

Penguin Readers Factsheets

Teacher's Notes

E.T. The Extra-Terrestrial

by William Kotzwinkle

Based on a screenplay by Melissa Mathison



Level 2 – Elementary E.T. The Extra-Terrestrial

Summary

This is the book of the world-famous movie, directed by Steven Spielberg. An alien, E.T., short for The Extra-Terrestrial, is left behind on earth when his spaceship has to leave suddenly without him. He is all alone at night on a strange planet. He understands nothing. He is outside a family's house, and the children know 'something' is out there. One of the children, Elliott, goes out to look but E.T. runs away. It is a dangerous place for him, there are scientists in the wood nearby who are looking for him.

He makes friends with Elliott, who brings him into the house, without his mother knowing. His brother, Michael, and sister, Gertie, teach him to speak English. They take care of E.T. They help him learn to speak English, to send messages home by making a transmitter. He leaves the house during Halloween, when everyone is dressed up and looks different. But E.T. gets sick. Elliott feels sick too. He knows E.T. must get back to his planet or he will die. The scientists catch up with them and there is a chase with the police too. E.T. finally leaves Earth on Elliott's bicycle which E.T. can make fly up into the sky away from everyone. Then they see E.T.'s spaceship arrive to take him home. Elliott is happy for E.T. and his heart and E.T.'s are full of love for each other.

About the author

William Kotzwinkle was originally an actor. When he discovered that the lines he made up were better than the ones he had to learn, he left acting and took up writing instead. At first he wrote plays, then fiction. He has written many books, eighteen of them for children, including *E.T.: The Book of the Green Planet*, a very imaginative story of E.T. back on his own planet. Most of his books contain some fantasy, though they are not all science fiction.

Steven Spielberg adapted Kotzwinkle's story for the movie, and Melissa Mathison wrote the screen story, for which she was nominated for Best Screenplay Academy Award. She was married to actor Harrison Ford after they met on the set for the movie *Apocalypse Now*.

About the movie

It was first shown in 1982 and was a great success with children and adults. It made \$701 million dollars worldwide and won four Oscars.

The video sold 22 million copies too. In the year 2002, its twentieth anniversary, the director Steven Spielberg wanted to let a new generation see it. So it has been re-released with new computer special effects and some new scenes. New technology allowed Spielberg to go into the original and change certain things. There is new sound, E.T. moves better and he can run. In the 1982 movie the police are holding guns, in the new movie, they hold phones. The movie was re-released for its twentieth anniversary, in 2002. People are enjoying the story all over again.

Background and themes

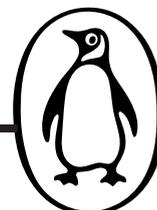
The main theme is of an outsider. In the early part of the story, E.T. is alone and frightened because he doesn't know anything about the place he is in. He doesn't speak the language, has never been in a house. He is quite different from humans. He can speak to plants for example. An alien is someone who feels alone and is different from people around them.

The development of friendship is perhaps the main theme. E.T. and Elliott become such close friends that each feels whatever the other feels. When E.T. falls ill, Elliott also becomes ill. They are brave when they finally separate. Not all friendships can last forever.

One of the ideas in the story is that friendship can develop unexpectedly. E.T. looks different and is unlike anyone else. He is much older and comes from a place that no one knows anything about.

What makes E.T. and Elliott friends? One reason is that Elliott, in his own way, also feels like an outsider. He is too young for his older brother, his mother is busy all the time, and his father is not around.

The children's attempts at being independent of adults is a theme that appeals to children, who like the idea of being in control and not being told what to do. They manage to get E.T. safely back to his own planet themselves, without the grown-ups helping, and stop the grown-ups, such as the scientists and police and government agents, from catching him.



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Communicative activities

The following teacher-led activities cover the same sections of text as the exercises in the back of the Reader, and supplement those exercises. Further supplementary exercises, covering shorter sections of the book, can be found on the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class Readers, and, with the exception of pair/groupwork questions, can also be used by students working alone in a self-access center.

ACTIVITIES BEFORE READING THE BOOK

Background knowledge

As a broad introduction to the theme of *E.T. The Extra-Terrestrial*, ask the students if they have been to an English speaking country. How did they feel when they first arrived?

Ask the students if they know the story of E.T. or have seen the movie. Build up a picture of the movie from the students. How does it start? What was the part they remember best? How does it end? Involve those who have not seen the movie. What do they know about it? Some students may be prepared to draw the character E.T. from memory.

ACTIVITIES AFTER READING A SECTION

Chapters 1–4

- 1 Students work in pairs or small groups. Taking a few pages or a chapter each, depending on the number of groups, the students should find anything that the extra-terrestrials did that was strange. For example on page 1, the extra-terrestrials spoke to plants.

As an extension activity, the students could also make a list of the things that the extra-terrestrials found strange on Earth, for example, how hard the road was.

- 2 Chapter 4 describes both how E.T. and Elliott feel. After the students have read this, ask partners to rewrite some lines from the chapter – then from E.T.'s viewpoint. For example, the six lines at the top of page 11 can become: 'Suddenly the closet door opened. The boy spoke, but I did not understand. Then he took my hand. I slowly walked out of the closet and looked around.'

Chapters 5–7

Students work in pairs.

- 1 Divide the class into pairs. In each pair one is E.T. and the other, Elliott. The one who is Elliott mimes an action for the partner to guess. Examples are eating/drinking/going to sleep/writing a letter/brushing teeth or hair. Elliott starts by naming the objects they use, for example for eating, knife and fork; for drinking, a cup; for brushing teeth, a toothbrush, and so on.
- 2 Tell the students to imagine that they have just found an alien. They are going to tell their brother or sister what has happened. They should use sentences from chapter 5 to help them.

Chapters 8–11

- 1 Ask students what they know about Halloween. If any student has taken part, ask them to describe what they did and what it was like.
- 2 Start a debate. Elliott has a terrible problem. E.T. is sick and needs help. If Elliott gets a doctor, the scientists will find out about him. If Elliott doesn't get a doctor, maybe E.T. will die. What should Elliott do?
You can be Elliott, and the rest of the class divided into A: those who think Elliott should tell, and B: those who disagree. Ask each group a question to direct the debate. Should I tell? Who should I tell? Are *all* the doctors and scientists bad? What will happen if I tell (ask this to both A and B).

Glossary

It will be useful for your students to know the following new words. They are practiced in the 'Before You Read' sections of exercises in the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Chapters 1–4

Earth (n) the planet we live on

Extra-terrestrial (n) someone who does not come from Earth

Space (n) the place outside Earth where there are stars and other planets

Forest (n) a large number of trees together

Million (n) 1,000,000

Plant (n) a living thing, but not an animal. It is usually green with leaves and flowers.

Key (n) we use it to open a door

Scientist (n) someone who tests ideas and in this way learns about the world

Van (n) a type of car. We carry things in it.

Fork (n) we use a fork when we eat. It has four points.

Heart (n) the part of the body that pushes the blood around the body

Hide (v) to put something in a place where no one can see it

Point (v) to show someone where something is with a finger

Record-player (n) a machine that plays music from a record

Stars (n) we see stars in the sky at night – they look like very small bright lights.

Touch (v) to put your hand on something to feel it

Toys (n) things for children to play with, for example, a ball

Chapters 5–7

Transmitter (n) an electrical machine which sends out signals

Chapters 8–11

Plastic (n or adj) a light material made by man into many shapes and colors

Ride (v) to travel on a bike or horse



Student's Activities

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ACTIVITIES BEFORE READING THE BOOK

- 1 What do you think 'extra' and 'terrestrial' mean in the title?
- 2 Why does the front cover show two hands touching, do you think?
- 3 Choose one photo from pages 3, 7, 13, 14, 16, 20, 25, 26, 34, 36, 37. Describe the photo. Later, when you have read the book, look at your description again. Was your description the same as the book or very different?

ACTIVITIES WHILE READING THE BOOK

Chapters 1–4

Chapter 1

- 1 From the text, decide whether each sentence is a description of Earth beings (E.B.) or extra terrestrial (E.T.).
 - (a) They speak kind words to plants. (page 1)
 - (b) They are small and fat. (page 1)
 - (c) Warm red lights shine from their hearts. (page 1)
 - (d) They can't understand their children sometimes. (page 2)
 - (e) They drive cars very fast. (page 2)
 - (f) He had a big nose, big ears, and small eyes. (page 8)
 - (g) He was very old. (page 12)
- 2 Answer the questions.
 - (a) Who were the men who heard the spaceship come to earth?
 - (b) How old was the extra-terrestrial who pulled up a plant?
 - (c) What color were the lights of the town?
 - (d) Who is Mary?
 - (e) On page 3, who is the 'he' in the sentence below the picture?

Chapter 2

- 1 Add the right name.
 - (a) _____ walked to the town.
 - (b) 'Go' said the _____.
 - (c) 'Help! Mom! Help!' _____ shouted.
 - (d) 'What did you see?' _____ asked _____.
- 2 Change the sentences by using 'more than' to make one sentence.

E.g. E.T. felt afraid. Elliott was afraid.
E.T. was *more afraid than Elliott*.

 - (a) Elliott walked slowly. E.T. walked slowly.
 - (b) E.T. threw the orange angrily. Elliott threw it back.
 - (c) Some Earth people were beautiful. Mary was beautiful.
 - (d) Elliott spoke quietly. E.T. spoke quietly.

Chapter 3

Put the words below into the sentences.

carefully angrily sadly happily

- (a) The scientists wanted to find the extra-terrestrials. They looked _____ at everything in the forest.
- (b) The extra-terrestrial was unhappy. He looked _____ for his spaceship.
- (c) The extra-terrestrial found a chocolate on the ground. He _____ ate it.
- (d) The scientist was angry because he couldn't see the spaceship. He turned around _____.

Chapter 4

- 1 The verbs in italics are in the wrong sentences. Put them in the right sentences. Change them so that the sentences make sense.
 - (a) Elliott *watched* the extra-terrestrial into the closet. He *jumped* the door. Elliott *pushed* into bed. The extra-terrestrial *closed* Mary.
 - (b) 'What am I going to *look* you? Elliott *was*. He *called* into E.T.'s big, old eyes. You *asked* an extra-terrestrial.'
 - (c) They *made* downstairs. Elliott *watched* breakfast. Elliott *went* the table with the fork. E.T. *hit* Elliott carefully.
- 2 Find other verbs that you can put in the sentences. Use a dictionary to help you find as many as possible which make sense.

Chapters 1–4

Divide the class into four groups. Each group takes one chapter. Working together, and using the chapter title, they make a summary of what happens in the chapter in a few sentences. When the work is finished, copies are given to all the groups for them to read and check. If the class is very large, more than one group can take on a chapter, and the best summary is chosen.

Chapters 5–7

Chapter 5

Work with another student. One student is 'Elliott', one student is 'Michael'.

'Elliott' explains that he has found an alien. 'Michael' must ask questions, and 'Elliott' must answer but not say 'yes' or 'no'. If he does, then change roles. For example, Elliott asks: 'Is E.T. gray?' The answer is, 'He is brown' NOT 'No, he is not.'



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Chapters 5 and 6

1 One word will fit into all these sentences. What is it?

- (a) ____ he talk?
- (b) You ____ touch him if you want.
- (c) We ____ 't tell anybody.
- (d) Only children ____ see him.
- (e) ET ____ teach the computer to talk.

2 Here are some sentences in E.T. 'language'. Write the letters as words.

Example: B good = Be good.

- (a) I can C you.
- (b) R you happy?
- (c) I like to drink T.
- (d) I know Y Lance phoned Elliott.

Chapter 6

Who are enemies and who are friends of E.T.? The letters of the names are in the wrong order. Put them in the right order. When you have written the name, put 'e' (enemy) or 'f' (friend) next to it.

- (a) Rtieg ____
- (b) AecnI ____
- (c) Chleami ____
- (d) Leottil ____
- (e) Eevst ____

Chapter 7

1 Answer the questions.

- (a) Why does E.T. want the computer?
- (b) What language does the computer speak after E.T. has worked on it?
- (c) How did E.T. hide from Mary when she came into the room?
- (d) What did E.T. put on Mary's pillow?

2 Change the verbs into the correct past tense forms.

ET *to play* the sounds on the computer. His finger *to get* very hot. Mom *to come* into the room. E.T. *to hide* with the toys. Mary went away. Later, when Mary *to be* asleep, E.T. and Harvey, the dog, *to eat* in the kitchen.

Chapters 8–11

Chapter 8

1 Match the words with the sentence.

- (a) Halloween
 - (b) garage
 - (c) candy
 - (d) transmitter
 - (e) stomach
- (i) A machine that can send signals
 - (ii) On the night of October 31, children wear strange clothes and go out.
 - (iii) A building where people keep their cars.
 - (iv) Sweet things, which children like to eat.
 - (v) Where food goes in the body.

2 Answer these questions.

- (a) Why was Halloween night a good time to escape?
- (b) Why was E.T. happy to be out in the street, even with his funny clothes?
- (c) What is E.T.'s magic, which helps them to escape?
- (d) Why was Elliott worried about the sound that came out of the transmitter?
- (e) Who was listening to the sounds?

Chapter 9

Which sentences are true?

- (a) A teacher came to the door with keys.
- (b) E.T.'s flowers were dying and he could not help them.
- (c) Elliott said, 'I will leave E.T.'
- (d) When E.T. became sick, Elliott did too.
- (e) Elliott went to wake E.T., but he was already awake.
- (f) Mary was pleased to see E.T. in the bathroom.
- (g) A scientist was outside the front door wearing space clothes.

Chapter 10

Who said this?

- (a) 'I'm going with E.T.'
- (b) 'We're losing him. Help!'
- (c) 'Does he have a heart?'
- (d) 'I taught him.'

Chapter 11

Match the sentences.

- (a) He's an extra-terrestrial
 - (b) The scientists opened the van door
 - (c) Maybe I'm strange
 - (d) E.T. put up his finger
- (i) but there was nothing inside.
 - (ii) and the bikes went up into the sky.
 - (iii) and we're taking him to his spaceship.
 - (iv) but I'm not stupid.

Chapters 8–11

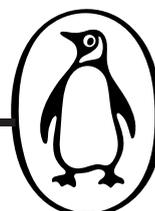
Making a play

Choose one of the chapters 8–11 to read together in class. The students may like to choose the chapter. You, the teacher, can be the narrator, or ask one of the students who is confident in speaking aloud to do it. Match students to speaking parts. If there are more students than parts, or there are students who do not want to come forward, one character can be shared to help confidence.

For example, if you decide to do chapter 8 on page 23, you will need students to speak the lines of Elliott, E.T., Mary, and Lance, plus a narrator. Or single students can take these parts and the rest of the class can be the narrator, all speaking together like a chorus.

ACTIVITIES AFTER READING THE BOOK

- 1 Why do you think the story is so popular? Talk about the story, the characters, and the idea of space.
- 2 Write a story to explain what happens after the end of the movie. Choose between what happens to E.T. on his planet, and what happens on Earth to Elliott, Michael and Gertie.



E.T. the Extra Terrestrial is one of those classic video games, a household name among even the least scholarly gamer. It's simple charm and lovable features make it one of those games that you just can't put down. Or even pick up.Â GAMEPLAY AND DESIGN In E.T. the Extra Terrestrial, players get to experience the journey of E.T., a cute and cuddly alien best known for his work in E.T. the Extra Terrestrial: The Movie. He can be controlled using the 2600's Joystick, providing 360 degrees of smooth navigation. E.T. can also be prompted to extend his neck, a move that has as many applications as it does frames. E.T. the Extra Terrestrial is a 1982 film directed by Steven Spielberg about an alien left behind on Earth who befriends a young boy and his siblings in the suburbs of California. E.T. later made an appearance in The Earth Day Special, which also features a sketch with the Muppets. During a scene with E.T. and Gertie (played by Drew Barrymore), Sesame Street plays on the TV long enough for two sketches to appear. The first is an animated film about the letter B that aids E.T. in learning how to speak. E.T. the Extra-Terrestrial is perhaps Steven Spielberg's signature film. By the end of its initial theatrical run (which ran from early June of 1982 into early June of 1983), it had unseated Star Wars as the highest-grossing film of all time, and adjusted for inflation it currently stands as the 7th highest-grossing film of all time. John Williams' score, flying bicycles, and an Ugly Cute alien hero are just the tip of the iceberg here. A group of aliens is in a forest on Earth, not far from a suburb, exploring and collecting plant samples.Â Full Moon Silhouette: The Ur-Example in the scene where ET makes Elliot's bike fly. Two years later, he raised his profile yet again with Close Encounters of the Third Kind then proved that he would dominate the box office throughout much of the 1980s with Raiders of the Lost Ark (1981) and E.T. the Extra-Terrestrial, which arrived in theaters on June 11, 1982. 1. E.T. was initially patched together from different ideas for separate movies. With his newfound success following the back-to-back smash hits of Jaws in 1975 and Close Encounters of the Third Kind in 1977, director Steven Spielberg wanted to tell a smaller, more personal story for his next film. Entitled Growing Up, E.T. The Extra-Terrestrial. 1M likes. The Official Universal Studios Facebook Page. E.T. is now available on Blu-ray.Â See more of E.T. The Extra-Terrestrial on Facebook. Log In. or. Create New Account. See more of E.T. The Extra-Terrestrial on Facebook. Log In. Forgot account?