年轻男子的称呼)孩子; 儿子  
spirit *n.* 灵魂, 精神  
spokesman *n.* 发言人, 代言人  
stable *n.* 马棚, 畜舍  
staff room 教研室  
stagecoach *n.* 驿站马车, 公共马车  
stetson *n.* (牛仔戴的)宽边帽  
stick *n.* 棍, 棒, 手杖  
still *adv.* 还, 仍旧  
stone *n.* 石头  
stopover *n.* 中途停留地, 中途停留  
strictest (strict 的最高级) *adj.* 最严格的  
string *n.* 线, 细绳  
stuck (*v. past*), to stick *v.* 卡住; 粘住, 粘贴  
subject *n.* 学科, 研究领域; 主题  
sunset *n.* 日落, 黄昏  
Supreme Court 最高法院  
to surf the Internet 上网  
suspicious *adj.* 多疑的, 不信任的; 可疑的  
sweetcorn *n.* 甜玉米  
to switch on 接通, 打开

**T**

tail *n.* 尾巴  
to tease *v.* 揶揄, 戏弄  
tent *n.* 帐篷  
tepee *n.* 美国印第安人的圆锥形帐篷  
thank heavens 谢天谢地



the bad guys 坏蛋  
 thought *n.* 思考, 想法  
 threw (*v. past*), to throw *v.* 扔, 抛  
 tomahawk *n.* 印第安战斧  
 took advantage 占上风  
 torture *n.* 折磨, 痛苦, 拷问, 拷打  
 towards *prep.* 向, 朝  
 trail *n.* 小径, 小路  
 to treat *v.* 对待; 论述  
 treaty *n.* 条约, 谈判  
 trench *n.* 战壕  
 tribe *n.* 部落  
 trigger *n.* (枪的)扳机  
 trip *n.* 旅行  
 to trust *v.* 信任, 信赖  
 truth *n.* 事实; 真理  
 to try *v.* 试, 试图; 努力  
 to turn around 转身, 往回走  
 to type *v.* 打字

**U**  
 uneasy *adj.* 心神不安的, 不自在的  
 to untie *v.* 解开, 松开  
 used to 过去常常...

**V**  
 vaguely *adv.* 含糊地, 暧昧地

**W**  
 wagon *n.* 四轮马车  
 wagon train 篷车队, 马车队  
 war *n.* 战争  
 to warn *v.* 警告  
 was found (*v. past, pssv*), to find *v.* 发现, 找到  
 to wave *v.* (挥手)示意, 致意  
 went on the warpath (北美印第安人)踏上征途  
 whipped (*v. past*), to whip *v.* 鞭打  
 to whisper *v.* 低声说  
 whooping (whoop 的现在分词) 呐喊, 高声说  
 wooden *adj.* 木制的  
 worriedly *adv.* 烦恼地, 担心地  
 to worry *v.* 烦恼, 担心  
 worse than 比...更糟

**Y**  
 yawning (yawn 的现在分词) 打呵欠



## 参考答案

### 第1章

p. 4

- 1 3) A boy and a girl who travel to an earlier time in North America.

p. 5

- 2 1) e 2) f 3) a 4) g 5) d 6) c 7) b

p. 8

- 3 1) F 2) T 3) F 4) F 5) T 6) T  
7) F 8) T

- 4 1) d 2) f 3) b 4) e 5) a 6) c

p. 9

- 5 1) c 2) f 3) d 4) g 5) b 6) a 7) e

- 6 1) knew 2) had

- 3) said, was 4) spoke

- 7 1) Write 2) Don't speak

- 3) Read 4) Listen

- 5) Finish 6) Don't touch

### 第2章

p. 10

- 1 1) e 2) d 3) a 4) h 5) g 6) b  
7) c 8) f

p. 11

- 2 1) looking for 2) looks  
3) looked at 4) looks like

p. 14

- 3 help, 1864, power, battery, locker,  
co-ordinates, hour-glass, Load,  
cartoon's, hope, soon, forget

- 4 1) a 2) d 3) b 4) c 5) g 6) e 7) f

p. 15

- 5 1) must, c 2) must, d

- 3) must, a

- 4) have to, e

- 5) had to, b

- 6 5-6-7-2-8-1-9-3-4

### 第3章

p. 16

- 1 1) F 2) F 3) T 4) T 5) F

p. 17

- 2 fire, sadness, fighting, explosion,  
disaster, dangerous

p. 20

- 3 (逆时针) NORTH-WEST,  
SOUTH-WEST, SOUTH-EAST

- 1) north-east

- 2) west

- 3) north-west

- 4) centre

- 5) north, south

- 6) south-east

p. 21

- 4 1) h 2) e 3) d 4) c 5) f

- 6) g 7) a 8) b

- 5 1) wants to

- 2) needs to

- 3) wants to

- 4) do not need to

- 5) want to

- 6 1) interested

- 2) better

- 3) partially

- 4) money

- 5) house

### 第4章

p. 22

- 1 1) c 2) d 3) a 4) b

p. 23

- 2 barman, sawdust

p. 26

- 3 1) c 2) e 3) a 4) g 5) b



6) h 7) d 8) f

- 4 1) PIANIST 2) INTACT  
3) MELODY 4) CANNON  
5) KANSAS 6) BOTTLES  
7) SLAVERY

Atlanta

p. 27

- 5 1) shouted 2) said  
3) asked 4) replied  
5) demanded 6) answered

6 a) 三者全选。

b) wish, cotton, Old, born, frosty

p. 29

- 2 1) Barber's  
2) Shoes'  
3) Saloon  
4) Sheriff's office  
5) General store  
5) Hardware

## 第5章

p. 30

- 1 2) There are 2 players, 2 sticks called  
cues, 3 balls and a table.

p. 31

- 2 1) tennis 3) basketball  
4) poker 5) chess

p. 34

- 3 1) passenger 2) plantation  
3) liberty 4) telegram

4 a) 3 b) 1 c) 4 d) 2

5 a) 2 b) 3 c) 1

p. 35

- 6 1) gladly 2) badly  
3) immediately 4) cheerfully  
5) slowly 6) happily

7 Atlanta, Kansas, 1864, Master,

burning, stagecoach, friends,  
Arkansas, weeks

## 第6章

p. 36

- 1 3) The Sheriff of Kansas wants to  
speak to Matt and Linda.

p. 37

- 2 1) Pioneers 2) feather  
3) farmer 4) manure

p. 40

3 1) d 2) f 3) e 4) c 5) b 6) a

unlike the others: 4

4 1) d 2) c 3) b 4) a

5 7-5-3-6-2-1-4

p. 41

- 6 1) The American Civil War was won  
by the Union States.

2) Lincoln was shot at the theatre.

3) Atlanta was burnt during the Civil  
War.

4) Perhaps America was discovered by  
a Viking.

5) Photography was invented in the  
1840s.

6) 620,000 people were killed in 1864.

7 1) postcard → letter

2) Fort Alamo → Fort Laramie

3) stagecoach → wagon

4) English couple → Irish couple

5) fifty → fifteen

6) in tents → in the wagon or under  
the stars

7) four Indians → three Indians

8) cotton T-Shirts → leather clothes

9) Sean fired his rifle and they ran  
away. → Sean did not fire his rifle  
and they went away.



## 第7章

p. 42

1 1) c 2) e 3) f 4) b 5) d 6) a

p. 43

2

UNITED STATES CAVALRY	INDIANS
fort	chief
watchtower	hunting grounds
cavalry	tepee
uniform	tribe

p. 46

3 5-1-2-6-4-3

4 1) F 2) T 3) T 4) F 5) T 6) F

5 gold, warpath, arrow, circle, hero,  
buffalo, fort, wagon, gate, tribe, treaty

p. 47

- 6 1) is living                      2) is preparing  
3) are hiding                    4) is having  
5) is working                    6) is playing  
7) is trying

## 第8章

p. 50

- 1 1) defence      2) under the wagon  
3) must

p. 51

2 1) b 2) e 3) d 4) a 5) c

p. 54

- 3 1) fair                      2) chief  
3) happy                    4) half-Indian  
5) doesn't like            6) doesn't believe  
4 2) something that creates harmony or  
brings good fortune  
5 1) CURLY                    2) PEACE  
3) CAMP                    4) PISTOL  
5) BULLET                    6) MUSTANG

Cactus

p. 55

- 6 1) stop, c;      2) show, e;      3) take, d;  
4) study, a;      5) get, b

7 4-5-2-1-7-3-6

## 第9章

p. 56

1 1) d 2) a 3) f 4) e 5) b 6) c

p. 57

2 1) d 2) a 3) c 4) b

p. 60

3 3) the Native American version of  
paradise

4 Pemmican, tongue, Roast, flower,  
Cactus

- 5 1) √      2) ×      3) √      4) √  
5) √      6) √      7) ?      8) √

p. 61

- 6 1) smell                    2) tasted      3) spoke  
4) heard                    5) listening      6) touched  
7 white, visitors, camp, braves, stopped,  
peace, uncle, live, medicine, guests

## 第10章

p. 64

- 1 1) F 2) T 3) F 4) F 5) T 6) F  
2 1) c 2) f 3) b 4) e 5) g 6) a  
7) d

p. 68

- 3 1) ② he protects their destiny.  
2) ① he must be alone for his special  
powers to work.  
3) ① he's a History teacher and  
knows about American history.  
4 1) inactive-Lazy Bear-f  
2) plains-Prairie Flower-e



3) dark-Black Kettle-b

4) white-Pale Horse-c

5) mad-Crazy Cactus-d

6) small-Little Wolf-a

p. 69

5 1) will marry, × ;

2) will fight, × ;

3) will see, √ ;

4) will free, √ ;

5) will become, √ ;

6) will hunt, ×

6 2-6-5-4-3-1

7 moon, sad, follow, far, home, camp

## 第 11 章

p. 70

1 5-4-2-7-1-3-6

p. 71

2 1) c 2) d 3) e 4) a 5) f 6) b

p. 74

3 1) T 2) F 3) F 4) T 5) T 6) F

4 1) talk 2) help 3) teach

4) neutralise 5) sing

5 1) c 2) a 3) e 4) f 5) d 6) b

p. 75

6 1) FOUR 2) WIND

3) EARTH 4) WATER

fire

7 1) was sleeping

2) was yawning

3) was carrying

4) was feeling

5) was speaking

## 第 12 章

p. 76

1 2) S 3) S 4) S 5) S 6) D 7) D

2 1) f 2) e 3) b 4) d 5) a 6) c

p. 80

3 1) F 2) T 3) T 4) T 4) T 6) F

7) F

4 3) a Native American rite of initiation

5 1) c 2) e 3) a 4) g 5) b 6) h

7) d 8) f

p. 81

6 1) can understand, d

2) can't stay, e

3) can say, c

4) can taste, a

5) can have, b

7 daughter's, presence, explain, teachers, wear, money, costume, problem, before, features

## 背景知识

p. 82

1 1) e 2) c 3) a 4) g 5) b 6) d 7) f

p. 83

2 terrible, conflict, victims, spectators, advantage, generals, independence, decisive, objective, killed, cost

3 1) e 2) a 3) d 4) f 5) b 6) c

p. 84

1 5, 8, 11, 2, 9, 13, 3, 7, 4, 12, 1, 10, 6

p. 85

2 1) c 2) f 3) a 4) g 5) d 6) b 7) e

p. 86

3 1) F 2) T 3) T 4) T 5) F 6) T 7) F

p. 88

5 1) c 2) e 3) a 4) g 5) b 6) d 7) f

p. 89

6 1) Affairs 2) Deportation

3) Soldiers 4) die



- 5) massacre      6) Custer's  
7) Bill      8) Sitting Bull's  
9) Americans      10) exterminated  
11) citizens      12) poorest  
13) America      14) rights  
15) occupy      16) discusses

### 词汇表

p. 90

- 1) 1) redskins—a      2) slaves—d  
3) wardrobe—b      4) portrait—c  
5) saddle—j      6) journey—f  
7) arrow—g      8) shiver—i  
9) badge—h      10) tomahawk—e

p. 91

- 2) 1) d 2) e 3) f 4) b 5) g 6) a 7) c

p. 96

5

FOOD AND DRINK	CLOTHES	WEAPONS	HOMES	PEOPLE
broth	belt	arrow	cabin	brave
liquor		pistol	tepee	sheriff
			villa	

p. 92—93

- Across: 1. worse      2. puzzled  
4. ride      7. backpack  
9. wagon      10. bullet  
11. hut      13. freedom  
14. plain

- Down: 1. war      3. locker  
5. doorbell      6. stable  
7. belt      8. custom  
9. wooden      12. try

p. 94

- 4 slave, great, awful, soldiers, American  
Indians, tepee, rites, Sundance,  
massacre, miss



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同在一所中学就读的好朋友马特·约翰逊和琳达·查普曼有一个不为外人所知的秘密：他们利用历史老师韦尔斯开发的软件可以进行时空旅行，到达过去的某一时间和地点。这一天，韦尔斯老师没来上课。两人收到他的一封电子邮件，韦尔斯让他们带着笔记本电脑的电池去1864年的美国西部去救他。于是两人开始了一场大冒险。当时美国正在发生内战，而在美国西部，白人与印第安人之间的冲突不断加剧……他们必须去救韦尔斯老师。什么样的冒险在等着他们呢？

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