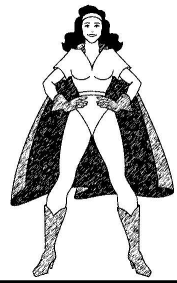




# Super Heroes



## Sample Sentences

**Q:** Are you free at 7:00 a.m.?

**A:** Yes, I am. / Sure. -OR-

*No. I have to fly to New Delhi, stop the earthquake and save all the people.*

**Q:** Are you free at \_\_\_\_\_?

**A:** Yes, I am.

**Q:** Do you have free time at \_\_\_\_\_?

**A:** Yes, I do.

**Q:** Are you free at \_\_\_\_\_?

**A:** No, I'm not.

**Q:** Do you have free time at \_\_\_\_\_?

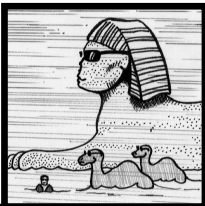
**A:** No, I don't.

**Q:** Why not?

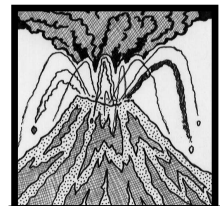
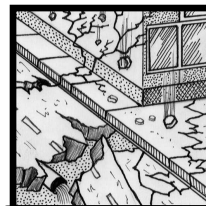
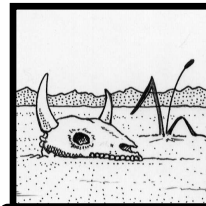
**A:** I have to fly to \_\_\_\_\_, stop the \_\_\_\_\_ and save all the people.

## Natural Disasters

avalanche • blizzard • drought • earthquake • flood • forest fire • hurricane  
mudslide • sandstorm • tidal wave • tornado • volcanic eruption



sandstorm



# Super Heroes

## Mercury Man's Schedule

7:00 a.m. Forest fire in \_\_\_\_\_  
8:00 (Free Time) \_\_\_\_\_  
9:00 Tidal wave in \_\_\_\_\_  
10:00 Volcanic eruption in \_\_\_\_\_  
11:00 (Free Time) \_\_\_\_\_  
12:00 p.m. Mud slide in \_\_\_\_\_  
1:00 (Free Time) \_\_\_\_\_

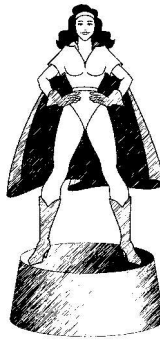


*"It's tough being a hero."*

2:00 Hurricane in \_\_\_\_\_  
3:00 (Free Time) \_\_\_\_\_  
4:00 Tornado in \_\_\_\_\_  
5:00 (Free Time) \_\_\_\_\_  
6:00 Earthquake in \_\_\_\_\_  
7:00 Blizzard in \_\_\_\_\_  
8:00 (Free Time) \_\_\_\_\_

## Venus Woman's Schedule

7:00 a.m. (Free Time) \_\_\_\_\_  
8:00 Earthquake in \_\_\_\_\_  
9:00 (Free Time) \_\_\_\_\_  
10:00 Avalanche in \_\_\_\_\_  
11:00 (Free Time) \_\_\_\_\_  
12:00 p.m. Blizzard in \_\_\_\_\_  
1:00 Sandstorm in \_\_\_\_\_



*"It's tougher being a heroine."*

2:00 (Free Time) \_\_\_\_\_  
3:00 Flood in \_\_\_\_\_  
4:00 Volcanic eruption in \_\_\_\_\_  
5:00 (Free Time) \_\_\_\_\_  
6:00 Hurricane in \_\_\_\_\_  
7:00 Drought in \_\_\_\_\_  
8:00 (Free Time) \_\_\_\_\_

## Pluto Pup's Schedule

7:00 a.m. Sandstorm in \_\_\_\_\_  
8:00 (Free Time) \_\_\_\_\_  
9:00 Tornado in \_\_\_\_\_  
10:00 (Free Time) \_\_\_\_\_  
11:00 Drought in \_\_\_\_\_  
12:00 p.m. (Free Time) \_\_\_\_\_  
1:00 Forest fire in \_\_\_\_\_



*"It's toughest being a dog."*

2:00 Avalanche in \_\_\_\_\_  
3:00 Tidal wave in \_\_\_\_\_  
4:00 (Free Time) \_\_\_\_\_  
5:00 Flood in \_\_\_\_\_  
6:00 (Free Time) \_\_\_\_\_  
7:00 (Free Time) \_\_\_\_\_  
8:00 Mud slide in \_\_\_\_\_

avalanche • blizzard • drought • earthquake • flood • forest fire • hurricane  
mudslide • sandstorm • tidal wave • tornado • volcanic eruption



## Super Heroes



1. Student ability: **Beginner ~ Intermediate**
2. Approximate length of lesson: **30+**
3. Number of students necessary: **3**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Tri Work (Three Students)**

\* \* \* \* \*

**Language Target:** Learning vocabulary of natural disasters, practicing present tense Q + A, setting up a time schedule using the phrase “have to.”

**Setting Up:** This is a two-part lesson; Part 1 concentrates on natural disaster vocabulary as well as structured question and answer patterns concerning appointment making. Part 2 gives students the opportunity to assume the role of a super hero who is entrusted with the super human tasks of stopping natural disasters from occurring in places around the world.

Beginning with Part 1, go through all of the natural disaster vocabulary with the students. Have all the students write the appropriate natural disaster below each picture. Next, review the sample sentences. Explain that this language is

useful for setting up appointments, specifically Super Hero appointments. Point out that the super heroes have to fly to some place, stop the natural disaster and save all the people.

**Getting Started: Part 1:** Put the students into groups of three and hand out Worksheet B, one per group. Students decide which Super Hero they'd prefer to be. They need to cut the worksheet into three sections; giving each student one of the super heroes' schedules.

(These schedules represents one day in the lives of super heroes who have to perform feats of salvation around the world to stop natural disasters from occurring.)

These super heroes are all pretty busy, but, **they must find time in their schedules to have their picture taken together** to give out to their fans. The problem is finding time to get together to have their picture taken. Finding a time slot becomes the task for the students.

Students must first complete their time schedules. They should ignore all lines that indicate free time, but they must fill in a location (city or country name) for the natural disasters to occur. When students have written in locations for the disasters, they need to find a time to have their fan club picture taken. The dialogue would be something like this:

Venus Woman:

“Mercury Man, are you free at 7:00 a.m.?”

Mercury Man:

“Sorry, I'm busy at 7:00 a.m. I have to fly to **Alaska**, stop the forest fire and save all the people.”

Venus Woman:

“Pluto Pup, are you free at 7:00 a.m.?”

Pluto Pup:

"No, I'm not. I have to fly to **Egypt**, stop the sandstorm and save all the people."

**Note:** There is no time when all three are free; this leads into higher-level language practice because students have to negotiate with the others to rearrange their schedules.

**Variation 1:** If working with lower-level students, prior to copying the super hero schedules (Part 2), white out Pluto Pup's last appointment (the 8:00 p.m. Mudslide). Then make copies. This will be the only available time slot in which all three super heroes are all unoccupied.

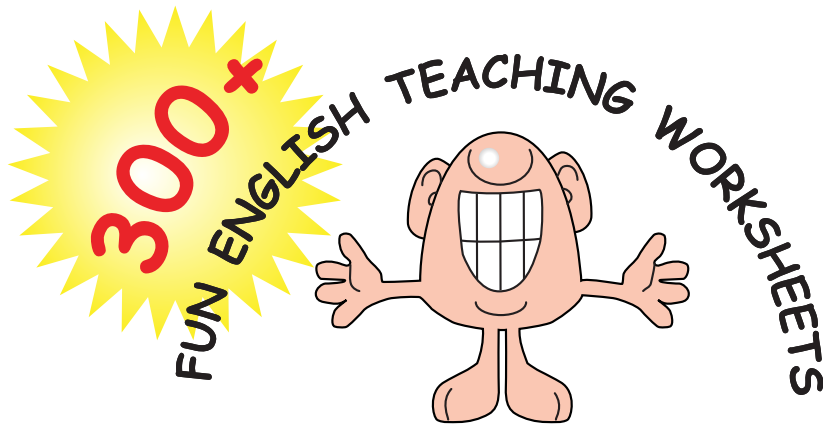
**Variation 2:** It's easy to introduce other verb tenses into this lesson. Simply change the schedule from today to yesterday, tomorrow, last week, next

week, etc. (Were you free ...? Will you be free...?)

**Variation 3:** Encourage advanced students to explain 'how' they plan to stop the natural disasters. This will challenge even some of the best English speakers. Additionally, the other two Super Heroes could offer advice or even disagree with the method.

**Building Fluency:** Encourage students to collect newspaper clippings of real natural disasters around the world. (They could start building a scrapbook) This is an especially realistic and motivating way to have discussions based on what actually happened, why it happened, what was done about it, or how it could have been less disastrous, etc.

Illustrated by Duncan Mason



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