

English in Mind Second edition

Level 5 Unit 11

Lesson Plan

THE
INDEPENDENT

How cartoons joined the 21st century

AIMS

- to read extensively and study a text related to the Unit theme
- to develop speaking skills: exchanging information and describing
- to improve reading extensively and intensively for comprehension
- to guess vocabulary from context
- to write to express personal opinions in a semi-formal register

Total time (approx): 1 hour 30 minutes

(Note: Some exercises can be set for homework)

Lead-in

- 1 To introduce students to the topic of the article and activate their background knowledge and language schemata, ask them in pairs/small groups to ask/answer the questions in Exercise 1. They should describe their own experiences and beliefs. When students have finished, ask for brief feedback from the group.

Time: 5 minutes

Reading comprehension (1): scanning

- 2 In this exercise students use their scanning skills to find out which of the superheroes are mentioned in the article. Remind students that they don't need to read every word but should let their eyes move quickly through the text to find the specific information they require. Use the table in Exercise 2. Some of these characters may have been discussed in the previous exercise.

Time: 3 minutes

Key: All of them except for Iron Man and Asterix.

Reading comprehension (2): understanding detail

- 3 This information gap activity focuses students' attention on meaning in the text. Students should work in pairs. Student A reads from the beginning to the end of paragraph 6, and Student B reads

from paragraph 6 to the end of the article. Do not allow them to use dictionaries, but encourage them to guess the meaning of any unfamiliar words from context, to get the gist. Give each pair the information gap activity in Exercise 3. Allow them enough time to complete the activity orally and monitor the pairs, helping with any difficulties. (Alternatively, you can ask students to read the whole article and then give them the questions in Exercise 3. Together they collaborate to find the answers.) Check the answers with them.

Key:

A

- 1 Thanks to technology, it now takes much less time to produce an online comic and it involves less people.
- 2 Webcomic artists are starting to go back to working on printed material.
- 3 The only character is Garfield's owner, Jon Arbuckle.
- 4 Because it costs a lot of money to print and distribute a comic.
- 5 It's easy to manipulate characters but it isn't as easy to come up with a good or funny strip.

B

- 1 3 days
- 2 2 Americans who run Penny Arcade webcomic. Yes, they're very successful.
- 3 Webcomics for Maths, games, manga and science-fiction enthusiasts.
- 4 Webcomics reach more readers more quickly compared to traditional comics.
- 5 He thinks that a reader should use his/her imagination about the story and decide how quickly or slowly to read the comic.

Time: 10–12 minutes

Vocabulary (1): synonyms

- 4 This exercise focuses on some of the words that students are less likely to be familiar with. Ask them to read the text again and then in pairs to choose a suitable synonym for the items in Exercise 4. First they should try to use context to infer meaning as this process will help them to remember the words. You may then allow them to use monolingual dictionaries to check meaning. Check answers in open class.

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Key: a enthusiasts b given them the freedom to experiment c retreat from d to connect with e is everywhere f strength g cultivate h of poor quality i attack j attention-grabbers

Time: 5 minutes

Vocabulary (2): using new vocabulary

- 5 This exercise checks that students have understood the new vocabulary and can recognise and use it to talk about other topics or contexts. Students match the beginnings and ends of the sentences (individually or in pairs) and then check with the teacher. If they have any difficulty (or as a final check), give them some examples using the new vocabulary items, and then ask them to decide if your use of the word is right or wrong. E.g. 'It's nice if someone makes a diatribe about your personality.' WRONG. 'Dross is another way of saying something is rubbish.' RIGHT.

Key:

- 1 My ex-boyfriend was a real cinema buff, and he could tell you the name of every film directed by Spielberg.
- 2 We literally balked at the price of the flat because there was no way we could ever afford it.
- 3 A lot of parents are criticised these days for giving their children too much free rein.
- 4 You'll see how the grammar work we do here ties into the grammar in the next unit.
- 5 Living in those suburbs is dangerous, and corruption and prostitution are rife there.
- 6 Suddenly, the boxer struck his opponent with all his might and won the competition.
- 7 A child's development is based on the concept of nature as well as nurture.
- 8 If you watch TV in the morning, you'll find an awful lot of dross!
- 9 The TV journalist launched his diatribe, and the prime minister nearly walked out of the interview.
- 10 Are sites like Facebook and Myspace just gimmicks for the young generation?

Not used: hated watching films; as a result, house prices are going up.

Time: 10 minutes

Grammar: conditionals

- 6 This exercise revises the use and form of second and third conditionals and generates ideas which may be used in the further work section. It may be useful to elicit the forms in both clauses on the board before students start. Check they understand the function of the forms too, and give or elicit a clear example.

2nd conditional: *If + simple past, would + bare infinitive* ('Would' can be substituted by 'could' or 'might'.)

Function: to talk about an unlikely but possible situation now or in the future.

3rd conditional: *If + past perfect, would + have + past participle*

Function: to talk about an improbable past situation, often expressing regret or annoyance.

Ask students to complete the sentences in Exercise 6 with their own opinion and add two or three extra sentences at the end. Students can compare their sentences with a partner to see if they share any of the same ideas.

Time: 18 minutes

Discussion

- 7 Ask students in pairs/small groups to complete the discussion tasks in Exercise 7. They should summarise and expand on ideas in the text. Monitor students as they discuss, and help with phrasing or correct any impeding errors.

Time: 10–12 minutes

Further work

- 8 **Writing: personalisation.** (Internet access required.) This exercise will deepen students' appreciation of the text by encouraging them to use ideas expressed in earlier stages of the lesson and to explore other sites related to the text they have read. Ask them to work in pairs/small groups. Tell them they are going to post a comment on a website to voice their opinion. They need to decide if they want to

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support the death of printed comics or support the popularity of webcomics. Look at examples of postings on sites such as Garfield Minus Garfield (<http://garfieldminusgarfield.net>), Marvel (www.marvel.com) and the Independent (www.independent.co.uk) to focus on format and useful language. This activity can be done in notebooks or by accessing relevant websites and writing 'live'. Make sure students use a suitable register and do not either mix registers or sound too formal. They should begin by writing '**Most people my age read ...**' Remind then to re-read and edit their work and to use paragraphs. Alternatively, set this as something to be done individually as a piece of homework. Students need to write approximately 100 words. Some useful language is given below.

Expressing opinions Linking words

I think that ... First of all, ...

It seems/appears that ... However, ...

I'd say that ... Finally, ...

I don't agree with/that ... Although ... in fact ...

I agree entirely with/that ... Actually, ...

Time: 20–25 minutes

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