

## Who's the best Marvel Super Hero? Lesson Plan

<b>Learning Objectives:</b> <ol style="list-style-type: none"><li>1. To make direct comparisons between two things using common adjectives</li><li>2. To write a simple opinion on a familiar topic</li></ol>	<b>Skills:</b> Writing  <b>Age/Level:</b> Young Learners / Pre-Intermediate (A2+) and above  <b>Completion Time:</b> 45 minutes  <b>Resources:</b> Super Hero Cards (x5 cards per student), colouring pencils
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### Warm-up (5 minutes)

Show students the covers of the Pearson Level 3: *Avengers: Age of Ultron* and Pearson Level 4: *Guardians of the Galaxy Vol. 2* readers. Ask them if they can remember the names of the characters in the stories. Give them two minutes to discuss with a partner. Lead feedback and write the names of the characters on the board.

#### Key

Iron Man, Hawkeye, Captain America, Hulk, Thor, Black Widow (*Avengers: Age of Ultron*)  
Peter Quill (Star-Lord), Gamora, Drax, Groot, Rocket (*Guardians of the Galaxy Vol. 2*)

### Activity 1 - discussion (15 minutes)

Write the following on the board:

- Who's the strongest?
- Who's the fastest?
- Who's the most intelligent?
- Who's the funniest?

Ask students to discuss the questions on the board. During feedback, write the full sentence structure on the board as a model.

I think ... is the strongest / the fastest / the most intelligent / the funniest.

Next ask a student: Who do you think is faster: Black Widow or Thor? When they answer, write the structure on the board:

I think ... is faster than ...

Elicit the comparative structure for the other adjectives and add these to the board (is stronger than / is more intelligent than / is funnier than).

Have students work in pairs to compare the other characters. Move around the classroom to check they're using full sentences to compare the characters and encourage them to expand their answers using *because*. This is also a good opportunity to provide students with emergent language, which you can add to the board, e.g.

I think Rocket is the most intelligent because he's really *good at* science.

I think Thor is the strongest because he has a magical *hammer*.

I think Peter Quill is funnier than Black Widow because he tells a lot of *jokes*.

During feedback, invite different students to make sentences about the characters.

## Activity 2 - preparation for game (15 minutes)

Next to the questions on the board, write the nouns: Strength, Speed, Intelligence, Humor.

Show students the Super Hero Cards (below). Explain that each section has a number of points, from 1-5. Then tell students they're going to complete five Super Hero Cards and have to decide how many points to give each character.

For each section, they have to give one character 5 points, one character 4 points, one character 3 points, one character 2 points and one character 1 point.

Use students' ideas from the discussion phase to demonstrate this. For example:

*Marta said she thinks Thor is the strongest, so she can give him 5 points. Antonio thought Hulk is stronger than Thor so he can give Hulk 5 points and Thor 4 points.*

Hand out the cards and give students time to complete the first section. Fast finishers can also complete the *I think this character is...* section, using their own ideas. They can complete the sentence using just an adjective or add further information with *because*.

Allow students time to draw pictures of the characters on their cards.

## Activity 3 - game (10 minutes)

Prepare the board with language which will support the students for the game:

... has ... (Strength / Speed / Intelligence / Humor) points.

My character is/isn't stronger / faster / more intelligent / funnier than yours.

My character is the strongest / the fastest / the most intelligent / the funniest.

Divide students into groups of three or four and tell them to each put their Super Hero Cards face down in a pile in front of them. One student turns over their first card and chooses a section, making a sentence, e.g.

Black Widow has 3 Strength points.

The next student turns over their first card and compares the Strength section, making a sentence using the structure above. This continues until all the students in the group have turned over their first card. The person with the most Strength points says *My character is the strongest* and wins all the cards, putting them face-down at the bottom of his pile.

The winner then turns over his next card, chooses a section and makes a sentence and the game continues in this way until one student has won all the cards.

## Follow up (5 minutes)

To close the lesson, ask different students who their favorite character is and why. Encourage them to use the structures and emergent language from the lesson, e.g:

My favorite character is Rocket because he's the funniest. He's more intelligent than Peter Quill and he's really fast too. He's good at science and he can fly with rockets.

## Super Hero Cards

