



X-MEN: THE LAST STAND -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

Warren Worthington Senior is dismayed to learn that his own son is a mutant. He is a very wealthy man and spends many years in the search for a cure for the mutant 'problem'. He builds a special laboratory on Alcatraz Island and eventually his scientists discover a cure after studying a young mutant (Leech) who is able to remove the special powers of other mutants.

Magneto (a powerful mutant leader and enemy of the X-Men) believes that the government will use this cure to wipe out all mutants. He gathers an army of mutants around him and prepares for war. He enlists Jean Grey, who did not die at Alkali Lake as the X-Men had feared. She is the most powerful mutant in the world, but she cannot control the darker side of her personality, known as the Phoenix. In the struggle to win Jean back, Professor Xavier loses his life.

When Magneto and his army decide to attack the Worthington Laboratories on Alcatraz Island, the X-Men, joined by Hank McCoy (government cabinet minister for mutant affairs and a former X-Man), know that they have to stop this attack. Initially the army use cure guns against Magneto and his mutants, but Arclight (who is able to radiate powerful sound waves) destroys these guns. The X-Men arrive and are able to hold Magneto back – that is until Jean Grey joins the fight. Her power threatens to destroy everyone and everything, but Logan (due to his ability to heal his body) manages to reach Jean and finally kills the woman he loves.

THE BACK STORY

X-Men: The Last Stand (2006) is the third film in the series based on the popular X-Men Marvel comic. It was directed by Brett Ratner and was preceded by *X-Men* and *X-2* which were directed by Bryan Singer.

Once again, *X-Men: The Last Stand* presents a world in which a significant minority of people have special powers. The rest of the world treats these people with suspicion, and so the films can be viewed as an allegory of discrimination against others simply because they are different.

As the final film in the series, *X-Men: The Last Stand* resolves storylines that have run through the previous films: for example, Logan's transition from a loner/outsider to team player and leader, and Rogue's decision to take the cure so that she can finally be close to her boyfriend, Bobby.

MEDIA LINKS

DVD: The film of *X-Men: The Last Stand* is available on DVD. The first film (*X-Men*) and second film (*X-Men 2* or *X-2*) are also available.

CD: A recording of *X-Men: The Last Stand* is available to accompany the Scholastic reader.

Internet: Try the film's official website at:

www.x-menthelaststand.com. For information about X-Men comics, go to www.marvel.com.

HOW TO USE YOUR SCHOLASTIC MEDIA READER

Choosing and motivating

Is this the right story for your class? Have your students seen any of the three X-Men films? Motivate them with background information. Read 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. Alternatively, they can listen and then read or read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Try to get a version of the DVD of *X-Men: The Last Stand* with English language option. The film is 104 minutes long. Watch it yourself first in case there are scenes that are not suitable for your class. Show it in chunks of, say, 20 minutes in parallel with the class reading schedule. Alternatively, just choose one or two

scenes to focus on. Or show the whole film in two sessions, perhaps over two lunchtimes.

Glossary

Go to 'New Words' on the inside back cover of the reader. Translate the words with the class or get students to find meanings using a dictionary at home.

Casual language

Introduce the informal expressions used in *X-Men: The Last Stand* (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. They give readers a look at the making of the film, provide a history of the X-Men comics, and give background information about important locations in the film.

What did they think?

Get everyone to do a written or verbal review of the book. Compare opinions. Did you like it? Let us know at: readers@scholasticeltreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



**X-MEN:
THE LAST
STAND**
-EXTRA

People and places

1 Read the sentences and circle the correct names.

- a) Rogue / Kitty / Storm can kill someone if she touches them for too long.
- b) Professor Xavier / Magneto / Logan can move metal things with his mind.
- c) Pyro / Cyclops / Callisto can move at super-speed.
- d) Nothing can stop Beast / Juggernaut / Iceman when he starts running.
- e) Mystique / Colossus / Jean Grey can change shape.
- f) Magneto / Beast / Colossus can change his body into metal.

2 Which special power would you most like to have? Why? Explain your answer to a partner.

Prologue–Chapter 3

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

- a) Magneto has a special school for mutants.
- b) Warren Worthington's centre for the study of mutants is in New York.
- c) Storm wants Logan and the X-Men to work as a team.
- d) Scott Summers wants to know if Jean Grey is still alive.
- e) The government has caught Magneto and put him in a cell.
- f) Mystique stole the cure from the FDA.
- g) Xavier wants Storm to take his place one day.
- h) Hank McCoy has come to Xavier's school to talk to the students.

2 Who says these words. Who do they say them to?

- a) 'You have more power than you could ever imagine.'
..... *Professor Xavier* to *Jean Grey*
- b) 'These kids aren't ready yet.'
..... to
- c) 'Not everybody heals as fast as you.'
..... to
- d) 'I don't answer to my human name.'
..... to
- e) 'You expect me to talk to these people.'
..... to

- f) 'Why are we still hiding?'
..... to
- g) 'Who will you stand with? The humans ... or us?'
..... to
- h) 'You have an amazing gift.'
..... to

3 Work in pairs. One of you is Warren Worthington Senior. You think that all mutants should take the cure. One of you is Magneto. You think that no mutant should take the cure. Have their conversation.

Chapters 4–6

1 Answer these questions.

- a) Why is Scott afraid to take his glasses off for Jean?
He think the beam from his eyes will hurt Jean.
- b) Why did Xavier build barriers in Jean's mind?
.....
- c) Why does Warren Worthington Junior fly away?
.....
- d) How does Magneto find Mystique?
.....
- e) Why doesn't Magneto take Mystique with him?
.....
- f) Why does Jean want Logan to kill her?
.....
- g) Why can't Logan and Storm save the Professor?
.....
- h) Why does Rogue leave the school?
.....

2 Complete the sentences. Put the verbs into the past.

cry build leave stand shoot explode ~~see~~

- a) The last thing that Scott *saw* was a bright, white light.
- b) The Professor barriers in Jean's mind.
- c) A group of mutants outside the Worthington offices.
- d) A guard Mystique with a special dart.
- e) Jean Logan unconscious on the floor.
- f) The Professor's body into a million pieces.
- g) Storm and Logan tears of disbelief.

3 Storm says that Professor Xavier worked to make the world a better place. Think of a real person who did or does this. Write a short article about him or her.

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 7–10

1 Put these events in the right order.

- | | |
|---|-------------------------------------|
| a) Magneto lifts the Golden Gate Bridge. | <input type="checkbox"/> |
| b) Logan pushes his claws through Jean. | <input type="checkbox"/> |
| c) Government soldiers find Magneto's camp. | <input type="checkbox"/> |
| d) Kitty Pryde saves Leech from Juggernaut. | <input type="checkbox"/> |
| e) Bobby holds Rogue's hand for the first time. | <input type="checkbox"/> |
| f) Logan leaves the school to find Jean. | <input checked="" type="checkbox"/> |
| g) Colossus throws Logan at Magneto. | <input type="checkbox"/> |
| h) The X-Men get into the X-Jet. | <input type="checkbox"/> |

2 Make sentences.

- | | |
|---|--|
| a) Logan finds Magneto's camp because | i) his son saved him. |
| b) The soldiers find Magneto's camp because | ii) he saw it in his mind. |
| c) Magneto can't control the soldiers' guns because | iii) she has taken the cure. |
| d) Kitty can't run through the wall because | iv) Mystique told the government everything. |
| e) Warren Worthington Senior doesn't die because | v) they are plastic. |
| f) Rogue isn't wearing gloves because | vi) Leech has taken her powers. |

3 Complete the sentences. Put the verbs into the past.

rise stand shoot catch turn ~~fly~~

- a) The bridge *flew* across the water to Alcatraz.
- b) The X-Men in a line in front of the building.
- c) Long black needles out of Quill's body.
- d) Warren Worthington his father in his arms.
- e) Bobby's whole body to ice.
- f) The sea up around the island.

4 You are a newspaper reporter. Write an article about the battle on Alcatraz Island.

5 Work with a partner. One of you is Storm. One of you is a TV interviewer. Ask Storm about the events on Alcatraz Island and/or her views about the cure for mutants.

FINAL TASKS

- 1** Imagine you are one of these characters: Logan, Storm, Magneto or Rogue. Describe what happens from their point of view. What are they going to do next? Write about 200 words.
- 2** Choose three photographs in the book. Write about each one. What has just happened? What is happening in the picture? What is going to happen next?
- 3** Choose a scene from the story. In small groups write the script and decide on your roles. Act out the scene for the rest of the class.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *X-Men: The Last Stand*.

1 Choose the best word.

- | | |
|---|-------------------------------|
| a) Scientists work in this place. | <i>laboratory</i> |
| b) This person usually has a gun. | ..... |
| c) A game with many pieces. | ..... |
| d) Some wild animals have these. | ..... |
| e) It is hard to see far in this weather. | ..... |
| f) You often see this during a storm. | ..... |
| g) A prisoner is kept in here. | ..... |
| h) Cyclops can fire this from his eyes. | ..... |
| i) They aren't mutants. | ..... |
| j) People do this when they are cold. | ..... |

2 There are wrong words in each of these sentences. Find the right words.

- | | |
|--|--------------------------|
| a) Every mutant has a special photo . | <i>power</i> |
| b) Xavier can read people's minutes. | ..... |
| c) Storm can cover the weather. | ..... |
| d) This special gun fires dates. | ..... |
| e) Doctors try to close illnesses. | ..... |
| f) A nearly is very sharp. | ..... |
| g) The body was placed in the guest. | ..... |
| h) The tents were in a large calm. | ..... |
| i) He added the good news. | ..... |
| j) The cut on your leg will help. | ..... |

Casual language

- **'What do you care?'** (page 12) Scott says this to Logan. Logan has just asked where Scott was (he should have been at the Danger Room practice). It really means: 'Why are you talking to me? It's nothing to do with you.' (Scott and Logan don't like each other. They both loved Jean.)
- **'About time'** (page 29) Mystique says this to Magneto when he comes to rescue her. She really means 'You've taken a long time.'
- **'Take care'** (page 37) Logan says this to Rogue just before she leaves to take the cure. He wants her to be safe and well. People often say this when they say goodbye to someone.
- **'Calm down'** (page 49) Quill says this to Dr Rao when she is getting upset about Worthington. We often say this to someone when we want them to stop getting angry or upset about something.

Choose the right expression to complete the sentences.

1. 'I'm going now. Goodbye!'
'I hope everything goes well.'
2. 'Oh no! I think I'm going to die!'
'....., it's only a little cut.'
3. 'Your taxi is here, sir.'
'.....'
4. 'You weren't in class on Friday ... or on Monday.'
'.....'

THE FILM (pages 56–7)

Quiz

Everyone reads the Fact File about the film. Then in small groups, students prepare 5–10 questions on the information. The groups then close their books and take turns to ask the other groups their questions.

Audition

Each student chooses a character to audition for. They find a section of dialogue in the story and practise it with other students. Ask three students to volunteer to be the selecting panel. The panel watch all the auditions and then decide which student is the best for each role.

MARVEL AND THE X-MEN COMICS (pages 58–9)

Research/Presentation

Students work in small groups and research another Marvel super-hero (or team of super-heroes), such as the Fantastic Four, the Incredible Hulk or Spider-Man. What are their special powers? How did they get their powers? Has a film or films been made about them? Each group should make a poster and present their findings to the rest of the class.

Interview

Students work individually to invent a super-hero they would like to be. They can choose any of the powers described in the book or choose other powers. Students then work in pairs. One is a journalist asking questions to find out about the latest super-hero. The other plays the role of the super-hero and answers the questions. Then students then swap roles.

SAN FRANCISCO (PAGES 60–1)

Research/Writing

Students make a list of other information they would like to know about the city of San Francisco. They can find this information in the library or on-line. They could then present their findings as a poster or web page.

Survey

The class develop a survey to see where people would most like to visit in the USA. The class should agree on a list of ten destinations and then students ask as many people as they can which places they would most like to visit. They should then present their results to the rest of the class.

DVD/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Check that it is suitable for your students and identify good places to stop or pause. Explain that the dialogue is fast and slangy, with American accents.

Writing Dialogue (DVD)

Choose a short scene and show it to the class without sound. Students write their own dialogue in groups. They perform their versions for the class, dubbing the silent film. At the end, play the scene with the sound up.

Observing (DVD)

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

Predicting (CD)

Choose a scene that students have just read. Play a short section and pause the CD halfway through a character's speech. Students predict the rest of the speech. Play the CD to check answers.

ANSWER KEY

Self-Study Activities (pages 62–4)

- 1 a) claw b) fog c) lightning d) cell e) laboratory f) needle g) beam h) cure
- 2 a) control b) heal c) power d) hug e) mind f) exploded g) humans h) announce
- 3 a) Xavier b) Scott c) Mystique d) Hank McCoy
- 4 a) ii b) vi c) v d) i e) iv f) iii
- 5 a) Jean Grey, alive b) Yes c) Scott, a prison guard and Xavier d) Rogue
- 6 The correct order is: c, a, d, f, b, e.
- 7 a) At Jean's old house. b) Because Xavier is dead. c) To take the cure.
- 9 a) chess b) soldier c) camp
- 10 a) Between Magneto's mutants and humans who want mutants to take the cure. b) Storm, Logan, Hank McCoy, Kitty, Bobby, Colossus c) To kill Jean (in order to save the world) or not.
- 11 a) False. Storm welcomes Warren into the school. b) False. Logan hears Jean's voice. c) True d) False. Magneto moves the Golden Gate Bridge to Alcatraz e) False. Kitty reaches Leech before Juggernaut. f) True
- 12 a) She is killed by Quills. b) He is thrown off the building but he is saved by his son. c) He is rescued by Kitty. d) He is given the cure but at the end of the story, his power starts to come back. e) She is killed by Logan before she destroys the world.

Resource Sheet Activities

People and places

- 1 a) Rogue b) Magneto c) Callisto d) Juggernaut e) Mystique f) Colossus

Prologue—Chapter 3

- 1 a) False. Professor Xavier has a special school for mutants. b) False. Warren Worthington's centre for the study of mutants is in San Francisco. c) True d) True e) False. The government has caught Mystique. f) False. Mystique stole a report from the FDA. g) True h) False. Hank McCoy has come to the school to tell the X-Men about Mystique and the cure.
- 2 b) Scott to Logan c) Logan to Storm d) Mystique to a government officer e) the President to Hank McCoy f) Storm to Xavier g) Magneto to a group of mutants f) Hank McCoy to Leech

Chapters 4–6

- 1 b) He wanted to keep her full powers away from her conscious mind. c) He doesn't want to take the mutant cure. d) Callisto uses her power to find Mystique. e) She is no longer a mutant (and not useful to him). f) She thinks she is going to kill someone else. g) Jean's power pulls them back. h) She wants to take the cure.
- 2 b) built c) stood d) shot e) left f) exploded g) cried

Chapters 7–10

- 1 The correct order is: f, c, h, a, d, g, b, e.
- 2 b) iv c) v d) vi e) i f) iii
- 3 b) stood c) shot d) caught e) turned f) rose

Vocabulary Builder

- 1 b) soldier c) chess d) claws e) fog f) lightning g) cell h) beam i) humans j) shiver
- 2 b) ~~minutes~~ minds c) ~~cover~~ control d) ~~dates~~ darts e) ~~elose~~ cure f) ~~nealy~~ needle g) ~~guest~~ grave h) ~~calm~~ camp i) ~~added~~ announced j) ~~help~~ heal

Casual language

1. Take care. 2. Calm down 3. About time. 4. What do you care?