

A **FREE** RESOURCE FOR TEACHERS!

INDIANA JONES™

and the

KINGDOM OF THE CRYSTAL SKULL™ - EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

In 1957, archaeologist Indiana Jones is kidnapped by the Russian army, under the leadership of Dr Irina Spalko. The Russians are after a crystal skull, and they want Indy to help them find it. The skull is said to have very special powers. It was stolen centuries ago from a skeleton in Akator, the lost city of the Amazon (also known as El Dorado). The person who finds it and returns it to Akator will be able to control the minds of everyone in the world.

Indy manages to escape from the Russians, but the FBI suspect him of being a spy so he loses his job at the college where he teaches. As he heads out of town, he meets a young man, Mutt Williams, and learns that Mutt's mother and an old friend of Indy's, Harold Oxley, have been kidnapped in Peru. Mutt gives Indy a letter from Oxley written in an ancient South American language. Indy decodes this to work out that Oxley has found the crystal skull and hidden it in Nazca, Peru.

Indy and Mutt travel to Peru and eventually find the crystal skull, but the Russians capture them – and the skull – and take them to the Amazonian jungle. There they find Oxley, who has been driven mad by the skull. They also find Mutt's mother, who turns out to be Marion Ravenwood, Indy's long-lost love.

Indy and his friends escape with the skull and get to Akator, hotly pursued by the Russians. The skull is returned to its rightful place, but the gods are angry and provoke an apocalyptic finale where good triumphs and the forces of evil are horribly destroyed.

A little while later – many years after they first met – Indy and Marion get married.

THE BACK STORY

Indiana Jones and the Kingdom of the Crystal Skull, released in 2008, is the fourth in the series of films directed by Steven Spielberg. Almost twenty years have elapsed since the last *Indiana Jones* film, and Indy, played by Harrison Ford, is older and wiser. Is he ready, finally, to settle down?

The Indy–Marion relationship started when Marion was very young. Her father, Indy's teacher Dr Abner Ravenwood, had put pressure on Indy to leave Marion – which he did. Indy's path crossed Marion's again at the start of the first *Indiana Jones* film, *Raiders of the Lost Ark*, and by the end of the film they were in love again. Later, however, he left her a second time, just before their wedding. Marion is played by Karen Allen, the same actress who played the part twenty-seven years ago.

No computer-generated stunt doubles were used in the making of the film, which is unusual nowadays. Traditional stunt work was used in order to maintain continuity with the previous three films.

The script was a closely guarded secret until the film's release. Even the actors were only given the parts they were acting in.

MEDIA LINKS

DVD: The film of *Indiana Jones and the Kingdom of the Crystal Skull* is available on DVD and on Blu-ray format. The first three *Indiana Jones* films are also available on DVD, both separately and as a box set.

CD: A recording of *Indiana Jones and the Kingdom of the Crystal Skull* is available to accompany the Scholastic Reader.

Internet: Look at the official website at www.indianajones.com.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have they seen the film *Indiana Jones and the Kingdom of the Crystal Skull*? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The film is 122

minutes long. You could show it in chunks of, say, 20 minutes, in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

Glossary

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

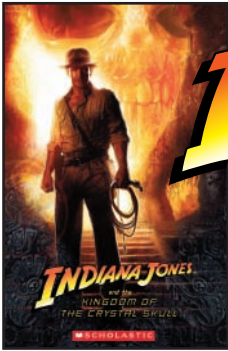
Fact Files

Set these as self-study or use for whole class work. These provide background information about the *Indiana Jones* movies, some famous archaeological sites, and the Incas, Aztecs and conquistadors.

What did they think?

Get everyone to do a written or spoken review of the story. Compare opinions. Will they go and see the film? Did you like it? Let us know at readers@scholasticreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



INDIANA JONES
and the
**KINGDOM OF
THE CRYSTAL SKULL**
-EXTRA

3 Talk to a partner. What was happening in *your* country in the period after the end of the Second World War in 1945? What are some of the most important things that have happened in your country's history since that time?

People and places

1 Who ...

- a) wants power over everyone? *Dr Irina Spalko*
- b) cares a lot about his appearance?
- c) doesn't do things without instructions?
- d) is neither American or Russian?
- e) met Indy many years ago? (*Be careful – there are three correct answers here!*)

2 Complete with these words.

Akator Iquitos Marshall College ~~Nazca~~

- a) You can't see the lines near *Nazca* from the ground.
- b) El Dorado is also called
- c) is in the middle of the rainforest.
- d) Indy teaches at in Connecticut.

3 Talk to a partner. How might the characters come together in the story? What kinds of things might happen and where?

History: The Cold War

1 Match the two halves of the sentences.

- a) The story takes place i) in 1945.
- b) Lots of Americans were in prison for spying ii) in the 1950s.
- c) The Second World War ended iii) in 1957.
- d) The Cold War ended iv) in the early 1990s.

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

- a) Karl Marx was leader of the USSR.
F. He was the man whose ideas started Communism.
- b) Joseph McCarthy did not like communists.
.....
- c) Joseph Stalin was a US politician.
.....
- d) FBI means 'Funny Bureau of Investigation'.
.....
- e) USSR meant 'Union of Soviet Socialist Russia'.
.....

Chapters 1–5

1 Who says these words? Who to? About what?

- a) 'You will tell us.'
Spalko to Indy, about where the box is.
- b) 'I needed the money, mate.'
.....
- c) 'It's OK, boys. ... He's one of us.'
.....
- d) 'We're giving you a very long holiday.'
.....
- e) 'Are you sure you're *young* enough?'
.....
- f) 'Only gods can read them because gods live in the sky.'
.....

2 Put these events in the right order.

- a) Spalko tells Indy to help her find a special box.
- b) Indy gets into a fridge to save his life during the weapons test.
- c) On his way to New York, Indy meets Mutt.
- d) Indy loses his job at Marshall College.
- e) The Russians take Indy from Mexico to Nevada.
- f) Indy understands Oxley's message, that the skull is in Peru.
- g) Two men from the FBI question Indy.
- h) Indy escapes to a town in an army testing area.
- i) Mutt tells Indy about Oxley, his mum and the crystal skull.

3 Talk to a partner. Mutt chooses to dress like one of his film heroes, Marlon Brando. If you could choose to dress like somebody famous, who would it be and why? Who would you *not* choose to dress like? Why?

Chapters 6–10

1 Circle all the correct answers. (There may be more than one.)

- a) What do Indy and Mutt find in Oxley's hospital room?
i) drawings iii) scorpions iii) skulls iv) words
- b) What do they find in the room at the end of the tunnel?
i) seven live conquistadors ii) seven dead conquistadors
iii) seven skeletons of conquistadors iv) a crystal skull
- c) What does Spalko want Indy to find out from Oxley?
i) if Akator really exists ii) how to get to Akator
iii) where the crystal skull is iv) how to use its powers
- d) What happens to Indy and Marion after they escape?
i) they run into a group of Russians ii) they run into the river
iii) they can't get out of some dangerous sand
iv) they are attacked by a snake

RESOURCE SHEET STUDENT ACTIVITIES

2 Talk to a partner. Mutt is frightened of scorpions and Indy is frightened of snakes. Are you frightened of anything? Find out what things other people in your class are frightened of. What are the top five most frightening things?

Chapters 11–15

1 Complete the sentences with the correct name.

Mac Marion ~~Mutt~~ Oxley Spalko

- a) *Mutt* has a sword fight with Spalko and joins a group of monkeys.
- b) helps Indy escape from Dovchenko by holding up the skull.
- c) drives the water vehicle over three waterfalls.
- d) pulls out a gun in the room with thirteen seated skeletons.
- e) wants the gods to tell her everything they know.

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

- a) Indy destroys the jungle destroyer with a huge gun.
.....
T.....
- b) Dovchenko eats thousands of army ants.
.....
- c) Spalko looks at the gods and her eyes are burned.
.....
- d) The metal in Mac's pockets helps him escape from the cloudy shape.
.....
- e) Akator disappears under a lake of water.
.....
- f) At his wedding, Indy puts his hat on Mutt's head.
.....

3 Talk to a partner. People in films often have special things that are part of their character, like Indy's hat and whip, or Charlie Chaplin's hat and walking stick. Can you think of any other examples from films? Do you or any of your friends, or members of your family, have any special things like this?

FINAL TASKS

Speaking

Imagine you are a reporter for a local Connecticut newspaper. Talk to Indy and Marion after their wedding. Ask them about their past together. Why did they decide to get married now? What are their future plans? (You could then write a short newspaper story about them.)

Writing

Imagine you are Mutt. Write an email to a friend, or post an entry on your Facebook page, about the events in the story. How do you feel about your parents' wedding? What are your plans now? Are you going to go back to school, or continue mending motorcycles? Or both?!

Hi guys! Some crazy things have happened to me recently. My mom just got married. Yeah – you heard – married!

VOCABULARY BUILDER

1 Circle all the words that have something to do with fighting.

army bullet crystal jeep magnetic
pyramid soldier sword weapon whip

2 Write words from the 'New Words' list.

1. rainforest *jungle*.....
2. you think with this part of your body
3. you put a dead body in this place
4. make someone or something do what you want
5. take hold of something very quickly
6. where water falls over the edge of a high place
7. a country which has a king or queen
8. clear rock that looks like glass

3 The underlined words in these sentences are wrong. Write the correct words from the 'New Words' list.

1. Some politicians do what they want. They have too much petrol. *power*.....
2. The train went through a trouble under the mountain.
3. He hit his head in the accident and broke his scarf.
4. She's so thin that she looks like a skateboard.
5. Egypt's famous pizzas are huge.

4 How many legs have these words got? Write the number.

- | | | |
|--------------------------------------------|------------------------------------|--------------------------------------|
| 1. ant <input checked="" type="checkbox"/> | 2. monkey <input type="checkbox"/> | 3. scorpion <input type="checkbox"/> |
| 4. soldier <input type="checkbox"/> | 5. snake <input type="checkbox"/> | |

Casual language

- 'mate' (p.12). Mac calls people this a lot. It means 'friend', but people use it when they are talking to strangers as well as friends.
- 'What's the big deal?' (p.16). Indy asks the FBI people this about Spalko. It means 'Why is this important?' or 'What's the problem?'
- 'kid' (p.18). Indy calls Mutt this. It means 'child', but people use it when they are talking to anyone younger than them.
- 'No way!' (p.22). Mutt says this when Indy suggests driving his motorbike. It's a very strong way of saying 'No'.
- 'I get it!' (p.36). Indy says this when he suddenly realises what Oxley's drawings mean. It means 'I understand.'

Complete the sentences.

1. 'Please don't call me I'm not a child!'
2. 'You do it like this.' 'Oh, ! Thanks for your help.'
3. 'Excuse me, where's Big Ben?' 'Right in front of you, !'
4. 'I failed my driving test. I'm so unhappy.'
'..... ? You can take it again next month.'
5. 'Can I borrow the car, Dad?' '..... ! You'll crash it!'

INDIANA JONES – THE MOVIES (pages 56–7)

Interview

Students work in pairs. Student A, the interviewer, prepares a list of questions to ask Harrison Ford about his role as Indiana Jones over the years, and especially how he prepared for this last film. Student B, Harrison Ford, prepares for the interview using the information on pages 56–7 or the internet. They then roleplay the interview.

Discuss and write

Students brainstorm ideas for a fifth *Indiana Jones* film. They need to think of a great name for the film, and decide on the details to complete a Fact Box like those on page 57. They then write a synopsis or design a poster. Award a 'best film' Oscar for the best idea.

DIGGING INTO THE PAST (pages 58–9)

Research and write

Ask students to research – using the internet or the library – a famous archaeological site in their own (or another) country. They could make a 'Tourist Information Sheet' about the site, including a description, a brief history and drawings or photos.

Write and act

Students write the script for a scene in which an artefact is found during an archaeological dig and taken to the site expert. It turns out that the artefact is something really important. The script needs to include questions like: *What was it used for? When was it made? What was it made of? How valuable is it?* Students rehearse and act out their scene, using props if available.

INCAS, AZTECS AND CONQUISTADORS (pages 60–1)

Quiz

Each student prepares five quiz questions on the information in the Fact File. They then either ask each other their questions in pairs or groups, or give their questions to the teacher to use for a class team game.

Research and write

Ask students to use the internet or the library to research a past civilisation in their own country. They write a paragraph including:

- the name of the civilisation
- when these people lived
- where they came from
- their way of life
- what was important about them

FILM/CD FOLLOW-UP

Scriptwriters

Choose a short scene and show it to the class twice without sound. Students imagine what the characters are saying and, in groups, write a possible script. They use this script to 'dub' the scene as you play it without sound a third time. Finally play it with sound, so they can compare their ideas with the original.

Observing

Choose a short scene before class and prepare questions on it. Tell students to watch and observe details about what is happening in the scene, what people are wearing, etc. After students have watched the scene, ask them your questions. Play the scene again for students to check their answers.

Imagining

Choose a scene which is interesting visually and play it with just the sound (or cover the TV screen with a coat, or play a section from the CD). Ask students to imagine what is seen on the screen at this point and to describe it. Then play the sequence with sound and picture so they can check their ideas.

ANSWER KEY

Self-Study Activities (pages 62–4)

- 1 a) grab b) tunnel c) magnetic d) kingdom e) crystal f) power
- 2 control (although that's open to discussion!)
- 3 a) ii b) iv c) iii d) vi e) i f) v
- 4 Open answers.
- 5 a) He was taken by the Russians.
b) For protection from the weapons testing.
c) To go to New York, and then Europe.
d) To talk to Mutt.
- 6 a) Spalko b) Mac c) Indy d) Mutt e) Oxley
- 7 Open answers.
- 8 a) F. It has got eight legs. b) T c) F. It's in your head. d) T e) T
- 9 a) Indy to Mutt, about scorpions
b) Indy to Mac, because he helped communists
c) Spalko to Indy, about Akator
d) Spalko to Indy, about the skulls
e) Marion to Indy, about Mutt
f) Indy to Marion, about other women in his life
- 10 Open answers.
- 11 a) iv b) iii c) ii d) i
- 12 a) a waterfall b) i, iv
c) i He marries Marion.
ii She is killed when she looks at the gods at Akator.
iii He is pulled into the cloudy shape at Akator.
iv She marries Indy.
v He is killed by ants in the jungle.
- 13 The correct order is: g, a, c, d, b, e, h, f.
- 14 Open answers.

Resource Sheet Activities

People and Places

- 1 b) Mutt c) Dovchenko d) Mac e) Marion, Ox, Mac
- 2 b) Akator c) Iquitos d) Marshall College
- 3 Open answers.

History: The Cold War

- 1 b) ii c) i d) iv
- 2 b) T
c) F. He was a Soviet politician (and leader of the USSR).
d) F. It means 'Federal Bureau of Investigation'.
e) F. It meant 'Union of Soviet Socialist Republics'.
- 3 Open answers.

Chapters 1–5

- 1 b) Mac to Indy, about working for the Russians
c) General Ross to the FBI men, Smith and Taylor, about Indy
d) Charles Stanforth to Indy, about Indy losing his job
e) Mutt to Indy, about riding a motorbike
f) Indy to Mutt, about the Nazca lines
- 2 The correct order is: e, a, h, b, g, d, c, i, f.
- 3 Open answers.

Chapters 6–10

- 1 b) ii, iv c) ii d) iii
- 2 Open answers.

Chapters 11–15

- 1 b) Oxley c) Marion d) Mac e) Spalko
- 2 b) F. Dovchenko is eaten by thousands of army ants. c) T
d) F. The metal in his pockets stops Mac from escaping. e) T
f) F. Indy puts his hat on his own head.

Vocabulary Builder

- 1 army bullet jeep soldier sword weapon whip
- 2 2. mind 3. grave 4. control 5. grab 6. waterfall
7. kingdom 8. crystal
- 3 2. tunnel 3. skull 4. skeleton 5. pyramids
- 4 2. 4 3. 8 4. 2 5. 0

Casual language

1. kid 2. I get it! 3. mate 4. What's the big deal? 5. No way!