

- **EXTRA****Level 2**

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazines.

SYNOPSIS

Jedi Knights, Obi-Wan Kenobi and Anakin Skywalker are battling the droid armies of the Republic's enemies on the planet Christophsis, when a ship arrives with Ahsoka, who is Anakin's new Jedi student or Padawan. She brings a message: Rotta, the son of Jabba (an alien crime lord) has been kidnapped. Republic ships need to fly through the air space of Jabba's planet, and so Anakin and Ahsoka are given the task of rescuing Rotta. They fly to the planet of Teth, but enemy droids are waiting for them. In fact, it is the Republic's enemies, Count Dooku and his assassin Ventress, who have taken Rotta, planning to blame the Jedi. After much fighting, Anakin and Ahsoka get Rotta off Teth and back to his home planet. They take him to his father, but Jabba plans to kill them anyway. In the nick of time, Senator Padmé Amidala reveals that Jabba's uncle, Ziro, has collaborated with Dooku. Jabba relents and agrees to let the Republic forces use his planet's air space.

THE BACK STORY

When writer-director George Lucas was making the first *Star Wars* film in 1977, he had no idea it would become such a huge hit around the world. He continued the story with two more massively successful films – *The Empire Strikes Back* (1980) and *The Return of the Jedi* (1983.) Years later he went back to the events that happened before these three movies, making three

more films to complete the story. He then renamed the first film *Star Wars Episode IV: A New Hope*.

In 2003–2005 there was a television cartoon series *Star Wars: Clone Wars*, which told the story of Anakin Skywalker between episodes II and III of the film series. In 2008, the *Star Wars* team decided to make a new television series about the characters during this period. Rather than traditional animation, the new series was computer-generated 3-D animation. *Clone Wars* director Dave Filoni said that doing a TV series lets them 'push the limits of the galaxy George [Lucas] created'. George Lucas was so impressed by the spectacular visuals for the new series that he decided they should make a full-length movie for cinemas. The film is different from other *Star Wars* films in that it centres on a new, female character, Ahsoka Tano, who is Anakin's Jedi apprentice.

MEDIA LINKS

DVD: The film of *Star Wars: The Clone Wars* is available on DVD (Warner Home Video).

CD: A recording of *Star Wars: The Clone Wars* is available to accompany the Scholastic Reader.

Internet: The official site is at www.starwars.com/theclonewars.

Book: *Star Wars: The Clone Wars*. The Novel is published by Puffin Books.

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

Is this the right story for your class? Have the students seen *Star Wars: The Clone Wars*, or do they watch the accompanying series on TV? 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 CD

Students can listen and follow in their books; they can listen and then read or 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 94 minutes. You could show it in chunks of, say, 15 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 their meanings in their dictionaries, as a homework task. 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 *Star Wars: The Clone Wars* (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 six films in the *Star Wars* series, the making of *Star Wars: The Clone Wars*, and the history of real space exploration.

What did they think?

Get everyone to do a written or spoken review of *Star Wars: The Clone Wars*. Compare opinions. Will they go and see the film? Did you like it? We'd love to know your opinions. Let us know at: readers@scholasticeltreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



People and places

1 Circle the correct words in *italics*.

- a) Anakin was once the Jedi student of *Yoda* / *Mace Windu* / Obi-Wan.
- b) A Padawan is a *clone* / *Jedi student* / *droid*.
- c) The centre of the Republic is on *Teth* / *Tatooine* / *Coruscant*.
- d) *Ziro* / *Jabba* / *Rotta* is the boss on the planet Tatooine.
- e) *Count Dooku* / *Captain Rex* / *C-3PO* was once a Jedi.
- f) *Ventress* / *Commander Cody* / *R2-D2* is an enemy of the Republic.
- g) *Darth Sidious* / *R2-D2* / *C-3PO* is not a good fighter.

2 In the story, Jabba the Hutt's son, Rotta, disappears. Answer the questions. What do you think?

- a) Who takes Rotta? *Count Dooku and Ventress*
- b) Why do they take him?
- c) Who goes to rescue Rotta?
- d) Why must they rescue him?
- e) Where must they go?

Prologue–Chapter 2

1 Match the two parts of the sentences.

- | | |
|------------------------------|--|
| a) Anakin is fighting | i) Jabba the Hutt. |
| b) Captain Rex is | ii) his droids to surrender to Obi-Wan. |
| c) The Republic needs | iii) Ahsoka as his new student. |
| d) Obi-Wan thinks that | iv) Jabba the Hutt's son to the planet Teth. |
| e) Anakin and Ahsoka destroy | v) droids on the planet Christophsis. |
| f) General Loathsom tells | vi) the enemy's shield with explosives. |
| g) Somebody has taken | vii) the leader of the clone troopers. |
| h) Anakin does not like | viii) Jabba the Hutt's help against Dooku. |

2 Work with two friends. Have this conversation.

Student A: You are Ahsoka. You want to be a Jedi Knight. Yoda has sent you to be Anakin's student.

Student B: You are Anakin. At first you do not want to have a student.

Student C: You are Obi-Wan. Tell Anakin why it is good to have a student.

Chapters 3–4

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

- a) Jabba the Hutt's castle is on the planet of Teth.
F. Jabba the Hutt's castle is on the planet of Tatooine.
- b) Anakin and Ahsoka find enemy battle droids on Teth.
.....
- c) A droid tells them where Rotta is.
.....
- d) Asajj Ventress is also inside the castle.
.....
- e) Ventress wants to kill Count Dooku.
.....
- f) Count Dooku visits Jabba on Tatooine.
.....
- g) Jabba the Hutt is very ill.
.....
- h) Ventress and Ahsoka fight with lightsabers.
.....
- i) An animal from Teth attacks Ahsoka.
.....

2 Match the words with the characters.

- | | |
|------------|--|
| angry | a) Rotta is crying when Anakin and Ahsoka find him. |
| frightened | b) A rancor attacks Ahsoka . |
| happy | c) Jabba learns about his son. |
| ill | d) Anakin sees Ahsoka on the back of a big Walker. |
| unhappy | e) Rotta is very hot. |

Chapters 5–6

1 Write the names. Who ...

- a) cuts through doors with lightsabers? *Ventress*
- b) cuts off the head of the droid with big eyes?
- c) is angry when he hears Ventress' news by hologram?
- d) needs to see a doctor?
- e) flies the *Twilight* to Tatooine?
- f) lies to Jabba the Hutt?

2 Correct the sentences.

- a) Anakin and Ahsoka fly away on big ~~birds~~. *insects*
- b) The droid with big eyes worked for Jabba.
- c) Obi-Wan runs into the castle to find Yoda.
- d) Ahsoka throws furniture out of the back of the *Twilight*.
- e) Obi-Wan jumps out of an open door.
- f) Dooku is planning to trick Rotta.

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 7–8

1 Answer these questions.

- a) When he was a child, where did Anakin live?
He lived on Tatooine.
- b) Was he a happy child?
.....
- c) Who owned Anakin when he was a child?
.....
- d) Who goes to see Jabba's uncle?
.....
- e) Why does Ziro help Count Dooku?
.....
- f) Who brings help for Padmé?
.....

2 Use these words to complete the sentences.

allows points rides sends ~~tricked~~ wait orders brings

- a) Dooku is angry because Anakin *tricked* him.
- b) Anakin away on Dooku's air bike.
- c) Anakin Rotta to his father's castle.
- d) Jabba his fighters to kill Anakin.
- e) Anakin his lightsaber at Jabba.
- f) Padmé a hologram message to Jabba.
- g) Jabba Republic ships to go through Tatooine air space.
- h) Anakin and Ahsoka for a Republic ship outside Jabba's castle.

FINAL TASKS

1 What will happen next in the Clone Wars story? What new plan will Sidious, Dooku and Ventress make to attack the Republic? Will Anakin, Ahsoka and Obi-Wan stop them? How?

Plan the next story.

2 Imagine that you are Ahsoka. You want to send a hologram message to a friend on your home planet. Tell him or her about what happened.

Example:

Hi! A lot has happened to me recently. I met Anakin Skywalker and Obi-Wan Kenobi on Christophis Anakin wasn't happy to have a Padawan at first but ...

3 Work with another student. Rotta is back with his father.

Choose one of these pairs:

- Yoda and Mace Windu
- Anakin and Ahsoka
- Obi-Wan and Anakin
- Dooku and Ventress
- Jabba and Ziro
- Padmé and C-3PO

Act out a conversation between them.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *Star Wars: The Clone Wars*.

1 Unjumble the letters to find the right word.

1. Many people died in the AWR. *War*
2. A spider is not an SCINTE.
3. We live on the third NALTEP from the sun.
4. Don't UCT yourself with that knife!
5. The king and queen lived in a LECTSA.
6. All of our GREENY comes from the sun.
7. It's dark and cold in our house. The TREGORNA isn't working.
8. The MEENY started firing at us.
9. 'We're near the sea. I can smell it in the RIA!'
10. The police found an PLIVEXSOE under the car.
11. The storm is going to REDTOYS the town.

2 Find the word for each description.

1. People in it wear uniforms and have guns. *army*
2. You put up your hands to do this.
3. He or she gives orders to others.
4. A big fight between two groups.
5. People try to hurt someone when they do this.
6. You must travel through this to reach the moon or Mars.
7. This keeps people safe.
8. Someone can stand on this.

Casual language

- **'snippy'** (p.12). Anakin say, 'Don't get snippy with me!' because he thinks that Ahsoka is speaking to him in a rude way.
- **'not out of this yet'** (p.28). Anakin says 'We're not out of this yet!' because he wants to tell Ahsoka that they are still in a dangerous situation. Their problems are not over yet.
- **'dogs'** (p.32). One of the enemy droids shouts, 'Surrender, Republic dogs!' to Captain Rex and his troopers. The droid uses the word 'dogs' in a bad way. He thinks they are like animals. This is not used very often.

Choose a word or expression to complete the sentences.

1. 'Young man, don't get with me!'
2. 'Put down your guns, !'
3. 'More of the enemy are coming. We're !'

THE STAR WARS STORY (pages 48–9)

Star Wars posters

Divide the class into small groups. Assign one of the six films in the *Star Wars* series to each group. They should watch their film. Otherwise they could research more about it. (For example, they could visit the Official *Star Wars* site: www.starwars.com.)

Ask them to design and create a poster about their film. The poster should include one or two dramatic events in the film, as well as names of actors, and a slogan. Display the students' posters on your classroom rooms and give the students' time to look at and comment on those of other groups.

Star Wars quiz

Students work in pairs. Each pair writes three to five quiz questions based on the information in the Fact File and possibly the information in the class film posters. Pairs ask each other their questions to see who knows the most about the *Star Wars* universe.

STAR WARS: THE CLONE WARS (pages 50–1)

Film review

Ask students to write a newspaper article and review of *Star Wars: The Clone Wars*. This should include:

- information about how the film was made
- where it fits in to the main series of films
- the basic idea of the story (without giving too much away!)
- a discussion of the quality of animation
- students' opinion of the film

Animation survey

Ask students to make a list of animated films. Get them to carry out a survey, asking people to give 1–10 star ratings for each of the films. Students should choose a way to show their findings – for example, a bar graph or a pie chart.

Afterwards, the class can discuss the following questions:

- In general, do students prefer computer-generated animation, like *Clone Wars* or traditional (drawn) animation, like *Tom and Jerry*?
- Do they prefer newer or older films?
- Do they prefer animation films with lots of action or funny ones?

SPACE EXPLORATION (pages 52–3)

Space tourism advert

Working in pairs, students must create an advert for space tourism. First, they should decide what they are advertising: time on a space station, a rocket orbiting the Earth, or perhaps a trip to the moon? They should then decide what format their advertisement should take – newspaper or online advertisement, television or radio commercial, or maybe something different.

After they have seen all of the adverts, the students could discuss which was most effective.

Follow-up activity: students debate the rights and wrongs of spending so much money and using so much energy on tourist activities available to only a few people.

CD/DVD FOLLOW-UP

Visualising (CD and DVD)

Play a dramatic scene (one not illustrated in the book) on the CD two or three times. Ask students to sketch the details of the scene – the buildings and landscape of the planet in the scene, the clothes of the characters, the design of the droids, and so on. After students have compared their ideas, show the corresponding part of the DVD. Students can discuss whose sketch was most similar to the look of the film.

Predicting (CD or DVD)

Stop the DVD or CD at a dramatic moment. Ask students to predict what will happen next.

Observing (DVD)

Choose a short scene before class and prepare questions on it. Tell students to watch and observe details about clothes, where people are, etc. Play the scene a couple of times and then ask your questions. Play the scene again for students to check answers.

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ANSWER KEY

Self-Study Activities (pages 54–7)

- 1 a) surrender b) battle c) explosives d) weak e) generator
f) destroyed g) attack h) cut i) enemy j) cut off k) air space
- 2 a) space b) army c) planet d) hologram e) war f) shield
g) insect h) air i) leader j) energy k) battleship
- 3 a) Ahsoka b) Padmé c) Yoda d) Ventress e) Jabba
f) Threepio / C3PO
- 4 a) False b) False c) True d) False e) True f) True g) False
5 b)
- 6 a) castle b) platform
- 7 The correct order is: f, d, c, h, g, a, e, b.
- 8 Possible answers:
a) Neither wins the fight.
b) Dooku is waiting for them because he wants to kill Rotta.
- 9 a) ii b) i c) iii d) ii e) ii
- 10 a) Padmé b) Obi-Wan c) Dooku d) Ahsoka e) Anakin
- 11 Open answers.

Resource Sheet Activities

People and places

- 1 b) Jedi student c) Coruscant d) Jabba e) Count Dooku
f) Ventress g) C-3PO
- 2 b) To blame the Jedi.
c) Anakin and Ahsoka.
d) To stay friends with Jabba.
e) To planet Teth.

Prologue–Chapter 2

- 1 b) vii c) viii d) iii e) vi f) ii g) iv h) i

Chapters 3–4

- 1 b) T c) T d) T e) F. Ventress wants to kill Anakin Skywalker.
f) T g) F. Rotta is very ill.
h) F. Ventress and Anakin fight with lightsabers. i) T
- 2 b) frightened c) angry d) happy e) ill

Chapters 5–6

- 1 b) Ahsoka c) Count Dooku d) Rotta e) Anakin
f) Count Dooku
- 2 b) The droid with big eyes worked for Jabba Ventress.
c) Obi-Wan runs into the castle to find Yoda Anakin.
d) Ahsoka throws furniture boxes out of the back of the *Twilight*.
e) Obi-Wan jumps out of an open door window.
f) Dooku is planning to trick kill Rotta.

Chapters 7–8

- 1 b) No, he wasn't. c) Jabba the Hutt d) Padmé Amidale
e) He wants to be the head of the Hutt family
f) Her language droid C-3PO
- 2 b) rides c) brings d) orders e) points f) sends g) allows
h) wait

Vocabulary Builder

- 1 2. insect 3. planet 4. cut 5. castle 6. energy 7. generator
8. enemy 9. air 10. explosive 11. destroy
- 2 2. surrender 3. leader 4. battle 5. attack 6. space 7. shield
8. platform

Casual language

1. snippy 2. dogs 3. not out of this yet