



LEVEL 2
LESSON 24
I FEEL
SUPER!

Topics Giving warnings Giving advice Expressing preferences	Prepare Before Class Print the Advice handout Print out the student Activity Sheet
Learning Strategy Rehearse	Goals Using “had better” and “would rather”

Day 1

Introduce the Lesson

Say, “In this lesson Anna gets hit by lightning and, suddenly, can do amazing things. Or she thinks she can.”

Ask students, “Do you like to read books or watch movies about super heroes? What are their names?”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

In this lesson, Anna thinks she has become a super hero. Ask students, “What powers does your favorite super hero have?” List them on the board and explain that in this lesson we will find out what powers Anna has.

Present the Conversation

Tell students that the video will show Anna talking with a young man about superpowers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

We use “had better” to give advice. It is very informal and stronger than “should” and “ought to.” For example, Anna says: “You’d better decide soon. Last year, it sold out.”

Using Had Better and Would Rather

When we use “had better,” we usually shorten the word “had” after personal pronouns.

We use “would rather” to say what we or someone else prefers to do or have. For example, the boy says: “Okay. If I had to choose, I’d rather be born a superhero.”

With “would rather,” we also shorten the word “would” when used with personal pronouns. Keep watching and listen for “had better” and “would rather.”

Giving Advice Activity

Expand on the information Professor Bot gave about using “had better.” “We use ‘had better’ to give advice. It is stronger than ‘should’ and ‘ought to.’ It tells us that there may be consequences if a person doesn’t take the advice.” Write these example on the board:

You had better decide soon. Last year, it sold out.

(Consequence: The conference might sell out.)

Anna had better be careful with her superpowers!

(Consequence: Someone could get hurt.)

Continue: “The verb form is always had (not have) and we use a simple verb after had better. We also usually shorten had with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d better.’”

Give each student the Giving Advice handout. Pair students and ask them to begin by completing the top section independently. They are asked to write four sentences with general advice for people visiting their country. If students are uncertain about what to write, discuss the kinds of polite behavior that people in their country expect. Give some examples depending on the culture of your students’ home countries. For Japan, for example, advice might be “You should take off your shoes before entering someone’s home.”

Next, ask students to write four pieces of advice about the situations pictured on the handout. After students in pairs have finished, ask two pairs to get together and form a group of four. In the group, they should read one of their sentences and have the other pair guess the situation the advice is for.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Rehearse. We rehearse when we try out new language patterns or vocabulary. In this lesson, Anna is rehearsing to act as a superhero. She thinks she can fly.”

Continue, “When we are studying English, we often need to rehearse - for example, before giving a presentation or before acting in a role play. In our daily life, we may rehearse for a job interview or an important ceremony.”

Ask students, “Does rehearsing before speaking English help you?” Give students a chance

to think and share their examples with the class. Possible answers may include, “It helps me feel more confident,” or “It helps me understand what I need to improve.”

Continue: “Think about the things you have done to rehearse as you prepared for using English in specific situations. Write in your notebook or on a sheet of paper: ‘How I Rehearse While Learning English.’ Look back at the list when you feel nervous about speaking English. I hope it will help you feel more confident.”

Activity

Review the use of “would rather:” “We use ‘would rather’ to say what someone prefers to do or have. It is very common in spoken English. We also usually shorten ‘had’ with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d rather.’”

Explain the activity: “In this activity, you will give your preferences using “would rather.” Ask students to form pairs. Give each student a copy of the Activity Sheet. Have two students demonstrate the activity by acting out the sample dialogue or provide a similar question of your own: “Would you rather have a one-hour test on Friday or four 15-minute quizzes from Monday - Thursday?”

Observe students as they work in pairs to complete the activity. Ask several pairs to share interesting reasons they heard from their partners for their preferences.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says, “So, since we’re talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman?”
The question is: What is one thing Anna wants to know about the young man?

2. Professor Bot says, “We use ‘had better’ to give advice.”
The question is: Which sentence uses the new grammar correctly?

Read the sentences or ask students to read them on their paper.

The young man would better decide today.

Anna had rather become a superhero by accident.

She'd better see a doctor sometime soon.

All of these sentences use the new grammar correctly.

3. The young man says, "What was that!? Are you okay?" Then Anna answers, "I'm better than okay. I feel super!" The young man tells her, "You'd better see a doctor." Again, Anna answers him, "I've never felt better!"

The question is: Why does Anna think she doesn't need to see a doctor?

4. Anna says, "Now, I need to find my superpowers --"

The question is, What does Anna want to know?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Conversation

- Anna: Hi! I see you like superhero culture. Me too. In fact, tonight I'm going to the big superhero convention. Are you going?
- Young man: Um, I don't know.
- Anna: Well, you'd better decide soon. Last year, it sold out. So, since we're talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman? Take your time. It's a big question. I thought about it for days –
- Young man: Okay. If I had to choose, I'd rather be born a superhero.
- Anna: I'd rather become a superhero by an unexpected accident!
- Young man: Aren't all accidents unexpected?
- Anna: Well, yeah.
- Young man: What was that!? Are you okay?
- Anna: I'm better than okay. I feel super!
- Young man: You'd better see a doctor.
- Anna: I've never felt better!
- Young man: You were just struck by lightning!! And what happened to your hair and your clothes?
- Anna: I don't know. Wait, I do know. This is my super suit! And this is my origin story.
- Young man: What are you talking about?
- Anna: An origin story tells the beginning of a superhero. You should know that.
- Young man: You're not making any sense, lady.
- Anna: I would rather be called Lightning Bolt Lady! It'll sound great in a theme song: Lightning Bolt Lady!
- Anna: Now, I need to find my superpowers --
- Young man: Um, I really think --
- Anna: Wait. Don't tell me. I'll read your mind. You are thinking you'd like to be my super helper.
- Young man: I was not thinking that.
- Anna: ... that you'd like to live in a tree house.

Young man: No.

Anna: ... that you should eat more vegetables.

Young man: Please, stop talking. You really should get some help.

Anna: Mind reading is not my superpower. Maybe I can become invisible. I ... am ... invisible! You can't see me. Who am I? I'm not here. You can't see me.

Young man: I can see you and so can everybody else.

Anna: No power of invisibility. Maybe I can create a force field. I feel it working. Nothing can hurt –
(Someone throws a piece of paper and it hits her head.)

Anna: Ow, that wasn't very nice. I see I have a lot of work to do. Well, goodbye, non-super person!

Young man: Wait. I'd better go with you. You might get worse...if that's even possible.

Anna: That's very nice of you, ordinary human. But I'd rather go by myself. This is a quest.

Young man: Every time you speak, I get more confused.

Anna: A quest is a part of all superhero stories. You really need to work on your superhero studies. Now, stand back. I've never flown before.

Young man: And you're not flying now.

Anna: Flying is also not my superpower. That's too bad. It's going to be expensive to Uber everywhere. You know, I'd rather walk. It's a nice day. Goodbye, non-super person.

Young man: I am not talking to strangers again.

Announcer: Will Lightning Bolt Lady find her superpowers ... ever? Ouch! Did that brick wall hurt? Will the young man ever talk to a stranger again? Find out on the next episode of Let's Learn English!

Key Words

announcer	<i>n</i>	a person who gives information on television or radio
become	<i>v</i>	to begin to be or come to be something
brick	<i>n</i>	a small, hard block of baked clay that is used to build structures, such as houses, and sometimes to make streets
by accident	<i>expression</i>	in a way that is not planned or intended
create	<i>v</i>	to make or produce something
convention	<i>n</i>	a large meeting of people who come to a place for usually several days to talk about their shared work or other interests
consequence	<i>n</i>	something that happens as a result of a particular action or set of conditions
decide	<i>v</i>	to make a choice about something
force field	<i>n</i>	an invisible or transparent shield of energy that some superheroes produce as a form of protection
human	<i>n</i>	a person
invisible	<i>adj</i>	impossible to see
lightning	<i>n</i>	the flashes of light that are produced in the sky during a storm
origin story	<i>n</i>	a story that informs the identity and motivations of heroes and villains in a comic book
prefer	<i>v</i>	to like someone or something better than someone or something else
power	<i>n</i>	physical force or strength
quest	<i>n</i>	a journey made in search of something
stand	<i>v</i>	to be in an upright position with all of your weight on your feet
superhero	<i>n</i>	a fictional character who has amazing powers, such as the ability to fly

superpower	<i>n</i>	a special power that only superheroes have
super suit	<i>n</i>	the special clothing that a superhero wears
theme song	<i>n</i>	a piece of music from a television program or film that is remembered as the music that represents that program or film
Uber	<i>v</i>	to ride in an Uber car
unexpected	<i>adj</i>	not expected
urgency	<i>n</i>	something that is very important and needs immediate attention
wall	<i>n</i>	the structure that forms the side of a room or building

Quiz - Level 2, Lesson 24 - I Feel Super!







Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. What is one thing Anna wants to know about the young man?</p> <p>a. If he would buy her a ticket to tonight's Superhero Convention</p> <p>b. Anna wants to know if he likes superhero culture more than her.</p> <p>c. If he would rather be born a superhero or become one by accident</p> <p>d. Anna wants to know all of these things about the young man.</p> | <p>3. Why does Anna think she doesn't need to see a doctor?</p> <p>a. Anna's origin story says lightning cannot hurt her.</p> <p>b. She would rather not tell the doctor what happened.</p> <p>c. Anna feels great and thinks she is now a superhero.</p> <p>d. She doesn't think she needs a doctor for all these reasons.</p> |
| <p>2. Which sentence uses the new grammar correctly?</p> <p>a. The young man would better decide today.</p> <p>b. Anna had rather become a superhero by accident.</p> <p>c. She'd better see a doctor sometime soon.</p> <p>d. All of these sentences use the new grammar correctly.</p> | <p>4. What does Anna want to know?</p> <p>a. What foods the young man eats</p> <p>b. Why she cannot read the young man's mind</p> <p>c. What superpowers she now has</p> <p>d. Why the young man doesn't want to be her helper</p> |

A. Complete the four sentences with advice for people visiting your country for the first time.

1. You should (n't)
2. You'd better (not)
3. If I were you,
4. You ought (not) to

B. Now, work with a partner. Write four pieces of advice for the modern-day situations below. Use a different structure for giving advice each time.

<p>Using mobile phones</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Using social networking sites</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Meeting People</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Getting around</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Visiting someone's home</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Dining out</p> 	<ol style="list-style-type: none"> 1. 2. 3. 4.

C. Join with another pair. Take turns choosing a situation at random and read one of your pieces of advice to the other pair. The other pair has to guess which situation the advice is for. If the pair guesses correctly, they score four points. If they guess incorrectly, read a second piece of advice. The pair then guesses again for three points and so on.

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STEP 1

Look at the "would you rather" questions. Ask your partner each question, then ask, "Why?" for each of their answers.



Would you rather travel to the past or to the future?

Would you rather be best friends with a celebrity or have your dream job?

Would you rather play a sport professionally or be an actor / actress?

Would you rather live on the moon or at the bottom of the sea?

Would you rather be a chef or a waiter?

Would you rather eat chocolate for an entire day or broccoli?

STEP 2

Write a sentence about what your partner would rather do on the lines below each question. Is it the same as your own choice or different?

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