

New comic superhero

Topic: Superheroes.

Skills/Language: Understanding details, textual organisation, vocabulary

Level: Upper Intermediate

For this lesson you will need

- Copies of **Worksheet A**
- Copies of the **Text**
- Copies of the vocabulary exercise– **Worksheet B**
- Copies of **Worksheet C** – (optional)
- Copies of the Text build exercise – **Worksheet D** – (optional)

Introduction

Aim - Activate knowledge of superheroes / generate interest in the topic

For more information about the story which is the basis of this plan, visit the BBC News website:-

<http://news.bbc.co.uk/1/hi/entertainment/arts/1605200.stm>

Procedure

- Use pictures (from the internet?) to elicit the names of superheroes – Spiderman, The Incredible Hulk, Superman.
- In pairs or small groups, the students brainstorm what they know about these characters – How did they become superheroes? What powers do they have?

Spiderman – *He was bitten by a strange spider. He is very strong, he can climb walls and he can spin a web*

The Incredible Hulk – *He was a scientist, and his experiment went wrong. He turns into a giant green man when he is angry, and he has incredible strength.*

Superman – *He comes from a different planet – Krypton. He can fly, has special vision and super strength*

- Following a brief feedback session, introduce the text – There is going to be a new set of superheroes...

Reading / Listening exercises

Reading 1

Aim – Read for specific information / set up main text

- Give the students **Worksheet A**
- Ask students to answer question 1

New comic Superhero

Summary: The leading American comic book publisher, Marvel Comics, is starting a new comic book which it hopes will become as popular as its classics, "Spiderman", "Superman" and "The Incredible Hulk". But in this comic book the heroes will be ordinary New York police, firefighters and paramedics.

Q1. What is different about these new superheroes?

They are ordinary people who work in the emergency services.

- Check the students' understanding of 'paramedic' and 'firefighters'.

Reading 1a

Aim: Understanding textual organisation

This is an optional exercise, and it is reading only

- The main text has been divided into 8 sections (**Worksheet D**) and the order of the sections has been jumbled
- Give the students **Worksheet D** in pairs
- Students work together to put the text in the correct order

The correct order is

- | | |
|---|---|
| 1 | C |
| 2 | F |
| 3 | E |
| 4 | D |
| 5 | G |
| 6 | H |
| 7 | B |
| 8 | A |

Reading / Listening 2

Aim: Understanding details

- Give the students the main **Text** or play the audio
 - Ask them to answer the questions on **Worksheet A**
- a. What nicknames do the police and firefighters have?
Police – New Yorks’ finest
Firefighters - New York’s bravest
 - b. In the first issue, what two things do the firefighters do?
They respond to emergencies and they chase evil doers
 - c. Are these superheroes completely ordinary?
No, there are hints of super-human powers
 - d. Do the publishers think the comics will be a success?
Yes, they think it will be a best seller
 - e. Where did the idea for these superheroes come from?
From the actions of the emergency personnel on September 11, 2001
 - f. What is the possible criticism of the publishers?
They are using these brave actions and public respect for the personnel in order to make money

Follow up - writing

Aim - Writing a description - Students create a new superhero

- This is best done in pairs or small groups.
- Give out worksheet C or write the questions on the board.
- Following a brainstorm, the students should make a presentation copy of their ideas on a sheet of paper, perhaps including a quick drawing.
- Pass these sheets around the class for the students to look at and comment on. Perhaps have a vote for the favourite one.

Vocabulary exercise

Aim – match meanings to words

- Give students **Worksheet C**.
- Using the context of the text to help them, ask students to match the words to the definitions.

Alternatively, this could be done as a mingle activity.

- Cut out the words and definitions so each is on its own piece of paper
- Give each student a word or two.
- Distribute the definitions around the class.
- The students then find the definition(s) for their word(s).
- Feed back to the board, be sure to check and drill the pronunciation.

ANSWERS

move over

no longer big news, go away

exploits

brave actions

subscribers

people who pay to receive a publication regularly

hot on the heels of

chasing

to wrong

to treat badly

super-human

beyond the powers of ordinary people

revered

greatly respected

cashing in

making money from the situation

spin-offs

new products which are based on an existing idea