



X-MEN 2

- EXTRA

Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazine.

SYNOPSIS

When a mysterious mutant, Nightcrawler, attempts to kill the President of the USA, the US government becomes even more suspicious of mutants. While Professor X tries to locate Nightcrawler, government scientist William Stryker injects Magneto (who is in prison) with a drug that makes him tell everything he knows about Professor X's school and the machine Cerebro. Stryker imprisons Professor X and Cyclops when they visit Magneto in prison. Then he attacks Professor X's school and finds Cerebro. (Stryker plans to use his own mutant son, Jason, to trick Professor X into using Cerebro to kill all the mutants in the world. Jason is able to project illusions into people's minds.)

Jean and Storm find Nightcrawler and reunite with the X-Men who have escaped from the school following Stryker's attack. In the meantime Mystique discovers Stryker's plan for Cerebro and then helps Magneto to escape from prison. Jean reads Nightcrawler's mind and discovers that Stryker injected him and ordered the attack on the President in order to stir up hatred of mutants. Magneto and Mystique join the X-Men to attack Stryker's base under Lake Alkali. However, once there, Magneto betrays them. He tries to get Professor X to kill every human in the world, but the X-Men manage to free Professor X before this happens. As the X-Men escape in the X-Jet, the dam bursts and Jean Grey loses her life, using her mental powers to save the rest of the team.

THE BACK STORY

The 2003 film *X-Men 2* (or *X2*) is the second film about the team of super-heroes based on the Marvel comic. It was followed by a third film, *X-Men 3: The Last Stand*. It explores themes about society's attitudes towards those who are different.

As in the other films, mutants are feared and hated by the rest of society. Professor X represents one response to this: he wants all humanity to work together and see beyond their differences. Xavier's old friend, Magneto, represents the opposite view: he believes that mutants are the next step in human evolution and that mutants must overcome humans to rule the world.

Magneto's human counterpart – and the film's true bad guy – is William Stryker, who desires the elimination of all mutants, including his own son. We learn that his hatred of mutants is due to the fact that his wife committed suicide because of their son's ability to project illusions in people's minds.

MEDIA LINKS

DVD: The film of *X-Men 2* (also known as *X2*) is available on DVD. The first film (*X-Men*) and third film (*X-Men 3: The Last Stand*) are also available.

CD: A recording of *X-Men 2* is available to accompany the Scholastic reader.

Internet: Try the film's official website at www.x2-movie.com. For information about X-Men comics, go to 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 2* (*X2*). The film is 128 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 2* (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 information about the film, examine the science behind the story, and provide information about one of the most famous locations in the story – the White House in Washington, DC.

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 2

-EXTRA

People and Places

1 The name is wrong in each sentence. Circle it and write the correct name.

- a) Logan has a school for mutants. *Professor X.*
- b) Storm can take the power of other mutants.
- c) Cyclops can make and use ice.
- d) Rogue has power over the weather.
- e) Magneto has metal through his body.
- f) Nightcrawler has power over fire.
- g) Mystique can appear and disappear.
- h) Pyro can look like anyone.

2 Draw lines to the right places.

- a) The White House ————— i) Canada
- b) Professor X's school ————— ii) Washington, DC
- c) A city east of New York ————— iii) Westchester, New York
- d) Lake Alkali ————— iv) Boston

Chapters 1–2

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

- a) The blue mutant kills President McKenna.
 F The blue mutant disappears and leaves a knife with a sign.
- b) Logan can't remember his past.

- c) Jean Grey's power becomes stronger at the museum.

- d) Professor X thinks Magneto sent the blue mutant.

- e) Stryker thinks mutants will win the fight with humans.

- f) Rogue is frightened of hurting her boyfriend.

- g) Professor X reads Logan's mind.

- h) Mystique finds a picture of Cerebro on Stryker's computer.

2 Here are some adjectives from Chapters 1–2. Fill the gap in each sentence with the correct adjective.

unfriendly empty ~~strange~~ special strong
 different terrible metal

- a) A ...*strange*... man in a hat and dark glasses walked up to a guard.
- b) The mutant disappeared then appeared in a place.
- c) Who put claws in Logan's hands?
- d) His past was as as the land around him.
- e) 'I think something is going to happen,' said Jean.
- f) The teenager gave Pyro an smile.
- g) Magneto's prison was very
- h) Suddenly there was a wind inside the church.

3 Work in pairs. Nightcrawler has just attacked the White House. One of you thinks that the President must put all mutants in prison. One of you thinks that the President must talk to mutant groups. Have their conversation.

Chapters 3–4

1 Who ...

- a) fires a gun at Cyclops? *Yuriko Oyama*
- b) takes some children into a tunnel?
- c) knew Logan 15 years ago?
- d) injects something into Mitchell Laurio?
- e) is called Mutant 143?
- f) goes to his home in Boston?
- g) kills the guard, Mitchell Laurio?
- h) tells the police he is the worst mutant?

2 Answer the questions.

- a) Why does Professor X visit Magneto in prison?
He wants to ask him about the mutant at the White House.
- b) Why do Logan and the three teenagers go to Boston?

- c) What does Stryker want in Profesor X's school?

- d) Why did Stryker send the mutant to the White House?

- e) Why does Stryker say his son is 'dead'?

- f) Why must the mutants leave Bobby's family home?

- g) How does Rogue stop Pyro from killing the police officers?

3 You are a reporter. Write a newspaper story about the attack on Xavier's school and / or what happened at Bobby's house.

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 5–7

1 Make sentences.

- | | |
|---|--|
| a) Jason Stryker is playing | i) to kill every mutant in the world. |
| b) William Stryker builds a new Cerebro | ii) that someone is in the tunnel. |
| c) Jean reads Nightcrawler's mind and discovers | iii) tricks with Professor X's mind. |
| d) Stryker has kept the mutant children | iv) to test the new Cerebro. |
| e) One of Stryker's men tells him | v) that Stryker's base is under Lake Alkali. |

2 Order the events.

- | | |
|--|-------------------------------------|
| a) Cyclops fires a beam at his friends. | <input type="checkbox"/> |
| b) Jason tells Profesor X to kill all the mutants. | <input type="checkbox"/> |
| c) Mystique opens the tunnel doors at the base. | <input checked="" type="checkbox"/> |
| d) Mystique tells Jason to change the plan. | <input type="checkbox"/> |
| e) Logan learns that Yuriko is like him. | <input type="checkbox"/> |
| f) Professor X starts to use the new Cerebro. | <input type="checkbox"/> |

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

become fly break lift find ~~run~~ speak take

- a) Logan *ran* back to the base to help the other X-Men.
- b) Storm and Nightcrawler the six mutant children.
- c) Nightcrawler Storm inside Cerebro.
- d) Rogue the X-Jet for the first time.
- e) The dam and the water came towards the plane.
- f) Jean up the plane with the power of her mind.
- g) Professor X Jean's last words.
- h) Suddenly the camera went off and the room dark.

4 At the end of the story, Professor X asks President McKenna, 'Will we fight, or will we work together for a better future?' You are the President. Write your answer.

5 Work with a partner. One of you is Professor X. One of you is a TV interviewer. Ask Professor X about the events of the past few days and / or his ideas about humans and mutants.

FINAL TASKS

1 Choose one of these characters: Professor X, Logan, Mystique, Magneto, Cyclops. Write the story from their point of view. Write about 150 words.

2 What special power would you most like to have? Why? Discuss your answer with a friend. Compare your answers with the rest of the class.

3 Imagine what happened in Logan's past. Write a short story about it.

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 2.

1 Choose the best word.

- a) Every mutant has a special one. *power*
- b) This is very cold.
- c) Albert Einstein was one.
- d) Some planes can fire these.
- e) Some wild animals have these.
- f) They have guns and follow orders.
- g) Boyfriends and girlfriends do this.
- h) Trains go through these.
- i) They aren't mutants.

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

- a) Magneto wears a (help) on his head. *helmet*
- b) Stryker's bar is under Lake Alkali.
- c) Cyclops can fire a beach from his eyes.
- d) Cerebro is a kind of magazine.
- e) Magneto can move all museum things.
- f) Stryker injected Nightcrawler in the nose.
- g) A big door held back the waters of the lake.
- h) Professor X can read people's miles.
- i) Magneto was in a special price.

Casual Language

- **'No problem.'** (page 18) Bobby Drake says this to Logan. Logan has just thanked him for making his drink cold (Bobby can do this because of his power over ice). People often say this when someone has thanked them for doing something. You could also say: 'You're welcome.'
- **'Come on!'** (page 22) Rogue, Bobby and Pyro are running from Stryker's men. Rogue wants Logan to come with them so she shouts this to him. You could also say: 'Hurry up!'
- **'Is anybody home?'** (page 25) Bobby shouts this when he arrives at his parents' house in Boston. People often shout this when they arrive at home to find out if anyone else is there. You could also just say 'Anyone home?'/ 'Anybody home?'

Choose the right expression to complete the sentences.

1. '.....'
'Yes, I'm in the kitchen.'
2. 'The film starts at eight o'clock.'
'I'm ready. Let's go!'
3. 'Thanks for the coffee.'
'.....'

THE FILM (pages 48–9)

Quiz

Everyone reads the Fact File about the film and the comic. Then in small groups, students prepare 5–10 questions on the information and test each other.

Writing

The film-makers wanted to show the X-Men training in a place called the Danger Room. This room is a huge virtual-reality machine which enables the X-Men to practise their special powers as though in a real-life situation. Tell the students to write a scene in the Danger Room. They can choose three or four of the X-Men to be in the scene. What dangers will they meet in the Danger Room? How will the X-Men use their powers?

THE SCIENCE OF THE X-MEN (pages 50–1)

Research/Presentation

In small groups, students research different aspects of this Fact File, using the Internet or the library, then present their findings to the rest of the class. Set one specific question for each topic. Possible topics are:

- Charles Darwin: his life, his ideas, his travels, etc.
- Maglev trains: facts about the train, countries which have Maglev trains, the speeds they can reach, etc.
- Telepathy/powers of the mind: interesting facts about performers who use the power of the mind, etc.

Experiment/Class debate

In pairs or groups, students design and carry out an experiment to see if it is possible to read other people's minds. They could use the picture cards shown on page 51 (these are Zener cards, which are used in telepathy experiments), or they could design something new. After the experiment, hold a class discussion. Is mind-reading possible? Can entertainers like Derren Brown really read minds? If not, how do they create this illusion?

THE WHITE HOUSE (PAGE 52–3)

Research/Writing

Students draw up a list of other information they would like to find out about the White House. They can then find this information in the library or on-line. The official website of the White House at www.whitehouse.gov is a good resource. They could then present their findings as a poster or web page.

Design competition

Hold a competition for students to design a new home for the leader of their country. They can draw a plan of the house and write notes about any special features. Display all the entries and let the class vote for the winner.

DVD/CD FOLLOW-UP

Prediction (DVD/CD)

Freeze-frame a scene or stop the CD just before a dramatic moment. Students say what is about to happen.

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.

Writing dialogue (DVD)

Choose an interesting sequence from the film with dialogue. Play the scene without sound. Ask students to suggest what the characters are saying. Then students work in small groups to write the dialogue. Finally the whole class watches the scene with sound. Compare the two dialogues.

ANSWER KEY

Self-Study Activities (pages 54–6)

- a) helmet b) neck c) ice d) prison e) soldier f) scientist g) guard
- a) machine b) metal c) human d) power e) kissed f) injected g) mind h) claws
- a) A blue mutant almost kills the President then disappears. b) He just finds empty buildings. c) Because Stryker has injected him. d) Mystique discovers the information.
- a) base b) tunnel c) beam
- a) Magneto b) He meets Logan and finds Cerebro. The students at the school have to escape. c) William Stryker sent him to make humans hate mutants even more. d) Yes. Magneto kills the guard by pulling the metal from his body. Mystique injected this metal into the guard.
- The correct order is: e, b, f, d, a, c
- a) Stryker goes to the school to find Cerebro. b) Mystique injects metal into one of the prison guards. c) William Stryker sent Nightcrawler to the White House. d) William Stryker's son is alive. e) Bobby Drake's brother calls the police. f) Rogue stops Pyro when he is going to kill the police officers.
- a) ii b) i
- a) Magneto b) William Stryker c) Mystique/Magneto d) Jean Grey
- a) Jason Stryker b) Magneto c) Jean d) Logan e) Nightcrawler
- a) He needs them to help him find and attack Stryker's base. b) She discovers that Stryker's base is under Lake Alkali in Canada. c) He is under Stryker's power. d) She does this to save the X-Men when the dam breaks. She uses her powers to hold back the waters and lift up the plane.

Resource Sheet Activities

People and Places

- ~~Storm~~ Rogue c) ~~Cyclops~~ Bobby Drake d) ~~Rogue~~ Storm e) ~~Magneto~~ Logan f) ~~Nightcrawler~~ Pyro g) ~~Mystique~~ Nightcrawler h) ~~Pyro~~ Mystique
- b) iii c) iv d) i

Chapters 1–2

- b) T c) T d) F (Professor X isn't sure who sent the blue mutant.) e) F (Stryker thinks humans will win the fight with mutants.) f) T g) F (Professor X doesn't want to read Logan's mind.) h) T
- b) different c) metal d) empty e) terrible f) unfriendly g) special h) strong

Chapters 3–4

- b) Colossus c) William Stryker d) Mystique e) Jason Stryker f) Bobby Drake g) Magneto h) Pyro
- b) Storm and Jean are there and Bobby Drake's parents live there. c) He wants to find Cerebro. d) He wants humans to hate mutants even more. e) He says this because his son is a mutant. f) Bobby's brother calls the police and they come to the house. g) She takes his power and stops all the fires.

Chapters 5–7

- a) iii b) i c) v d) iv e) ii
- The correct order is: c, f, a, e, b, d
- b) found c) took d) flew e) broke f) lifted g) spoke h) became

Vocabulary Builder

- b) ice c) scientist d) missiles e) claws f) soliders g) kiss h) tunnels i) humans
- b) ~~bar~~ base c) ~~beach~~ beam d) ~~magazine~~ machine e) ~~museum~~ metal f) ~~nose~~ neck g) ~~door~~ dam h) ~~miles~~ mind i) ~~prize~~ prison

Casual Language

1. Is anybody home? 2. Come on! 3. No problem.