

Supervillains

UNIT 3



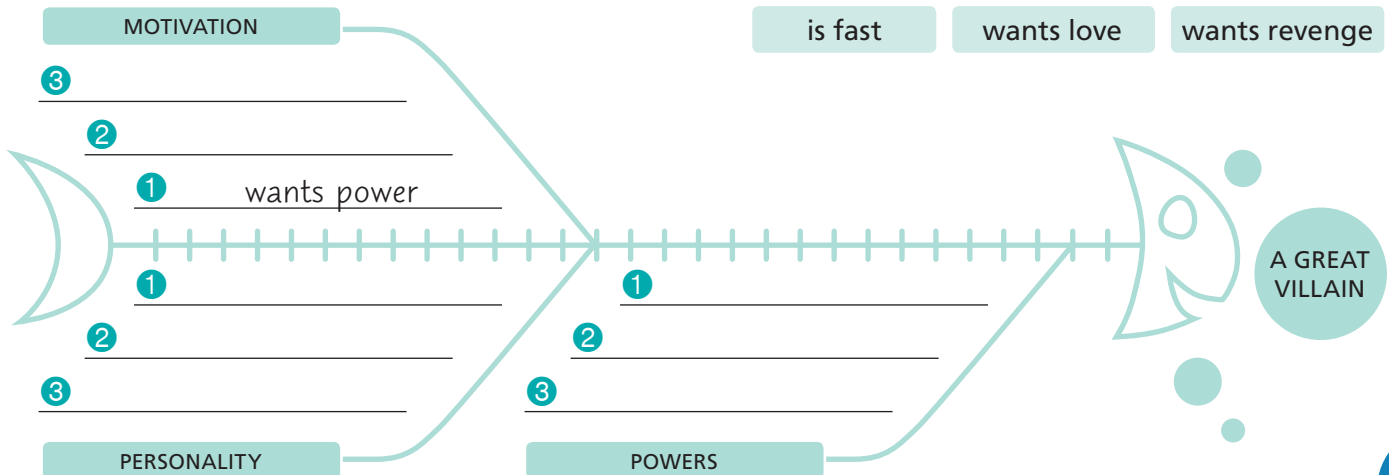
What makes a great villain?

In this unit, you will discover why superheroes need arch-enemies and how writers make villains interesting. You will read about the origins of one supervillain and interview another. Finally, you will create a supervillain of your own.

- Choose qualities of a great villain from the list or use your own ideas.
- Write them on the fishbone chart, from (1) most important to (3) least important.
- Share your fishbone chart with a partner.

- is charming
- is intelligent
- wants money
- is evil
- is strong
- ~~wants power~~
- is fast
- wants love
- wants revenge

© ERIPI Reproduction prohibited



BREAK OPEN



1 Take a quiz.

Teaching Tip:

There are several superhero and supervillain quizzes that can be done online. Encourage students to try some of these. See, for example, <http://www.thesuperheroquiz.com/> or <http://www.thesuperheroquiz.com/villain/>.

Imagine you have superpowers. Would you be a hero or a villain? Take this quiz to find out.

- Read the questions.
- Underline the answers that fit you best.
- Check your results at the end of the quiz.



QUIZ

- How would you describe your childhood?
 - I was adopted or an orphan.
 - I had a normal childhood.
 - I had a very rich and powerful family.
- What superpower do you have?
 - I can fly.
 - I am very strong.
 - I have hi-tech weapons.
- Where does your power come from?
 - being an alien or demigod or goddess
 - mutation or accident
 - money or technology
- What are you best at?
 - sports
 - science
 - business
- What type of costume do you wear?
 - spandex
 - normal clothes
 - latex and leather
- Who is important to you?
 - one special person
 - my family
 - no one
- What do you like to do most?
 - help others
 - play tricks on people
 - seek revenge
- What is your profession?
 - journalist
 - scientist
 - businessman or businesswoman



If you chose mostly **a**: You are definitely a superhero! You love doing good and saving people. You need an arch-enemy to make you more interesting!

If you chose mostly **b**: You have a conflicted personality. You are a dark superhero or an interesting villain.

If you chose mostly **c**: You are definitely a supervillain! You do anything for power. Watch out for superheroes!



2

Read about superheroes and their arch-enemies.

Every superhero and heroine needs an arch-enemy. Read the character sketches to learn more.

Before You Read

- A. These words sound similar but have different meanings. Practise saying each out loud.

alias [AY-lee-us]

ally/allies [AL-eye/AL-eyes]

- Underline the correct definition for the word in bold.
 - No one knows that Superman and Clark Kent are the same person! Superman's **alias** is Clark Kent.

a) name b) face c) **other identity**
 - Batman works with other superheroes and heroines to fight crime. Robin, Superman and Wonder Woman are his **allies**.

a) **friends** b) enemies c) villains

- B. Many superheroes—and supervillains—take on animal identities. Scan the text, and put a check mark next to the animal identities you find.


 bat

 monkey

 snake

 penguin

 cheetah

 octopus

 spider

 wolf

While You Read

- Sit with a partner and read the descriptions silently. One partner reads the superhero identities; the other partner reads the supervillain identities.
- Underline these words in the text, when you see them.

better

greener

more powerful

redder

braver

more insane

more selfish

stronger

faster

more intelligent

more violent

whiter

- Highlight words in the text that are new to you.



Teaching Tip:

Online dictionaries can help students pronounce words correctly. Make a list of words as a class and find them together online.

Evaluation:

C2: evidence of understanding of texts through the response process.

Differentiation:

For extra support, read one of the identity cards together as a class. Then, pair stronger students with weaker students for the paired reading.

For an extra challenge, give students Handout 3.1 from the teacher eText. The handout contains two more character sketches to read.

Superheroes

BATMAN



REAL NAME Bruce Wayne

ALIAS Caped Crusader/Dark Knight

ALLIES Robin and the Justice League

ARCH-ENEMY Joker

BIOGRAPHY Bruce Wayne was born in Gotham City. He lived a happy life with his rich parents in their mansion, Wayne Manor, until he was eight years old. Then, a criminal killed Wayne's parents in front of him when they were walking home from the movie theatre. Wayne swore to fight crime. As an adult he learned to be a better fighter than anyone else and trained to become stronger and faster than the criminals he fought. To intimidate his enemies and protect his identity, Wayne chose the costume of the bat—a creature of the night.



BATMAN

SPIDER-MAN



REAL NAME Peter Parker

ALIAS Spidey

ALLIES The Avengers

ARCH-ENEMY Doctor Octopus

BIOGRAPHY Peter Parker was a teenager who lived with his Aunt May and Uncle Ben in Queens, New York. Parker was better than everyone in his class in science. One day, a radioactive spider bit him, and he developed superpowers that made him stronger and faster than before. Parker gained the ability to crawl on walls and ceilings and developed a "spider-sense" that warned him of danger. After a criminal killed his Uncle Ben, Parker swore to fight crime and designed web-shooters for his wrists.

WONDER WOMAN



REAL NAME Princess Diana of Themyscira

ALIAS Diana Prince

ALLIES Justice League

ARCH-ENEMY Cheetah

BIOGRAPHY Princess Diana was born on a mystical island in the Pacific Ocean. One day a pilot crashed his plane on the island and Diana, who was braver than any other warrior on the island, brought him back to the human world, where she became Wonder Woman. Wonder Woman is stronger and faster than other humans and uses her powers to fight criminals. She has a Lasso of Truth: a magical rope that makes people tell the truth.

Supervillains

CHEETAH



REAL NAME Dr. Barbara Ann Minerva

ALIAS None

ALLIES Circe, Lex Luthor and Joker

ARCH-ENEMY **Wonder Woman**

BIOGRAPHY Barbara Ann Minerva was born to one of the richest families in England. She was ambitious and selfish. As an adult, she became one of the world's best archeologists and went to Africa. In Africa, Minerva drank a magic potion and became the Cheetah, but something went wrong. She became even more selfish, more powerful and more insane than she was before. Cheetah hunts Wonder Woman because she wants to steal the magical Lasso of Truth for her collection of treasures.

DOCTOR OCTOPUS



REAL NAME Dr. Otto Gunther Octavius

ALIAS Doctor Octopus/Doc Ock

ALLIES None

ARCH-ENEMY **Spider-Man**

BIOGRAPHY Otto Octavius was born in New York City. His father was more violent than most parents. Though Octavius was much better than other children in school, he did not have many friends. Octavius designed an amazing machine with four arms. During an accident, the machine became a part of his body, making him more intelligent than most people, but also more insane! His mechanical arms made him stronger and more powerful than his enemies.

JOKER



REAL NAME Jack Napier

ALIAS Red Hood

ALLIES Injustice League

ARCH-ENEMY **Batman**

BIOGRAPHY The Joker's real name is Jack Napier. Napier needed money, so he decided to become a criminal. He was called the Red Hood. During one of his crimes, Napier jumped into a container of chemicals to escape Batman. The chemicals changed Napier's appearance: he now had skin whiter than chalk, lips redder than blood and hair greener than acid. When his wife and child died, Napier went insane and became the Joker. The Joker has many different weapons and cannot be killed by any kind of poison.



JOKER



After You Read

- Share information with your partner.
- Match superheroes and supervillains.
- Fill in the arch-enemy names on the cards.



- Use these words to complete the sentences.

chemicals

fight

justice

science

swear

criminals

insane

laboratory

strength

1. Many superheroes and villains are good at science.
They work in a laboratory doing experiments with chemicals.
2. Many of the criminals in these stories go insane after an accident.
3. Superheroes swear to use their strength to fight for justice against crime.

- Read the list of words and group them in word webs.
- Add your own words to complete the word webs.

chemicals

insane

science

criminals

justice

strength

fight

laboratory

swear

justice

swear

fight

strength

laboratory

science

chemicals

criminals

insane

1. Write five words you learned from the text. Do not repeat words from the word webs above.

2. With a partner, create word webs for the new words on a separate sheet of paper.

- Compare word webs as a class. Draw some webs on the board and add words to them.

GRAMMAR BREAK

Comparative Adjectives

Use comparative adjectives to compare two people, places or things.

Add *-er* to short adjectives and put *than* after the adjective.

Spider-Man is **quicker than** Doctor Octopus.

Put *more* in front of most adjectives of two syllables or more.

Put *than* after the adjective.

Doctor Octopus is **more intelligent than** Spider-Man.



Practice

- Choose either the hero or the villain and write a sentence that contains the verb *be* and the comparative form of the adjective.

ADJECTIVES	HEROES	VILLAINS	SENTENCES
1. strong	<input checked="" type="checkbox"/> Superman	<input type="checkbox"/> Lex Luthor	Superman is stronger than Lex Luthor.
2. ambitious	<input type="checkbox"/> Wonder Woman	<input type="checkbox"/> Cheetah	
3. fast	<input type="checkbox"/> Spider-Man	<input type="checkbox"/> Lex Luthor	
4. smart	<input type="checkbox"/> Spider-Man	<input type="checkbox"/> Doc Ock	
5. green	<input type="checkbox"/> Batman	<input type="checkbox"/> Joker	
6. insane	<input type="checkbox"/> Wonder Woman	<input type="checkbox"/> Cheetah	
7. intelligent	<input type="checkbox"/> Superman	<input type="checkbox"/> Doc Ock	
8. powerful	<input type="checkbox"/> Superman	<input type="checkbox"/> Lex Luthor	
9. rich	<input type="checkbox"/> Batman	<input type="checkbox"/> Joker	

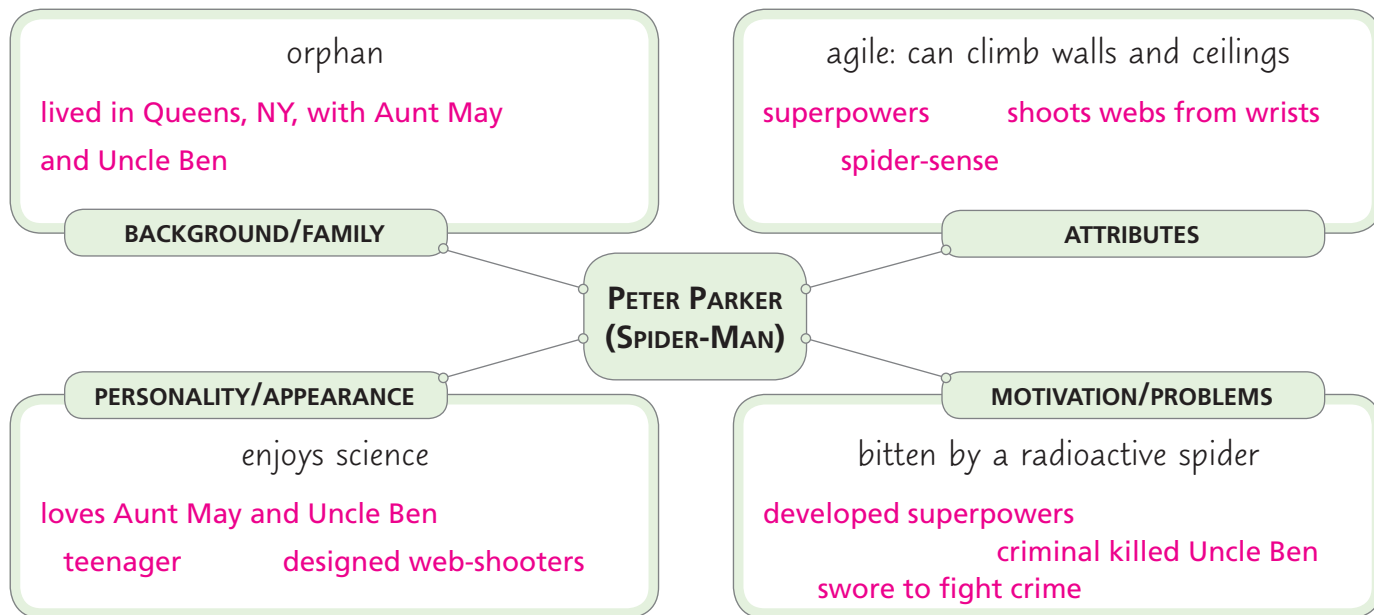
To practise comparative adjectives, do the Grammar Workshop on page 76.



3

Describe a character.

- A. A good way to get to know a character is to create a map that lists his or her different traits.
- Fill in this character map of Peter Parker (Spider-Man).
 - List different characteristics in each box.
 - Organize the characteristics by idea.



Note:
Give students Handout 3.2 from the teacher eText.

- B. On Handout 3.2, complete a character map that compares two arch-enemies.
- Circle items that are similar between the two characters.

Break It Down

Writing a Character Sketch

A character sketch is a brief description of a character's personality and behaviour. The elements of a character sketch often appear in the same order.

- First, read each of the elements.
- Next, look at the character sketches in the identity cards again (pages 60 and 61).
- Then, number the elements in the correct order: 1, first; 2, next; 3, then; 4, finally.

- 1 BACKGROUND/FAMILY: First, the writer describes the character's background.
- 3 PERSONALITY/APPEARANCE: Then, the writer describes the character's personality or physical appearance.
- 4 MOTIVATION/PROBLEMS: Finally, the writer tells a story about the character's motivation to do good or evil.
- 2 ATTRIBUTES: Next, the writer describes the character's strengths and weaknesses.



4

Discuss what makes a villain great.

What are some common characteristics of great villains?

A. Read the statements below.

- Rate each from 1 to 4:
1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

Evaluation:

C1: content of the message
and/or articulation
of the message.

STATEMENTS	MY ANSWER	GROUP ANSWER
1. Every superhero needs an arch-enemy.	1	2
2. Great villains don't think they are evil: they feel justified.		
3. Great villains are often good guys gone bad.		
4. Great villains should be charming or funny.		
5. Great villains usually hate superheroes.		
6. Villains are usually motivated by revenge.		
7. Villains desire the power to control others.		
8. Villains are intelligent.		
9. Villains are evil because they had a terrible childhood.		
10. A great villain must be able to challenge a superhero.		
11. A villain should have an interesting or remarkable appearance.		

B. Form groups of three or four and compare answers.

- As a group, decide on one rating for each statement. Be prepared to defend your ideas! Use **Sentence-Wise** to help you.

Sentence-Wise

In my opinion ...

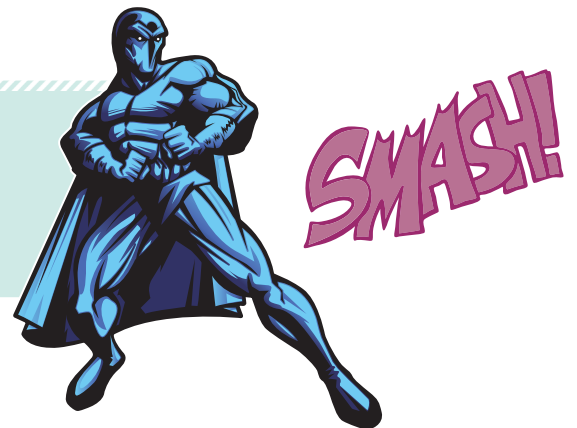
I think that ...

The text says ...

I believe this because ...

Why do you say that?

What do you think?



- Write two sentences to summarize your group's ideas.



A great villain is/needs _____

He/She should also _____



5

Listen to an interview with a comic book artist.

Evaluation:

C2: evidence of understanding of texts through the response process.

Break Away talked with artist Juli Idris about why villains are important and what she thinks about when she creates a character.

Before You Listen

- Match each word to its synonym.

bad	→	character
different	→	power
fight	→	evil
person	→	conflict
strength	→	unusual

While You Listen

- Read the qualities below.
- In the blanks, write *S* for superhero qualities, *V* for villain qualities and *B* for qualities both superheroes and supervillains can have.

B beautiful

S good

B intelligent

V charming

V enjoys doing evil

B strong

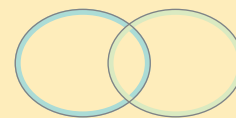
B can change his/her character

S does the right thing

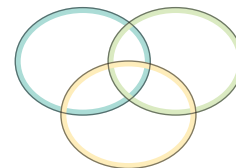
B talented

After You Listen

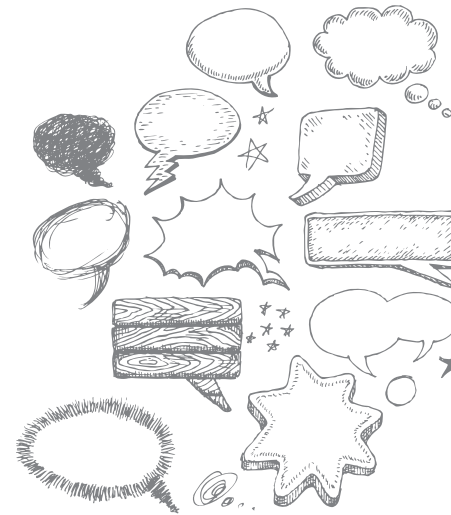
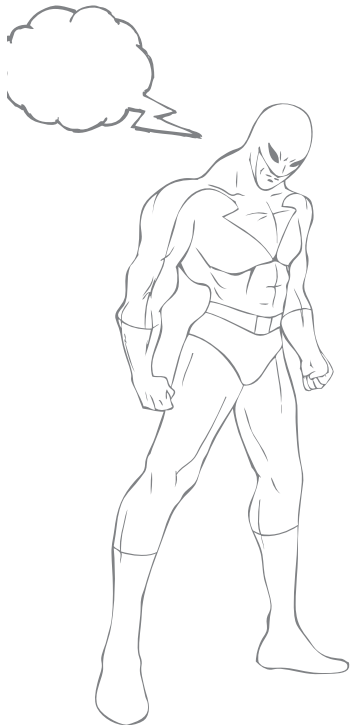
- On a separate sheet of paper, draw a Venn diagram of two circles.
- Label the circles SUPERHERO and SUPERVILLAIN.
- Fill in the diagram. Use the qualities in While You Listen to help you.



- On a separate sheet of paper, draw a Venn diagram of three circles.
- Label the circles SUPERHERO, SUPERVILLAIN and ME.
- Fill in the diagram with superhero and supervillain qualities and your own qualities.
- Would you make a better superhero or a better supervillain? Explain your answer on your paper.



- On a separate sheet of paper, write another question for Julia Idris and have a partner write a response.





6 Read a mini graphic novel.

The best way to learn about a villain is to read about his or her origins in a comic book or graphic novel. Read the story of how Cryptica became a supervillain.

Evaluation:
C2: evidence of understanding of texts through the response process.

Before You Read

- Scan the text to find the sentences below.
- Write the meaning of each word in bold.
- Use the list to help you.

born	find the answer	salutation	sister
brother	greeting	same time	small
feeling esteem	obliged to someone	satisfaction	talent

SENTENCES	MEANING	
1. In a tiny apartment in Sao Paulo, Brazil, ...	tiny:	small
2. You have a gift , my girl!	gift:	talent
3. ... I have never seen anyone able to solve equations like you do.	solve:	find the answer
4. ... she is my sister, my twin .	twin:	brother or sister born at the same time
5. Welcome to the professional leagues, my son!	welcome:	greeting or salutation
6. Your family will be very proud .	proud:	feeling esteem or satisfaction
7. I owe them everything.	owe:	obliged to someone

While You Read

- Use a timeline to help you take notes while you read.

Event 1: Parents give up one of their twins.

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

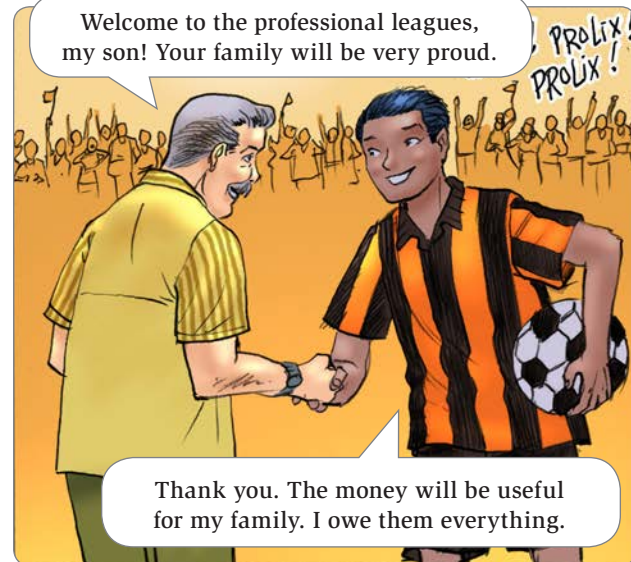
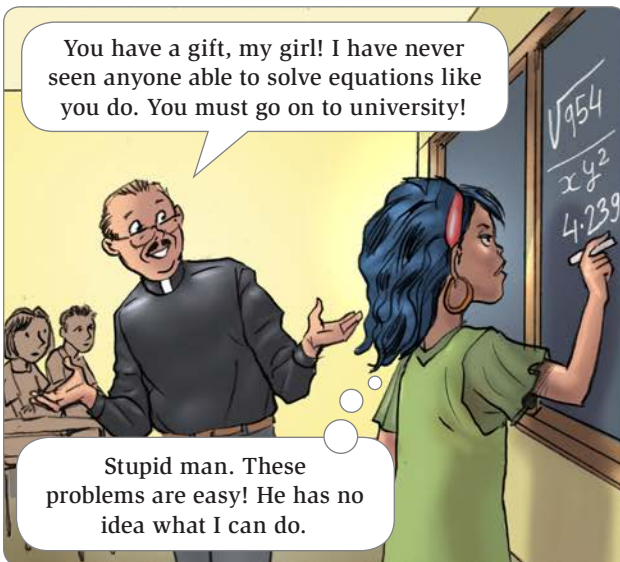
Event 6: _____

Cryptica: Origins

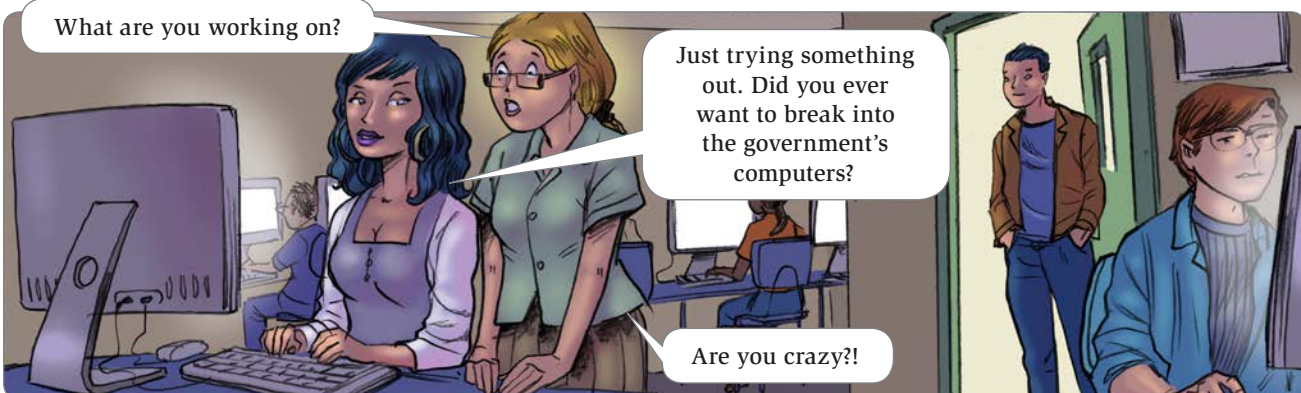
In a tiny apartment in Sao Paulo, Brazil, two parents must make a difficult decision.



The twins grow up in very different circumstances, each with a particular talent.



Both Cryptica and Prolix make it to America, where they finally meet again.





After You Read

- Number the events of the story in the correct order. Use your timeline notes to help you.

- 1 Twin children are born.
- 4 Cryptica discovers her genius for mathematics.
- 3 The parents decide to give away the baby girl.
- 5 Prolix becomes a famous soccer player.
- 6 Cryptica moves to the United States.
- 7 Prolix visits the United States, looking for Cryptica.
- 2 The parents are too poor to keep both children.



- What motivates Cryptica to become bad?

- a) She is lonely. b) Her parents abandon her. c) She has a lot of friends. d) She likes to solve problems.

- How are Cryptica and Prolix alike? How are they different? In the blanks, write C for Cryptica's qualities, P for Prolix's qualities and B for qualities both have.

 P generous B intelligent B poor B talented C vengeful

- What do you think Cryptica has planned? Imagine the next few lines of dialogue between Cryptica and Prolix and write them on a separate sheet of paper.

GRAMMAR BREAK

Superlative Adjectives

Use the superlative form of adjectives to compare more than two people, places or things.

Add *-est* to short adjectives, and put *the* before the adjective.

Superman is **the strongest** superhero.

Put *most* in front of most adjectives of two syllables or more.

Lex Luthor is **the most interesting** villain.



Practice

- Write a sentence for each character, using the superlative form of these adjectives.

brave

good (fighter)

mysterious

rich

strong

clever (scientist)

insane

rapid (runner)

smart

Answers will vary.

1. Batman is **the bravest** superhero.

2. Superman _____

3. Spider-Man _____

4. Wonder Woman _____

5. Cheetah _____

6. Joker _____

7. Doctor Octopus _____

8. Lex Luthor _____

To practise superlative adjectives, do the Grammar Workshop on page 77.

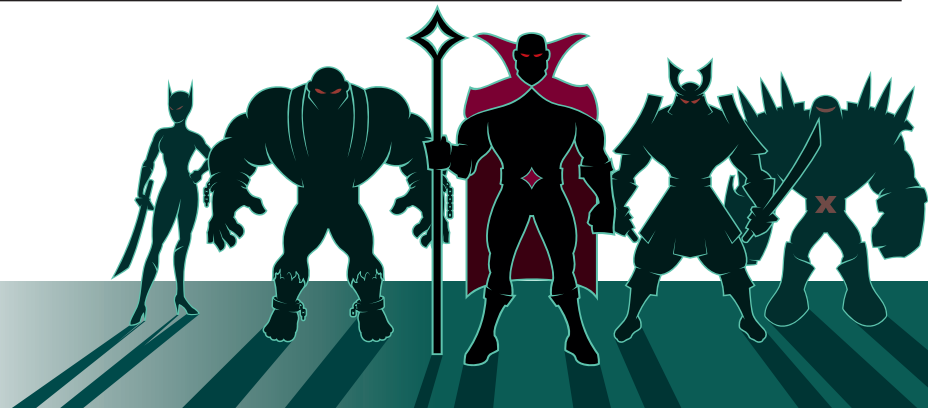
- Describe your favourite villain. Use at least two superlative adjectives.



My favourite villain is _____. I like this villain because

_____ is [superlative adjective] _____

_____ and is [superlative adjective] _____





7

Talk about superheroes and supervillains.

Imagine an interview with supervillain Magneto!

A. Listen to the model dialogue.

- Practise the dialogue with a partner.
- Then, switch roles and practise the dialogue again.



Hello, and welcome to this episode of Supervillains. Here is our first guest, Magneto. Welcome, Magneto!

Thank you. It is a pleasure to be here.

First, can you tell us what your *real* name is?

Certainly. My real name is Max Eisenhart. My aliases are Magneto and Magnus.

Do you have any special powers? What are you **the best** at?

Yes! I am **the most powerful** mutant. I can move metal objects with my mind.

Can you tell me more about mutants? Are mutants all the same? Are they all **more powerful than** humans?

Each mutant has different powers. Some can change their shape, others can fly and others can create fire. All mutants are **more _____ than** humans.

Who is your arch-enemy?

My arch-enemy is Professor X and the X-Men.

Why are you and Professor X enemies?

Professor X thinks that mutants and humans can live together. I think that mutants are _____ humans and must be in control.

Do humans and mutants trust each other?

No. We don't trust each other because humans know mutants are _____.

What will happen in the future?

Humans will _____ and mutants will _____!

Evaluation:
C1: content of the message and/or articulation of the message.

Teaching Tip:

You can modify this game and play it in a whole class setting. Write the names of superheroes and supervillains on slips of paper and attach one to each student's back. Tell students to circulate and to ask each other yes/no questions to guess who their character is.

B. Complete a fishbone about a secret character.

- Form a small group.
- As a team, take five minutes to list superheroes and supervillains you know well.
- Choose one character from the list. Don't tell your team members which character you chose!
- Return to your place and complete the fishbone chart on your own.
- Rank the characteristics in the fishbone from (1) most important to (3) least important.



BACKGROUND/FAMILY	ATTRIBUTES	
3 _____	3 _____	
2 _____	2 _____	
1 _____	1 _____	
1 _____	1 _____	
2 _____	2 _____	
3 _____	3 _____	
PERSONALITY/APPEARANCE	MOTIVATION/PROBLEMS	

C. Play the "Who am I?" guessing game.

- Form your group again.
- Ask each other questions to guess your characters.
- Use the model dialogue from page 71 and **Sentence-Wise** to help you.

Sentence-Wise

Can you fly?

What is your superpower?

Are you ...?

Where do you live?

Who is your arch-enemy?

Where were you born?



YOUR TURN



8

Create a new supervillain.

Use what you learned in this unit to create a character sketch for a new supervillain.

Step 1 PREPARE

- Which elements do you need to include when writing a character sketch? Write the headings, in order, on the character map. Look at page 64 if you need help.
- Think about your supervillain and answer the questions. Write the answers in the appropriate part of the character map.
 - Which superhero is your villain's arch-enemy?
 - How do they know each other?
 - Where did they meet? When did they meet?
 - What made them enemies?
- Write words or phrases to describe your character's powers.
- Choose a name for your villain and write it on the character map.
- Complete the character map with other details.

Evaluation:

C2: use of knowledge from texts in a reinvestment task and C3: content of the message and/or formulation of the message.



Character map template with four main sections connected to a central 'NAME' box:

- 1: background/family** (top-left)
- 2: attributes** (top-right)
- 3: personality/appearance** (bottom-left)
- 4: motivation/problems** (bottom-right)
- NAME** (center)

Step 2 WRITE

- Start your character sketch by filling in the blanks.

[villain's name] _____ was born in [place of birth] _____
 _____ to a very [adjective] _____ family.
 [villain's name] _____'s childhood was very [adjective] _____
 _____. As a child, [villain's name] _____
 was [comparative adjective] _____ than [person] _____.
 So, [villain's name] _____ felt [emotion] _____.
 One day, [villain's name] _____ was [verb/activity] _____
 [place] _____ when [verb: describe what happened to give your character powers]
 _____!
 As a result, [villain's name] _____ gained [power] _____,
 [power] _____ and [power] _____.
 He/She is now [superlative adjective + noun] _____
 and [superlative adjective + noun] _____ in the world!

- Finish by writing a few sentences of your own that describe how, when and where your villain and his or her arch-enemy met.

* If you feel confident, write some more on a separate sheet of paper.

Step 3 REVISE

- Rewrite the text.
- Remember to include comparative and superlative adjectives.

GRAMMAR WORKSHOP 3

Comparative Adjectives

Rules

COMPARATIVE ADJECTIVES	
USE	
<ul style="list-style-type: none"> To compare two people, places or things: The Flash is faster than Spider-Man. 	
RULES	EXAMPLES
For one-syllable adjectives and some two-syllable adjectives, add <i>-er + than</i> .	faster than stronger than
For two-syllable adjectives that end in <i>y</i> , change the <i>y</i> to <i>i</i> then add <i>-er</i> to end of adjective + <i>than</i> .	crazier than sillier than
For two syllables or more that do not end in <i>y</i> , put <i>more</i> before the adjective and <i>than</i> after the adjective.	more intelligent than more powerful than
EXCEPTIONS	
bad → worse good → better	The Joker is a bad guy. He is a worse villain than Doc Ock. Spider-Man is a good guy. He is a better scientist than Superman.

Practice

A. Change the adjective in parentheses to the comparative form.

- Catwoman is (healthy) healthier than Garbage Man.
- Flash Gordon is (big) bigger than Astro Boy.
- Batman is (tall) taller than Robin.
- Flying is (difficult) more difficult than running.
- Winning is (good) better than losing.

My eLab 

Practise comparative adjectives online.

B. Complete the sentences.

- From the list, choose the best adjective and write it in the first blank.
- Change that adjective to the comparative and write it in the second blank.

cold

flexible

heavy

hot

intimidating

quick

smelly

- Superman is quick when he runs. He is quicker than Hulk.
- Elastigirl is flexible when she moves. She is more flexible than Iron Man.
- Iceman is cold because he is made of ice. He is colder than Firestar.
- Thing is heavy because his skin is made of rock. He is heavier than Power Girl.
- Garbage Man is smelly. He is smellier than Invisible Woman.

Superlative Adjectives

Rules

SUPERLATIVE ADJECTIVES	
USE	
<ul style="list-style-type: none"> To compare three or more people, places or things: The Hulk is the strongest of all superheroes. 	
RULES	EXAMPLES
For one-syllable adjectives and some two-syllable adjectives, put <i>the</i> before the adjective and add <i>-est</i> to end of adjective.	the fastest the smallest
For two-syllable adjectives that end in <i>y</i> , put <i>the</i> before the adjective, change the <i>y</i> to <i>i</i> then add <i>-est</i> to end of adjective.	the craziest the silliest
For two syllables or more that do not end in <i>y</i> , put <i>the most</i> before the adjective.	the most intelligent the most powerful
EXCEPTIONS	
bad → worst	The Joker is a bad guy. He is the worst villain.
good → best	Spider-Man is a good guy. He is the best superhero.

Practice

A. Change the adjective in parentheses to the superlative form.

- Penguin is (slow) the slowest villain because he is so large.
- Making ice is (bad) the worst power a superhero can have.
- Batman's car is (expensive) the most expensive ever built.
- Moonstone can create (large) the largest energy blasts.
- Meltdown can throw (intense) the most intense fireballs.

B. Write the superlative form of the adjectives in bold.

- Deadman is **intimidating**, but Doctor Octopus is the most intimidating because he has eight arms.
- Wonder Girl is **younger** than Wonder Woman, but JackJack is the youngest superhero.
- Human Torch is **ugly**. He is the ugliest character in the Fantastic Four Series.
- Iron Man is **intelligent**. He is the most intelligent superhero and is considered to be a genius.
- Namorita is **quick**. Namorita is the quickest superhero in the water.

Note:
The online exercises are also available as reproducibles in the teacher eText.

My eLab 

Practise superlative adjectives online.

Mixed Practice

A. Complete the table. Fill in the blanks with the correct form of the adjective.

ADJECTIVE	COMPARATIVE FORM	SUPERLATIVE FORM
1. Phantom Girl is very mysterious.	Phantom Girl is <u>more</u> <u>mysterious than</u> Red Arrow.	Phantom Girl is <u>the most</u> <u>mysterious</u> superhero because she can walk through walls.
2. Doctor Octopus is <u>scary</u> .	Doctor Octopus is scarier than Big Man.	Doctor Octopus is <u>the scariest</u> because he has so many arms.
3. Bumblebee is good.	Bumblebee is <u>better than</u> Hawk Girl at flying.	Bumblebee is <u>the best</u> at flying.
4. Dash is <u>charming</u> .	Dash is more charming than Astro Boy.	Dash is <u>the most charming</u> superhero child.
5. The Vanisher is bad.	The Vanisher is <u>worse than</u> Hydro Man.	The Vanisher is <u>the worst</u> villain to fight because he disappears.
6. Black Cat is <u>curious</u> .	Black Cat is <u>more curious than</u> Catwoman.	Black Cat is the most curious cat character.

B. Choose three characters and three adjectives from the word box. Write a sentence in each column of the table, using the correct form of the adjective.

SUPERHEROES	VILLAINS	ADJECTIVES
A-Bomb Firelord	Electro Poison Ivy	crazy, calm, courageous, dangerous, explosive, good, polite, silly

COMPARATIVE FORM	SUPERLATIVE FORM
1.	
2.	
3.	

C. Discuss the comparative and superlative sentences in parts A and B with a partner.

- Highlight the sentences your partner agrees with.

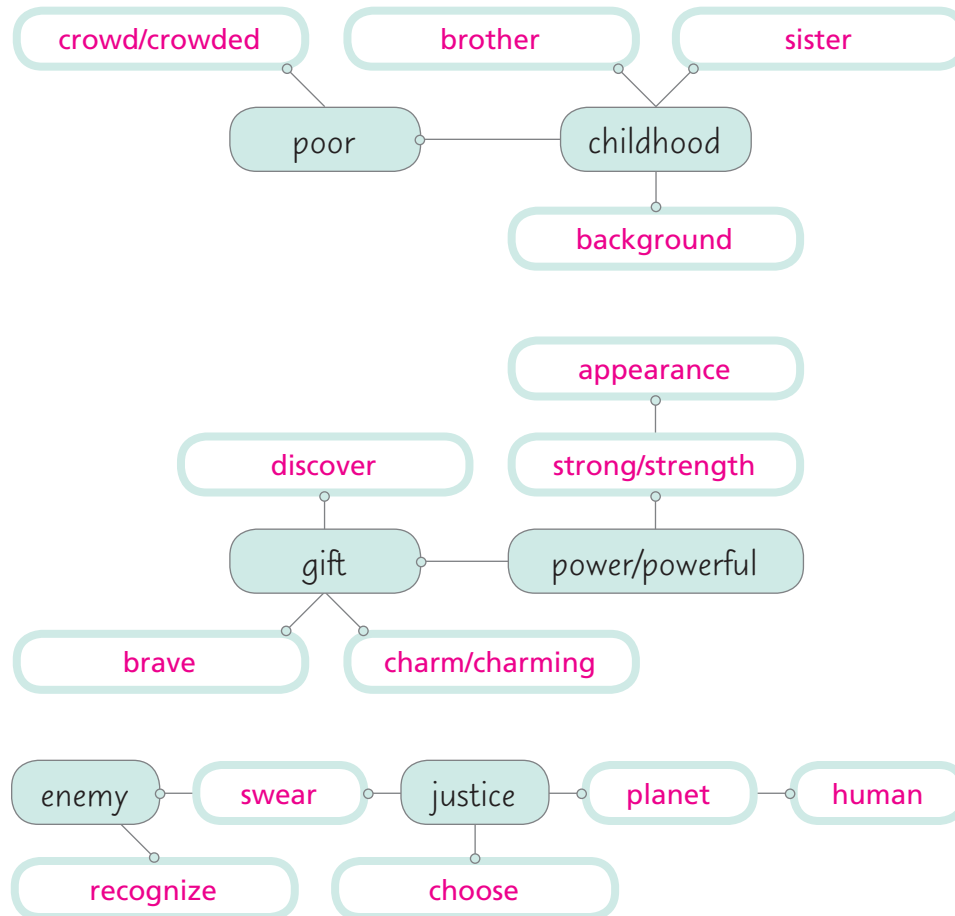
VOCABULARY WORKSHOP 3

Words to Know

In this workshop, you will learn important words from Unit 3.

- Read the list of words.
- Try to group the words in word webs. Use only words you are sure you understand. Don't use a dictionary.
- Sit with a partner and explain your webs.
- Use **Sentence-Wise** to help you.
- Later, when you finish the workshop, come back to these words and put them all into new word webs. Check off the words as you use them.
- Add a new word, not in the list, to each word web.

Answers will vary, but here are some possibilities.



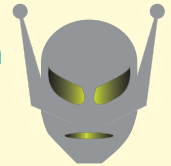
Sentence-Wise

Do you think ... and ... go together?

I wrote something different.

What does ... mean?

I put ... there because ...



- appearance
- background
- brave
- brother
- charm/charming
- childhood
- choose
- crowd/crowded
- discover
- enemy
- gift
- human
- justice
- planet
- poor
- power/powerful
- recognize
- sister
- strong/strength
- swear

Teaching Tips:

Make sure students understand there is not only one right answer; different associations are possible.

Encourage students to organize their word webs independently. They can use the structure suggested here or make their own associations on a separate sheet of paper. Have them reinforce their understanding by adding one word (for example, a synonym) to each word in the word web.



Words to Understand

A. Read the sentences.

- On a separate sheet of paper, write your own definition for the words in bold. Use the context to help you.
 - Use your definitions to complete parts B and C.
1. Most villains have a special **gift** or **power**. These super abilities make them very **powerful** and hard to defeat.
 2. Some villains have an extraordinary **appearance** and are very beautiful or very ugly. Others can manipulate people because they are **charming**.
 3. What kind of **background** do you come from? Who are your parents? Where were you born? Do you have a **brother** or a **sister**? Was your **childhood** happy?
 4. It is easy for superheroes to be **brave** when they are in danger—they are very **strong** and can survive obstacles most ordinary people can't.
 5. Most superheroes **swear** to fight for **justice** for all **humans** on the **planet**.
 6. Look carefully at the **crowd** of people: do you **recognize** anyone? Does anyone seem familiar? If you look closely, you may **discover** your **enemy**!
 7. Most people do not **choose** to be **poor**.

B. Write the vocabulary word that best matches the picture. *Answers may vary.*



appearance



childhood



crowd/crowded



human



planet



poor



brother, sister



strong/strength

C. Write the synonym. Use vocabulary from part A.

- | | | |
|--------------------------------|------------------------------|-----------------------------|
| 1. ability: <u>gift</u> | 5. decide: <u>choose</u> | 9. find: <u>discover</u> |
| 2. adversary: <u>enemy</u> | 6. discern: <u>recognize</u> | 10. force: <u>power</u> |
| 3. attractive: <u>charming</u> | 7. equality: <u>justice</u> | 11. potent: <u>powerful</u> |
| 4. courageous: <u>brave</u> | 8. family: <u>background</u> | 12. promise: <u>swear</u> |

Words in Context

A. Fill in the blanks with words from the list.

appearance background charm charming childhood choose
gift humans justice planet power recognize sister strength

- The best villains are very charming and have a beautiful appearance. They use their power to manipulate people.
- A villain's childhood is an important part of their background.
- Do you recognize that person over there? She is your sister!
- It is important to fight for justice for all humans on the planet Earth.
- What gift or power would you choose to have: strength or charm?

brother brave crowd crowded discover
enemy poor powerful strong swear

- My brother is very brave—he stood up in front of a big crowd of people at school yesterday to defend a little kid.
- It is hard to discover your enemy when he or she is hiding in a crowded room.
- I swear to help the poor people of this city.
- You are really strong: is that what makes you so powerful?

Note:
A handout for fluency training (VW3.1) is available in the teacher eText.

My eLab 

Practise Unit 3 word groups online.

B. Underline the correct word.

Cryptica is extremely beautiful and very (charming / human). She has many (brothers / sisters / powers) other than her beautiful (justice / appearance / enemy), including her (planet / childhood / strength) and the ability to solve puzzles and hack computer programs. These (gifts / enemies / crowds) make her more (powerful / crowded) than most (brothers / sisters / humans).

We know a few things about Cryptica's (background / brother / enemy): her (appearance / childhood / planet) was very sad. She grew up in a (poor / powerful / charming) family in a small, (crowded / brave / strong) apartment in Brazil. Her parents had to (choose / discover / swear) to keep either her or her twin (brother / background / planet) Prolix. They chose Prolix.

Cryptica hates Prolix and (swears / discovers / recognizes) to have (charm / justice / enemies)—or revenge—on her (brother / sister / background). Prolix looked all over the (planet / crowd / childhood) for his twin (sister / brother / planet) and finally (chose / discovered) her in America. Is he (poor / strong) enough and (brave / human) enough to face Cryptica once she (recognizes / chooses) him?

Word Play

- Unscramble the words from this workshop to find out Cryptica's plan for revenge on Prolix.
- Copy the letters in the numbered boxes to the Secret Plan boxes with the same number.

FIGT

G	I	F	T
24		12	

HUNAM

H	U	M	A	N
		6		

SUJICTE

J	U	S	T	I	C	E
11		30			26	

LTPAEN

P	L	A	N	E	T
5			27		

MIARNCGH

C	H	A	R	M	I	N	G
			29		7		

PAPANCAERE

A	P	P	E	A	R	A	N	C	E
			13						

BKDURGANCO

B	A	C	K	G	R	O	U	N	D
								20	

VEARB

B	R	A	V	E
			23	

TONRSG

S	T	R	O	N	G
18		9			

RESAW

S	W	E	A	R
			14	

HILDDHCOO

C	H	I	L	D	H	O	O
16		15					25

BRROHET

B	R	O	T	H	E	R
		10			28	

PERWO

P	O	W	E	R
4				

GEOICREZN

R	E	C	O	G	N	I	Z	E
				22		17		

REISST

S	I	S	T	E	R
8		21			

SOEHOC

C	H	O	O	S	E
		2			

DWCOR

C	R	O	W	D
			19	

RISVDCEO

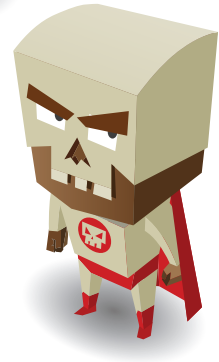
D	I	S	C	O	V	E	R
		1					

YEENM

E	N	E	M	Y
3				31

ROOP

P	O	O	R
---	---	---	---



Secret Plan:

S	H	E	P	L	A	N	S	T	O	S	T	E	A	L	H	I	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
O	N	L	I	N	E	I	D	E	N	T	I	T	Y				
19	20	15	21	22	23	24	25	26	27	28	29	30	31				

PROJECT 2



Create a graphic novel.

Comics are a fun way to produce and present a short story. The images help to bring the story to life. Sometimes a comic image is so powerful it doesn't need words for the reader to understand the story.

Background

In Unit 3, you learned what makes a great villain and wrote a character sketch for a new supervillain. In Unit 4, you thought about how we choose our friends and wrote a short story about a friend. Now, you will create a story, in the form of a comic strip, about a supervillain and a friend. In a group, you will assemble your comic strips into a mini graphic novel.

Project Guidelines

In this project, you will work with a group to

- learn the features of a comic frame;
- draw a character map;
- plot a mini graphic novel;
- draw a storyboard;
- create your comic strip and graphic novel;
- share your graphic novel.



PREPRODUCTION

Step 1 LOOK AT A COMIC FRAME

Comics tell a story through images, combined with text, that appear in a series of frames. A comic strip contains just a few frames; a graphic novel contains many frames.

- Read about the features of a comic frame on the next page.
- Write the correct feature in each circle: title, captions, speech and thought bubbles, or images.

Evaluation:

C2: use of knowledge from texts in a reinvestment task and C3: content of the message and/or formulation of the message.



Teaching Tips:

This project has been designed to be completed in groups, but you can adjust it to be completed individually as well. It can also be adapted to different topics.

Bring in newspaper comic strips, comic books or graphic novels for students to see. Draw their attention to how effectively the features are used. If you have examples from previous years, show these to students to help guide and inspire their work.



FEATURES OF A COMIC FRAME

Cryptica: Origins

captions

These can be at the top or at the bottom of a frame and give the reader essential information about the story.

images

These tell the story visually.

title

This is always at the beginning of the story.

speech/thought bubbles

These contain dialogue or thoughts and show who is talking or thinking.



Step 2 PLAN YOUR GRAPHIC NOVEL

- Form a group to plan the characters and storyline for your graphic novel.

GROUP MEMBERS: _____

- Who are your main characters? _____

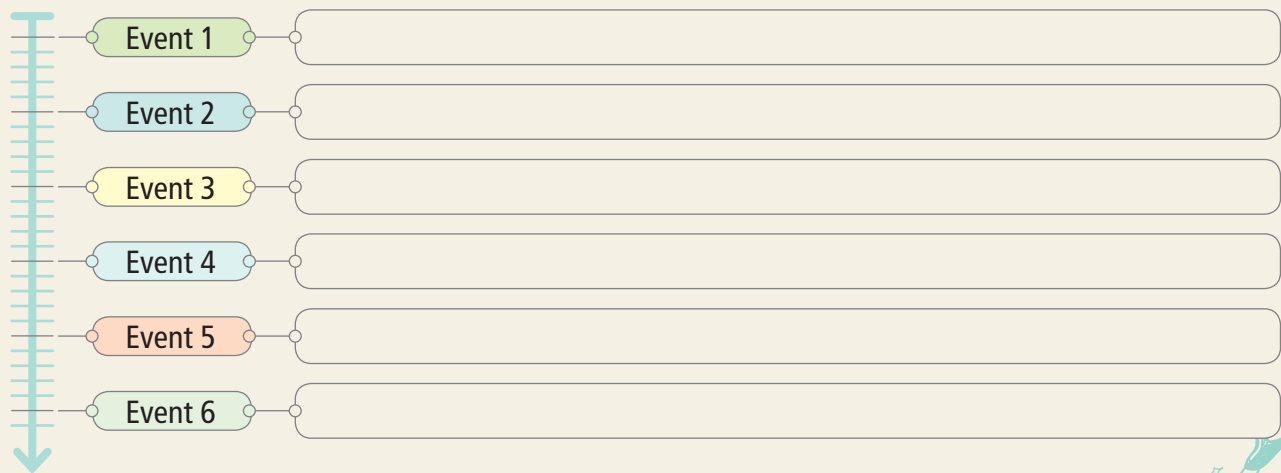
- On a separate sheet of paper, draw a character map for one of the main characters. Each group member should describe a different character.

- Use the timeline to plan the plot of your graphic novel.

Teaching Tips:

Students might need help getting started. Have them look at the character sketch they wrote in Unit 3 and at the short story they wrote in Unit 4. Encourage them to think about what they could take from these to use in their graphic novel.

Remind students that their comic strips have to form a single graphic novel, so it is important to do their planning as a group.




PRODUCTION

Step 3 DRAW A STORYBOARD

A storyboard is a graphic organizer used to plan the sequence of events in comics, and even in movies or TV shows. A storyboard contains a combination of sketches and notes for the text.

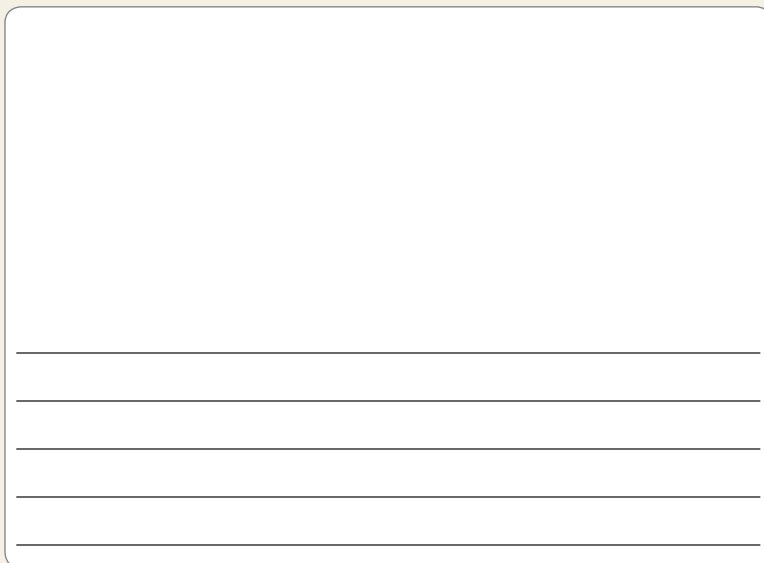
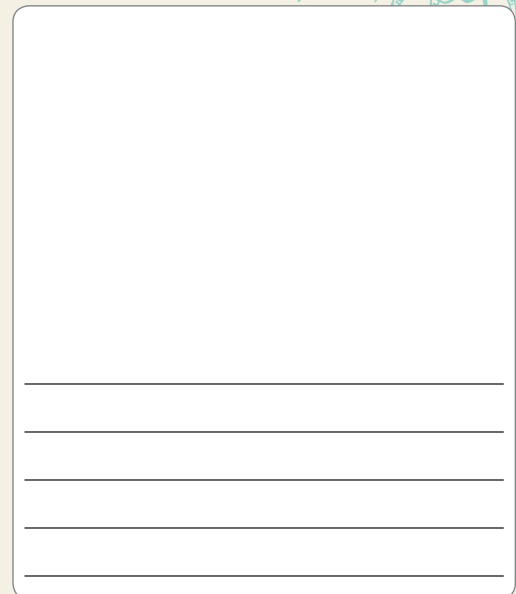
- Divide the plan for your graphic novel into episodes based on your timeline: one episode per group member. Each member will draw a comic strip of four frames for his or her episode.
- Write the number and title of your episode.
- Sketch the storyboard for your episode.
- Write a draft of the text for each frame. Label each line of text as dialogue, with the speaker's name, or as a caption.

Teaching Tip:

Point out that the simple past tense may be an appropriate choice of tense for captions since it is often used in narratives.



EPISODE _____



Step 4 REVISE AND EDIT

- Read your text out loud to a partner. Do you hear any mistakes?
- Does your partner understand your text? Yes No
- Did you use the simple past tense in your captions? Are they correct? Yes No
- Make appropriate changes.

Step 5 CREATE YOUR COMIC STRIP AND GRAPHIC NOVEL

- On a separate sheet of paper, draw the final images.
- Copy the final version of your text into the speech and thought bubbles and above or under the images as captions.
- With your group, assemble your comics into a graphic novel.
- Give your graphic novel a catchy title.

POSTPRODUCTION

Step 6 PUBLISH YOUR GRAPHIC NOVEL

PUBLICATION DATE: _____

- Share your graphic novel with another group in the class.

Step 7 REFLECT

- Did you enjoy working on this project? Yes No
 - Did your group members work well together? Yes No
 - Write one thing you would change about this project.
- _____

Teaching Tip:

Make copies of the graphic novels so other groups can read and discuss them. As a class, make a list of discussion questions and a set of criteria that students can use to evaluate their peers' work.

Evaluation:

C1: participation in oral interaction and/or articulation of the message (during class and group discussions).