

# Superhero High

## Topic

Superheroes

## Aims

To develop and practise:

- vocabulary: vocabulary connected with super powers and superheroes
- structure: present simple for timetables
- integrated skills: listening, speaking, reading, writing

## Age

Older primary (9–11 years)

## Time

90 minutes approximately

## Materials

1. Story, activity sheet, answers and transcript: 'Superhero High'  
<https://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>
2. Song, activity sheet, answers and lyrics: 'Amazing superheroes'  
<https://learnenglishkids.britishcouncil.org/en/songs/amazing-superheroes>
3. Reading practice: 'Superheroes'  
<https://learnenglishkids.britishcouncil.org/en/reading-practice/superheroes>
4. Game: 'Style-a-hero'  
<https://learnenglishkids.britishcouncil.org/en/games/style-hero>

For a complete list of all 'Superheroes' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/superheroes>

## Introduction

In this lesson, learners will be introduced to the popular story 'Superhero High'. They will watch the story, complete comprehension activities, look at lexis for super powers and review the story. Then they will do some extension work based on the story, writing a superhero school timetable and doing a class survey.

## Procedure

### 1. Introduce the topic (5 mins)

- Show a picture of Superman or another famous superhero. Elicit his name and job (superhero). What other superheroes do they know? Who is their favourite and why?

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| <b>2. Focus on vocabulary (10 mins)</b>                       | <ul style="list-style-type: none"> <li>• Ask learners what Superman does or what special powers he has that make him a superhero. What other super powers do they know? For example, super-strength, x-ray vision, flying, etc. Brainstorm ideas and write them on the board.</li> <li>• Play a game. Learners work in groups of four (or three or five). One learner mimes a super power, the other learners have to say it. The first learner to say it gets a point. You could provide a picture of a buzzer or bell for each group which the learners have to touch before they can say the answer.</li> <li>• If you have played mime games like this with your learners before, a demonstration should suffice. If this is the first time, play a whole round as a class before putting learners into groups.</li> <li>• Monitor to praise and help with pronunciation.</li> </ul>   |
| <b>3. Focus on the story: comprehension (10–15 mins)</b>      | <ul style="list-style-type: none"> <li>• Play the story. Learners complete part 1 of the activity sheet: match the pictures and the super power. Check answers. What super powers did they come up with in stage 2 that weren't in the story?</li> <li>• Ask learners complete as much as they can of part 2 of the activity sheet: put the events in the story in order. Tell learners in advance that they are going to see the story again and so they don't need to remember everything.</li> <li>• Play the story again. Learners check or complete part 2. Check answers together as a class.</li> </ul>   |
| <b>4. Reviewing the story (5 mins)</b>                        | <ul style="list-style-type: none"> <li>• Ask learners what their favourite class in the story was and hold a class vote. Play the story all the way through. Pause the story at logical points, ask questions about what has just happened, and ask learners to tell you what happens next. You could give points for correct answers.</li> </ul>  |
| <b>5. Extension: planning a superhero school (10–20 mins)</b> | <ul style="list-style-type: none"> <li>• Tell learners to imagine that they go to Superhero High. Ask them what classes they would like to have. Refer back to the list on the board from stage 2, and encourage learners to add more ideas. They can be as imaginative as they like – the classes don't have to be traditional super powers, for example the 'How to make all the teachers be nice' class!</li> <li>• If you wanted to widen the vocabulary area, you could talk about equipment. Ask learners what equipment helps learners at Superhero High to see through walls (glasses). Brainstorm ideas for equipment that could help learners in different super power classes (e.g. a cape in the 'How to fly' class, or flowers and chocolates in the 'How to make all the teachers be nice' class!).</li> <li>• Learners complete part 3 of the activity sheet: create a timetable of super powers classes. If you have looked at vocabulary for equipment, learners could also write what equipment they need for each class.</li> <li>• Monitor to praise and help with language where necessary.</li> <li>• Play a game. In pairs, learners swap activity sheets. They test each other's memory of their timetable. The winner is the learner who can remember their timetable the best. You might like to practise the question 'What class do you have on...?' before they start.</li> <li>• Learners could continue the game by swapping back the activity sheets with their partner and then testing each other on their own timetable (i.e. 'What class do I have on ...?').</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• If you wanted to take the superhero school project further, learners could plan more about the school in small groups. Learners could draw a plan of the school on A3 paper and label the parts of the school with as little or as much detail as their level allows. For example, learners could label the canteen and write what kind of food there is, or label the playground and write what kind of sports are played, or label the classrooms and write the names of the teachers (e.g. Mr Strong teaches super strength, Mrs Fox teaches flying, etc), or label the library and write the names of some books you can find there.</li> <li>• Display work around the class. Allow time for learners to look at other learners' work.</li> </ul> |
| <b>6. Oral extension: class survey (10–15 mins)</b> | <ul style="list-style-type: none"> <li>• Do a class survey. Learners work in groups of five. Each learner takes a question 'What class do you have on Monday/Tuesday?' etc. Learners mingle and ask each other their question, recording the answer in their notebooks. Learners go back to their groups and find the most popular class for each day of the week.</li> <li>• Alternatively, the survey could ask 'What's the best super power?' or 'Who's your favourite superhero?'</li> </ul>  |
| <b>7. Song or reading practice (5–10 mins)</b>      | <ul style="list-style-type: none"> <li>• If there is time and interest, you might like to listen to or sing the 'Amazing superheroes' song with your learners.</li> <li>• Alternatively, you might like to complete the 'Superheroes' reading practice activity with your learners.</li> </ul>  |
| <b>8. Setting homework (5 mins)</b>                 | <ul style="list-style-type: none"> <li>• Learners can watch the story or sing the song again, or play the 'Style-a-hero' game where they can design a superhero, and even print the hero they design to bring to class next time to talk about.</li> <li>• Learners could also write in more detail about one of their super power classes, e.g. about the teacher, the equipment, the exams.</li> </ul>  |

**Contributed by**

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