



X-MEN - 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

The human race is changing and there are more and more people with special powers. Most ordinary humans hate and fear these 'mutants' and politicians are talking about limiting their rights. Professor X believes that humans and mutants can live together in peace. He teaches the young mutants at his school to use their powers for the good of humanity. He also has a team of mutant super-heroes called the X-Men.

Professor X's enemy, Magneto, believes that mutants are the next step in evolution and that mutants must overcome humans to rule the world. He has devised a machine that can change humans into mutants. He plans to transform 200 international politicians when they meet in New York. He tests the machine on Senator Kelly, a politician who hates mutants. The machine is effective but needs almost all of Magneto's power – using it almost kills him. A teenage mutant, Rogue, has the ability to absorb the powers of other mutants. Magneto kidnaps Rogue so that she can take his place in the machine.

Senator Kelly is dying. He manages to escape from Magneto and goes to Professor X's school. Professor X reads Kelly's mind and discovers Magneto's terrible plan. He informs the X-Men. They go to New York to save the politicians and rescue Rogue. Magneto is about to carry out the transformation when the X-Men manage to stop him. Logan rescues Rogue and saves her life by letting her absorb his life force. Magneto is defeated but still determined to fight for mutant domination in the future.

THE BACK STORY

The 2000 film *X-Men* was based on the Marvel super-hero comic of the same name. The first X-Men comic was published from 1963 until 1969. It included characters such as Professor X and Magneto. In 1975 Marvel revived the comic and introduced many new characters including some from different countries and ethnic backgrounds such as Storm (from Africa).

One of the most important themes of the comic and the film is tolerance versus discrimination. Professor X's dream of humans and mutants living in peaceful harmony echoes Martin Luther King's 'I have a dream' speech about race in the USA. Magneto's belief in mutant supremacy recalls the very different approach taken by Malcolm X to the race issue.

The X-Men comics are still popular today particularly with teenage readers. They feature themes that relate to teenagers' lives, such as feeling like an outsider, the search for love and acceptance, and establishing personal identity.

MEDIA LINKS

DVD: The film of *X-Men* is available on DVD. Two sequels, *X-Men 2* (or *X-2*) and *X-Men 3: The Last Stand*, are also available.

CD: A recording of *X-Men* is available to accompany the Scholastic reader.

Internet: For more information about the X-Men, visit the Marvel website: www.marvel.com.

HOW TO USE YOUR SCHOLASTIC MEDIA READER

Choosing and motivating

Is this the right story for your class? How many of your students have seen any of the X-Men films? Motivate them with background information. Read 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 are on page 4 of this resource sheet.)

Using the CD

Students can listen and follow in their books. Alternatively, they can listen and then read or read and then listen. All these activities will improve their reading speed and skills.

Using the DVD

Try to get the English language DVD of *X-Men*. The film is around 100 minutes long. Watch it yourself first in case there are scenes that are not suitable for your class. Show it in chunks of, say, 20 minutes in parallel with the class reading schedule. Alternatively, just choose one or two scenes to focus on. Or show the whole

film in two sessions, perhaps over two lunchtimes when the whole class can get together. The book is much shorter and less complex than the film version – watch for differences with your students.

Glossary

Go to 'New Words' on the inside back cover of the reader. Translate the words with the class or get students to find meanings using a dictionary at home.

Casual language

Introduce the informal expressions used in *X-Men* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. They give an outline of the history of the X-Men comic, some background about the making of the film, and information about one of the most famous locations in the film, the Statue of Liberty.

What did they think?

Get everyone to do a written or verbal review of the book. Compare opinions. Did *you* like it? Let us know at: readers@link2English.com.

RESOURCE SHEET STUDENT ACTIVITIES



X-MEN
-EXTRA

People and Places

1 One word is wrong in each sentence. Circle it and write the correct word.

- a) Professor X's bank for mutants is in Westchester. *school*
- b) Logan has the power to change his body.
- c) Rogue can take the power from other humans.
- d) Magneto can move expensive things with his mind.
- e) Mystique is a green mutant.
- f) Toad has a very long nose.

2 Draw lines to the right places.

- a) American politicians meet here. i) Northern Alberta, Canada
- b) Professor X's school is here. ii) The Statue of Liberty
- c) Rogue meets Logan here. iii) Westchester, New York
- d) This is in New York. iv) Washington, DC

Chapters 1-2

1 Are these sentences true (T) or false (F)? Correct the false ones.

- a) Senator Kelly likes mutants. *Senator Kelly hates mutants.*
- b) The politicians like Senator Kelly's plan.
- c) Rogue stays in the bar.
- d) Magneto takes Rogue from the car.
- e) Logan wakes up in Professor X's school.
- f) Mystique kills Senator Kelly.
- g) Logan only has metal in his hands.
- h) Professor X reads Logan's mind.

2 Who said it? Write the names.

Professor X	Magneto	Logan	Senator Kelly	Jean Grey
Mystique	Rogue	Cyclops	Sabretooth	

- a) 'People are changing.' *Jean Grey*
- b) 'The mutants are here!'
- c) 'Humans are not important now.'
- d) 'Don't touch me!'
- e) 'They knew.'
- f) 'What happened to you long ago?'
- g) 'I didn't go to school because of people like you!'
- h) 'OK, read my mind.'
- i) 'Stay away from my girlfriend.'

3 Work with a partner. One of you is Professor X. You want humans and mutants to live together happily. One of you is Magneto. You hate all humans. Talk about the 'mutant problem'. What are you going to do about it?

Chapters 3-4

1 Choose the right word for each sentence.

- a) Rogue doesn't die because she takes Logan's *power* power / claws
- b) Senator Kelly's body is more and more like metal / water
- c) Bobby finds Rogue in the gardens / classroom
- d) Professor X put a special on his head. helmet / hat
- e) With Cerebro Professor X finds Rogue at the school / train station
- f) Logan takes Cyclops' to the station. motorbike / car
- g) works on Cerebro. Mystique / Bobby

2 Write the names.

- a) Her first boyfriend almost died. *Rogue*
- b) He is on the train with Rogue.
- c) He hits Cyclops' visor with his tongue.
- d) She fights Sabretooth at the station.
- e) He takes Rogue from the train.
- f) He can't read Magneto's mind.
- g) He didn't want to go to a hospital.

RESOURCE SHEET STUDENT ACTIVITIES

3 Complete the sentences. Put the verbs into the past.

run ~~go~~ sit take find say

- a) Rogue *went* to see Logan.
- b) Rogue Logan's power for a short time.
- c) Rogue alone in the school gardens.
- d) 'Rogue isn't here,' Professor X.
- e) Professor X Rogue with Cerebro.
- f) Rogue away to the train station.

Chapters 5–6

1 Order the events.

- a) Jean Grey uses Cerebro.
- b) The X-Men arrive in the head of the Statue of Liberty.
- c) Senator Kelly dies.
- d) Magneto is in a special place with no metal.
- e) Logan gives his power to Rogue.
- f) Magneto flies to the top of the Statue of Liberty.
- g) Storm hits Toad with lightning.
- h) Cyclops' beam hits Magneto.
- i) The X-Men fly to New York in the X-Jet.

2 Make sentences.

- | | |
|----------------------------------|--------------------------------|
| a) Suddenly there was just water | i) but the door closed. |
| b) The X-Men found Professor X | ii) but it kills people. |
| c) Cyclops ran to Jean | iii) but Logan was stronger. |
| d) Mystique was strong | iv) and she came back to life. |
| e) Magneto's machine works | v) and Senator Kelly was dead. |
| f) Logan touched Rogue | vi) but he didn't wake up. |

3 What are they going to do after the end of the story?

- a) Logan b) Rogue
- c) Magneto d) Professor X

FINAL TASKS

1 Imagine you are one of these characters: Rogue, Magneto, Logan, Jean Grey. Write the story from their point of view. Write about 100 words.

2 You are Professor X. Write a letter to the President of the United States about your school, the X-Men and your ideas about humans and mutants.

3 Work with three or four other students. You are a team of super-heroes! What are your super-hero names and special powers? What is the name of your team? Tell the rest of the class.

4 Choose a scene from the story. In small groups write the script and choose your roles. Act out the scene for the rest of the class.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *X-Men*.

1 There are wrong words in each of these sentences. Find the right New Words.

- a) Senator Kelly was a ~~mutant~~ *human*
- b) Cyclops has a video over his eyes.
- c) Logan has cats in his hands.
- d) Storm can hit people with lights.
- e) Cyclops' eyes can fire a bag.
- f) Rogue's power can kilo people.
- g) Magneto has power over meat.
- h) Mystique can change shops.

2 Choose the best word.

- a) Magneto has one on his head.
- b) Logan can do this to his body.
- c) Cerebro is one.
- d) Professor X and Jean can read this.
- e) This is in your mouth.

3 Complete the sentences with a New Word.

- a) We need to live.
- b) The President of the USA is a
- c) You things with your hands.
- d) He can't walk he uses a

Casual language

- **'Get out!'** (p.8) Logan says this to Rogue when he finds her in his car. He wants her to leave. It isn't very polite. Only say this in a difficult situation.
- **'You hate that. Right?'** (p.14) Cyclops says this to Logan. He knows Logan doesn't like other people to help him. 'Right?' is a short way of saying 'Am I right?' / 'Isn't that right?'
- **'OK'** The characters often say this in the story. It means 'yes' or 'all right'.

Choose the right expression to complete the sentences.

1. 'Mum, can I go out with Kelly and Sam tonight?'
'....., but don't be too late.'
2. 'Give me all your money, now!'
'....., or I'm going to call the police!'
3. 'Why are you so happy?'
'Your girlfriend likes me a lot.'

THE X-MEN COMIC (pages 32–3)

Quiz

Everyone reads the Fact File about the *X-Men* comic. Then in pairs, students prepare 5–10 questions on the information and test each other. Do they have any further questions about the *X-Men* comic? Can anyone in the class answer them?

Comic book page

Discuss the way comics tell stories (using pictures with speech bubbles and captions). In pairs or small groups students choose a scene from the story and create a page from a comic. Reassure them that the drawings can be very simple (e.g. stick people). Students could display their finished pages around the classroom. (Variation: the whole class could adapt a longer section of the story; break down the section into scenes; divide the class into pairs or small groups; each pair or small group writes and draws one scene; display the completed comic for everyone to read.)

THE FILM (pages 34–5)

Radio advert

Discuss what makes an effective radio advert for a film. In pairs or small groups students write their own advert for an X-Men film. Ask the pairs/groups to perform their adverts. If possible, record the adverts. The class could vote on which advert was the most effective in making them want to see the film.

Research/Presentation

Ask students to find out about other super-hero films. Some examples include:

- *Spider-Man 1, Spider-Man 2, Spider-Man 3*
- *Fantastic Four*
- *Hulk*

Students could work in small groups to find information about one film and then present their findings to the rest of the class. A good site to research films online is the Internet Movie Database at www.imdb.com.

THE STATUE OF LIBERTY (pages 36–7)

Discussion

The Statue of Liberty is a famous symbol of the United States. Discuss the following questions with students:

- Why is the Statue of Liberty a symbol of the USA?
- What ideas does the Statue represent?
- What other things are symbols of the USA?

Research/Writing

Ask students to write down what they think is a symbol of their country (or another country of their choice). Ask them to find out more information about this symbol. Students could create a poster or design a web page to explain the history and significance of this symbol, including any interesting facts or trivia relating to it.

DVD/CD FOLLOW-UP

Observing (DVD)

Choose a short scene from the film and prepare questions on it. Tell students to watch very carefully and try to remember the details. Play the scene a couple of times and then ask your questions. Play the scene again for students to check the answers.

Film to radio play (DVD)

Choose a sequence from the film with dialogue. In groups, students adapt it as a scene from a radio play. When they have finished preparing their script (which could include sound effects), ask them to perform their 'plays' for the class.

Prediction (CD)

Play the CD and stop at different points to ask students what happens next. These can be at dramatic points and just before a character says something memorable so you can ask, for example, 'What does Magneto say next?'

Differences (DVD/CD)

How is the film different from the book/CD? Which scenes don't appear in the book/CD?

ANSWER KEY

Self-Study Activities (pages 38–40)

- 1 a) iv b) v c) ii d) iii e) i
- 2 a) politician b) machines c) metal d) cut e) heal f) human
- 3 a) Logan b) Cyclops c) Professor X d) Storm
- 4 a) She is there to tell the politicians about mutants.
b) She didn't want to hurt anyone with her 'terrible power'.
c) Storm and Cyclops get her out of the car.
d) Professor X has a school in Westchester.
e) It is very strong; he has the power to heal his body; somebody put metal through his body and metal claws in both hands.
f) She can move things with her mind and she can read people's minds.
- 6 a) helmet b) air c) shape d) lightning e) pain
- 7 The correct order is: b, f, e, a, d, c
- 8 a) ... change humans into mutants.
b) ... he was frightened to go to a hospital.
c) ... he wants her to use the machine
- 10 a) Senator Kelly
b) Jean Grey (not Professor X)
c) more than two hundred politicians from around the world
d) They fight. This time Cyclops hits Sabretooth with his beam.
- 11 a) Senator Kelly b) Rogue c) Magneto d) Professor X
- 12 a) Jean Grey uses Cerebro to find Magneto.
b) Over two hundred politicians meet near the Statue of Liberty.
c) Logan gives his power to Rogue.
d) Rogue doesn't die.

Resource Sheet Activities

People and Places

- 1 b) ~~change~~ heal c) ~~humans~~ mutants d) ~~expensive~~ metal
e) ~~green~~ blue f) ~~nose~~ tongue
- 2 b) iii c) i d) ii

Chapters 1–2

- 1 b) T c) F – Rogue follows Logan out of the bar.
d) F – Storm and Cyclops take Rogue from the car.
e) T f) F – Mystique takes Senator Kelly to Magneto.
g) F – Logan has metal all through his body. h) T
- 2 b) Senator Kelly c) Magneto d) Rogue e) Sabretooth
f) Professor X g) Mystique h) Logan i) Cyclops

Chapters 3–4

- 1 b) water c) gardens d) helmet e) train station f) motorbike
g) Mystique
- 2 b) Logan c) Toad d) Storm e) Magneto f) Professor X
g) Senator Kelly
- 3 b) took c) sat d) said e) found f) ran

Chapters 5–6

- 1 The correct order is: c, a, i, g, b, f, h, e, d
- 2 b) vi c) i d) iii e) ii f) iv

Vocabulary Builder

- 1 b) ~~videe~~ visor c) ~~cats~~ claws d) ~~lights~~ lightning e) ~~bag~~ beam
f) ~~kilo~~ kill g) ~~meat~~ metal h) ~~shops~~ shape
- 2 a) helmet b) heal c) machine d) mind e) tongue
- 3 a) air b) politician c) touch d) wheelchair

Casual language

1. OK 2. Get out 3. You hate that. Right?