



SPIDER-MAN 3™

-EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

For once in Peter Parker's life, things are going well. His alter-ego Spider-Man is very popular in New York and he's doing really well at university. But best of all, Mary Jane Watson (the girl he has loved since childhood) is now his girlfriend. But things start to go wrong when a strange black substance arrives on earth in a meteorite. When this black 'goo' merges with Spider-Man's suit, it makes him stronger, but it also brings out the darker side of his personality.

While Peter plans to ask Mary Jane to marry him and get a better job at the *Daily Bugle*, new enemies Sandman and the New Goblin try to stop Spider-Man. Sandman is the alter-ego of Flint Marko, a criminal who steals to pay for a cure for his sick daughter. The New Goblin is the alter-ego of Peter's former best friend, Harry Osborn, who believes Spider-Man murdered his father. And when Peter discovers that Flint Marko killed his Uncle Ben, Spider-Man wants revenge. Peter realises that his new black suit is turning him bad. He gets rid of it but in the process creates a terrible new enemy – Venom, the alter-ego of Eddie Brock, another photographer at the *Daily Bugle*.

Venom and Sandman join together to fight Spider-Man, but the New Goblin, having discovered that Spider-Man didn't kill his father, fights with Spider-Man. Harry is killed during the fight. Peter and Mary Jane are with him when he dies. Spider-Man defeats Venom but when Flint Marko reveals that he never intended to kill Uncle Ben, Peter forgives him.

THE BACK STORY

The film *Spider-Man 3* came out in 2007. (The first movie, *Spider-Man*, came out in 2002 and *Spider-Man 2* in 2004.) Again, Tobey Maguire stars as Peter Parker/Spider-Man, Kirsten Dunst plays MJ and Sam Raimi is the director.

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 is an amazing super-hero but also an ordinary teenager with ordinary teenage problems.

In *Spider-Man 3* we see Peter moving on from his teenage years and taking more responsibility for his life. The film is darker and more complex than the previous films. This time Peter has to confront his own problems as well as fight against three new enemies.

MEDIA LINKS

DVD: The film is available on DVD from Columbia Pictures.

CD: A recording of *Spider-Man 3* is available to accompany the Scholastic Reader.

Internet: The official movie site is at:

www.sonypictures.com/homevideo/spider-man3.

For information about Spider-Man comic books, go to:

www.marvel.com/comics/Spider-Man.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have students seen the film? Did they enjoy it? 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 139 minutes long. You could show it in chunks of, say, 20 minutes in parallel with the class reading schedule. Alternatively, just show two or three key scenes and set related comprehension tasks.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find 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 3* (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. These provide background information about the ideas behind the film and its launch, information about three of Spider-Man's greatest enemies in the movies, and a profile of Broadway, New York's famous theatre district (at the beginning of the story, MJ is starring in a Broadway show).

What did they think?

Get everyone to do a written or verbal review of *Spider-Man 3*. Compare opinions. Did you like it? Let us know at: readers@scholasticeltreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



SPIDER-MAN 3
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People and places

Complete the sentences with a name or a place.

- a) ... *Peter Parker* ... studies science and works as a photographer.
- b) ... lives alone and misses her husband.
- c) ... is a street with lots of theatres.
- d) ... thinks Spider-Man killed his father.
- e) ... is strong and can move like a sandstorm.
- f) ... is a music club in Manhattan.
- g) ... is an actress and loves Peter Parker.

Chapters 1-3

1 Read Chapter 1. What makes Peter Parker happy (✓)? What makes him sad (x)?

- a) going to the theatre
- b) Spider-Man being a hero
- c) Uncle Ben's murder
- d) the room he lives in
- e) MJ being his girlfriend
- f) MJ starring on Broadway

2 Make sentences.

- a) Penny Marko hasn't read her father's letters i) because she thinks he's a bad man.
- b) Emma Marko shouts at her husband ii) because he wants to attack Spider-Man.
- c) Aunt May is surprised and excited iii) because there aren't any exciting stories.
- d) Harry Osborn becomes the New Goblin iv) because it is Harry Osborn, his old best friend.
- e) JJ is often angry these days v) because Peter wants to marry MJ.
- f) Peter is surprised to see the New Goblin's face vi) because her mother returned them.

3 Use the verbs to complete the sentences. Put the verbs into the past.

take swing pick care appear put turn ~~scream~~

- a) Flint Marko ... *screamed* ... in pain as the grains of sand hit his body.
- b) He reached down and ... up the locket.

- c) Mary Jane ... to the reviews page and started to read.
- d) A huge crane suddenly ... behind Gwen.
- e) She managed to hold on and ... high above the ground.
- f) Spider-Man ... Gwen safely on the ground.
- g) Eddie ... his photo of Spider-Man to JJ.
- h) JJ only ... about selling newspapers.

4 Work with another student. One of you is Peter, one is Aunt May. Talk about MJ, the job at the Daily Bugle and Eddie Brock.

Chapters 4-6

1 Answer the questions. Why ...

- a) can't Harry remember much about his life?
- b) doesn't MJ tell Peter about losing her part in the show?
- c) does Sandman attack the armoured truck?
- d) is MJ angry when Gwen comes to the table?
- e) is Peter angry that Flint Marko is Uncle Ben's killer?

2 Circle the best words in *italics> to complete these sentences.*

- a) Harry caught the ball before it broke anything (*expensive* / *rich*).
- b) Fighting back the *cries* / *tears*, MJ turned and ran out of the theatre.
- c) A big *group* / *crowd* of people had come to see Spider-Man.
- d) Gwen stepped *up* / *down* to the microphone and started to speak.
- e) Spider-Man's hand went *straight* / *direct* through Sandman's body.
- f) The truck crashed at top *fast* / *speed* into the wall.
- g) MJ had just taken a new job as a singing *waiter* / *waitress*.
- h) Uncle Ben's killer was *catch* / *caught* long ago.

3 The black goo has moved towards Peter's clothes cupboard. What is going to happen next? Discuss with another student.

Chapters 7-9

1 Who says it? Who does he/she say it to?

- a) 'You killed the wrong man.'
..... *Mary Jane* to *Peter*
- b) 'Love the new suit!'
..... to
- c) 'I would pay on time if you mended anything.'
..... to
- d) 'You're thinking about Peter, aren't you?'
..... to
- e) 'Your picture is a fake!'
..... to

RESOURCE SHEET STUDENT ACTIVITIES

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

- a) Peter is pleased to see MJ when she tries to help him.
- b) Spider-Man's new black suit makes him weaker.
- c) Spider-Man uses water to make Sandman disappear.
- d) Being with MJ makes Harry remember everything.
- e) MJ breaks up with Peter outside the *Daily Bugle*.
- f) Peter doesn't mind about Eddie's fake photo.
- g) Peter tells Harry the truth about his father.
- h) Peter helps Harry when the bomb blows up.
- i) Sandman comes back to life.

3 Why are the people of New York giving Spider-Man 'the key to the city'? Does this happen in your country? Discuss with the class.

Chapters 10–Epilogue

1 Read Chapter 10. Put the events into the right order.

- a) The goo falls from Peter onto Eddie.
- b) Venom asks Sandman to join him.
- c) Peter dances with Gwen and then tries to kiss her.
- d) Eddie becomes Venom.
- e) Peter takes Gwen to the Jazz Room.
- f) Peter runs to an old church.
- g) Peter hits MJ and she falls to the floor.

2 Read Chapter 11. Who does it? Write MJ (Mary Jane), SM (Spider-Man), S (Sandman), V (Venom) or H (Harry) in the boxes.

- a) Writes a message in a web.
- b) Screams when the web breaks.
- c) Lands on the front of the taxi.
- d) Pushes a concrete block onto Venom.
- e) Ties Spider-Man to a metal post.
- f) Turns into a huge mountain of sand.
- g) Blows away Sandman's head.
- h) Tells Venom about the suit.
- i) Throws a bomb at Venom.
- j) Makes a circle of pipes around Venom.

3 Why are these things important in the story? Discuss with another student.

- flowers • diamond ring • locket • black goo

FINAL TASKS

1 Imagine you work for the *Daily Bugle*. Write an article about the final fight between Spider-Man/Harry and Venom/Sandman for the front page of the newspaper.

2 Imagine you are Peter, MJ or Harry. Choose a part of the story and write a diary about it.

3 What do you think is going to happen next in the lives of Peter and MJ? Write a paragraph about their future.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *Spider-Man 3*.

1 Choose the best word.

1. It's very loud and destroys things.
2. A rock that comes from space.
3. Often small, black and hairy!
4. You do this for the winning team.
5. It's small and very beautiful.
6. A very brave person.
7. Something that isn't real.
8. It's usually long and narrow.
9. It's tall and can lift heavy things.
10. It covers and protects the body.

2 Cross out the wrong word in each of these sentences. Write the correct word.

1. Super-heroes often have very special ~~flowers~~. *powers*
2. He wanted reports for his brother's murder.
3. There were tall meals at the fashion show.
4. He wore a mouse to hide his face.
5. At the church they were ringing the boys.
6. After the accident, he lost his message.
7. She wore a pocket around her neck.
8. The spider caught the fly in its bed.
9. Being a policeman is a big result.
10. She wrote a terrible rescue about the play.

Casual language

- **'What is it with (you guys)?'** (p.8). This means: 'What 's your problem?'
- **'Boy, am I happy to see you!'** (p.17). Gwen is pleased when Spider-Man comes to rescue her.
- **'Love (the new suit)!'** (p.35). We can leave out 'I' when we are talking casually about our opinions, e.g. 'Hate that show!'
- **'Give me a break!'** (p.43). Eddie wants Peter to be more understanding.
- **'I just want (him) off my back.'** (p.50). Flint Marko wants Spider-Man to leave him alone.

Choose the right expression to complete the sentences.

1. '..... the new car, Carla!'
'Come and have a ride, if you like.'
2. 'I've come to save you!'
'.....'
3. '..... You're acting very strangely.'
4. 'He's always calling me and telling me what to do.'
'.....'
5. 'Hey! You stole that from your sister!'
'..... She doesn't even want it.'

SPIDER-MAN 3: THE FILM (pages 56–7)**Writing**

Students imagine they are invited to the launch of *Spider-Man 3*. They write a blog or a letter to a friend about their experience. They can think about the following questions: *Who was there (the stars, the director, etc.)? What was the place like? What was the film like? How did the audience react to the film?*

Discussion/Presentation

In groups, students discuss their ideas for a new Spider-Man film. What will be the most important features of the story? Who will be the stars? Who will be Spider-Man's enemy/enemies this time? What music would they like to use?

The students agree the main points and then present their ideas to the rest of the class. The class votes for the best idea for the next movie.

SPIDER-MAN'S ENEMIES (pages 58–9)**Research/Writing**

Students find out about some of Spider-Man's other enemies from the comics. They write profiles for each one, following the format in the Fact File. They then invent a new enemy for Spider-Man and write the profile.

Alternatively, students choose an enemy and write their own short story or cartoon strip based around that character.

Audition/Class show

Select scenes from the Reader that involve Spider-Man's enemies. Students then audition for the roles. Select the best student for each role. In groups they rehearse their scenes before performing them for the rest of the class.

BROADWAY: THE STREET OF DREAMS (pages 60–1)**Survey**

In groups students develop a survey to find out how often young people go to the theatre, and what kind of plays or shows are most popular. Students agree on the list of questions and then ask as many people as possible. They collate their results and then present them to the rest of the class.

Research/Writing

Ask students if there is a famous theatre or theatre district in their town/city/country. They find out more information about it and design a web page to present this information. Alternatively they research a famous theatre or concert hall (e.g. La Scala in Milan or Carnegie Hall in New York City) or theatre district in another country (e.g. London's West End) and create a poster to advertise this theatre, concert hall or theatre district.

DVD/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Check that it is suitable for your students and identify good places to stop or pause. Often the dialogue is fast and slangy, with American accents.

Writing dialogue (DVD)

Choose a short scene and show it to the class without sound. Students write their own dialogue in groups. They perform their versions for the class, dubbing the silent film. At the end, play the scene with the sound up.

Predicting (CD)

Choose a scene that students have just read. Play a short section and pause the CD halfway through a character's speech. Students predict the rest of the speech. Play the CD to check answers.

ANSWER KEY**Self-Study Activities (pages 62–4)**

- 1 a) goo b) mask c) grain d) crane e) spider f) bomb g) fake
- 2 a) memory b) review c) cheered d) responsibility
e) breathed f) swung
- 3 a) Spider-Man b) Aunt May c) Harry Osborn d) Gwen Stacy
e) Peter Parker and Eddie Brock f) Venom
- 4 a) Wrong. He is at the theatre. b) Right
c) Wrong. Her mother is angry. d) Right e) Right
f) Wrong. He is badly injured, but not dead.
- 5 a) Some strange guns fire hot grains of sand at him.
b) She thinks Peter doesn't understand how she feels.
c) Eddie thinks she is his girlfriend, but she doesn't feel that way.
d) He wants a photo of Spider-Man doing something criminal.
e) Harry has forgotten that Peter is Spider-Man and that he is the New Goblin. They can be best friends again.
f) She doesn't feel it's the right moment – it's his moment.
- 7 a) Harry to MJ b) Gwen to Spider-Man
c) Jonah Jameson to Spider-Man d) Peter to MJ
d) MJ to Peter e) Captain Stacy to Peter and Aunt May
- 8 The correct order is: b, e, c, f, h, a, i, d, g
- 11 a) in the park b) in Brock's new office at the *Daily Bugle*
c) in the Osborn house d) in the Jazz Room
e) in an old church
- 12 a) They want Spider-Man to come and rescue her, then they can attack Spider-Man.
b) He is still very angry with Peter for injuring his face. Also, he still thinks that Spider-Man killed his father.
c) Bernard tells him that Norman Osborn's death was his own fault. Spider-Man didn't kill his father.
d) At last Spider-Man is there for her when she really needs him.
e) The suit makes him bad and he enjoys being bad.
f) He needs to tell him how Uncle Ben died.
g) Yes, he tells Peter that he is still his best friend.

Resource Sheet Activities**People and places**

- b) Aunt May c) Broadway d) Harry Osborn e) Sandman
f) The Jazz Room g) Mary Jane Watson

Chapters 1–3

- 1 b) ✓ c) ✗ d) ✗ e) ✓ f) ✓
- 2 b) i c) v d) ii e) iii f) iv
- 3 a) screamed b) picked c) turned d) appeared e) swung
f) put g) took h) cared

Chapters 4–6

- 1 a) He lost his memory after the accident.
b) It's too painful for her. c) He wants the money and gold to find a cure for his daughter's illness.
d) She realises that Peter knows Gwen.
e) He believed Dennis Caradine was Uncle Ben's killer.
- 2 b) cool c) tears d) crowd e) better f) up g) straight
h) speed i) by j) waitress k) caught

Chapters 7–9

- 1 b) Eddie Brock to Spider-Man c) Peter to Mr Ditkovich
d) Harry to MJ e) Peter to Eddie
- 2 a) False. Peter isn't pleased – he's too upset about Uncle Ben's killer. b) False. It makes him stronger. c) True d) True
e) False. They're in the park. f) False. He's really angry about it.
g) True h) False. He doesn't help Harry this time. i) True

Chapters 10–Epilogue

- 1 The correct order is: e, c, g, f, a, d, b
- 2 b) MJ c) SM d) MJ e) V f) S g) H h) SM i) H j) SM

Vocabulary Builder

1. bomb 2. meteorite 3. spider 4. cheer 5. diamond
6. hero 7. fake 8. tunnel 9. crane 10. armour
2. reports > revenge 3. meals > models 4. mouse > mask
5. boys > bells 6. message > memory 7. pocket > locket
8. bed > web 9. result > responsibility 10. rescue > review

Casual language

1. Love 2. Boy, am I happy to see you! 3. What is it with you?
4. I just want him off my back. 5. Give me a break!