

A **FREE** RESOURCE FOR TEACHERS!

TRANSFORMERS

DARK OF THE MOON

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

Sam Witwicky and his friends have to find a way to stop the Decepticons from using advanced technology that has been found in a crashed spaceship on the moon. This technology consists of a set of pillars which can only be activated by its inventor, Sentinel. When activated, it creates a Space Bridge that can teleport matter through space. The Decepticons want to use this to teleport their dead planet, Cybertron, to Earth's atmosphere and use slave labour from Earth to rebuild it. Sentinel, previously an Autobot leader, changes sides and works with Megatron, a Decepticon. He believes this is the only way to save Cybertron. Optimus Prime goes to the moon to retrieve Sentinel, thinking he is helping his old leader. However, when Sentinel is brought back to life, he steals the pillars from the American government and takes them to Megatron. He then works with Megatron to close off the city of Chicago in order to activate the Space Bridge and carry out their plans. Sam and his friends, including the Autobot Optimus Prime, rescue Sam's girlfriend, Carly, from the city centre where she is being held by her boss, Dylan – who works for the Decepticons. Then they join forces with the US army and the Autobots to defeat the Decepticons before they can teleport Cybertron to Earth. In the final battle, Optimus kills both Megatron and Sentinel to ensure that the Earth is safe.

THE BACK STORY

Dark of the Moon is the third film in the series of Transformer films based on the Hasbro toys that first appeared in 1984. The film continues the story of the fight between the peaceful Transformers, the Autobots led by Optimus Prime, and the aggressive Decepticons who are led by Megatron. The film is fast moving like the previous two films, *Transformers* and *Revenge of The Fallen* and has even better special effects used in creating the Transformers than its predecessors. Once again, the complex story line takes us to many different places, both on this planet and on the moon. Particularly interesting is the slant this story gives to the moon landing in 1969. There have been many conspiracy theories – but none quite like the one in this film! A large part of the film centres on a battle that rages over Chicago and many of the city's famous landmarks – such as the Willis building – are featured. This film is probably the darkest of the series so far and deals with themes such as betrayal, cover ups and big business influence in politics, but it is an addictive adventure story and good triumphs over evil in the end.

MEDIA LINKS

DVD: The film *Dark of the Moon* is available on DVD.

CD: An audio recording of *Dark of the Moon* is available to accompany the Scholastic Reader.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have your students seen the film *Dark of the Moon*? 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 are on page 4 of this resource sheet.)

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 154 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 meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises some of the new words in a different context. Encourage students to try to use the new words in any writing or speaking tasks you set them.

Casual language

Introduce the informal expressions used in *Dark of the Moon* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context familiar to the students. 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 Moon Landing in 1969, the city of Chicago and the International Space Station.

What did they think?

Get everyone to do a written or spoken review of *Dark of the Moon*. Compare opinions. Will they go and see the film? Did you like it? Let us know at readers@link2English.com.

RESOURCE SHEET STUDENT ACTIVITIES

TRANSFORMERS
DARK OF THE MOON



EXTRA

People and places

1 Find the following.

- a) a place **not** in America Chernobyl.....
- b) someone who has changed jobs
- c) a Transformer who used to work for a different leader
- d) someone who has made a lot of money
- e) someone who knows a lot of things that other people don't

2 Which person would you most like to meet? Why?

Chapters 1-3

1 Match the questions with the answers in the box.

an old car Shockwave some papers a Space Bridge
a spaceship

- a) What did the astronauts find on the moon? a spaceship.....
- b) What attacked Lennox in Russia?
- c) What can the pillars create?
- d) What's in the middle of Dylan's office?
- e) What does Wang give Sam?

2 Who said these things and what are they talking about?

Optimus a Russian man Kennedy Mearing
Mr Brazos Buzz Aldrin Dylan Megatron

- a) 'Get there! Before the Russians.' Kennedy. He is talking about getting to the moon.....
- b) 'I like beautiful things that have a perfect shape.'
- c) 'Now you must find those who know the secret.'

- d) 'We're not alone in Space.'
- e) 'There's something here you must see.'
- f) 'It's a job, Mr Witwicky.'
- g) 'Let's get you home, old friend.'
- h) 'You are not a fighter. You carry messages.'

3 What advice would you give Sam before he went to his job interviews? Think about what he is going to wear, what questions the interviewer will ask and how Sam will answer them, and what questions Sam will ask.

Chapters 4-7

1 Answer the questions.

- a) Why doesn't Sentinel accept the Matrix from Optimus? Because Optimus is the leader now.....
- b) Why do Sam and Simmons go to the night club?
- c) What does Sam suddenly realise after speaking to the Russian astronauts?
- d) What happens on the motorway?
- e) Why does Sentinel take the pillars?
- f) What does Sentinel do in Washington?
- g) What is Sentinel's deal with Earth's leaders?

2 Put the different parts of the story in the correct order.

- a) Sentinel closes the city of Chicago.
- b) The Autobots leave Earth in their spaceship.
- c) Sam kills Laserbeak.
- d) Optimus shoots down a Decepticon plane.
- e) Carly is locked in her car. 1
- f) Sentinel raises the bridges.
- g) Sam and Bee rescue Carly.
- h) Dutch finds Dylan's address.

3 Complete the sentences with the correct prepositions.

in in by for with to from

- a) The Decepticons are coming for..... Sentinel.
- b) I made an agreement Megatron.
- c) Sentinel shot the robot the heart.
- d) Sentinel had lied Optimus.
- e) Dylan wanted something Sam.
- f) 'I am control,' said Sentinel.
- g) Laserbeak picked Sam up his feet.

4 Work in pairs. One of you is Megatron and one is Sentinel. Have the conversation when the two Transformers made their agreement.

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 8–11

1 Choose the correct alternatives to complete the sentences.

- a) Sam and his friends use a broken *radio* / *camera* to contact Lennox.
- b) The Decepticon *Megatron* / *Shockwave* is searching the building for Sam and his friends.
- c) Lennox and his men land *in the street* / *on the top of a building*.
- d) Soundwave is killed by *Bee* / *Optimus*.
- e) Dylan dies from *gunfire* / *electricity*.
- f) When the control pillar is destroyed, *Cybertron* / *the Space Bridge* explodes.

2 In your own words, write what happened next in these situations.

- a) The building started moving again.
Sam, Carly, Epps and his men jumped out of the building.
- b) There was nowhere they could run. Driller was getting closer.
- c) The Decepticons heard the call.
- d) Soundwave was pointing his gun at four Autobot prisoners.
- e) The old Prime climbed quickly down the side of the building.
- f) Sentinel looked up at Optimus. The Autobot leader lay injured on the ground.

3 Choose the correct forms to complete the sentences.

- a) Lennox couldn't *to speak* / *speak* to Sam in Chicago.
- b) 'We need *to shoot* / *shoot* them down,' said Sam.
- c) Epps was trying *to point* / *pointing* his gun directly at the pillars.
- d) 'The bridges must *to come* / *come* down,' said Lennox.
- e) Optimus saw Megatron *stand* / *standing* on the bridge.
- f) Dylan's body started *shake* / *shaking* when the electricity passed through it.
- g) He could not let him *to live* / *live* to kill again.

4 Which person in the story would you rather have on your side in a fight? Why?

FINAL TASKS

1 In groups of three, choose to be one of these people: Dylan, Sentinel, Mearing. Prepare to defend your actions in the film. Who has the best reasons?

2 Work in pairs. Take turns to be a journalist and someone who saw one of the events in the story. Have the interview, make notes and then write an article for your newspaper.

3 Work in small groups. Plan the outline of the next adventure for the Autobots and Decepticons.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *Dark of the Moon*.

1 Complete the sentences.

1. The water in the pool was cold when I *dived* in.
2. That house is dirty. There's everywhere.
3. The missile hit the truck and it
4. There were lots of cans in the bag and it
5. The that supported the road bridge became weaker after the bad storm.
6. The teacher can't the children and they're running around.
7. Jack joined the because he wants to fight for his country.

2 Choose the best word.

1. This is a person who goes into space. *astronaut*
2. You do this to make a hole in a wall.
3. This is an animal that is long, thin and cold.
4. You have this when you want to get a job.
5. The leader of a country has this and should use it well.
6. You need this if you jump from a plane.
7. You sometimes do this when you are on icy ground.

Casual language

- **'Try stopping me!'** (p.22). Simmons says this when Sam asks him if he's interested in fighting the Decepticons again. We say this when we're excited by an invitation.
- **'This is all wrong.'** (p.23). Simmons says this when he's thinking about the astronauts who crashed their cars. We say this when something we see, hear or read seems to have a problem.
- **'It's not fair!'** (p.31). Sam says this to Mearing when the Autobots are leaving Earth. He thinks this is wrong. We say this when we think the wrong decision has been made.
- **'How are you doing?'** (p.37). Bee says this to Sam when they meet again in Chicago. We say this when we haven't seen a friend for a while and want to know how they are.

Choose the right expression to complete the sentences.

1. 'Katy got the job, not Mike.'
'..... ! Mike's much better than Katy.'
2. 'Look! Sally's house is in darkness and the door is open.'
'..... I'm going to phone Sally's mobile.'
3. 'Would you like to come to the cinema tonight?'
'..... I'll meet you there.'
4. 'Hi, Tina! Haven't seen you for ages!'
'Hi, there. Great to see you! ?'

THE MOON LANDING (pages 56–7)

Research, debate and write

Students should research the conspiracy theories about the 1969 Moon landing. They can then discuss them in open class debate and see how plausible they are. Finally, they can use points raised in the discussion to write an essay about the landing and how plausible the theories about it are.

Research and give a presentation

Ask students to choose one of the astronauts who have walked on the moon. They should research the life of the astronaut and give a presentation to the class.

Discuss and design

Put students into small groups. They should imagine that a small group of people is going to build a colony on the Moon, free from the laws of Earth. They should discuss the design of the Moon colony and decide on rules and laws for the colony based on lessons learned through history. They could think about:

- government
- family
- crime and punishment
- work and education
- healthcare.

CHICAGO (pages 58–9)

Research and discuss

Ask students to choose a location that has been used in a recent popular film that they would like to visit on holiday. They should present their 'film holiday' to the class saying what most attracts them to it. Have a class vote on the most popular film holiday.

Discuss and speculate

Tell students to imagine that the next Transformers film will be set in their area. Put students in pairs to discuss which sites and buildings could be used in the film and speculate on what sort of scenes might be filmed in these places.

THE INTERNATIONAL SPACE STATION (pages 60–1)

Discuss and write

Students work in pairs to write a set of rules for visitors to the Space Station. There should be 5 Dos and 5 DON'Ts. Compare the lists in full group and negotiate a final list of ten.

Research and write

Students should research why astronauts go to the Space Station and the sort of skills they need. Then students write an entry for a competition to win a visit to the ISS. Their entry is entitled 'Why I should go to the International Space Station.'

FILM/CD FOLLOW-UP

Observation

Watch a short section of the film and prepare questions to test students' observation and memory. Show the section to the class. Put the students into two teams and ask the first people in each team your first question. The fastest correct answer wins a point. Continue through the team. Questions can be about people/signs/colours/clothes, etc.

Differences

Students identify which scenes are not in the book. They can then choose one of these scenes and write a new chapter for the book. Where would the chapter fit? Which film grabs would they choose to include?

ANSWER KEY

Self-Study Activities (pages 62–4)

- 1 a) a lion b) Open answer. c) In car factories, in hospitals, in the home, etc. d) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune e) Before they get a new job. f) Rattlesnake, Cobra, Black Mamba, Adder, etc. g) A builder, a carpenter, etc.
- 2 a) Sam, Seymour Simmons and Lenox b) Mearing c) Chernobyl
- 3 a) It carried important technology that could save Cybertron. b) To find and search a crashed UFO. c) A strange machine part. d) It can transport anything through space and time. e) He was the leader of the Autobots and only he could activate the Space Bridge. f) Dylan likes Carly too much. g) Because he is in danger and thinks that Sam can help him. h) He pushed the Matrix into Sentinel's heart.
- 4 Open answers.
- 5 a) space b) fight c) build new towns d) knock it down e) instruct machines
- 6 a) i b) ii c) ii d) i e) i
- 7 a) Carly when the Decepticons are destroying Chicago. b) Epps when they arrive on edge of city, Chicago. c) Bee when the Autobots return to help in the fight. d) Sentinel when talking to Megatron. e) Dylan when Sam tries to rescue Carly. f) Optimus when they're planning to enter Chicago.
- 8 Open answers.
- 9 a) ii b) iii c) i
- 10 The correct order is: h, b, g, c, f, a, e, d.
- 11 a) F. Sam speaks to Simmons. b) T c) T
d) F. They land by parachute e) T f) F. He only injures him.
g) F. Bee dropped the rings on the ground.

Resource Sheet Activities

People and places

- 1 b) Seymour Simmons c) Wheelie/Brains d) Dylan e) Mearing
- 2 Open answers.

Chapters 1–3

- 1 b) Shockwave c) a Space Bridge d) an old car e) some papers
- 2 b) Dylan – about his cars and Carly c) Megatron – about killing everyone who knew about the moon landing secret
d) Buzz Aldrin – about finding an alien spaceship
e) the Russian man – about finding a strange machine part
f) Brazos – when Sam isn't keen to take the boring office job
g) Optimus – when he finds Sentinel on the moon
h) Mearing – about Sam's possible part in the action
- 3 Open answers.

Chapters 4–7

- 1 b) To speak to the Russian astronauts. c) That the Decepticons wanted Sentinel so he could activate the pillars. d) The Decepticons attack the Autobots and there is a big fight.
e) Because he wants to use them to activate the Space Bridge.
f) He activates the Space Bridge to bring more Decepticons to Earth from the moon. g) If the leaders send the Autobots away, the Decepticons promise to leave Earth when Cybertron is rebuilt.
- 2 The correct order is: e, b, h, a, d, g, c, f.
- 3 b) with c) in d) to e) from f) in g) by
- 4 Open answers.

Chapters 8–11

- 1 b) Shockwave c) in the street d) Bee e) electricity
f) the Space Bridge
- 2 Possible answers: b) Optimus arrived and killed Driller.
c) The Decepticons everywhere lifted their pillars. d) Soundwave killed Wheeljack and was going to kill Bee, but Bee killed him.
e) Sentinel and Optimus Prime fought. f) Megatron shot Sentinel.
- 3 b) to shoot c) to point d) come e) standing f) shaking
g) live
- 4 Open answers.

Vocabulary Builder

- 1 2. dust 3. exploded 4. burst 5. pillars 6. control 7. army
2 2. drill 3. snake 4. interview 5. power 6. parachute 7. slide

Casual language

1. That's not fair 2. This is all wrong. 3. Try stopping me!
4. How are you doing?