

<b>ACTIVIDADE PORTFOLIO</b> <b>DE ADULTOS</b> <b>Curso 2011/20121</b>	
<b>TÍTULO DA ACTIVIDADE</b>	<p>É un paxaro, é un avión?. Superheroes.</p> <p>Título Orixinal. Is it a bird, is it a plane?. Unit on superheroes.</p>
<b>IDIOMAS</b>	<div> <input type="checkbox"/> GALEGO <input type="checkbox"/> FRANCÉS <input type="checkbox"/> OUTRAS </div> <p>LINGUAS:</p> <div> <input type="checkbox"/> CASTELÁN <input type="checkbox"/> ALEMÁN </div> <div> <input checked="" type="checkbox"/> INGLÉS <input type="checkbox"/> ITALIANO </div>
<b>DESCRITORES A TRABALLAR</b>	<p>Escoitar</p> <ul style="list-style-type: none"> <li>. Son capaz de entender unha entrevista radiofónica.</li> </ul> <p>Conversar</p> <ul style="list-style-type: none"> <li>. Son capaz de informar ou facer unha descrición clara e detallada sobre unha variedade de temas do meu interese relacionadas co meu campo de especialización.</li> <li>. Son capaz de comentar as opinións doutras personas.</li> </ul>
<b>DESTREZAS QUE SE INCLÚEN</b>	<div> <input type="checkbox"/> COMPRENDER: x comprensión auditiva / x comprensión lectora </div> <div> <input type="checkbox"/> FALAR: x expresión oral / x interacción oral (conversar) </div> <div> <input type="checkbox"/> ESCRIBIR: <input type="checkbox"/> expresión escrita </div>
<b>OBXECTIVOS</b>	<ul style="list-style-type: none"> <li>. Definir, analizar e alcanzar conclusións.</li> <li>. Comprender información xeral e específica en textos orais e escritos a cerca de superheroes.</li> <li>. Describir accións e feitos pasados.</li> <li>. Participar nun proxecto de grupo.</li> <li>. Presentar e intercambiar información oralmente.</li> </ul>
<b>NIVEL</b>	B2.1. Curso Avanzado1.
<b>SECCIÓN DO PEL</b>	<p>x BIOGRAFÍA. Táboas de autoavaliación.</p> <p><input type="checkbox"/> PASAPORTE DE LINGUAS</p>

	□ DOSSIER
<b>PROCEDEMENTO</b>	<ol style="list-style-type: none"> <li>1. Presentación. Se presenta un dibuxo da popular protagonista do comic The Fantastic For, The Invisible Woman. O alumnado a través de catro preguntas guiadas porá en común a información que coñezan sobre a heroína.</li> <li>2. Lectura. The Invisible Woman. Actividade de comprensión lectora.</li> <li>3. Actividade de reflexión na utilización de tempos verbais para referirse a feitos pasados.</li> <li>4. Wonder Woman. O alumnado completará un texto preguntando e respostando a un compañeiro de clase.</li> <li>5. Mostrarase unha foto de Stan Lee. O alumnado terá que adiviñar de quen se trata e as personaxes de banda deseñada que creou.</li> <li>6. O alumnado leerá as preguntas dunha entrevista radiofónica realizada a Stan Lee e, en parellas, inventará as respostas. <a href="http://www.bbc.co.uk/science/hottopics/superheroes/video.shtml">http://www.bbc.co.uk/science/hottopics/superheroes/video.shtml</a></li> <li>7. Escoita da entrevista. O alumando corregirá as súas respostas anteriores cando proceda e comparará a información cun compañeiro.</li> <li>8. En grupos de 4 personas, o alumnado creará o seu propio superheroe para presentar ó grupo clase. Cada persona do grupo terá asignado un rol- historiador, biógrafo, artista e creador da personaxe malvada-</li> <li>9. En sesións posteriores cada grupo fará a súa presentación oral ó grupo-clase.</li> </ol>
<b>AVALIACIÓN:</b> <b>Seguimento</b>	A profesora fará un seguimento de todas as actividades dende o comezo da unidade, monitorizando, dando exemplos e corregindo erros. O alumnado cubrirá de forma individual a folla de auto-avaliación (oral presentation rubric) e o documento 8.4

	do portfolio e reflexionará sobre o grao de consecución dos obxetivos.
<b>AVALIACIÓN:</b> <b>Nivel de participación</b>	Ö ter un rol cada membro do grupo, a participación e implicación é total.
<b>IMPACTO PREVISTO</b>	Moi positivo. O alumnado melloran a súa competencia comunicativa e son protagonistas conscientes no seu proceso de auto-aprendizaxe.

# Invisible Woman

## Pre-Reading

Look at the picture and discuss the following four questions with a partner.

Who is this character?

Which group of superheroes is she a member of?

How do you know about her? Comic books? Films? Internet? Friends?

What is her real name?

Image source: [http://www.femfour.com/images/Burgos/Invisible\\_Woman.jpg](http://www.femfour.com/images/Burgos/Invisible_Woman.jpg)

# Invisible Woman

## Reading

Susan Storm was born in Long Island. As a child she lived with her aunt because her mother, Mary, had died in a car crash, and her father was in prison.

When she graduated high school, she moved to California to attend college, where she met her future husband Reed Richards. The two of them began to become romantically involved with each other.

Reed Richards was working in the field of Aerospace engineering, and was designing a spacecraft for interstellar travel for the government when the government stopped investing money in his project. However, Reed decided to make a test flight. Susan, Susan's brother Johnny, Reed and his best friend Ben Grimm went on the dangerous space mission.



Source: [www.fantastic-four.nl/ffroman1.gif](http://www.fantastic-four.nl/ffroman1.gif)

When they were travelling in space, they received massive amounts of cosmic radiation. When they returned to Earth, they realized that they had superhuman powers. Susan's power was the ability to become invisible at will. Realizing the potential use of their abilities, the four of them became the Fantastic Four, for the benefit of mankind.

## Comprehension Questions

- Is she a heroine or a villain?
- What is Susan's superpower?
- Where did Susan Storm acquire her superpowers?
- What is Susan's husband's name?
- Is Susan an only child?

## Post-Reading

Find the underline verbs in the text above. Make sure you read and understand the sentences. Now put the verbs under the right category and complete the rules.

	It indicates a long action in the past that was interrupted	It indicates an interruption in another action
Examples		
Rules of formation	____ / ____ + VERB+ing	VERB+ ____

# Exchange Information Speaking

Student A. Read the text. You have half the information and you must ask your partner questions to get the answers. Then, compare stories.

## Wonder Woman's character

Wonder Woman was the first female superhero. She appeared as a comic book character in \_\_\_\_\_ during World War II. Dr. William Marston, a psychologist and the inventor of the lie detector, created Wonder Woman to encourage young girls to read books.

Wonder Woman was born on \_\_\_\_\_, the Bermuda Triangle. Her mother Hippolyta (Queen Amazons), called her Diana. \_\_\_\_\_, Force officer who crashed on Paradise Island during II, became her boyfriend. Steve's uniform inspired Wonder Woman's red, white and blue costume. She has had different versions of her famous costume during the years.

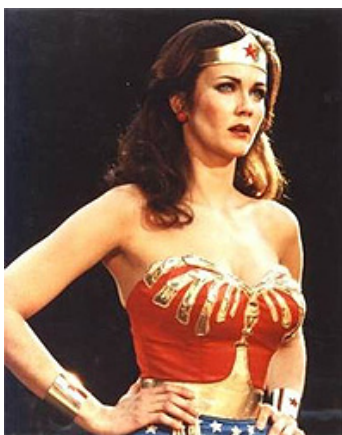


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The Gods of Olympus gave Diana her superpowers, including great speed, strength and the \_\_\_\_\_. Her indestructible Silver Bracelets enable her to repel projectiles, for example, bullets.



## The TV series

Wonder Woman appeared on American TV in November 1975. The TV series became so popular that Trevor's comic book character, who was originally blond, became \_\_\_\_\_ to match his TV counterpart!

A movie adaptation may be produced in the future... Sandra Bullock, Jennifer Anniston or Catherine Zeta-Jones have been considered as potential "Wonder Women"... Which one is your favourite?

Adapted from <http://home.iprimus.com.au/rennyr/Facts.html> & <http://www.pantheon.org/articles/a/amazons.html>

# Exchange Information Speaking

Student B. Read the text. You have half the information and you must ask your partner questions to get the answers. Then, compare stories.

## Wonder Woman's character

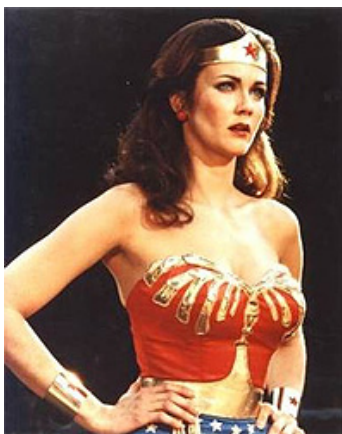
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# Exchange Information Speaking

Key text

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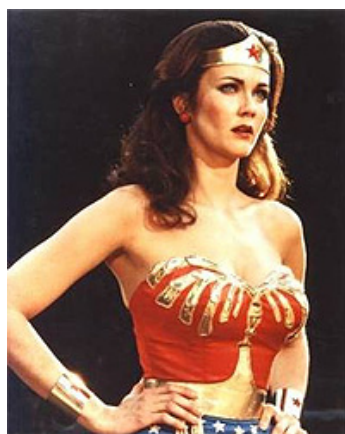
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<http://www.pantheon.org/articles/a/amazons.html>



Source: [news.bbc.co.uk/.../ 2000/newsmakers/3055733.stm](https://www.bbc.com/news/health-104733)

# Stan Lee's Interview

BBC Science had an exclusive interview with Stan Lee, the creator of Spider-Man, in November 2004. First, read the comprehension questions and imagine Mr Lee's answers in pairs

Now you will listen to his actual answers: Compare them with yours.

1. Where did the Spiderman idea come from?

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2. How did Spiderman first get into print?

---

3. Why did you make Peter Parker a scientist?

---

4. Are you at all scientific?

---

5. Are you amazed now that some of your ideas are real?

---

6. Could there ever be real superheroes?

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## OBJECTIVES

In groups of four, you will create your original superhero or super heroine and will present your work to the rest of the class. Each member of the group will have to present his/her work. You may use visuals, for example, drawings, posters, etc. to introduce your character(s), but the most important thing is what you will explain, so try to be clear and organized!

## ROLES

### The Unbeatable Historian

He/she will create the background information for the character:

- Where does he/she come from?
- What can you imagine about his/her early history?
- What turned him/her into a super hero?

### The Stupendous Villain Creator

He/she will create a villain for your character. This has to be a complete biography and the historical background of the villain. You have to work in conjunction with the Historian and the Biographer, to understand who your character fights all the time! The Agile Artist will have to design his/her costume, so tell him/her what sort of villain you are creating.

### The Brave Biographer

He/she will create the superpowers for the character: Can you describe his/her powers, and their effects?

### The Sophisticated Artist

He/she will design the costume and equipment for the characters. Remember that your job is not only drawing sketches. You will have to describe and justify your creations too.

## EVALUATION RUBRIC

Element	Possible Points	Earned Assessment	
		Self	Teacher
<b>Organization</b> The details are in an order that makes sense			
<b>Speaking</b> The presenter spoke clearly and could be heard by all.			
<b>Pictures</b> Pictures were neat, well done, and clearly seen.			
<b>Creativity</b> The presentation was imaginative and creative..			
<b>Content</b> The presenter explained all the required information.			

### Oral Presentation Rubric

Name: \_\_\_\_\_

	4	3	2	1	You
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces a few words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces a few words.	Often mumbles or can not be understood OR mispronounces many words.	
<b>Props</b>	Use of several props that show considerable work/creativity and which make the presentation better.	Use of one prop that shows considerable work/creativity and which make the presentation better.	Uses of one prop which makes the presentation better.	Use of no props OR the props chosen detract from the presentation.	
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently most of the time.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.	

Grade \_\_\_\_\_

