



# SPIDER-MAN 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 magazine.

### SYNOPSIS

Peter Parker is living a hectic life in Manhattan, struggling to pay the rent and keep up with his university studies. On top of this, his love for Mary-Jane Watson (MJ) isn't going anywhere. For the first time ever, Peter does not want to be Spider-Man. He craves an ordinary life.

Also at this time Peter witnesses a dreadful accident involving the great New York scientist, Dr Otto Octavius. Many people are hurt and Dr Octavius himself is turned into a strange, crazy monster with four metal arms! Despite the danger this creature ('Ock') poses to the city, Peter quits his work as Spider-Man.

However, it's not long before Spider-Man is back on the streets – rescuing MJ from Ock's possession and saving the city from his dangerous energy experiment. At the end of the story, Spider-Man's true identity is revealed to MJ and the story closes with MJ expressing her desire to be with Peter, whatever the dangers.

### THE BACK STORY

*Spider-Man 2* the movie came out in 2004, two years after the release of the first Spider-Man film. Again, Tobey Maguire starred as Peter Parker/Spider-Man and Kirsten Dunst played the role of MJ. Dock Ock was played by the British actor Alfred Molina. The film was directed by the same director as the first movie, Sam Raimi.

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 of *Spider-Man 2* begins two years after Peter Parker first becomes Spider-Man. His life has changed in many ways – he is now a university student living in Manhattan and trying to make ends meet from various jobs. But he is still in love with MJ – though he still cannot bring himself to tell her. And of course he is still Spider-Man, living with the knowledge that anyone who gets close to him will always be in danger.

Audiences everywhere, including fans of the comic book character, were drawn to this portrayal of Spider-Man and the film remains one of the best-selling movies of all time.

### MEDIA LINKS

DVD: Columbia Pictures

CD: A recording of *Spider-Man 2* is available to accompany the Scholastic ELT reader.

Internet: The official movie site is at [www.sonypictures.com](http://www.sonypictures.com).

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 MEDIA 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 two hours 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 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. These provide background information about the making of the film, Spider-Man's super-hero powers and a feature on newspapers. Peter works as a photographer for the fictional *Daily Bugle* in New York, and the newspaper plays an important part in the Spider-Man stories.

### What did they think?

Get everyone to do a written or verbal review of *Spider-Man 2*. 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 2™  
-EXTRA



Chapters 1-2

1 What do you know about Spider-Man? Write three things. Show another student. Are they the same?

2 Write the names.

Who ...

- a) is Peter's boss at Joe's Pizzas? ..... *Mr. Aziz* .....
- b) tells New Yorkers bad things about Spider-Man? .....
- c) won't pay for the pizzas? .....
- d) won't give Peter any money? .....
- e) is very angry with Peter? .....
- f) is Peter going to write his homework about? .....

3 Choose the right word for each sentence.

- a) Harry is doing ..... *well* ..... at OsCorp.  
well / badly
- b) Aunt May has ..... money.  
a lot of / very little
- c) ..... knows that Uncle Ben's killer is dead.  
Peter / Aunt May
- d) Peter is ..... with the money he pays Mr Ditkovitch.  
behind / in front

4 Work with another student. One of you is Aunt May, the other is Harry. Talk about Peter and MJ. You both know that Peter likes MJ and MJ likes Peter. Why don't they get together? Have their conversation.

Chapters 3-5

1 Draw lines to make pairs of adjectives and nouns.

- |             |           |
|-------------|-----------|
| intelligent | reaction  |
| cheap       | face      |
| good        | questions |
| kind        | meeting   |
| fusion      | luck      |
| important   | energy    |

2 Are these sentences right (✓) or wrong (x)? Correct the wrong sentences.

- a) MJ is thinking about John in her dressing room.  
 *MJ is thinking about Peter in her dressing room.*
- b) Peter is riding to the theatre when a car drives into him.
- c) Spider-Man hangs the men's car from a street light.
- d) Peter gets to the theatre before the play starts.
- e) MJ sees Peter when she comes out of the theatre.
- f) Suddenly Peter can't shoot webbing.
- g) Peter runs down the building to the ground.
- h) Peter tells MJ in his phone message that he is Spider-Man.

3 Work with another student. You work for OsCorp. You were at Otto's big day. Talk about what happened.

Chapters 6-8

1 Do these things happen? Write Yes or No.

- a) Otto's metal arms start to control him. .... *Yes* .....
- b) Peter loses his job at the *Daily Bugle*. .....
- c) Otto and the arms are going to build a new reactor. ....
- d) Doc Ock and Spider-Man fight in the bank. ....
- e) Doc Ock takes Aunt May to the top of a very tall building. ....
- f) The police shoot at Doc Ock and hit him. ....

2 Answer the questions.

- a) How does MJ feel after her conversation with Peter in Chinatown?  
..... *she doesn't know what to think.* .....
- b) Why is Jonah Jameson happy when he buys Spider-Man's clothes?  
.....
- c) Peter tells Aunt May about how Uncle Ben died. Why does she walk away?  
.....
- d) Why does Harry send Doc Ock to find Peter Parker?  
.....

3 Which one of these things is going well for Peter? Tick (✓) the best box.

- |  |  |
|--|--|
| <input type="checkbox"/> love life ?       | <input type="checkbox"/> family life ?     |
| <input type="checkbox"/> super-hero life ? | <input type="checkbox"/> friendships ?     |
| <input type="checkbox"/> work life ?       | <input type="checkbox"/> university life ? |

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapters 9-Epilogue

**1 Use these words to complete the sentences.**

becomes carries crashes has need lies love ~~save~~

- a) Peter feels bad after the fire because Spider-Man didn't ..... *save* ..... the man on the fourth floor.
- b) Children like Henry Jackson ..... heroes.
- c) MJ doesn't really ..... John.
- d) Peter ..... to MJ about his feelings for her.
- e) Suddenly a car ..... through the café window.
- f) Doc Ock ..... MJ off.
- g) Peter ..... Spider-Man again because he ..... to save MJ.

**2 Write SM for Spider-Man or DO for Doc Ock in the spaces.**

- a) ..... *DO* ..... is at the Westside Tower first.
- b) ..... breaks the El train controls.
- c) ..... stops the El train before it crashes into the water.
- d) Harry gives ..... the tritium.
- e) ..... is going to kill half of New York.

**3 Find the mistakes in these sentences. Write the correct sentence.**

- a) In the building on the river, metal cables held Spider-Man.  
*In the building on the river, metal cables held MJ.*
- b) At last, Otto can't control the metal arms.  
.....  
.....
- c) MJ almost died when she saw the true face of Spider-Man.  
.....  
.....
- d) Spider-Man falls deep into the river with his reactor.  
.....  
.....
- e) MJ loves John Jameson more than Peter.  
.....  
.....

### Final tasks

**1 MJ writes a message to John Jameson on her wedding day. Her friend gives it to him. What does it say? Write her message.**

**2 You write for the *Daily Bugle*. You get to the river when Otto and the reactor are going under the water. You see Spider-Man in the web. Write the story for the newspaper.**

**3 Think of a different end to the story. Spider-Man can't stop Doc Ock. Doc Ock's reactor goes out of control. What happens to New York? Talk to other students.**

### VOCABULARY BUILDER

**1 Look at the list of New Words at the back of *Spider-Man 2*. Find words to answer these questions.**

1. How can you show your love for someone? With a ..... *kiss* .....
2. What helps you move your body and learn English? .....
3. Where can you see plays? .....
4. What kind of person saves others from dangerous places? .....
5. What kind of person works with fusion? .....
6. What kind of people do the police look for? .....
7. What are horse shoes made of? .....
8. What tells Peter that something bad is going to happen? His .....

**2 Choose the right word in *italics* in these sentences.**

1. Spiders live in *cables/webs*.
2. My sister loves dangerous sports. She's *quiet/crazy*.
3. He couldn't *control/swing* his motorbike and fell off.
4. There are only two *roofs/seats* in a sports car.
5. Look at the *sun/moon* – isn't it beautiful tonight!
6. Big cities use a lot of *energy/fusion* every day.
7. The man took out his gun and *swung/shot* the dog dead.
8. Small town newspapers have fewer stories about *crime/weather* than big city newspapers.

### Casual language

- MJ says '**Long time no see.**' to Peter (p.10). We use this when we see someone we know well after a long break.
- Aunt May tells Peter she is '**a little behind**' in money she pays each month to the bank (p.11). She hasn't been able to pay the bank enough money lately.
- MJ tells Peter she's '**seeing someone**' now (p.12). This means she has a boyfriend.

**Complete the dialogues with the expressions below:**

seeing someone    Long time no see    I'm a little behind

1. A: 'I borrowed some money from my Mum. But ..... paying her back. What can I do?'  
B: 'Why don't you get a Saturday job?'
2. A: 'Would you like to come to the cinema some time?'  
B: 'Oh, well, no, I can't. I'm ..... at the moment. He wouldn't like it!'
3. A: 'George! How have you been?'  
B: 'Steve! ..... !'

**SPIDER-MAN 2 (pages 48-9)****Act out a theatre scene**

Divide students into small groups and give each group a specific scene. Students have to plan how to put their scene on the stage, especially how to show the special effects. Then they write a script and rehearse their scene. Finally, each group acts out their scene for the class. It is better to run this kind of activity over a number of lessons.

**Quiz**

Prepare around 20 quiz questions using the information about the film in the Fact File. In class, students read pages 48-9 and remember as much information as they can. Tell the students to close their books, and divide the class into two teams. Ask each team a question in turn. If the team get an answer right, they get a point. If they get an answer wrong, the other team get a chance to answer and win a point. The team with the most points at the end is the winner.

**SPIDER-MAN'S POWERS (pages 50-1)****Presentation: Create a super-hero**

In pairs or small groups, students create their own super-hero. They give him or her a city or country to live in and protect and they decide on his or her super powers. These may be inspired by an animal, like long claws, or enhanced human abilities, like X-ray vision or very sharp hearing. Finally, groups introduce their super-hero to the class.

**Research: Animal talents**

Get students to choose an animal and research its special talents. All animals have unique abilities, developed to help them in their natural environment. Australasian animals are particularly good subjects because they have evolved separately from animals on other continents. The New Zealand kiwi, for example, is the only bird known to have nostrils at the end of its beak which it uses to sniff out worms. Ask students to find out if their chosen animal is in danger of extinction.

**NEWSPAPERS: HERE TO STAY? (pages 52-3)****Questionnaire**

What magazines, newspapers and comics do students read? Collect suggestions from the class as a whole and write them on the board. Students then work in pairs to create a short questionnaire about class reading habits. Example questions might be 'How often do you read a newspaper? every day/once a week/occasionally/never'. Or 'How many magazines do you read every week? none/1-3/more than 3'.

Pairs conduct their questionnaire, asking as many students as they can, compile their results, and write a short report.

**FILM/CD FOLLOW-UP****Top scene**

Get the class to make a list of the key scenes and write them on the board. Have a show of hands to find which scene students would most like to watch. Show that scene in class.

**Freeze frame**

Before class, pause the DVD at a key moment. Show the class the frozen frame. Discuss what has just happened and what is going to happen next.

**CD character analysis**

Choose a scene on the CD, for example Peter's birthday party. Allocate characters to different sections of the class – Harry, Aunt May, MJ and Peter. While they listen, students note down what the scene reveals about their character, e.g. Aunt May is kind and poor, and hates life without Uncle Ben.

**ANSWER KEY****Self-Study Activities (pages 54-56)**

- 1 a) brain b) roof c) web d) theatre e) science f) fusion g) seat
- 2 a) kissed b) shot c) swing d) control
- 3 a) He has problems with money and girls.  
b) Because she had a difficult home life.  
c) Brilliant./One with big ideas.  
d) Dangerous and crazy.  
e) He thinks Spider-Man killed his father.  
f) A criminal killed him two years ago.  
g) Manhattan.
- 4 a) Right. b) Wrong. It hates him. c) Right d) Right  
e) Wrong. She is in trouble.
- 5 a) You must work hard and use science for the good of the world.  
b) He has to fight criminals and save lives on the way.  
c) The man at the door says he can't go in.  
d) Her new boyfriend, John.  
e) He crashes down onto a building below. f) In the lift.
- 7 a, c and f
- 9 a) metal b) control c) glass d) angry e) build f) webbing g) twice
- 10 a) Peter > Harry  
b) Spider-Man fighting Doc Ock > Spider-Man and Doc Ock taking the money together c) \$50 > \$100  
d) Harry > Doc Ock; Doc Ock > Harry
- 12 a) Aunt May and Henry Jackson b) Spider-Man's.  
c) A car d) MJ
- 13 The order is: d, g, b, a, e, f, c

**Resource Sheet Activities****Chapters 1-2**

- 2 b) the *Daily Bugle* c) the woman behind the desk  
d) Betty Brandt e) Dr Connors f) Dr Otto Octavius
- 3 b) very little c) Peter d) behind

**Chapters 3-5**

- 1 cheap energy, good luck, kind face, fusion reaction, important meeting
- 2 b) Right c) Wrong. He hangs the men from the light.  
d) Wrong. He gets there after it starts.  
e) Wrong. Peter sees MJ but she doesn't see him.  
f) Right g) Wrong. He goes down in the lift.  
h) Wrong. He doesn't tell her.

**Chapters 6-8**

- 1 b) No c) Yes d) Yes e) Yes f) No
- 2 Possible answers:  
b) It means that the *Daily Bugle* has won its fight against Spider-Man.  
c) Because she is angry with Peter and very upset by his story.  
d) Because Peter knows where Spider-Man is.
- 3 University life. (He's doing his homework and enjoying his study.)

**Chapters 9-Epilogue**

- 1 b) need c) love d) lies e) crashes f) carries  
g) becomes, has
- 2 b) DO c) SM d) DO e) DO
- 3 b) At last, Otto can control the metal arms.  
c) MJ almost cried when she saw the true face of Spider-Man.  
d) Otto falls deep into the river with his reactor.  
e) MJ loves Peter more than John Jameson.

**Vocabulary Builder**

- 1 2. brain 3. theatre 4. hero 5. scientist 6. criminals  
7. metal 8. spider sense
- 2 2. crazy 3. control 4. seats 5. moon 6. energy 7. shot  
8. crime

**Casual language**

1. I'm a little behind 2. seeing someone 3. Long time no see!