

Name of activity: Superhero-High

Short description: Students listen to a story about a school for superheroes

Link to curriculum: Grade 7; unit 1.1

Difficulty level: medium

Time: 60 minutes

Learning outcomes: by the end of the lesson:

- Students will be able to listen and order some events in the order they happened.
- Students will be able to write what they would like to do in school in the context of super powers.
- Students will have activated existing knowledge ('schemata') on the theme of the first unit of their books, "school"

(Competency 3; Listening)

Option 1	Option 2	Option 3
Lesson plan with: <ul style="list-style-type: none">✓ Worksheet✓ Flashcards✓ Tapescript	Lesson plan with: <ul style="list-style-type: none">✓ Worksheets to project (data projector)✓ Link to audio or video recording	Lesson plan with: <ul style="list-style-type: none">✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>

Option 1: Worksheet

Preparation:

- Print out one copy of the tapescript below.
- Print out one copy of the 5 flashcards below. (If photocopying is a problem, you can draw the pictures on the board).
- Make photocopies of worksheet 1 (1 per student) and one per 3 or 4 students for worksheet 2. (If photocopying is a problem, put up the activities on the board and ask students to copy them down.)
- Read the story below until you are familiar with it.

Stage / Time	Procedure
<p>Introduction/ Warmer</p> <p>5 min</p>	<ol style="list-style-type: none"> 1. Set the context by showing/ putting up the picture of the superhero for the whole class to see. Ask students who this might be. Elicit “superheroes” by asking what special things they can do. (e.g. climb walls, lift heavy objects, move very fast etc.) Ask students if they have heard of other super heroes (e.g. spiderman, superman, batman etc.) 2. Tell the students that they are going to watch / listen to a story about a school for superheroes.
<p>Pre-Listening</p> <p>5 min</p>	<ol style="list-style-type: none"> 1. Play or read the first section of the story and pause: <i>This is my cousin’s new school. It’s called Superhero High. This morning she’ll show us around.</i> 2. Ask students where the cousins might go first. 3. Elicit a few ideas and then play or read the next section. Pause to check the answer. (answer: The headmaster’s office/ Mr. Kent’s office.)
<p>Listening 1</p> <p>+/- 10 min</p>	<ol style="list-style-type: none"> 1. Ask students to guess where they go last of all. Play or read the rest of the story without pausing and elicit the correct answer. (answer: Cafeteria/canteen)

<p>Vocab focus1</p> <p>10 min</p>	<p>1. Give out worksheet 1 (1 per student). Focus on exercise 1.</p> <p>(If photocopying is a problem, stick or draw the pictures of the 4 places on the board and write the words underneath: <i>flying, seeing through walls, getting dressed and undressed in a telephone box and being super strong</i> under the pictures but in the wrong order).</p> <p>2. Get students to number the pictures.</p> <p>3. Ask students if the pictures match the words. (answer: no)</p> <p>4. Ask students to work individually and match the words with the pictures and elicit the correct answers.</p> <p>Answers: pic1 – getting dressed and undressed in a telephone box; pic 2 – being super strong; pic 3 – flying; pic 4 – seeing through walls</p> <p>5. Ask a question to check students understanding of <i>seeing through walls</i> e.g. What is happening behind that wall/ in the next class? How many students are there? (Answer: Can't see as we cannot see through walls/ We do not have super powers to see through walls etc.)</p>
<p>Ordering</p> <p>15 min</p>	<p>1. Focus on exercise 2.</p> <p>(If photocopying is a problem, you can copy the exercise onto the board)</p> <p>2. Explain that they have to put the sentences in the order that they happened in the story.</p> <p>3. Tell students to try to remember the answer and number the sentences in the order they happened. The first one has been done for them.</p> <p>4. Students could work in pairs.</p> <p>5. Play the story again and give students time at the end to change any of their answers.</p> <p>6. Play/read the story again, this time pausing to check the answers with the class.</p>
<p>Writing</p> <p>15 min</p>	<p>1. Before you hand out the second worksheet, write the 1st sentence on the board (without the answer.) i.e:</p> <p><i>On Monday I would like to go to the</i> <i>class.</i></p>

	<ol style="list-style-type: none">2. Elicit possible answers (e.g. <i>'how to learn to climb walls'</i>)3. Focus on the form and use of apostrophe and ask them to use the example as a model.4. Arrange students in groups of three or four.5. Give out worksheet 2 (one per group or if photocopying is a problem, put up the activity on the board and ask students to copy it down.6. Tell students that they could draw and write about any superpower they would like to learn.7. Students should brainstorm and discuss ideas and take turns to draw and write.8. Give clear instructions and monitor activity.
Variations	<ol style="list-style-type: none">1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.

Flashcards











Tapescript



Superhero High

"This is my cousin's new school. It's called Superhero High. This morning she'll show us around."

"First, I'll put my uniform on. This is our headmaster, Mr Kent's, office."

"Hello, have you seen my pen?"
"He's very strong."

"Let's go to my first class. This is the 'How to get dressed and undressed in a telephone box' class."

"Try again Peter."
"Wow, and I thought maths was difficult."

"Quick the next class is starting."
"Which class is it?"
"It's the 'How to see through walls' class."

"Okay Rania. How many pens is Brad holding?"
"Seven?"
"No."
"Three?"
"No."

"I can't see any pens."
"Try these special glasses."

How many pens is Brad holding?

"Well done. That's correct"

"This is my favourite class. We learn how to fly in here"

"It's lunch time. Let's eat."

"You really have a great school. Everything is super!"
"Not everything is great. Wait until you taste the food."

"Mmm. I think you need a super chef tool!"

Story



Listen to this story <http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>

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Worksheet 1



Superhero High

1. Match them up!

Draw a line to match the picture and the super power.



flying

seeing through walls

getting dressed and
undressed in a
telephone box

being super strong

2. What's the order?

Listen to the story and put the sentences in order.



1

They go to the flying class.

The food is terrible!

They arrive at Superhero High.

Rania tries to see through walls.

They go to the dining room for lunch.

They go to see the headmaster's office.

She puts her uniform on.

Peter changes clothes in a telephone box.

Worksheet 2



3. Write and draw!

What super powers would you like to learn every day at school? Write a timetable and draw pictures!



On Monday, I would like to go to the "How to"
....." class.

On Tuesday,

On Wednesday,

On Thursday,

On Friday,

Option 2: Data Projector

Preparation:

- Click on the following link to open the activity:
<http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>
- Print out one copy of the story.
- Make photocopies of worksheet 1 (1 per student) and one per 3 or 4 students for worksheet 2. (Note: if photocopying is a problem, display the activities and get students to copy the questions onto their notebooks.)
<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-superhero-high-worksheet-final-2012-11-01.pdf>
- Listen to the story before you go to class.
<http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>
- Take a printout of a superhero the students are familiar with or you can prepare a picture of Batman or Spiderman to display through the projector. You can use the one given below.

Stage	Procedure
<p>Introduction/ Warmer</p> <p>5 min</p>	<ol style="list-style-type: none"> 1. Set the context by showing/ putting up the picture of the superhero for the whole class to see. Ask students who this might be. Elicit “superheroes” by asking what special things they can do. (e.g. climb walls, lift heavy objects, move very fast etc.) Ask students if they have heard of other super heroes (e.g. spiderman, superman, batman etc.) 2. Tell the students that they are going to watch / listen to a story about a school for superheroes.
<p>Pre-Listening</p> <p>5 min</p>	<ol style="list-style-type: none"> 1. Play the first section of the story and pause: <i>This is my cousin’s new school. It’s called Superhero High. This morning she’ll show us around.</i> 2. Ask students where the cousins might go first.

	<p>3. Elicit a few ideas and then play the next section. Pause to check the answer. (answer: The headmaster's office/ Mr. Kent's office.)</p>
<p>Listening 1 +/- 10 min</p>	<p>1. Ask students to guess where they go last of all. Play the rest of the story without pausing and elicit the correct answer. (answer: Cafeteria/canteen)</p>
<p>Vocab focus1 10 min</p>	<p>1. Give out worksheet 1 (1 per student). Focus on exercise 1. (If photocopying is a problem, display the pictures on the screen)</p> <p>2. Ask students if the pictures match the words. (answer: no)</p> <p>3. Ask students to work individually and match the words with the pictures and elicit the correct answers.</p> <p>Answers: pic1 – getting dressed and undressed in a telephone box; pic 2 – being super strong; pic 3 – flying; pic 4 – seeing through walls</p> <p>(If photocopying ia a problem. Get students to draw the picture and write description next to it.)</p> <p>4. Ask a question to check students understanding of <i>seeing through walls</i> e.g. What is happening behind that wall/ in the next class? How many students are there?(Answer: Can't see as we cannot see through walls/ We do not have super powers to see through walls etc.)</p>
<p>Ordering 15 min</p>	<p>1. Focus on exercise 2.</p> <p>(If photocopying is a problem, you can display the activity and ask students to copy the exercise onto their books)</p> <p>2. Explain that they have to put the sentences in the order that they happened in the story.</p> <p>3. Tell students to try to remember the answer and number the sentences in the order they happened. The first one has been done for them.</p> <p>4. Students could work in pairs.</p> <p>5. Play the story again and give students time at the end to change any of their answers.</p>

	<p>6. Play the story again, this time pausing to check the answers.</p>
<p>Writing</p> <p>15 min</p>	<ol style="list-style-type: none"> 1. Before you hand out the second worksheet, display the 1st sentence on the board i.e: <i>On Monday I would like to go to the class.</i> 2. Elicit possible answers (i.e <i>'<u>how to learn to climb walls</u>'</i>) 3. Focus on the form and use of apostrophe and ask them to use the example as a model. 4. Arrange students in groups of three or four. 5. Give out worksheet 2 (one per group or if photocopying is a problem, display the activity and ask students to copy it down. 6. Tell students that they could draw and write about any superpower they would like to learn. 7. Students should brainstorm and discuss ideas and take turns to draw and write. 8. Give clear instructions and monitor activity.
<p>Variation</p>	<ol style="list-style-type: none"> 1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.

Option 3: Computer lab

Preparation:

- Arrange students in pairs and get them to open the activity
<http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>
- Make photocopies of worksheet 1 (1 per student) and one per 3 or 4 students for worksheet 2. (Note: if photocopying is a problem, display the activities and get students to copy the questions onto their notebooks.)
- <http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-superhero-high-worksheet-final-2012-11-01.pdf>
- Take a printout of a superhero the students are familiar with. You can use the one given below.

Stage	Procedure
<p>Introduction/ Warmer</p> <p>5 mins</p>	<ol style="list-style-type: none"> 1. Set the context by showing a picture of a superhero (spiderman/superman) for the whole class to see. Ask students who this might be. Elicit “superheroes” by asking what special things they can do. (e.g. climb walls, lift heavy objects, move very fast etc.) Ask students if they have heard of other super heroes (e.g. spiderman, superman, batman etc.) 2. Tell the students that they are going to watch / listen to a story about a school for superheroes.
<p>Pre-Listening</p> <p>5 mins</p>	<ol style="list-style-type: none"> 1. Read the first section of the story and pause: <i>This is my cousin’s new school. It’s called Superhero High. This morning she’ll show us around.</i> 2. Ask students where the cousins might go first. 3. Elicit a few ideas and then read the next section. Pause to check the answer. (answer: The headmaster’s office/ Mr. Kent’s office.) 4. Ask students to guess where they go last of all. Get them to open the activity in the given link and watch the rest of the story without pausing and elicit the correct answer. (answer: Cafeteria/canteen)

<p>Listening 1</p> <p>10 min</p>	<p>5. Ask students to guess where they go last of all. Play the rest of the story without pausing and elicit the correct answer. (answer: Cafeteria/canteen)</p>
<p>Vocab focus1</p> <p>10</p>	<p>1. Give out worksheet 1 (1 per student). Focus on exercise 1. (If photocopying is a problem, get students to open the activity in the given link and ask them to copy it onto their notebooks.)</p> <p>2. Ask students if the pictures match the words. (answer: no)</p> <p>3. Ask students to work individually and match the words with the pictures and elicit the correct answers.</p> <p>Answers: pic1 – getting dressed and undressed in a telephone box; pic 2 – being super strong; pic 3 – flying; pic 4 – seeing through walls</p> <p>4. Ask a question to check students understanding of <i>seeing through walls</i> e.g. What is happening behind that wall/ in the next class? How many students are there?(Answer: Can't see as we cannot see through walls/ We do not have super powers to see through walls etc.)</p>
<p>Ordering</p> <p>15 min</p>	<p>1. Focus on exercise 2. (If photocopying is a problem, you can get students to open the activity in the given link and ask students to copy the exercise onto their books)</p> <p>2. Explain that they have to put the sentences in the order that they happened in the story.</p> <p>3. Tell students to try to remember the answer and number the sentences in the order they happened. The first one has been done for them.</p> <p>4. Students could work in pairs.</p> <p>4. Get students to watch the story again and give students time at the end to change any of their answers.</p> <p>6. Get students to watch the story again, this time pausing to check the answers. You will need to make sure that all</p>

	<p>students click on the play button at the same time. You could use clapping to give the signals 'start' and 'stop'.</p>
<p>Writing</p> <p>15 mins</p>	<ol style="list-style-type: none"> 1. Get students to open the 2nd worksheet in the given link and ask them to look at the first sentence. <p style="margin-left: 40px;"><i>On Monday I would like to go to the class.</i></p> 2. Elicit possible answers (i.e. <i>'how to learn to climb walls'</i>) 3. Focus on the form and use of apostrophe and ask them to use the example as a model. 4. Arrange students in groups of three or four. 5. Give out worksheet 2 (one per group or if photocopying is a problem, get students to open the activity and ask students to copy it down. 7. Tell students that they could draw and write about any superpower they would like to learn. 8. Students should brainstorm and discuss ideas and take turns to draw and write. 9. Give clear instructions and monitor activity.
<p>Variations</p>	<ol style="list-style-type: none"> 2. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.