



# SPIDER-MAN™

## -EXTRA

### Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazine.

### SYNOPSIS

Peter Parker is a shy high school student who's brilliant at science. He's in love with Mary-Jane (MJ), the girl next door, but she doesn't know that. He often gets bullied at school by a strong, sporty student called Flash. Flash is also dating MJ.

But Peter's life changes forever when a genetically modified spider bites Peter on a school trip. Suddenly he can do things that spiders can do – run up walls, shoot webbing from his wrists and swing through the air from skyscraper to skyscraper. Peter *is* Spider-Man!

Peter's extraordinary new life is tough. Every day terrible things happen, and every day Spider-Man fights crime and injustice to help his fellow New Yorkers. Soon, Spider-Man is big news in New York – but still no one knows who he is!

Then, one day, a new kind of danger comes to the city. An evil green goblin swoops down into Times Square on a glider, killing several people. When the Green Goblin kidnaps MJ, Peter knows there's only one person who can rescue her. It's up to Spider-Man to rid New York of the Green Goblin for ever!

### THE BACK STORY

*Spider-Man* the movie came out in 2002. Tobey Maguire starred as Peter Parker/Spider-Man. Kirsten Dunst played the role of MJ. The film was directed by Sam Raimi. It was the first time that the Spider-Man character had been brought to the 'big screen'

(previously Spider-Man had only appeared on TV in several animated and live-action series).

The character of Spider-Man was originally created by Stan Lee (the writer) and Steve Ditko (the artist) as a comic book for Marvel. The very first comic based on the character was 'Amazing Fantasy No. 15' which appeared in 1962. The character was immediately successful – teenagers really appreciated the way in which Peter Parker was an amazing super-hero but also an ordinary teenager with ordinary teenage problems.

The film *Spider-Man* is true to the comic-book character and fans of the comics were happy with the portrayal of the character in the movie. The film also appealed to an audience beyond those who would read comic books and the first Spider-Man movie became the biggest selling film of 2002.

### MEDIA LINKS

**DVD:** The film of *Spider-Man* is produced by Columbia Pictures Industries.

**CD:** A recording of *Spider-Man* is available to accompany the Scholastic Reader.

**Internet:** For background information, features and movie clips, try the official site:

[www.sonypictures.com/homevideo/spider-man](http://www.sonypictures.com/homevideo/spider-man)

For information about Spider-Man comic books go to:

[www.marvel.com/comics/Spider-Man](http://www.marvel.com/comics/Spider-Man)

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have your students seen the *Spider-Man* films or read the comics? Motivate them with background information and by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English language option on the DVD. The film is 116 minutes long. You could show it in chunks of, say, 10 minutes in parallel with the class reading schedule. Alternatively, show it in two parts over two lunchtimes when the class have finished the book, as a reward.

### Glossary

Before you start reading *Spider-Man* in class, go to New Words! at the back of the reader. How many of these words do the students know already? Translate the words with the class or get students to find the meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Casual language

Introduce the informal expressions used in *Spider-Man* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context by giving different examples, and asking students to do the same. Ask students to look out for them as they read.

### Fact Files

Set these as self-study or use for whole class work. These provide background information about Spider-Man's journey from comic strip hero to the big screen, Spider-Man's New York and the US tradition of Thanksgiving.

### What did they think?

Get everyone to do a written or spoken review of *Spider-Man*. Compare opinions. Will they go and see the film? Did you like it? Let us know at [readers@link2english.com](mailto:readers@link2english.com).

## RESOURCE SHEET STUDENT ACTIVITIES



**SPIDER-MAN™**  
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### People and places

Circle the mistakes in these sentences and correct them.

- a) Peter's mother and father live in Forest Hills.  
*Peter's aunt and uncle live in Forest Hills.*
- b) Harry Osborn lives with his mother and father.  
.....
- c) The Green Goblin helps the people of New York.  
.....
- d) Fifth Avenue is a famous building in New York.  
.....

### Chapters 1-2

1 Who or what ...

- a) is MJ's boyfriend? ..... *Flash*
- b) falls on his face on the bus? .....
- c) arrives at the Research Institute in a Rolls Royce? .....
- d) helps Harry with his science? .....
- e) falls on Peter's hand? .....

2 Answer the questions.

- a) What do they make at OsCorp? Name two things.  
..... *gliders* ..... *gas* .....
- b) Does Stromm want to test the gas on Mr Osborn?  
.....
- c) Is Osborn dead after Stromm stops the gas?  
.....
- d) How is Peter's body different when he wakes up?  
.....
- e) Who wins the fight - Peter or Flash?  
.....
- f) Why doesn't Peter fall when he flies?  
.....
- g) Who is shouting in MJ's house, do you think?  
.....

3 What is going well in Peter's life? What is going badly? Talk to other students.

### Chapters 3-4

1 Who says or thinks these things? Choose names from the box.

Harry	Mr Osborn	a police man	the fight man
	Uncle Ben	<del>Peter</del>	

- a) 'I didn't start the fight.' ..... *Peter* .....
- b) 'With great power comes great responsibility.' .....
- c) 'Stop that man! He's got my money!' .....
- d) 'We can see the car. It's on Fifth Avenue.' .....
- e) 'You did it! Good work!' .....
- f) 'It's over for MJ and Flash ... Good!' .....

2 Make sentences.

- a) Peter, MJ and Harry ..... i) like Mr Osborn.
- b) Mr Osborn is buying ..... ii) with Flash.
- c) Harry and Peter are going to ..... iii) Ben's last words.
- d) Peter doesn't ..... iv) finish school.
- e) MJ finishes ..... v) a flat for his son.
- f) Peter learns from ..... vi) live in Manhattan.

3 Choose the best answer or write your own answer.

Uncle Ben dies because ...

- a) he takes Peter to town in his car.
- b) the fight man doesn't pay Peter.
- c) Peter doesn't stop the man with white hair.
- d) .....

### Chapters 5-6

1 Are these sentences right (✓) or wrong (X)? Correct the wrong ones.

- a) OsCorp is buying Quest Aerospace.  
 *Quest Aerospace is buying OsCorp.*
- b) OsCorp is giving a street party for New Yorkers.  
 .....
- c) Harry, MJ and Mr Osborn watch the party from a building above the square.  
 .....
- d) People think the Green Goblin is part of the party.  
 .....
- e) The glider explodes and crashes into the square.  
 .....
- f) Spider-Man puts MJ down on top of a building.  
 .....
- g) MJ knows that Peter is Spider-Man.  
 .....

2 Work with another student. You work for OsCorp. You were at the meeting with Fargas. The party is this afternoon. Talk about the meeting, Norman and the party.

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapter 7

**1 The Green Goblin wants to work with Spider-Man. Spider-Man says yes. What is going to happen to New York, do you think? How can the city stop them?**

**2 Choose the best answer.**

- a) Peter is late for the Thanksgiving dinner because
- i) he has a fight with the Green Goblin.
  - ii) he saves MJ from four men.
  - iii) he saves a boy from a building on fire.
- b) Norman Osborn leaves the Thanksgiving party because
- i) he doesn't like the food.
  - ii) MJ only wants his son's money.
  - iii) he suddenly knows that Peter is Spider-Man.
- c) MJ is
- i) happy with Harry.
  - ii) angry with Harry.
  - iii) angry with Aunt May.

### Chapters 8–9

**Answer the questions.**

- a) Why does Aunt May's bedroom wall explode?  
*Because the Green Goblin crashes into it*
- b) Who does MJ love?  
.....
- c) Where is MJ when Spider-Man finds her?  
.....
- d) What is making a terrible sound?  
.....
- e) How do the people on the bridge help Peter?  
.....
- f) Where does the Green Goblin take Peter?  
.....
- g) How does Peter feel when he sees that Norman Osborn is the Green Goblin?  
.....
- h) Who does Harry see with his father's body?  
.....

### Final tasks

**1 What special things can super-hero Spider-Man do? Choose the three most important things. Use a dictionary.**

**2 You work for a newspaper. You are at the OsCorp party in Times Square. Write about the day.**

**3 Work with another student. It is one month after Norman Osborn died. Choose one of these pairs:**

- MJ and Peter      • MJ and Harry      • Harry and Spider-Man
- Harry and Peter      • Peter and Aunt May

**Have a conversation between them.**

### VOCABULARY BUILDER

**1 Look at the list of New Words at the back of *Spider-Man*. Choose one word for each gap, below.**

1. Most people don't believe that ..... *goblin* .....s live in the world today.
2. ....s can make webs and run up walls.
3. I always ..... my mother before I go to bed.
4. 'Help! ..... me!' screamed the woman in the river.
5. I think my son is crazy. He often .....s the other boys at school.
6. When you wear a ....., people can not see your face.
7. Cats can ..... over tall walls quite easily.
8. Students learn about gases in ..... lessons at school.

**2 Choose the right verbs and change them to the past tense.**

crash   explode   get   jump   save   shoot   ~~take~~

Two men (a) ..... *took* ..... \$10,000 from a bank and ran onto a bridge. On the river below, a police boat moved quickly under the bridge. The men (b) ..... at the boat and it (c) ..... into the bridge. The policemen (d) ..... from the boat into the water. BOOM! The boat (e) ..... The men on the bridge had a long cable. They gave the end to the police in the water. Then, the men pulled and the policemen (f) ..... on to the bridge. 'You (g) ..... us!' they said to the men. 'Thanks! Now give us the money and come with us to the police station.'

### Casual language

- On page 6 the teacher calls, '**Hey you two! Let's go!**' He means, 'Come now!' He only uses this language to his students, (not to their parents).
- On page 13 the fight man says '**Not my problem**' to Peter. He means, 'That is *your* problem – I'm not interested.'
- On page 26 Mr Osborn says '**I wasn't always there for you, was I?**' He means, 'I didn't help you when you needed me.'

**Complete the dialogues with the expressions below.**

Let's go!   Not my problem!   He wasn't always there for me.

1. A: Was John a good boyfriend?  
B: Not really. He was funny but .....
2. A: The film starts at 7 o'clock tonight, doesn't it?  
B: Yes. .... We don't want to be late!
3. A: I spent all my money. Now I haven't got any!  
B: .....

### FROM COMIC BOOK TO FILM (pages 32–3)

#### Presentation: A new enemy

In small groups students invent a new enemy for Spider-Man. Groups present their enemies to the class – name, appearance, character, special powers, reasons for being evil. The class votes on the best idea.

#### Quiz

Students work in pairs. Each pair writes three to five quiz questions based on the information on the spread. Pairs ask each other their questions.

### SPIDER-MAN AND NEW YORK (pages 34–5)

#### Research and writing: City guide

Students use the Fact File spread as a model for a guide to their own town, city or region. They find a map and choose at least five locations to highlight. They key the locations and write a short text about each one, adding photos and other images to capture the flavour of each place.

#### Roleplay: I ♥ the Big Apple

Students roleplay this conversation in pairs.

Student A works a travel agency in their hometown. She/He tells her/his client good things about New York City.

Student B wants to go on a city break. Their first choice is a European capital. They don't know much about New York City.

### THANKSGIVING (pages 36–7)

#### Research and presentation: Traditions

Students choose a celebration or tradition like Thanksgiving from their culture. They prepare an oral presentation, describing its purpose and presenting information, e.g. special costumes, traditional food, rituals, songs, and so on. They research by asking family and friends, and by using the internet and library. The class asks questions afterwards to find out more information and votes on the most interesting tradition.

#### Story telling: Family celebrations

Aunt May's Thanksgiving Dinner doesn't go very well. Everybody leaves before they eat. She probably did a lot of cooking. Students write about one of their family celebrations. Did things go well or badly? Who said what? Who did what? Invite students with funny stories to read them out.

### FILM/CD FOLLOW-UP

#### Star ratings

When students have watched the film, get them to give 1-5 star ratings to different aspects: the actors, the sets, the stunts, the story. Compare ratings with a show of hands. Ask individual students who gave very high or low ratings to a particular aspect to say why they liked or didn't like it.

#### What's happening?

Play a few lines of the CD at random. Pairs identify who is speaking and what is happening.

#### Observation

Choose a scene before class and prepare questions on it. Tell students to watch very carefully and remember as much as they can. Play the scene a couple of times. Then ask your questions, e.g. *What was MJ wearing? Was the street busy or quiet? How many police cars went by?* Play the scene again and check answers with the whole class.

#### Prediction

Stop the DVD or CD at a dramatic moment. What will happen next? Ask students to predict.

### ANSWER KEY

#### Self-Study Activities (pages 38–40)

- 1 a) Mary-Jane Watson (MJ) b) Spider-Man c) Norman Osborn  
d) Harry Osborn e) Over the Queensboro Bridge f) Forest Hills  
2 a) costume b) science c) gas d) spider e) jump  
3 a) Flash b) spider c) isn't d) loves e) an unhappy f) didn't  
5 a) goblin b) explodes c) scream d) spider sense

#### 7 Possible answers:

- a) Uncle Ben's words, "With great power comes great responsibility."  
b) Harry doesn't know about her job. He's not going to like it.  
c) He takes photos.  
d) Because Harry is Norman Osborn's son.  
e) He pulls some parts out of the glider and the glider explodes.

#### 8 a) Harry to Peter

- b) Peter to MJ  
c) Mr Jameson to Peter  
d) Norman Osborn to the important people at OsCorp.  
e) MJ to Spider-Man

#### 9 Possible answers:

The Green Goblin has yellow eyes and teeth.  
He rides a glider. He has a crazy laugh. He's very bad.  
He's very fast and strong.

#### 11 a) Wrong. He wants to work with Spider-Man.

- b) Right. He's only got \$7.84.  
c) Wrong. He saves a little boy.  
d) Wrong. There are five – Harry, Aunt May, Norman Osborn, MJ and Peter  
e) Right.  
f) Right.

#### 12 The correct order is: c, i, f, g, d, a, h, e, b.

### Resource Sheet Activities

#### People and places

- b) mother and father > father  
c) helps > doesn't care about  
d) building > road

#### Chapters 1–2

- 1 b) Peter c) Harry Osborn d) Peter e) a spider  
2 b) No, he doesn't. It isn't ready. c) No, he isn't.  
d) It's beautiful and very strong. e) Peter.  
f) He uses his webbing. g) MJ and her parents.

#### Chapters 3–4

- 1 b) Uncle Ben c) the fight man d) a police man e) Mr Osborn  
f) Harry  
2 b) v c) vi d) i e) ii f) iii

#### Chapters 5–6

- 1 b) right (✓)  
c) wrong (X) – Mr Osborn is not there.  
d) right (✓)  
e) wrong (X) – The green goblin flies away on the glider.  
f) right (✓)  
g) wrong (X) – She doesn't know.

#### Chapter 7

- 2 b) iii c) ii

#### Chapters 8–9

- b) Peter c) On the Queensboro Bridge.  
d) The cable is breaking  
e) They hit the Green Goblin with bits from the bridge.  
f) An old building on Roosevelt Island.  
g) surprised h) Spider-Man

### Vocabulary Builder

- 1 2. Spider 3. kiss 4. Save 5. fight 6. mask 7. jump  
8. science  
2 b) shot c) crashed d) jumped e) exploded f) got g) saved

### Casual language

1. He wasn't always there for me. 2. Let's go!  
3. Not my problem!