

– **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**

Lieutenant James Gordon wants to fight organised crime in Gotham City with the help of Batman and the new District Attorney, but corruption is everywhere, even in the police itself. And there's a new and deadly criminal in Gotham who kills for fun – the Joker.

Bruce Wayne hopes that Harvey Dent, the charismatic District Attorney, will be Gotham's new saviour. Then Bruce can stop being Batman and have a life with Rachel Dawes, who he has loved for years. But Rachel not only works for Dent, but has been romantically involved with him for some time.

When scores of Mob criminals are arrested, the murders start: a judge, a police commissioner ... anyone who has helped fight the Mob. Each time, joker cards are found at the scene. The Joker threatens to go on killing people until Batman reveals who he is. To draw the Joker out, Harvey Dent says *he* is Batman. It works. After an amazing chase through the streets of Gotham, the Joker is arrested.

Then both Dent and Rachel are kidnapped and the Joker escapes from his cell. Batman is tricked by the Joker into saving Dent, and Rachel is killed. Dent is horribly disfigured and becomes the *dark* face of his nickname, Harvey Two-Face. As Batman and Gordon try to save two passenger ferries from destruction at the hands of the Joker, Dent seeks revenge against the people he now blames for Rachel's death: the Mob, the police and ... James Gordon.

**THE BACK STORY**

*The Dark Knight* was released in July 2008, starring Christian Bale as Bruce Wayne/Batman, and Heath Ledger as the Joker. Filmed mainly on location in Chicago and Hong Kong, it was one of the highest grossing films of all time. It was directed by Christopher Nolan, who had also directed *Batman Begins* in 2005. The two films starred many of the same actors, including Gary Oldman as Lieutenant James Gordon, Michael Caine as Alfred Pennyworth and Morgan Freeman as Lucius Fox.

In *Batman Begins*, we saw why and how Bruce Wayne became Batman. In *The Dark Knight*, we see how Batman's existence has changed Gotham City. He has been a big threat to the interests of the criminal world, so they have become even more powerful, rising up against him and taking over the city. Bruce Wayne believed that Batman would only be needed for a limited time, but things have actually got worse rather than better, especially with the arrival of the terrifying Joker.

**MEDIA LINKS**

**DVD:** *The Dark Knight* is available on DVD and Blu-Ray.

**Internet:** For more information about the film, visit the official website at: [www.thedarkknight.warnerbros.com](http://www.thedarkknight.warnerbros.com)

**Books:** There is a Level 2 Scholastic Reader of *Batman Begins*. For a higher level version of *The Dark Knight*, try the Junior Novel, published by Harper Collins.

**HOW TO USE YOUR SCHOLASTIC READER****Choosing and motivating**

Is this the right story for your class? Have they seen the film *The Dark Knight*? 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 of this resource sheet.)

**Using the DVD**

Select the English language option on the DVD. The film is 145 minutes long. You could show it in chunks of, say, 30 minutes in parallel with the class reading schedule. Alternatively, you could 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.

**Casual language**

Introduce the informal expressions used in *The Dark Knight* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

**Fact Files**

Set these as self-study or use for whole class work. These provide background information about *The Dark Knight* movie, some of Batman's new gadgets in the film, and the dark side of Batman's character.

**What did they think?**

Get everyone to do a written or spoken review of *The Dark Knight*. Compare opinions. Did you like it? Let us know at: [readers@link2english.com](mailto:readers@link2english.com)

## RESOURCE SHEET STUDENT ACTIVITIES



### People and places

#### 1 Who ...

- a) is the new District Attorney? ..... *Harvey Dent*
- b) designed the Batmobile? .....
- c) works for Harvey Dent? .....
- d) is Bruce's friend and helps him? .....
- e) enjoys hurting and killing people? .....

#### 2 Name one thing that they have in common.

- a) Rachel and Alfred  
*They have known Bruce since he was a boy.*
- b) Lieutenant Gordon and Detective Ramirez  
.....
- c) Bruce Wayne and Harvey Dent  
.....
- d) Alfred Pennyworth and Lucius Fox  
.....
- e) Rachel Dawes and Harvey Dent  
.....

#### 3 Talk to a partner. Look at the information in People and Places on pages 4 and 5. How might the characters come together in this story? What kinds of things might happen and where?

### Prologue and Chapters 1–3

#### 1 Who says this? To whom? About who or what?

- a) 'It's good for people to remember that he's out there.'  
*Lieutenant Gordon to Detective Ramirez, about the Bat Sign*
- b) 'It's no surprise that she and Dent spend time together.'  
.....
- c) 'He's making too much money. I think he's a criminal.'  
.....
- d) 'I think he would like someone else to take his place.'  
.....
- e) 'Let's move it to my company in Hong Kong.'  
.....
- f) 'I'll do it for you ... for a price.'  
.....

#### 2 Put these events in the right order.

- a) Batman catches Lau and takes him away.
- b) Harvey Dent asks Batman to bring Lau back from Hong Kong.
- c) The police find nothing when they search the Mob's banks.
- d) Mr Lau takes the Mob's money to Hong Kong.
- e) Lucius Fox makes it easier for Batman to get into Lau's building.
- f) The Joker and his men rob a bank.

#### 3 Answer the questions.

- a) The title of Chapter 1 is 'Robbers at the bank'. What happens to the robbers?  
*They are all shot except the Joker.*
- b) The title of Chapter 2 is 'The Mob gets angry'. Which two people does the Mob get angry with? Why?  
.....
- c) The title of Chapter 3 is 'Lau's surprise journey'. Where does he travel from and to? How does the journey start?  
.....

#### 4 Talk to a partner. What's the most exciting journey that you've ever had? Where were you travelling and why? How were you travelling? Who were you with? How did you feel?

### Chapters 4–6

#### 1 Complete the sentences with the correct names.

Barbara Gordon	Commissioner Loeb	Detective Wuertz
Harvey Dent	<del>Judge Surrillo</del>	Rachel

- a) *Judge Surrillo's* car explodes.
- b) ..... drinks something that kills him.
- c) ..... is told that her husband is dead.
- d) ..... likes playing 'Heads or tails?'
- e) ..... writes a letter to Bruce.
- f) ..... drives Harvey Dent home after the attack on the police van.

#### 2 Answer the questions.

- a) How does Gordon know who the Joker is going to kill next?  
*From the fingerprints on the playing card on the dead body.*
- b) Is he able to save them?  
.....
- c) What information does the thumb print on the bullet give Bruce?  
.....
- d) What does Bruce find at the flat in Randolph Flats?  
.....
- e) What is special about Harvey Dent's silver coin?  
.....

## RESOURCE SHEET STUDENT ACTIVITIES

**3 Talk to a partner. Have you ever played 'Heads or tails?' or any game like it? Do you ever throw a coin to help you make an important decision? What else do you do when you have to make decisions?**

### Chapters 7–9

**1 Only one of these sentences is correct. Correct the false sentences.**

- a) Rachel decides to spend the rest of her life with ~~Bruce~~ <sup>Harvey</sup>.
- b) The explosion sets the whole of Harvey Dent's face on fire.
- c) The Joker tells Harvey that Rachel's death was his (the Joker's) fault.
- d) Lucius Fox likes the idea of spying on everyone in Gotham City.
- e) Dent shoots Detective Wuertz because his coin lands silver side up.
- f) Sal Maroni says that Ramirez drove Rachel to the place of her death.

**2 Circle all the correct answers. There may be more than one.**

- a) Who are on the ferries leaving Gotham?  
hospital workers prisoners ordinary people guards patients
- b) What is on each ferry?  
a bomb joker cards a detonator cans of petrol clown masks
- c) What helps Batman to rescue the hostages in the Prewitt Building?  
the Batmobile special glass over his eyes  
a rope gun a bomb a knife
- d) What does the Joker use to attack Batman?  
dogs a detonator a knife in his hand  
a knife in his shoe clowns
- e) Who or what almost kills Gordon's son?  
the Joker a bomb Dent a hole in the floor a gun

**3 Have you ever had a hero and then found out bad things about him or her? How did you feel? Is it better to know the truth? Or is it better if a hero's dark side is kept secret?**

### FINAL TASKS

**1 It's the day after the end of the story. Imagine you are Mike Engel, the TV reporter. The news is starting soon. Make some notes about the news from last night, including your own rescue. Then go 'on air'.**

**Example:**

*Hello. This is Mike Engel, reporting from the ferry station at Gotham City. It's been a busy night here ...*

**2 Work with a partner. Imagine the conversation that Bruce and Alfred have after the story ends. What questions does Alfred ask? How does Bruce reply? Write the conversation and then act it out.**

**Example:**

**Alfred:** *You should get some sleep, sir.*

**Bruce:** *I can't, Alfred. I have to ...*

**3 Work with a partner. A is a newspaper reporter who is talking to people as they come off the passenger ferry. What questions do you want to ask? B is the businessman who wanted to push the button on the detonator, but couldn't. How can you explain what happened? Roleplay the conversation. Then work together to write a newspaper report.**

### VOCABULARY BUILDER

**1 Circle the word that is different from the others. Why is it different?**

- 1. hero hostage rope lawyer
- 2. bullet detonator bomb funeral

**2 Find 'New Words' at the back of the book for these definitions.**

- 1. These help the police catch criminals. Everyone's are different. .... *fingerprints* .....
- 2. Take something quickly or suddenly. ....
- 3. You can cover your face with this. ....
- 4. When a bomb does this, it kills people and destroys buildings. ....
- 5. A piece of money made of metal. ....
- 6. A ship that carries passengers and sometimes cars too. ....
- 7. You get a fantastic view if you go up in one! ....

**3 There is a wrong word in each of these sentences. Circle it and find the right 'New Word'.**

- 1. The cloud at the party made the children laugh. .... *clown* .....
- 2. If I tell you a secret, can I test you not to tell anyone? ....
- 3. To turn this on, just push the bottle. ....
- 4. There are usually 52 playing cards and two jackets. ....
- 5. The secretary guard at the door checked my bag. ....
- 6. What computer sister have they got at your school? ....
- 7. If you market the bank notes, you might catch the robbers. ....
- 8. Always make clear hand socks when you're riding your bike. ....
- 9. The knife rode up on his horse and rescued the princess. ....

### Casual language

- **'cops'** (p.13). Dent uses this as a casual word for *police officers*.
- **'That's a start.'** (p.13). Dent says this when Gordon offers to give him a little bit of information. It means 'OK, but I hope there'll be more later.'
- **'Thank God for that!'** (p.23). We say this when we've been worried about something but then discover that it's not a problem.
- **'You're going to pay.'** (p.53). This means, 'Something bad is going to happen to you because of the bad thing that you have done.'

**Complete the sentences.**

- 1. 'It's OK. You haven't broken your leg.' '.....'
- 2. 'I can't tell you her address, but here's her phone number.'  
'.....'
- 3. 'I kissed your girlfriend last night.' '.....'
- 4. 'Someone is robbing the bank!' 'Call the .....!'

### THE DARK KNIGHT – THE MOVIE (pages 56–7)

#### Star interview

Students work in pairs. Student A, the interviewer, prepares a list of questions to ask Christian Bale about his role as Batman, and especially how he prepared for *The Dark Knight*. Student B, Christian Bale, prepares information to give the interviewer, from the Fact File, or the Internet, or his/her imagination. A interviews B. They could then write up the interview as a magazine article.

#### Plan a film

Students imagine the next *Batman* film. What new criminals are threatening Gotham City? How do Batman and Lieutenant Gordon stop them? Think of a great name for the film, write a synopsis and design a poster. Award an Oscar for the best idea.

### BATMAN'S GADGETS, OLD AND NEW! (pages 58–9)

#### Design a gadget

What new gadget might Batman have in the future? Students can either improve on an existing gadget like the Batmobile or invent an entirely new one. They should write a description of the gadget: what it's made of, what it can do, how it can help Batman, how much it costs ... and draw and label a picture.

#### Write and roleplay a scene

In pairs, students write a dialogue between Batman and a salesman of one of the gadgets invented above. The salesman is listing the great things about the gadget, and Batman is asking questions. Does he decide to buy the gadget? Students rehearse the dialogue and act it out.

### THE DARK SIDE OF BATMAN (pages 60–1)

#### A secret interview

Student A is writing Bruce's biography, only to be published after his death. Student B is Bruce. A prepares questions for Bruce about how he became Batman. B prepares his 'story', using the information in the Fact File. A interviews B. They then work together to write up the chapter.

#### Heroes and villains survey

Students work in pairs and make a list of real and fictional heroes. Who is their favourite hero and why? What are their good qualities? What are their faults? Do they have a dark side? List the chosen heroes on the board, and count up how many people have chosen each one. Is there a clear winner? Then repeat the process for the favourite villain and their bad qualities.

### FILM FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Identify good places to stop and pause. Tell students that it's OK not to understand every word. With practice, they will understand more.

#### Scriptwriters

Choose a short sequence and show it twice without the sound. Students imagine what the characters are saying and write a script. They can read out their script when you play the sequence without sound a third time. Finally play the sequence with sound, so they can compare their ideas with the original.

#### Observing

Choose a short scene and prepare questions on it. Tell students to watch the scene carefully and observe details. After students have watched it, ask your questions.

#### Imagining

Choose a scene which is interesting visually and play it sound only, or cover the screen with a coat. Ask students to imagine what is seen on screen and describe it. Then play the scene with sound and picture so they can check their ideas.

### ANSWER KEY

#### Self-Study Activities (pages 62–4)

- 1 a) iv b) iii c) v d) ii e) i
- 2 a) F. (on your face) b) T c) T d) F. (is often used in wars)
- 3 a) grab b) security c) mark d) trust e) explode f) system g) signal
- 4 Rachel is an old friend, and Bruce is in love with her. Alfred is Bruce's assistant. Lucius is the director of Bruce's company. He designed the Batsuit.
- 5 a) He's crazy and scary; he enjoys killing people; he wears white make-up with a big red smile; he's good at planning crimes; the Mob doesn't trust him. b) They show the police which banks the Mob uses. c) It's lighter, faster and moves more easily, but it has weak parts. d) To bring back Mr Lau to Gotham.
- 6 Open answers.
- 7 a) iv b) iii c) ii d) v e) i
- 8 a) No b) More murders c) Judge Surrillo, Harvey Dent and the head of the police
- 9 a) F. He has the party to get money for Harvey Dent. b) T c) F. He will go to prison. d) F. Batman rides the Bat-pod. e) F. Batman questions the Joker very roughly.
- 10 Open answers.
- 11 a) T b) T c) F. (to make a bomb explode) d) F. (a prisoner)
- 12 a) Batman b) Gordon c) Alfred d) Batman, Gordon, the Joker
- 13 The correct order is: b, f, a, e, c, d.
- 14 He thinks Rachel's death was their fault. He kills Wuertz and Maroni.
- 15 Open answers.

#### Resource Sheet Activities

##### People and places

- 1 b) Lucius Fox c) Rachel d) Alfred e) the Joker
- 2 b) They are both police officers. c) They both love Rachel. d) They both work for Bruce Wayne. e) They are both lawyers who work for the government.
- 3 Open answers.

##### Prologue and Chapters 1–3

- 1 b) Bruce to Alfred about Rachel and Harvey c) Lucius Fox to Bruce about Mr Lau d) Harvey Dent to Bruce about Batman e) Lau to the Mob about their money f) the Joker to the Mob about killing Batman
- 2 The correct order is: f, d, c, b, e, a.
- 3 b) Mr Lau, because he takes their money to Hong Kong without asking them, and the Joker, because he asks for a lot of money to kill Batman. c) From Hong Kong to Gotham City. A weather balloon pulls him out of his office window.
- 4 Open answers.

##### Chapters 4–6

- 1 b) Commissioner Loeb c) Barbara Gordon d) Harvey Dent e) Rachel f) Detective Wuertz
- 2 b) He isn't able to save Judge Surrillo or Commissioner Loeb. c) An address in Randolph Flats. d) Eight police guards, tied up without their police clothes. e) It had heads on both sides.
- 3 Open answers.

##### Chapters 7–9

- 1 b) the whole > half c) his (the Joker's) > the police and the Mob's d) likes > doesn't like e) silver > black f) T
- 2 b) a bomb, a detonator, cans of petrol c) special glass over his eyes, a rope gun d) dogs, a knife in his shoe e) Dent, a hole in the floor

#### Vocabulary Builder

- 1 1. rope – The others are all people.  
2. funeral – The others are things that you use in a war.
- 2 2. grab 3. mask 4. explode 5. coin 6. ferry 7. balloon
- 3 2. test > trust 3. bottle > button 4. jackets > jokers  
5. secretary > security 6. sister > system 7. market > mark  
8. socks > signals 9. knife > knight

#### Casual language

1. Thank God for that! 2. That's a start. 3. You're going to pay.  
4. cops