



# TRANSFORMERS

## - EXTRA

### Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazines.

### SYNOPSIS

Sam Witwicky is an average teenager who only thinks about getting a car and a girlfriend. When his dad buys him his first car, Sam's life changes forever. Sam's new car is actually a robot which can turn itself into a vehicle. Sam is swept into an ongoing war between two factions of 'living robots' from the planet Cybertron: the good Autobots, including Sam's car, and the evil Decepticons. The Decepticons are on Earth to find their leader, Megatron, who went missing along with the Allspark, a powerful object from their planet. Both sides are desperate to harness the power of the Allspark. Sam's great-great-grandfather was an explorer and found the Allspark on an Arctic expedition years ago. Imprinted on his glasses is a picture indicating where the Allspark is. The glasses are now in Sam's possession.

Sam's car helps him make friends with Mikaela, the girl of his dreams. The two make the acquaintance of the leader of the Autobots, Optimus Prime. Eventually the US government picks up Sam's trail and takes him and Mikaela to a secret base under the Hoover Dam. Sam learns that they are keeping Megatron and the Allspark here. However, one of the Decepticons is hiding in Mikaela's bag. The robot alerts the others and the stage is set for a final battle between the two rival factions. Optimus intends to sacrifice himself, but Sam becomes a hero against the odds, destroying both Megatron and the Allspark. With no home to return to, the good Autobots remain hidden among us on Earth. Sam, unable to believe his luck, gets his car and his girl.

### THE BACK STORY

The Transformers story started with a line of toys – cars, trucks and jets which turn into robots – in 1984.

Each toy was given a name and a personality and writers came up with stories about the planet Cybertron to go with the toys. The toys and the stories were an immediate success and became one of the most popular toys of all time. Over the years there have been many more toys and the brand has been extended to comic books, TV shows and a movie in 1986.

The idea for a live-action film soon attracted Steven Spielberg as executive producer. Michael Bay, a director with a reputation for making exciting action films, was soon on board. The film came out in July 2007. It was an immediate hit and introduced a new generation to the cult world of Transformers. Its success established young actors Shia LaBeouf (Sam) and Megan Fox (Mikaela) as bright new Hollywood stars.

### MEDIA LINKS

**DVD:** The film *Transformers* is available on DVD.

**CD:** A recording of *Transformers* is available to accompany the Scholastic Reader.

**Internet:** Visit: [www.transformersmovie.com](http://www.transformersmovie.com).

**Book:** For more information about the Transformers stories and history, try *Transformers: The Ultimate Guide* by Simon Furman (Dorling Kindersley)

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? How many students have seen the film? 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. 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 144 minutes. You could show it in chunks of, say, 20 minutes in parallel with the class reading schedule.

### 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 *Transformers*. (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 history of the Transformers, a behind-the-scenes look at the film and its stars, and a look at robots in the real world.

### What did they think?

Get everyone to do a written or spoken review of *Transformers*. Compare opinions. Will they go and see the film? Did you like it? Let us know at [readers@scholasticeltreaders.com](mailto:readers@scholasticeltreaders.com).

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### People and places

#### 1 Answer the questions.

##### Who ...

- a) is a soldier in Qatar? *Captain Lennox*
- b) is the leader of the Decepticons? .....
- c) can only speak through the radio? .....
- d) gets a new car from his dad? .....
- e) can change into a CD player? .....
- f) are the good robots? .....
- g) are always attacking the Autobots? .....

#### 2 Circle the best words in italics to complete the sentences.

- a) The Autobots are from the planet *Cybertron* / Decepticon.
- b) Mikaela is the *most beautiful* / most friendly girl in Sam's school.
- c) There are some US *bases* / cities in Qatar.
- d) Optimus Prime can change into a *yellow car* / big truck.
- e) The Pentagon is in *Washington* / Los Angeles.
- f) Mission City is near the *Hoover Dam* / Pentagon.

### Chapters 1-2

#### 1 Match the two parts of the sentences.

- a) Captain Lennox wants *ii) looked at some cars in a shop.*
- b) The helicopter changed into *iii) of the yellow car's radio.*
- c) Sam needs *iv) a giant robot.*
- d) Sam and his dad *v) to be at home.*
- e) A high scream came out *vi) some glasses.*
- f) Archibald Witwicky saw *vii) money to buy a car.*
- g) Sam is selling

#### 2 Answer the questions.

- a) Where does Sam go in his car?  
*He goes to the park.*
- b) Who does Sam want to see?  
.....

- c) Why does Mikaela know a lot about cars?  
.....
- d) Where is Frenzy?  
.....
- e) What does Frenzy find on the computer?  
.....
- f) Why don't the soldiers find Frenzy?  
.....
- g) Who does Frenzy want to find?  
.....

#### 3 Work in small groups. Discuss these questions.

- a) Do you know much about cars?
- b) Would you like to have a car?
- c) Why do you think Sam wants a car?

### Chapters 3-4

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

- a) Someone takes Sam's car.  F
- b) Lennox and his men are going back to the USA.
- c) The yellow car asks Sam for the glasses.
- d) Frenzy dies.
- e) Frenzy gets into Mikaela's bag.
- f) Sam and Mikaela run away.
- g) The yellow car changes into a fantastic new car.

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

- |                |        |         |               |                |
|----------------|--------|---------|---------------|----------------|
| Captain Lennox | Frenzy | Mikaela | Optimus Prime | <del>Sam</del> |
|----------------|--------|---------|---------------|----------------|
- a) ..... *Sam* ..... follows the yellow car.
  - b) ..... calls the Pentagon.
  - c) Sam and ..... watch the robots fight.
  - d) ..... runs after Sam.
  - e) ..... hits Frenzy.
  - f) The big red and blue robot is .....

#### 3 Work with a partner. You are Sam and Mikaela. The yellow car is in front of you with the door open. Do you get in? Why/Why not?

### Chapters 5-6

#### 1 Number these sentences in the correct order.

- a) Sam and Mikaela go to the Hoover Dam.
- b) Sam gets the glasses from his house.
- c) Optimus Prime tells Sam and Mikaela about the Allspark.  1
- d) Sam sees Megatron for the first time.
- e) The soldiers take Bumblebee away.
- f) Government agents come to Sam's house.
- g) Captain Lennox arrives back in the USA.

## RESOURCE SHEET STUDENT ACTIVITIES

### 2 Answer the questions.

- a) Why are Archibald Witwicky's glasses important?  
*No one can find the Allspark without them.*
- b) Why does Megatron want the Allspark?  
.....
- c) What does S7 do?  
.....
- d) What does Frenzy do in the Hoover Dam?  
.....
- e) What does Bumblebee take to Mission City?  
.....

### Chapter 7

#### 1 Use these words to complete the sentences.

fight hand helicopter ~~jet~~ missile planet pushed tired

- a) There was a ..... *jet* ..... in the sky over the city.
- b) Starscream fired a .....
- c) Bumblebee had the Allspark in his .....
- d) The ..... between the two robot brothers started.
- e) Sam was very ....., but he did not stop running.
- f) Megatron's missile hit the .....
- g) Sam ..... the Allspark into Megatron's body.
- h) The Autobots decided to stay on this .....

#### 2 Who says these things?

- a) 'I'm not going to leave you.' ..... *Sam*
- b) 'We were right to get into the car.' .....
- c) 'Megatron is here!' .....
- d) 'Where are you, boy?' .....
- e) 'No way!' .....
- f) 'It's just you and me, Megatron.' .....
- g) 'Attack!' .....

#### 3 Work in pairs.

**Student One:** You are Mikaela or Captain Lennox. You want to know what happened to the Allspark. Ask Sam questions.

**Student Two:** You are Sam. Answer the questions. Also, ask about Bumblebee and the other Autobots.

### FINAL TASKS

#### Writing

**1 You work for a newspaper in Mission City. You saw the fight between the Autobots and the Deceptions. Write a newspaper story about that day.**

**2 Make a quiz. Work with a partner and write five questions about the book. Write questions beginning with the following words.**

- Who ... ?
- Why ... ?
- What ... ?
- How many ... ?
- What colour ... ?

### Speaking

**Work in small groups. You are film makers. Discuss ideas for the next Transformers film. What robots are in the story? What are they trying to do? Are Sam and Mikaela in the story? Make some notes. Tell your ideas to the class. Which story does the class like best?**

### VOCABULARY BUILDER

**1 Look at the 'New Words' at the back of Transformers. Complete the gaps with words from the list. Use any verbs in the correct tense.**

1. I need to use ..... *glasses* ..... to read.
2. The film *Transformers* starts at a US ..... in Qatar.
3. The President is the ..... of the United States.
4. The Pentagon is an important US ..... building.
5. I do not believe that a ..... can think or feel.
6. In his job he drives a very big ..... across the United States.
7. It was very cold yesterday. Be careful – there is ..... on the roads.
8. She ..... of the car and went into the shop.
9. She ..... when she saw the ghost.
10. .... means the same as 'very big'.
11. Mars and Saturn are both .....
12. He ..... the door and it opened.
13. James Bond is a famous British government .....
14. A ..... fights for his or her country.
15. 'There's a fire! ..... of the building!'

**2 Complete the sentences below with two words from the 'New Words' list.**

1. He flies in a ..... / .....
2. The robot fired a ..... / .....
3. The Decepticons are always ..... / ..... the Autobots.

#### Casual language

- **'dead'** (p.10). Sam tries to start the car but it is 'dead'. This means that it won't work at all. (See also p.21.)
- **'really'** (p.15). When Megatron finds Sam, he is 'really frightened'. This means that he is very frightened. (See also p.24 and p.29.)
- **'No way!'** (p.29). Megatron tells Sam to give him the Allspark. Sam answers, 'No way!' This means 'no' in a very strong way.

**Complete the sentences below with the expressions.**

1. A: 'Can I drive your car tonight, Dad?'  
B: '.....'
2. I don't want to go out. I'm feeling .....
3. A: 'Why are you late?'  
B: 'My car's ..... ! It won't start at all!'

### IT STARTED WITH A TOY ... (pages 32–3)

#### Create a Transformer

Ask your students to work in pairs. Each pair designs a new Transformer. Students should think about the following points:

- Is it an Autobot or a Decepticon?
- What is its character like?
- What vehicles or machines can it change into?
- Has it got any special powers?

Have the students sketch their new Transformer and write a few notes. Each pair can present their Transformer to the rest of the class.

#### Discussion

Some people think toys and TV programmes like *Transformers* are not good for children because they are too violent. Other people think that it is natural for boys to fight and play with guns. Ask students which point of view they agree with. Should some toys and programmes have age restrictions?

#### Survey

Students carry out a survey of the favourite childhood toys for everyone in the class. They devise a way of showing their results clearly, indicating which was the most popular toy. (If possible, they could also carry out a similar survey of the favourite toys of children today, and then compare the results.)

### TRANSFORMERS: THE FILM (pages 34–5)

#### Quiz

Students work in groups. Each group uses the Fact File to prepare five questions about the film *Transformers*. Groups close their books and ask each other their questions. You could organize this as a class competition.

#### Audition

Students choose a character from the film to audition for. Characters could include: Sam, Mikaela, Captain Lennox, the voice of Optimus Prime, the voice of Megatron.

Students find a section of dialogue in the story and practise with other students. Three students volunteer to be the audition panel. They watch all the auditions and then give parts to members of the class.

### ROBOT WORLD (pages 36–7)

#### Research and presentation

Divide the class into small groups. Using the library or the Internet, each group finds out more about a different aspect of the real world of robots. Topics could include: robots in industry, robots to explore underwater, robots to explore other planets, the development of personal robots. Ask each group to present to the class what they have found out about their topic.

#### Design a robot

In pairs, students plan their ideal personal robot of the future. Ask them to draw a picture of this robot with labels explaining each special feature. Each group can present their robot to the class, or you could have a picture gallery with all the pictures on the wall.

### FILM/CD FOLLOW-UP

#### Observation

Choose a scene from the DVD and prepare comprehension questions on it. Tell students to watch the scene very carefully and remember as much detail as they can. Play the scene a couple of times and then ask your questions. Play the scene again and check answers with the whole class.

#### What happens next?

Stop the CD or DVD just before a dramatic or important moment. What will happen next? Ask students to predict.

#### Differences

How is the film different from the book/CD? Which scenes don't appear in the book/CD?

#### ANSWER KEY

##### Self-Study Activities (pages 38–40)

- 1 a) Sam b) Mikaela c) Optimus Prime d) Bumblebee  
e) Frenzy f) an important US government building
- 2 a) planet b) leader c) scream d) attack e) giant
- 3 a) v b) iv c) iii d) ii e) i
- 4 a) T b) T  
c) F. Mr Witwicky buys his son a car for four thousand dollars.  
d) F. Mikaela does not remember Sam at first.  
e) F. Maggie Madsen works at the Pentagon. f) T  
g) F. The police do not find Frenzy.
- 5 a) didn't believe b) sell c) bad d) car e) CD player
- 7 The correct order is: f, a, d, b, g, e, c.
- 8 a) Sam b) Sam c) Captain Lennox d) the black robot  
e) Mikaela f) Sam g) Optimus Prime
- 9 a) agent b) push c) missiles d) fight
- 10 a) the Allspark b) Because it was very cold in the ice.  
c) Sector 7 d) Bumblebee e) the Hoover Dam
- 11 a) Megatron b) Frenzy c) Bumblebee d) Sam  
e) Optimus Prime f) Mikaela

##### Resource Sheet Activities

###### People and places

- 1 b) Megatron c) Bumblebee d) Sam e) Frenzy  
f) the Autobots g) the Decepticons
- 2 b) most beautiful c) bases d) big truck e) Washington  
f) Hoover Dam

###### Chapters 1–2

- 1 b) iv c) vii d) ii e) iii f) i g) vi
- 2 b) He wants to see Mikaela.  
c) She learnt about them from her dad.  
d) He's on Air Force One.  
e) He finds an old newspaper story about Archibald Witwicky.  
f) Because he turns into a CD player.  
g) He wants to find Sam.

###### Chapters 3–4

- 1 a) F. It drives without a driver.  
b) T c) F. The police car/black robot asks Sam for the glasses.  
d) F. Frenzy turns into a mobile phone. e) T  
f) F. They get into the yellow car. g) T
- 2 b) Captain Lennox c) Mikaela d) Frenzy e) Mikaela  
f) Optimus Prime

###### Chapters 5–6

- 1 The correct order is: c, b, f, e, g, a, d.
- 2 b) He wants to make new robot life.  
c) It is a special part of the government. It looks for life from other planets.  
d) Frenzy wakes Megatron up.  
e) He takes the Allspark.

###### Chapter 7

- 1 b) missile c) hand d) fight e) tired f) helicopter g) pushed  
h) planet
- 2 b) Mikaela c) Optimus Prime d) Megatron e) Sam  
f) Optimus Prime g) Captain Lennox

##### Vocabulary Builder

1. (military) base 3. leader 4. government 5. robot 6. truck  
7. ice 8. got out 9. screamed 10. Giant 11. planets  
12. pushed 13. agent 14. soldier 15. Get out
- 2 1. helicopter/jet 2. gun/missile 3. fighting/attacking

##### Casual language

1. No way! 2. really 3. dead