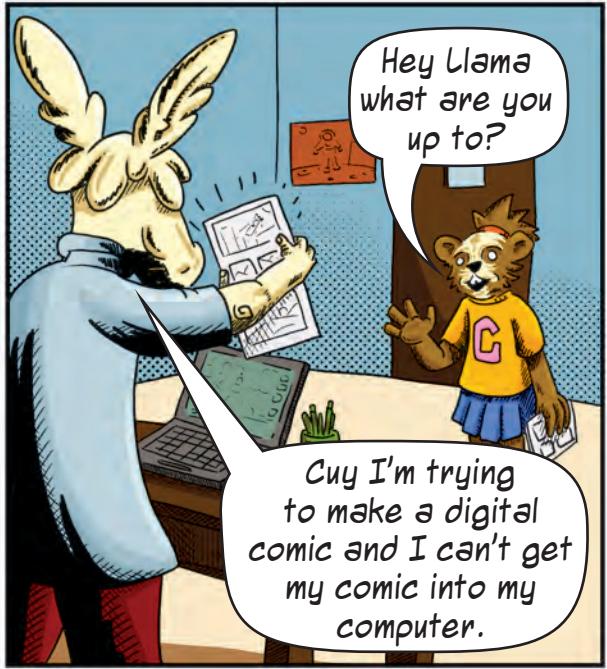


PANEL FRENZY

Photo copy and cut along the dotted lines. Then arrange the panels in a story.



COMICS BY PERUVIAN STUDENTS!



This Comic book is Sponsored by the U.S. Embassy in Peru with the collaboration of the Peruvian Ministry of Education. It Features amazing comics from students at six COARs, Colegios De Alto Rendimiento, across Peru. Students used ComicLife 3, a digital comic book making program, to create their comics. The goal of Zonk! is to get students and teachers excited about learning English, to share their knowledge of local culture through comic book stories, to improve the language learning experience, and enhance critical thinking skills. Zonk! is Filled with practical tips for using comic books to learn English.

The Regional English Language Office (RELO)

of the U.S. Embassy in Peru is thrilled to support teachers and learners with Zonk! 2. The RELO office works directly with education communities across South America, and virtually engages with teachers around the world through monthly webinars and social media. Their aim is to engage students, teachers, policy makers, and partner organizations through their free programs and resources. Special thanks goes out to the Peruvian Ministry of Education. It would not have been possible to make Zonk! 2 without their support.

TO LEARN ABOUT THE REGIONAL ENGLISH LANGUAGE OFFICE VISIT:

[FACEBOOK.COM/RELOANDES](https://www.facebook.com/reloandes)

[FACEBOOK.COM/EMBAJADA DE ESTADOS UNIDOS EN PERU](https://www.facebook.com/embajada.de.estados.unidos.en.peru)

[WWW.AMERICANENGLISH.STATE.GOV](http://www.americanenglish.state.gov)

Brought to you by:

BENJAMIN ILKA

is an illustrator, designer, writer, and printmaker. His work includes comics, children's books, and Fine art. Find more information and samples of his work visit www.benjaminilka.com

FABRÍCIO RIVAS MARMANILLO

is a teacher, comicbook artist, and teacher trainer. To see more of his art visit his page on Facebook: Bestial Comics.

PHOTOCOPY

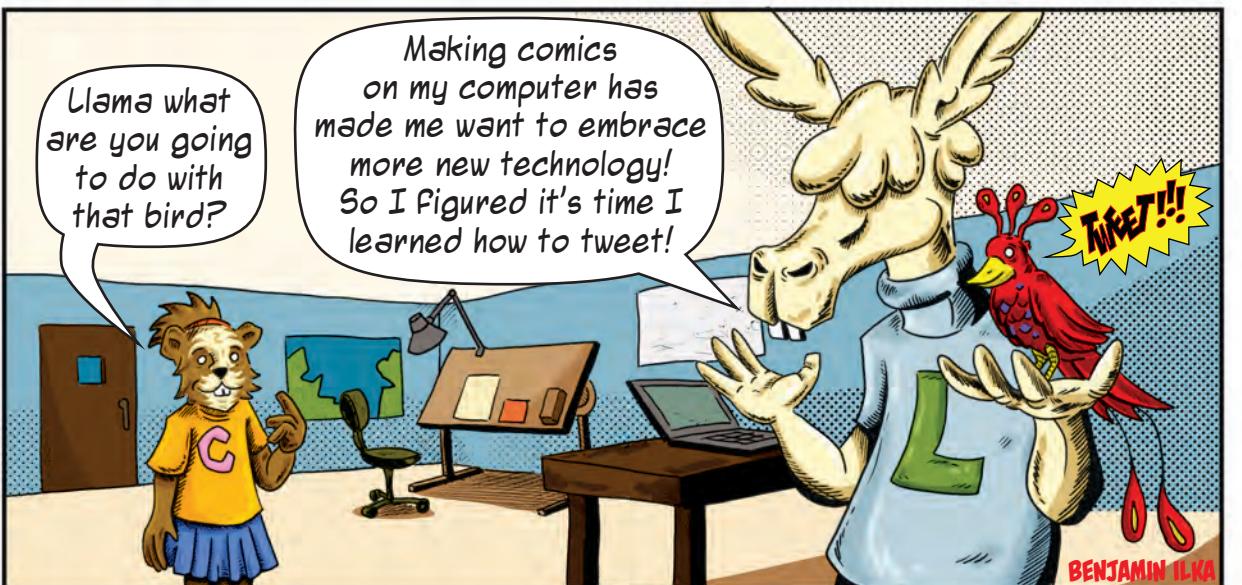
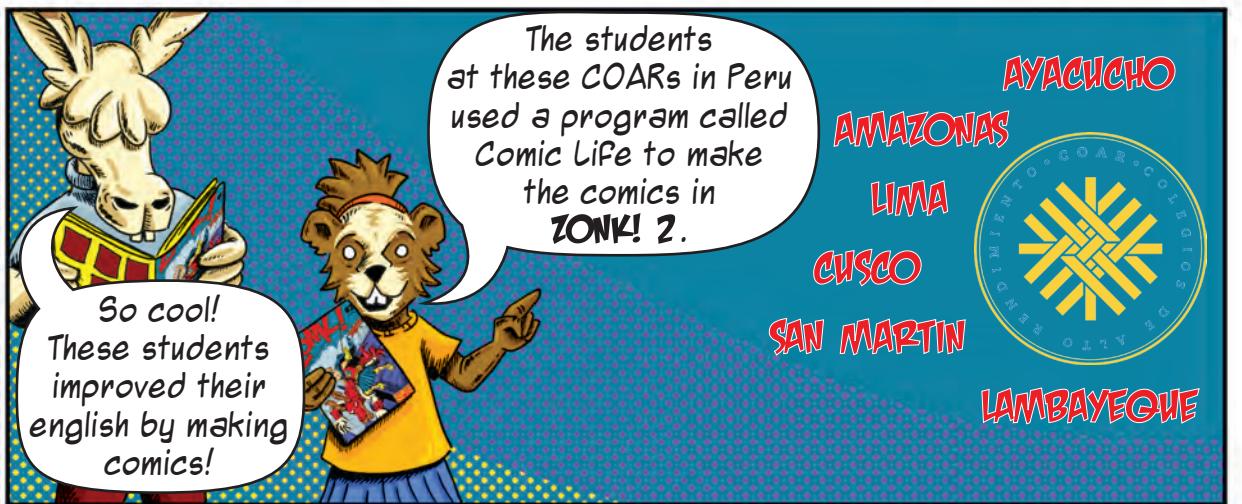
Please feel free to photocopy this book for educational purposes.

SHARE

This comicbook is meant to be shared. When you are done with it give it to a friend! We would also love to hear your stories of how you are using the book on our social media outlets.

RELO

Regional English Language Office
For the
Andes and the Southern cone.



Zonk! Comics for the Classroom #2 was created by Benjamin Ilka and Fabricio Rivas with funding from the Regional English Language Office at the U.S. Embassy in Lima, Peru. All comics found in Zonk! are free to use, photocopy, and distribute for educational purposes. Cuy - Created by Juan Acevedo - Zonk! Comics from the Classroom © 2015 Benjamin Ilka www.benjaminilka.com - Fonts provided by blambot.com



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RELO ANDES



COMICS FOR THE CLASSROOM

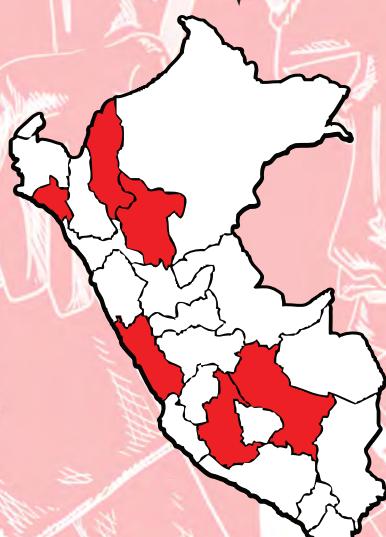
Made possible with the generous support of the...



Disclaimer* This book may have stories and ideas that do not reflect the views of the Regional English Language Office of the U.S. Embassy in Peru.

Z #2

COMICS FROM



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AND FRITZ BRENNER FLORES YARASCA

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THE HOPE

BY: FRITZ BRENNER FLORES YARASCA

JHIM CÁRDENAS GARCIA

KAREN ANAI QUISPE ARIAS

THIS IS DOLORES, SHE IS A GRADUATE FROM AYACUCHO COAR.



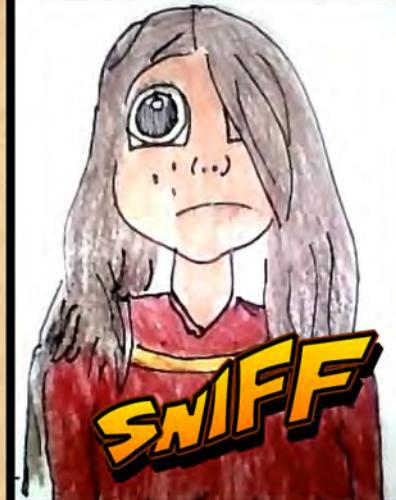
SHE'S REALLY HELPFUL AND FRIENDLY. HER FAMILY IS BEAUTIFUL AND VERY UNITED.



WHEN SHE WAS IN HER MID TWENTIES,
HER DOCTOR DIAGNOSED HER WITH
LEUKEMIA.



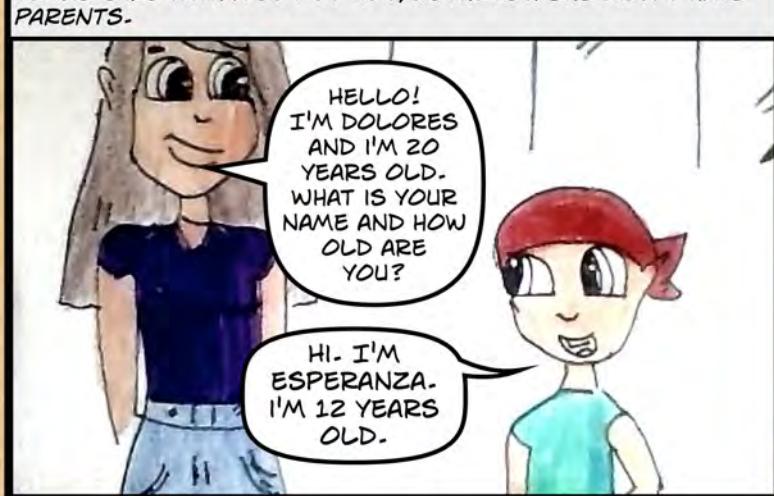
IT WAS DIFFICULT FOR HER.



SHE WENT TO THE CLINIC FOR HER
TREATMENT.



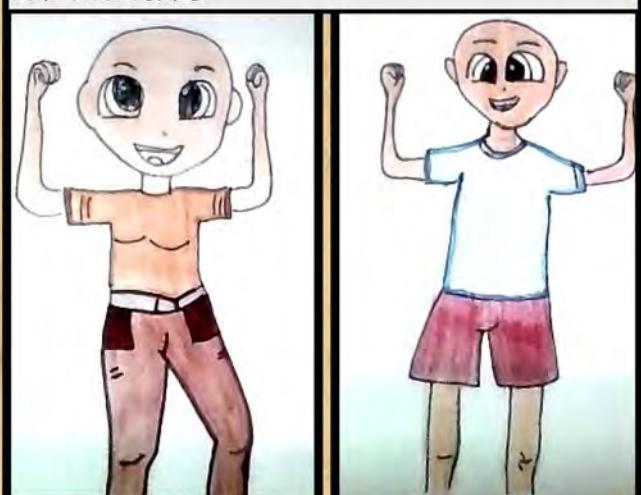
IN THAT CLINIC SHE MET STRONG PEOPLE. ESPECIALLY A
YOUNG GIRL WITH A LOT OF JOY, ALTHOUGH SHE DIDN'T HAVE
PARENTS.



THE LEUKEMIA TREATMENTS HAD
CONSEQUENCES.



BUT DOLORES AND ESPERANZA REMAINED
HOPEFUL AND CONTINUED WITH THE TREATMENT
FOR TWO YEARS.



ONE DAY, A LETTER ARRIVED. ESPERANZA HAD A COMPLICATION WITH THE TREATMENT AND HAD DIED!



SAYING GOODBYE WAS VERY SAD...



ONE YEAR LATER...



ESPERANZA HAD A GREAT INFLUENCE ON DOLORES. ESPERANZA'S STRENGTH AND CHARACTER SHOWED HER HOW TO LIVE A HOPEFUL AND COURAGEOUS LIFE.

DOLORES DEFEATED LEUKEMIA.



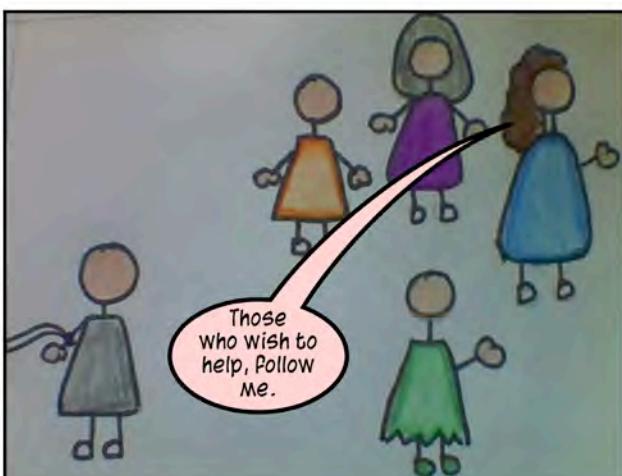
SHE THEN FOUNDED AN INSTITUTION FOR CHILDREN WITH LEUKEMIA IN ORDER TO CONTINUE THE EXAMPLE THAT ESPERANZA SET.



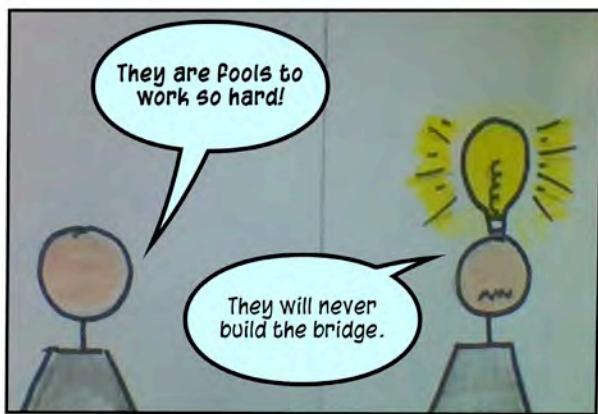
BRIDGE OVER THE RIVER

One day, some students gathered together.

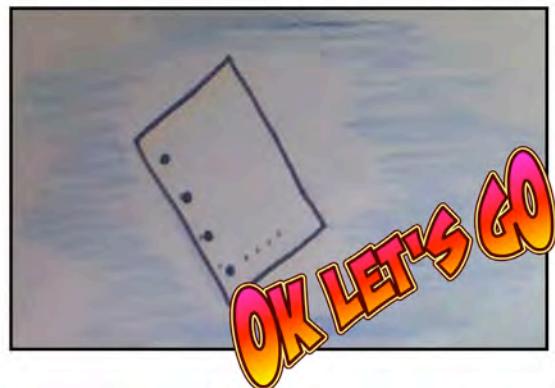
By: Luz Yerumy Aysa Abal



After getting the money...



After gathering nails and wood they formed groups to organize the work effort.



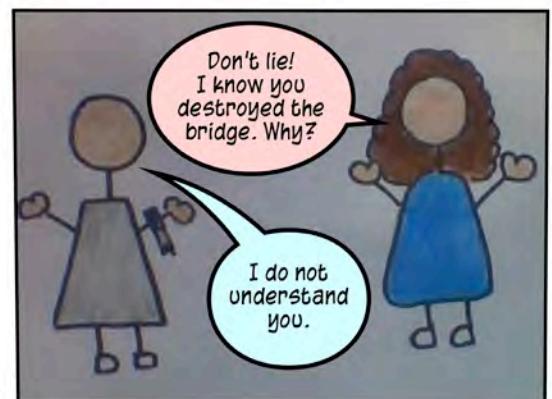
The work was hard but as a team they were effective.



Then the one person who would not help decided to wreck the bridge!



She found the one who would not help.





OUR OWN WORLD

BY: FABIO CALVO AND CAMILA LEYVA

THE POLAR BEARS HAD AN EASY AND HAPPY LIFE.



BUT ONE DAY POLLUTION FROM FAR AWAY FLOATED TO THE NORTH POLE AND THREATENED THEIR LIVES.

ONE POLAR BEAR NAMED PO HAD THE INITIATIVE TO CHANGE THEIR FUTURE. PO TALKED WITH THE POLAR BEARS, FISH, AND SOME BIRDS TO HELP CLEAN UP THE RUBBISH.

WE NEED HELP TO CLEAN UP THE RUBBISH.

WE WILL HELP YOU.

YES, OF COURSE. JUST LEAD US BY EXAMPLE.

DO YOUR PART TO MAKE A BETTER WORLD.



ALL THE ANIMALS WERE JOINED TO HELP CLEAN UP THE GARBAGE.



CHANGE BEGINS WHEN YOU DECIDE TO BE THAT CHANGE!



COMICS IN THE CLASSROOM

by: Fabricio RivasMar



What are
COMICS?

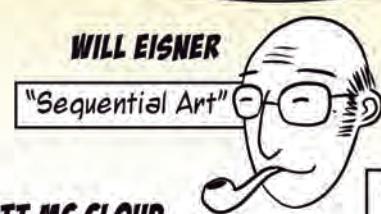
They're
Funny books,
right?

Well, actually comics are much more than that. Comics, also known as "Historietas" in Latin America, "Cuadinhos" in Brazil, "Manga" in Japan, "Fumetti" in Italy, "Bande Dessinée" in France and many other names around the world, have evolved in their definition.



WILL EISNER

"Sequential Art"



Comics are also known around the world as the 9th art.

DAVID KUNZLE

"A comic must be a sequence of separate images. It must be a preponderance of images over text. The medium in which the strip appears must be reproductive. The sequence must tell a story that is both moral and topical."



SCOTT MC CLOUD

"Images juxtaposed in deliberate sequence to convey an idea and /or aesthetic response"

COMICS TERMINOLOGY

Narration block: gives the reader context.



Thought balloon: shaped as a cloud.



Emanata: elements that emanate from a character (stars, etc)

Speech balloon: tail points to speaker



Panel: Frame that contains an image

Gutter: empty space between panels. It creates the illusion of time passing

Sound effects: they are often verbs, but you can use any word you want.



MODIFY COMICS

By modifying comics you can use them in the classroom to teach many things. Here are some ideas on how to make comics into teaching tools.



PANEL FRENZY

Cut the panels of a comic. Find a new way to arrange them.



Panel Frenzy is good for story telling, speaking, writing, and critical thinking.



Go to the back of this comic for a Panel Frenzy activity!

FILL IN THE BALLOONS



Find a comic suitable for a purpose in your class.



Photocopy the comic and erase the word balloons.

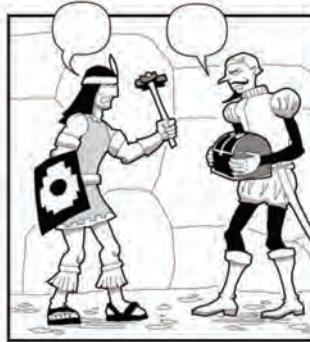


Have your students fill in the word balloons.

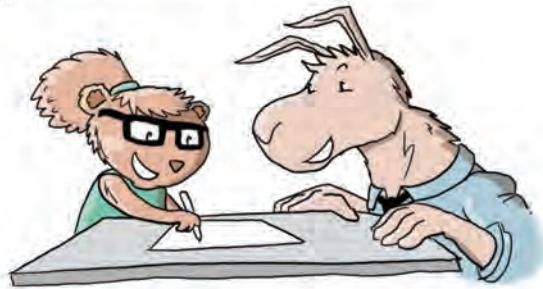


Fill in the balloons is good for writing, reading, speaking, grammar, and vocabulary.

COMIC ROLE PLAYING



Find a comic that will be useful for the lesson.
Erase the word balloons and have your students
fill in the balloons.



Once your students have filled in the balloons
with their own ideas, have them practice the
conversation out loud.

When learners
are ready,
have them
perform the
conversation.
Role playing
will happen
naturally.

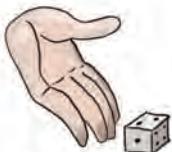


Comic role
playing is
great for
speaking, reading,
writing, listening,
grammar, and
vocabulary.

CONTROLLED DRAWING PRACTICE

DRAWN TO DICE

Make 2 lists of
animals, things,
actions, etc.



Roll a die for the
first list, then roll it
again for the second
list. Draw the mix of
both words. Have fun!

- | | |
|-------------|---------------|
| 1. Sheep | 1. Guinea Pig |
| 2. Snake ✓ | 2. Condor |
| 3. Cat | 3. Monkey |
| 4. Elephant | 4. Puma |
| 5. Dog | 5. Bear |
| 6. Duck | 6. Llama ✓ |

snake + llama =



Drawn to dice is good as a warm up to build vocabulary and confidence in drawing. It also lowers the "affective filter".

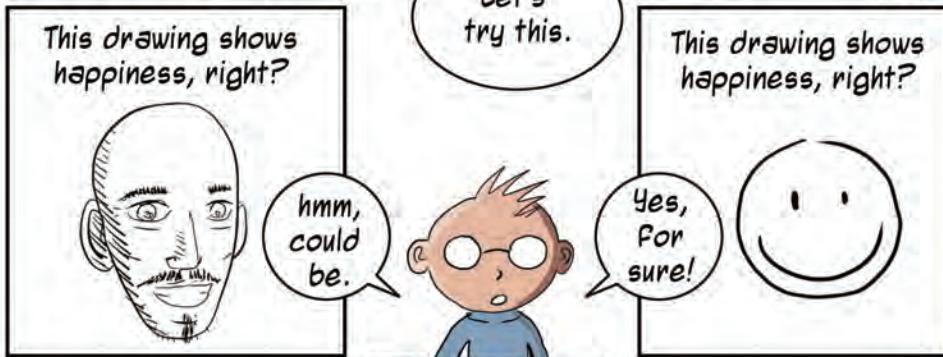


KRASHEN

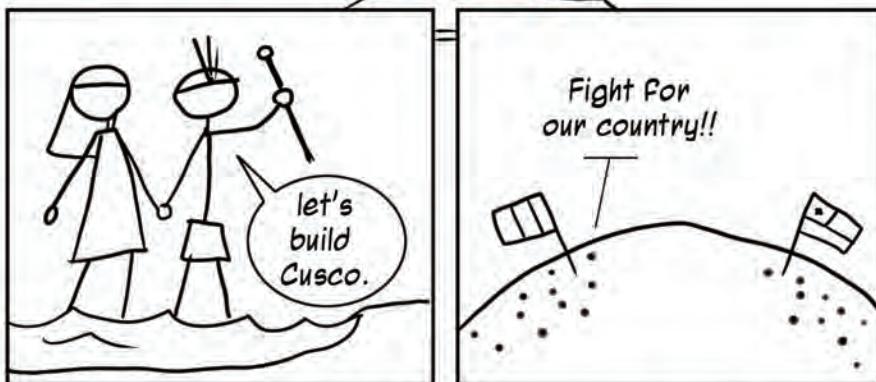


The affective Filter hypothesis: This states that a student's ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment. At such times the affective Filter is said to be "up". The goal is to lower the affective Filter.





You can see that the 2nd drawing is more effective to transmit the idea.



The idea is more important than the art, you can use stick figures and even just dots.

Benjamin Bloom, an education psychologist, developed a taxonomy or a series of steps in learning to help students understand the learning process.



HELPING A FRIEND IN NEED

**By: ROBERTO CRUZADO
AND
DIXON VEGA QUEVEDO**



ONE SUNNY AFTERNOON DIXON WENT TO WALK AROUND THE CITY WHILE WALKING ACROSS THE MAIN SQUARE HE SAW A MAN SLEEPING ON A BENCH.



IT WAS HIS OLD FRIEND ROBERTO!



DIXON STARED AT ROBERTO NOT KNOWING WHAT TO DO. ROBERTO WAS A HOMELESS PERSON AND HE ALSO ABUSED ALCOHOL, DRINKING TOO MUCH EVERY DAY.



DIXON WAS SURPRISED AND SAD ABOUT THE MISERABLE SITUATION THAT HIS OLD FRIEND WAS IN.



ROBERTO WOKE UP AND RECOGNIZED HIS OLD FRIEND DIXON.



DIXON DID NOT KNOW HOW TO RESPOND TO ROBERTO. HE WAS EMBARRASSED AND SAD AT THE SAME TIME.



DIXON REMEMBERED HOW PEOPLE HAD HELPED HIM IN THE PAST. HE DECIDED NOT TO JUDGE ROBERTO BADLY JUST BECAUSE OF HIS SITUATION.



DIXON WAS CONFUSED BECAUSE WHEN THEY WERE YOUNGER ROBERTO'S FAMILY WAS VERY WEALTHY AND DIXON'S FAMILY HAD BEEN VERY POOR.



DIXON WAS UNDERSTANDING AND DECIDED TO HELP HIS OLD FRIEND.



GOING BACK TO THE PAST

BY:
EDWIN
JOEL
PERALTA
MARIN

ONE DAY IN THE YEAR 2050,
A GRANDFATHER WALKS WITH
HIS GRANDSON.

I
REMEMBER
WHEN THE SKY
WAS BLUE AND
ILLED WITH
BIRDS.

BIRDS?

THE GRANDFATHER'S
FAMILY THOUGHT HE WAS
CRAZY.

WE HAD GREEN
PLANTS AND
CLEAN AIR.

MOM!
GRANDFATHER IS
INVENTING
THINGS AGAIN!

HE ENCOURAGED HIS
FAMILY TO GROW PLANTS
AND CARE FOR THE EARTH.

IT IS NEVER
TOO LATE. WE
MUST START
SOMEWHERE.

YOU HAVE
INSPIRED US TO
TRY.

EVERYDAY HE WENT TO
CARE FOR HIS GARDEN.

ONE DAY MY
GRANDCHILDREN
WILL BREATH
CLEAN AIR.

ONE DAY, LONG AFTER THEIR
GRANDFATHER HAD PASSED AWAY.

GRANDFATHER
WAS A TRUE
LEADER!

LEADING US
BACK TO THE
PAST!

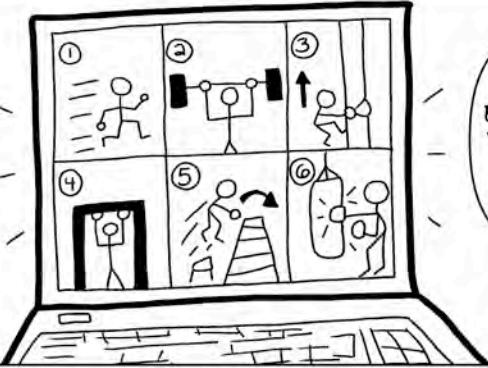
LEADERSHIP!

ONE DAY, THREE STUDENTS WORRY ABOUT PASSING THEIR PHYSICAL EXAM.

BY: ALEJANDRA MOLINA GUERRA



A REAL LEADER TAKES INITIATIVE AND MAKES PEOPLE FEEL LIKE THEY ARE PART OF A TEAM.



I'VE FOUND
SOME
EXERCISES ON
THE INTERNET
THAT WILL
HELP US GET
READY.

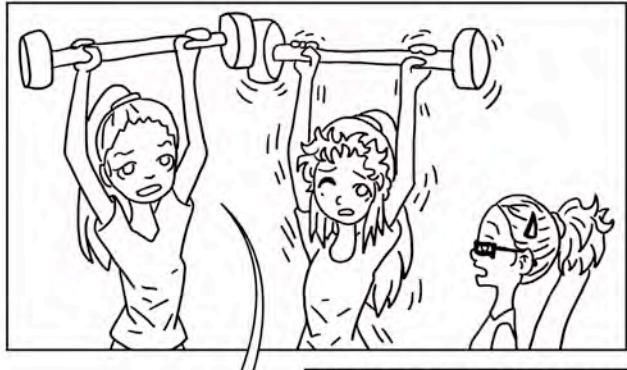
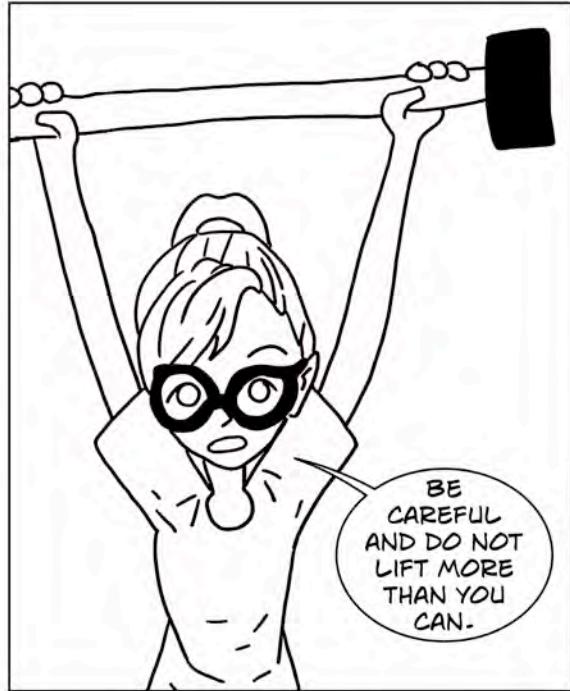
LET'S START!



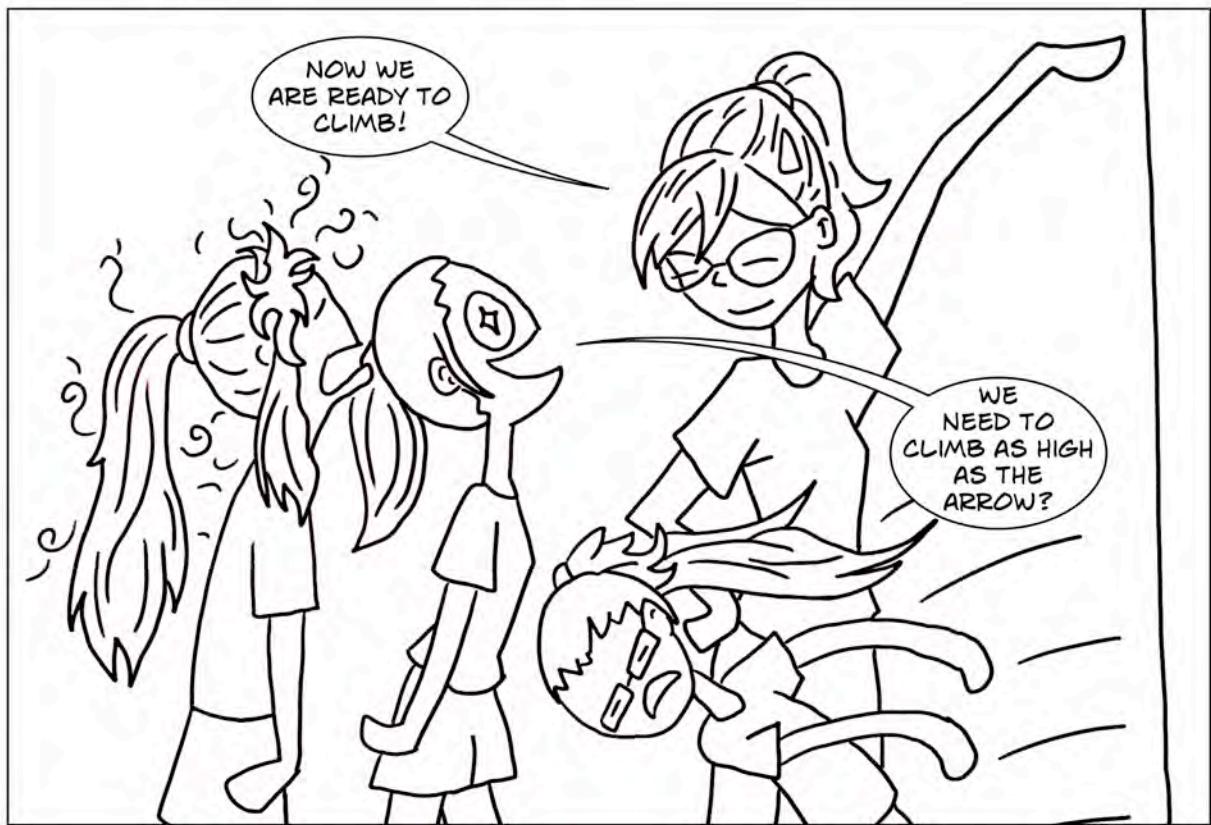
HUFF...
HUFF...
HUFF...

WE WON'T
LEAVE YOU
BEHIND. COME
ON! YOU CAN DO
IT!

LEADERS SUPPORT ALL
MEMBERS OF THE TEAM.



LEADERSHIP IS ABOUT
KNOWING THE
STRENGTHS AND
WEAKNESSES OF YOUR
TEAM.



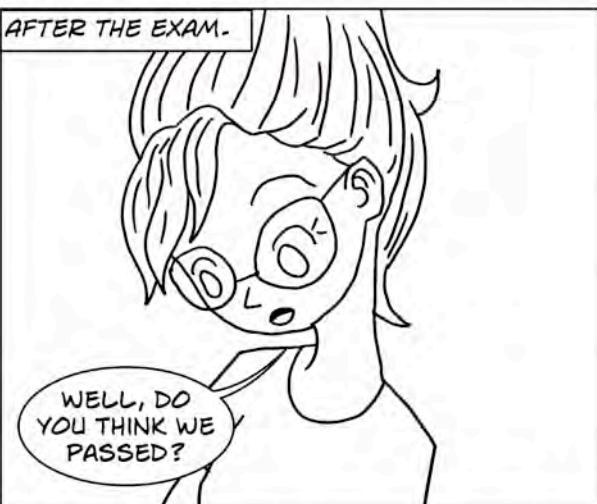


A LEADER SETS GOALS FOR THEIR TEAM. THIS HELPS MARK THEIR PROGRESS.

THROUGH SUPPORT AND HARD WORK A LEADER CAN TURN EVERY TEAM MEMBER INTO A WINNER.



AFTER THE EXAM.



EACH AND EVERY ONE OF US PASSED!
GO TEAM!



THE CHEESE THIEF

BY: MARION PEÑA ESTRADA
AND LUZA CAHUANA

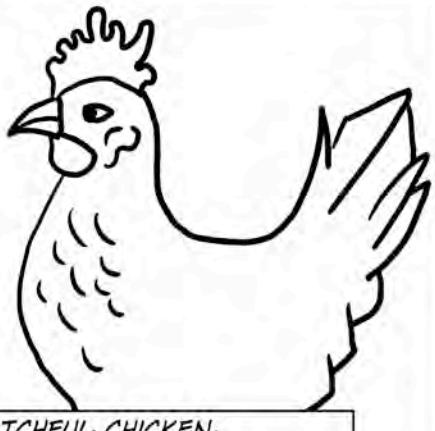
EARLY ONE MORNING
ON A BEAUTIFUL FARM
HIGH IN THE ANDES.



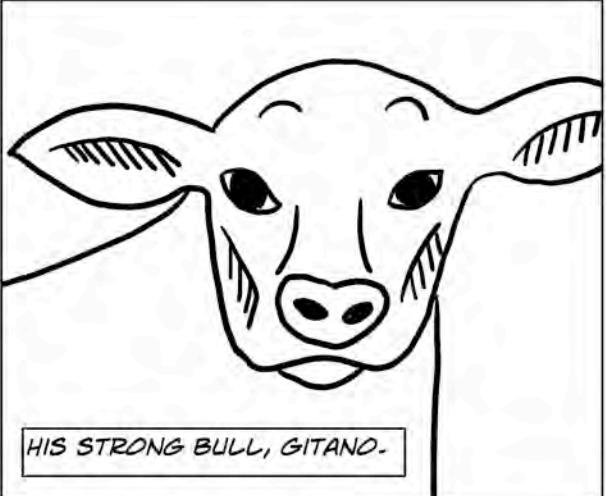
MAURO, THE FARMER,
HAD THREE TRUSTED
ANIMALS.



HIS BRAVE DOG, CORONEL.



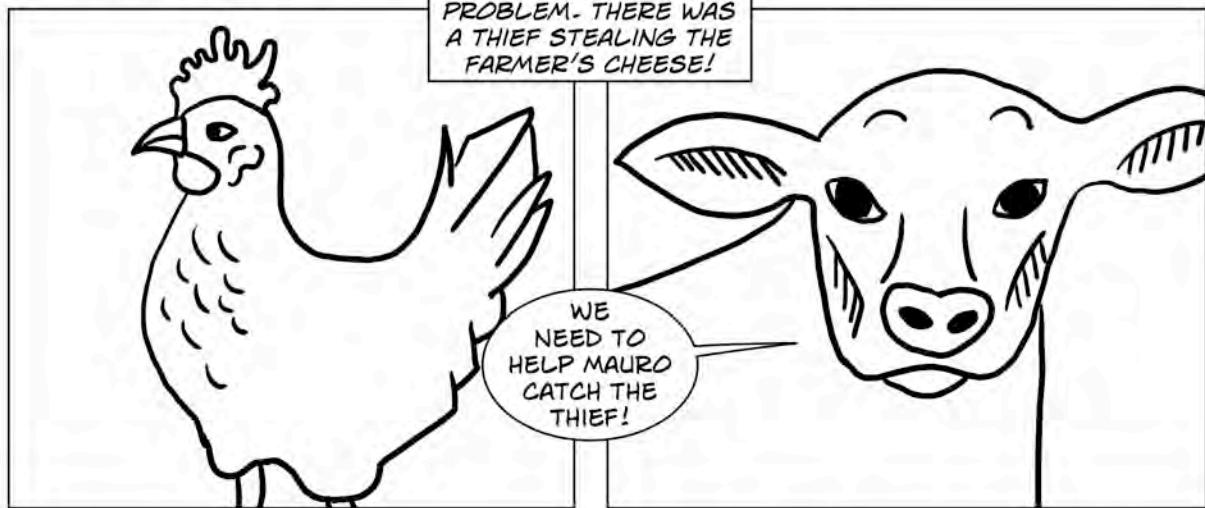
HIS WATCHFUL CHICKEN,
MARTINA.



HIS STRONG BULL, GITANO.



THEY LIVED HAPPILY
TOGETHER AS A FAMILY.
BUT THEY HAD A
PROBLEM. THERE WAS
A THIEF STEALING THE
FARMER'S CHEESE!



WE
NEED TO
HELP MAURO
CATCH THE
THIEF!



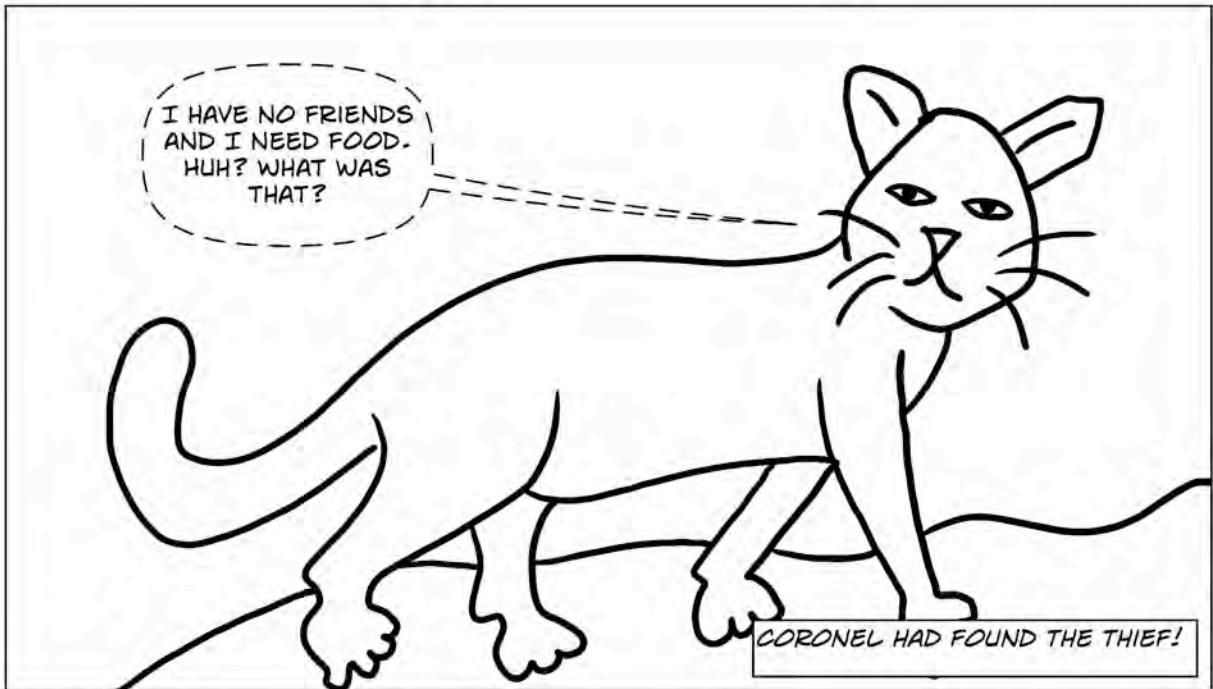
ONE DAY, MAURO HAD TO
GO TO THE CITY. HE
LEFT THE FARM UNDER
THE PROTECTION OF HIS
ANIMAL FRIENDS.

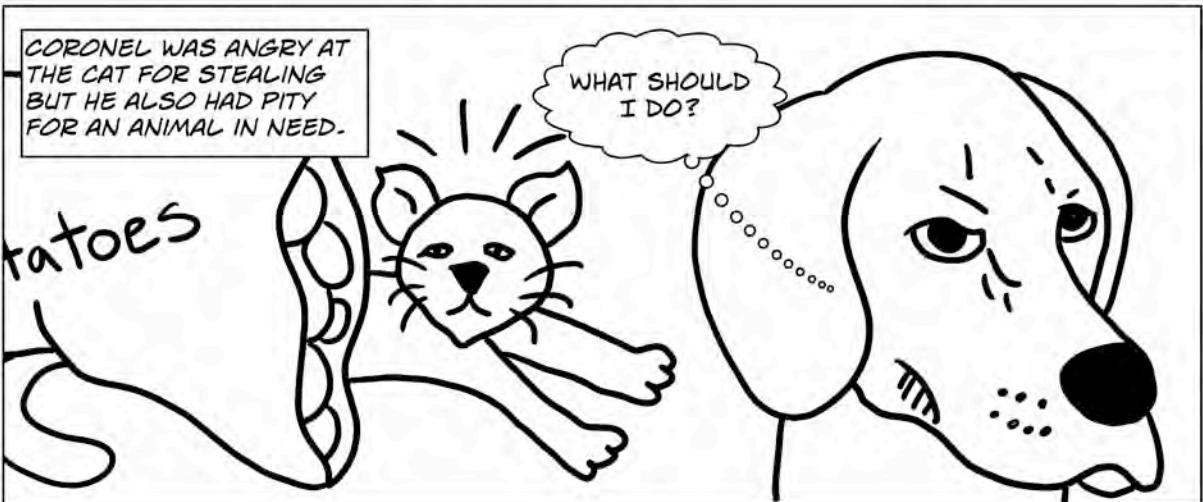
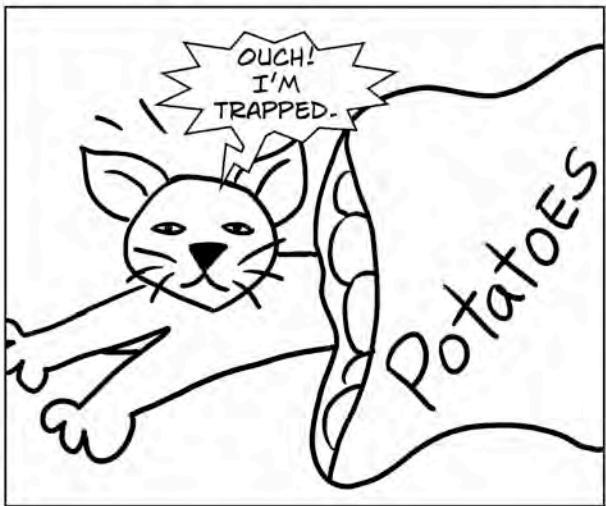
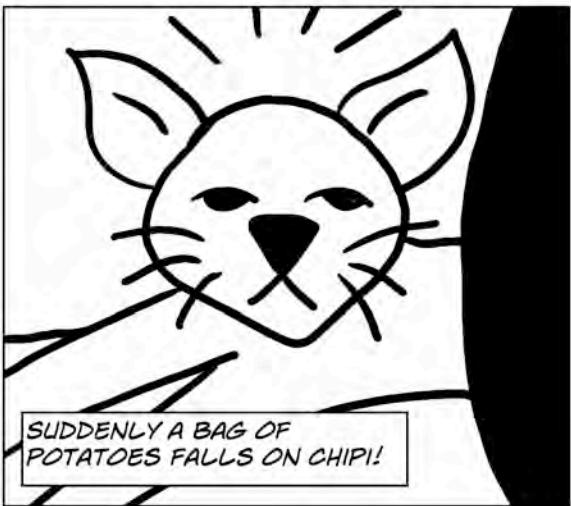
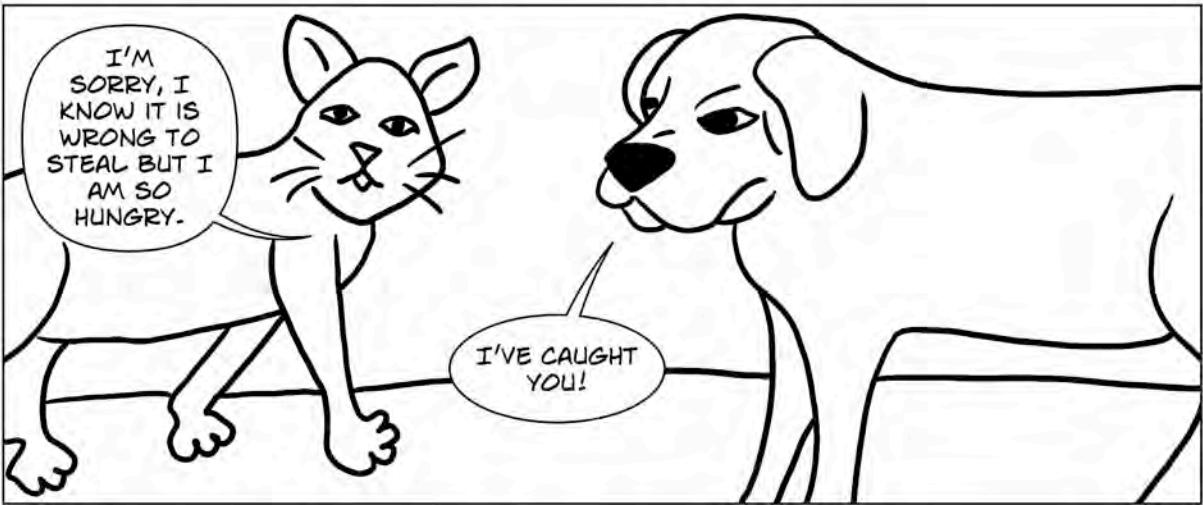
PLEASE
GUARD THE
FARM AND,
ESPECIALLY,
THE CHEESE.

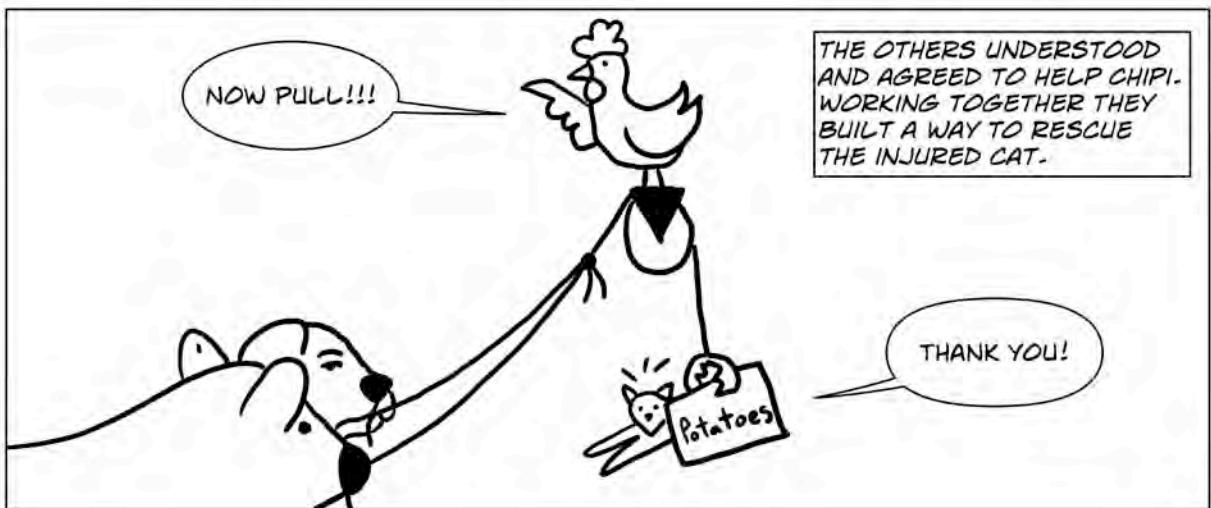


THE ANIMALS SPLIT UP
AND EACH SEARCHED A
DIFFERENT PART OF THE
FARM FOR THE THIEF.

SNEAKING IN THE
SHADOWS WAS A
HOMELESS CAT NAMED
CHIPI.





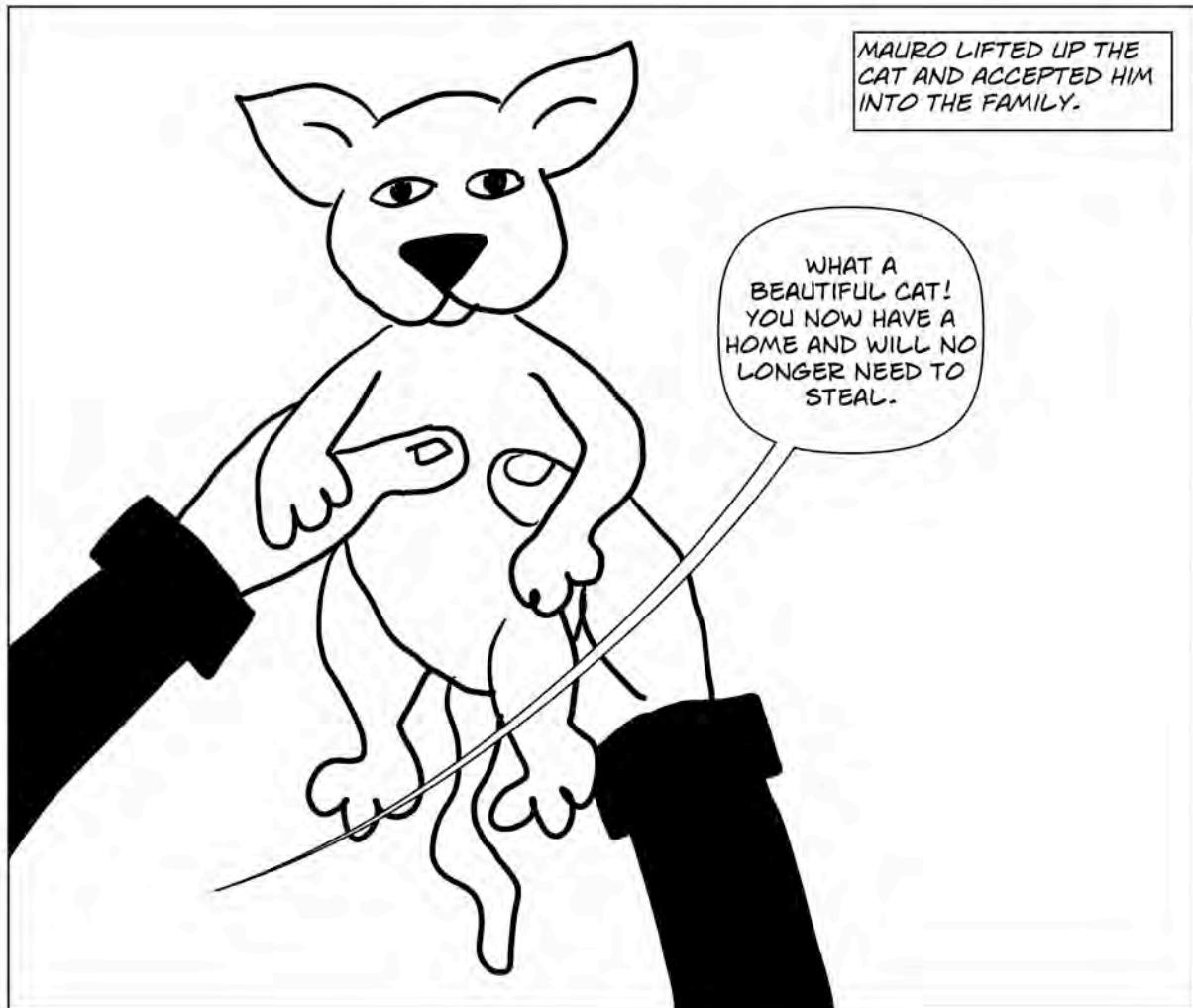


MAURO RETURNED
AFTER A FEW DAYS.



MAURO LIFTED UP THE
CAT AND ACCEPTED HIM
INTO THE FAMILY.

WHAT A
BEAUTIFUL CAT!
YOU NOW HAVE A
HOME AND WILL NO
LONGER NEED TO
STEAL.



GEESSE! BORN TO LEAD!

BY: ALLEGRIA SALLO DANIEL AND
DANIEL ROGRIGO

ONE DAY, A MOTHER AND HER SON WERE OUTSIDE.



A GOOD LEADER

BY: GABRIELA AMALY CABRERA TUPAYACHI

ONE DAY, IN A HOUSE.

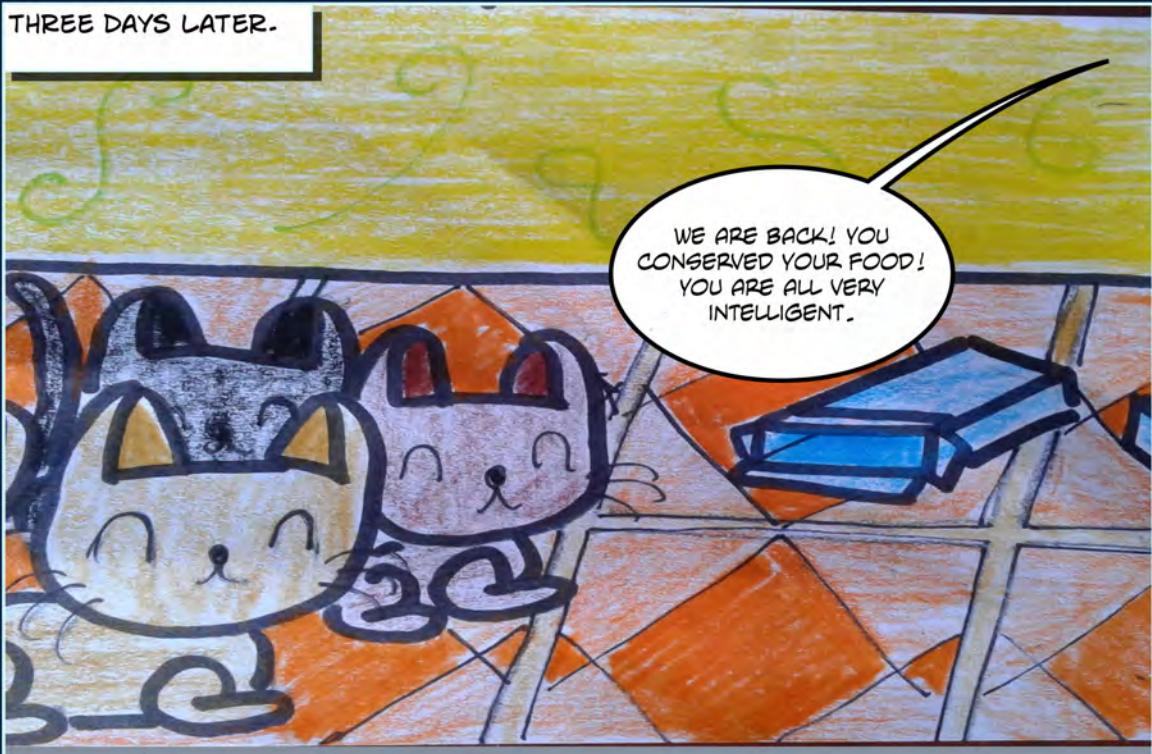




YEAAAAAAAH!



THREE DAYS LATER.



My Town

One day, Martha was walking and thinking about her town.

My town is good, but it is not united.



What happened?



Suddenly, she had an idea.



We need to meet as a community and solve this problem!



The next day.

Good morning neighbours.

If we work together we can fix the holes in the road.

Yes!

They are dangerous!

As a team we can get a lot accomplished.

It just takes initiative and leadership!

Together we have made this a safer town.

UNION TEAM

HI, MY NAME IS CHELSEA AND I AM FROM CUSCO.

HI! MY NAME IS ADRIEN AND I AM FROM ABANCAY.

By: Franco Alessandro Bellido Rupa, Natividad Rodríguez Gamarra, and Ugarte Sequeiros Andre

I AM MILAN AND I AM FROM AREQUIPA.

CHELSEA, ADRIEN, AND MILAN MEET ON THE FIRST DAY IN THEIR CLASSROOM.

I AM TIRED OF STUDYING.

WE NEED TO STUDY. WE HAVE EXAMS IN A FEW DAYS.

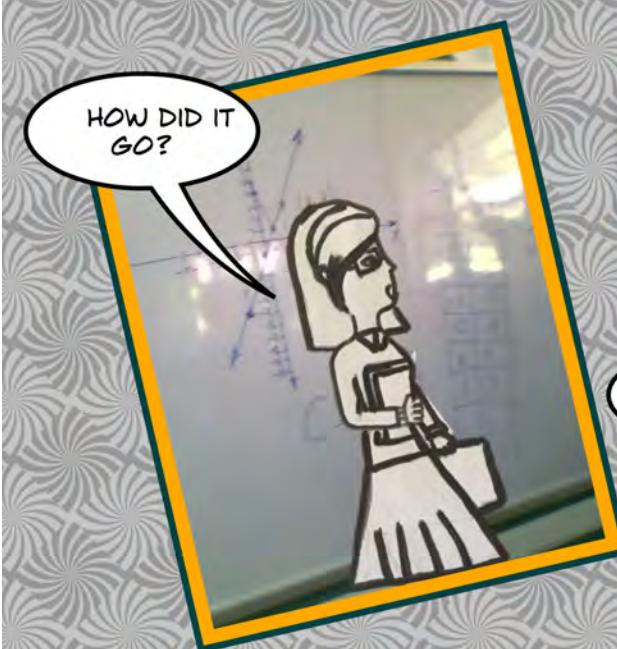
TWO MONTHS LATER.
WITH ONLY A FEW DAYS UNTIL EXAMS
ALL THE STUDENTS ARE STUDYING.

I DO NOT NEED TO STUDY.

WHY DO YOU SAY THAT?

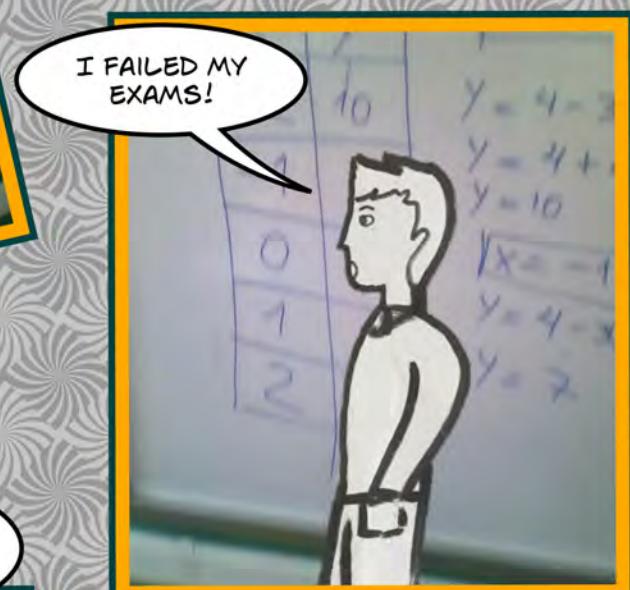
I AM GOING TO PLAY VIDEO GAMES INSTEAD OF STUDYING.

I ALWAYS PAY ATTENTION IN CLASS.

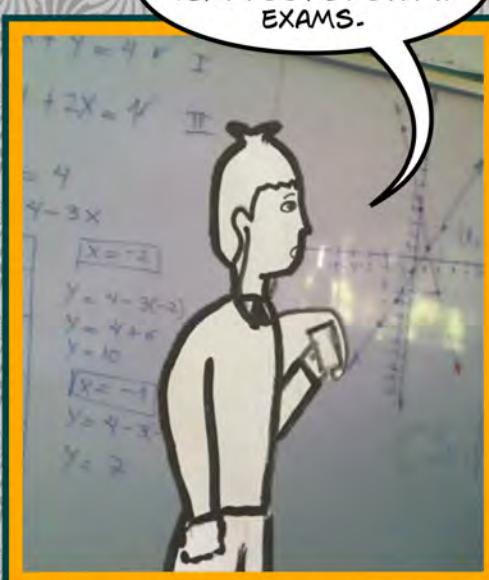


HOW DID IT
GO?

ONE DAY AFTER THE EXAM ...



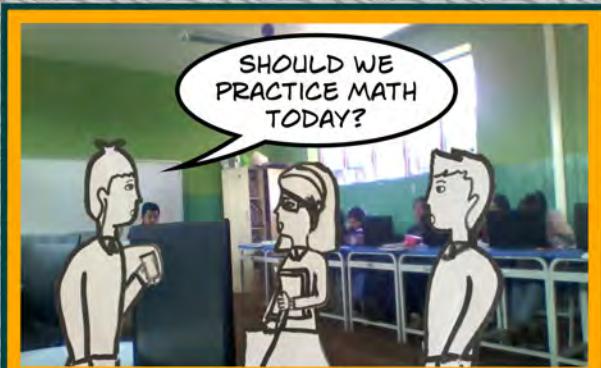
I FAILED MY
EXAMS!



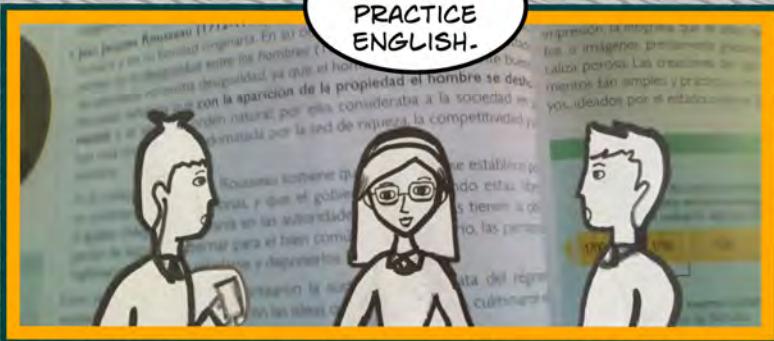
I WAS SO
CONFIDENT BUT I DID
VERY POORLY ON MY
EXAMS.



I WARNED YOU. BUT
THERE IS STILL HOPE IF
YOU CHANGE YOUR STUDY
HABITS.



THEY WORK HARD TOGETHER OVER THE NEXT TWO MONTHS.



THE DAY OF THE EXAM:

I FEEL GOOD ABOUT THE EXAMS TODAY!

HOW WAS IT?

I THINK WE DID REALLY WELL.

WE DID IT!
WE ALL PASSED!

IT HAS BEEN FUN STUDYING AS A TEAM.

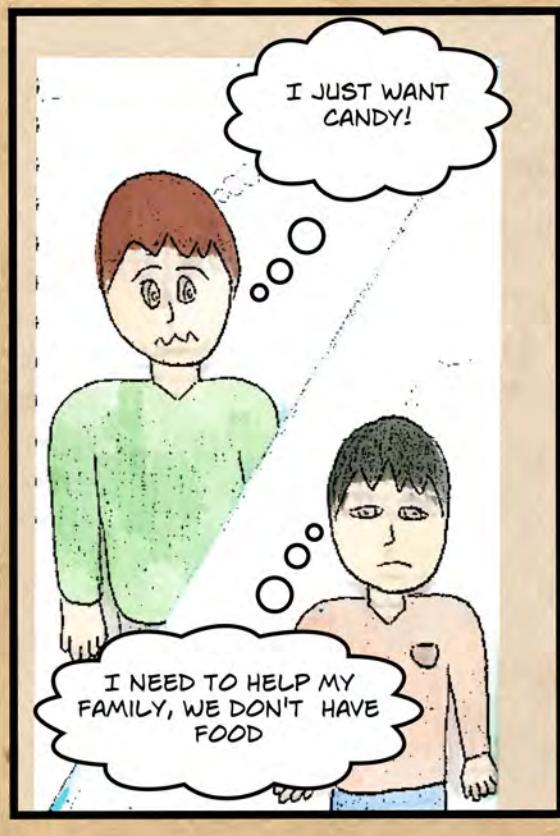
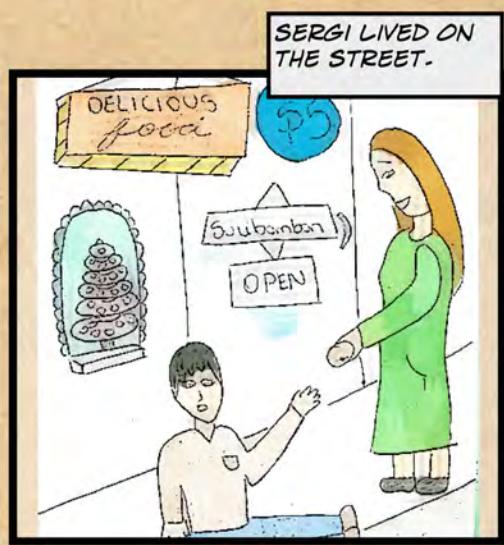
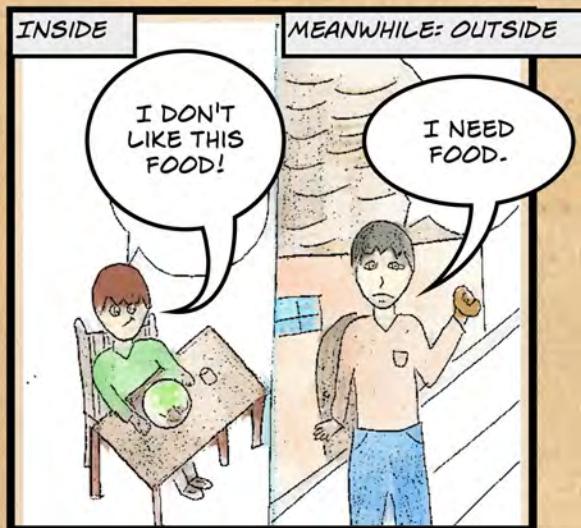
TEAMWORK IS THE ABILITY TO WORK TOGETHER TOWARDS A COMMON VISION.

DO NOT ASK WHAT THE TEAM CAN DO FOR YOU, ASK WHAT YOU CAN DO FOR THE TEAM.

TALENT WINS MATCHES, BUT TEAMWORK WINS CHAMPIONSHIPS.

THINK ABOUT THE OTHERS

BY: CLAUDIA JACQUELINE VALLADALES RODRIGUEZ

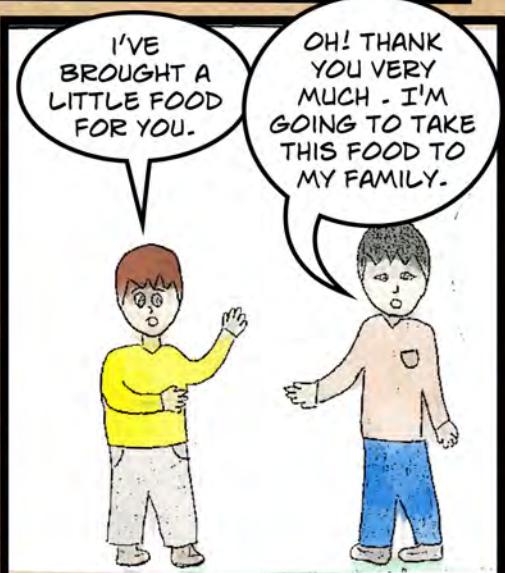




THEN, THEY HAD A FATEFUL MEETING.



AT GUSTAVO'S HOUSE





ARTIST SPOTLIGHT

WITH

JUAN ACEVEDO



I'm Juan Acevedo author of comic books. I was born in Lima, Peru and I am 78 years old. I studied at San Marcos University and Católica University.

When did you start reading comics?

As a child TV was not like it is now so we read comics instead! I liked film but it only came once a week. Comics for us were like the cinema for the poor. I could read them daily and have them in my house. They were easy to access. I also loved to draw and because of this I was fascinated by comics. I could read them and then draw them.

Which Peruvian comic did you read as a child?

When I was 11 I discovered the comic Avanzada. It featured three Peruvian characters; Coco was from the coast, Vicuña was from the mountains, and Tacachito was from the jungle. I loved these Peruvian comics with stories about my country.

Why did you start making comics?

I almost became a lawyer! But I took a class on the history of art at San Marcos and thought that art could be important. I also took a class about film and realized that comics and film were very similar. I saw film with new eyes and realized that comics could be made in a more serious way just like film. I also wanted to see more comics about our life in Peru.

What is your drawing process?

I consider myself a "tra-digital" artist. "Tra" is for traditional and is combined with digital art. I say this because I work on paper starting with a pencil. Then I use traditional ink and a traditional ink pen, not only with a rapidograph but a pen with a feather like in the past. I like the feather pen. People have shown me how to draw digitally. I say 'great that's very interesting' but I return to my pen. After I draw the work I then scan it and digitally color the art. I also love collage and use the computer to add images from other sources.

Which artists and writers do you like now?

The three North American artist I am very interested in are Charles Schulz, Bill Watterson, and Chris Ware, all great artists!

Do you have any advice for young comic artists?

Scan this QR code to watch the full interview with Juan Acevedo. Or visit the RELO Andes on YouTube.

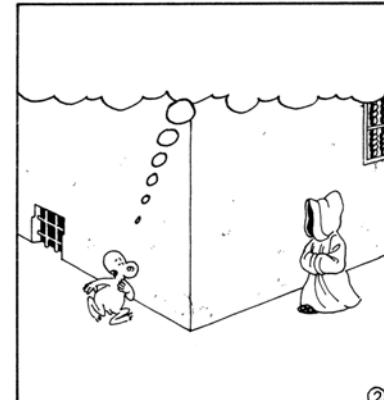
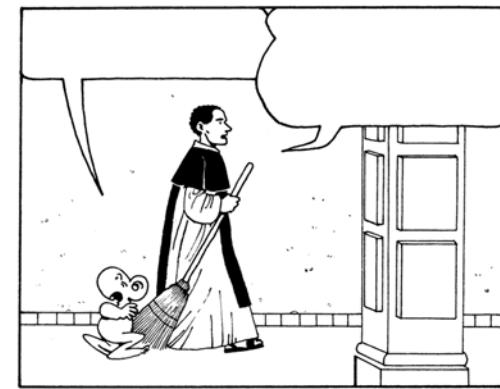
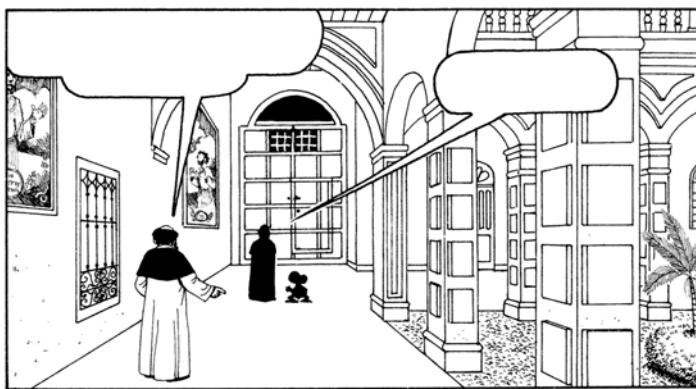
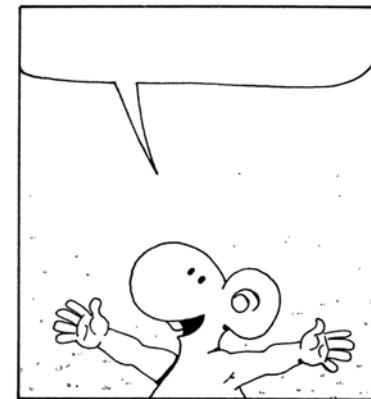
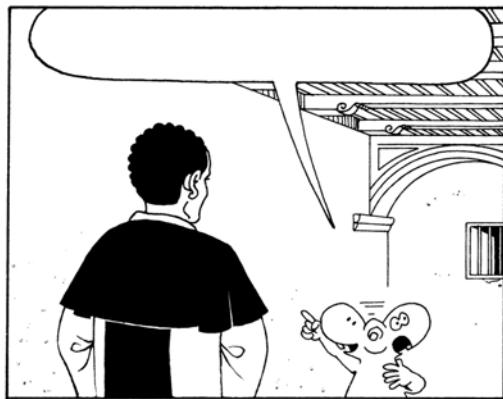


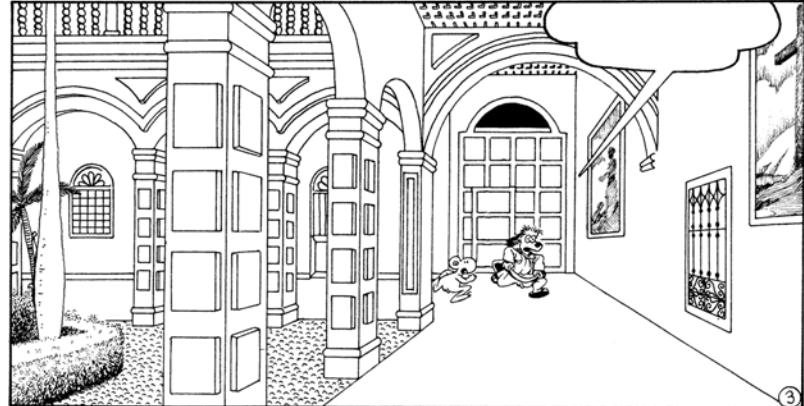
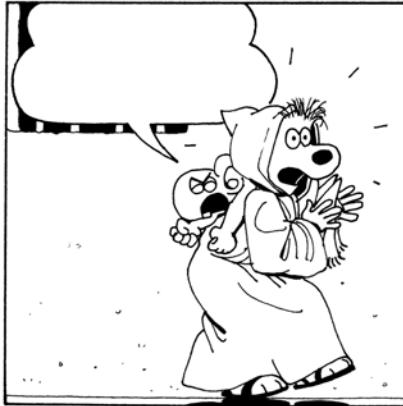
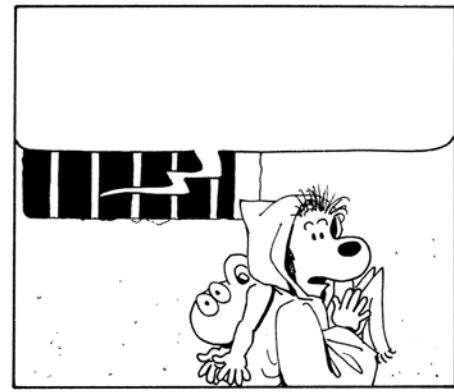
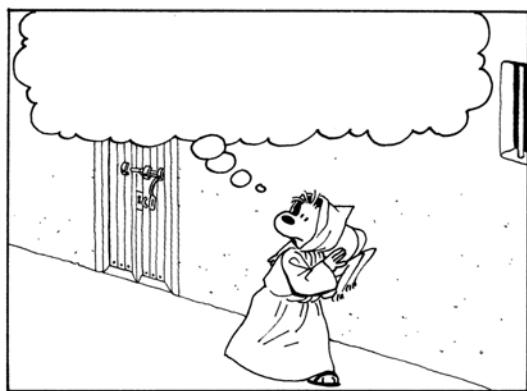
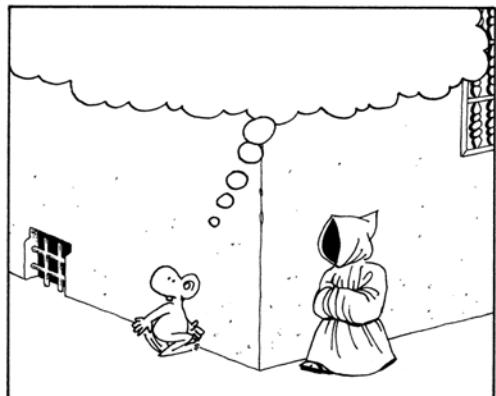
First, read as many comics as you can. Make as many comics as you can. Make them about whatever you want, but it helps if it is about what you know. We are more confident when we talk about what we know. Make a science fiction comic, but add some of what you know in it. Get out there and tell your story!

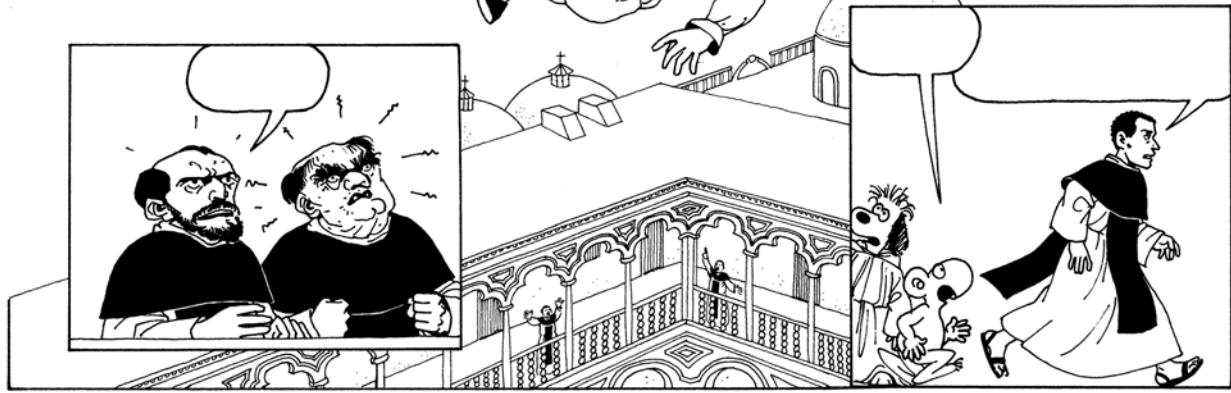
ACTIVITY - FILL IN THE BALLOON!

The Following pages are from Juan Acevedo's famous *El Cuy* comic!

Juan has allowed the use of these pages as a Fill in the balloon activity! You may photo copy them and fill in the balloons with your own words. This is a great way to be creative while practicing your English!







ANDEAN MONSTER ROLL

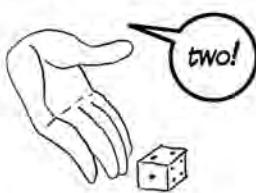


Goal: Draw a monster using a base chart.
Materials: chart, paper, pencil, and dice.



This game is super fun, lowers the affective filter, and helps learners start creating.

Roll one die to choose the body shape of your monster.



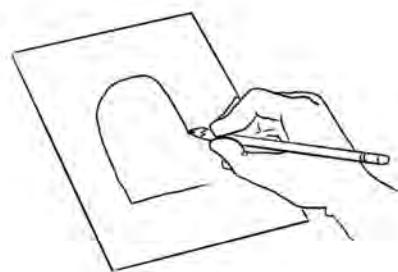
1st roll	
body	
1	2
3	4
5	6

2nd roll	
eyes	
1	2
3	4
5	6

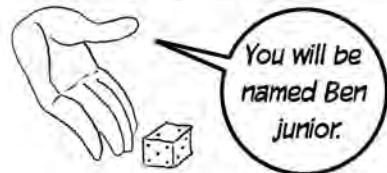
Roll the die a second time to choose the eyes.



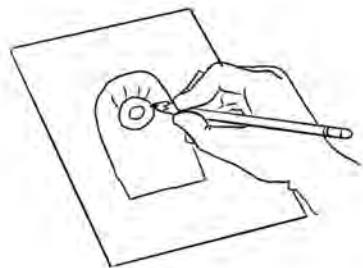
Draw the shape that you see in the chart. Try to use the whole page so you'll have space for details.



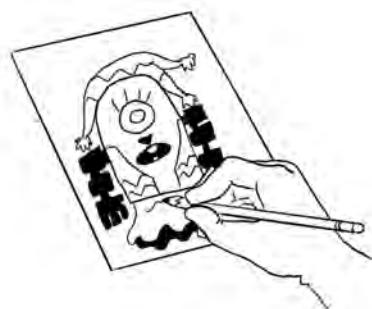
Continue rolling the dice seven times to choose all your monster's features.



Draw the eyes you see in the chart. Your drawing doesn't have to be perfect.



In the end you'll have a unique monster. Don't forget to name it. You can even use this character in a comic of your creation.



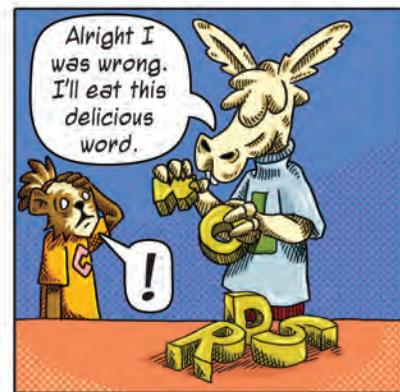
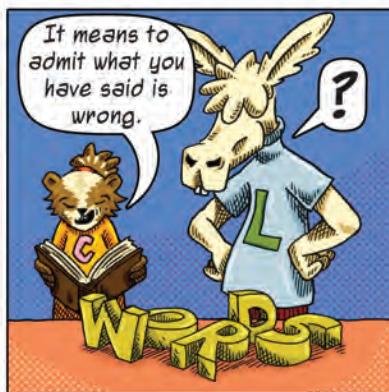
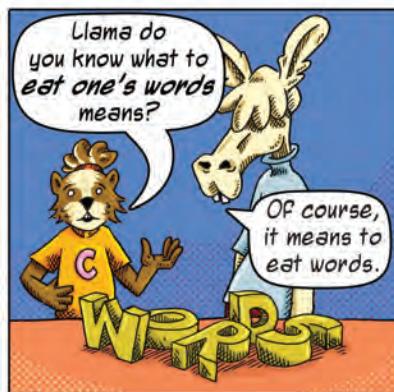
Andean Monster Roll

adapted by Fabricio Rivas Marmanillo

	1st roll	2nd roll	3rd roll	4th roll	5th roll	6th roll	7th roll
body							
1							
2							
3							
4							
5							
6							

WHAT IS AN IDIOM?

An idiom is group of words whose meaning is different from the individual words. They can be difficult to translate and, when used correctly, are a sign of becoming Fluent as a second language learner.



In the comic The Chinchilicos you'll find the following 25 idioms.

To hit the jackpot: To get rich or to find something valuable to you.

To drop everything: To suddenly stop everything you are doing.

To think twice: To pause and reconsider an action.

To have gone out of one's mind: To lose control or go crazy.

Nothing but trouble: Someone or something that always causes problems.

To be careful what you wish for:
To suggest that you might not actually want what you are wishing for.

To show someone up: To do something in order to embarrass them and prove you are superior.

To strike it rich: To suddenly become wealthy.

To search for a needle in a haystack: Used to describe a very difficult task.

To have got it made: To be certain of success and a good life without much effort.

To be filthy rich: To be incredibly wealthy.

A stroke of luck: A Fortuitous moment of good luck.

To calm down: Used to ask someone to relax and not be angry.

To cut a deal: To reach an agreement with someone.

To be sitting pretty: To be in a good situation often related to your finances.

To eat one's words: An action that causes someone to admit that they are wrong.

To have your nose to the grindstone: To be working very hard on a project.

To be driven crazy: When something irritates you or makes you crazy.

To leave someone in the lurch: To put someone in a difficult situation.

To break a deal: To not follow the terms of an agreement and end it.

To run the risk: To do something knowing there is a good chance something bad will happen.

To sink or swim: To fail or succeed from your own efforts.

To pay the consequences: To be responsible for the outcome of one's actions.

To be too big for one's britches: To be overly confident in a situation in which you are not prepared.

To play a trick on someone: To deceive someone.

LOS CHINCHILICOS

In the Andes live the fabled Chinchilicos! Capture one and you've hit the jackpot! Before you drop everything to search for the little ones, read this tale. It might make you think twice!



Fools! I'll show them up. I'll strike it rich and be chewing my food with gold teeth!



To find a Chinchilico is like searching for a needle in a haystack.

I've got it made! Now I'll be filthy rich!

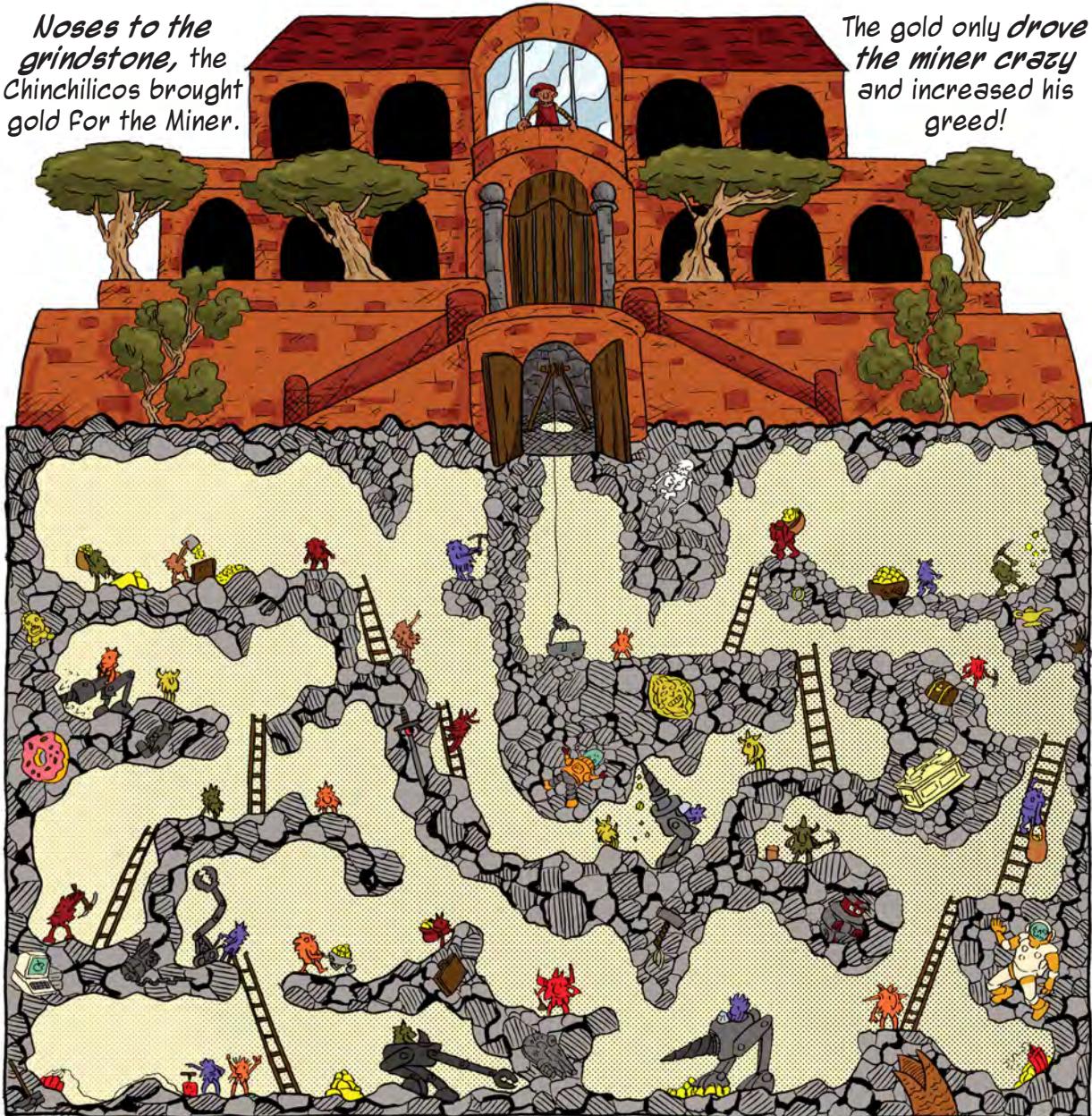
Until one day...





Noses to the
grindstone, the
Chinchilicos brought
gold for the Miner.

The gold only drove
the miner crazy
and increased his
greed!

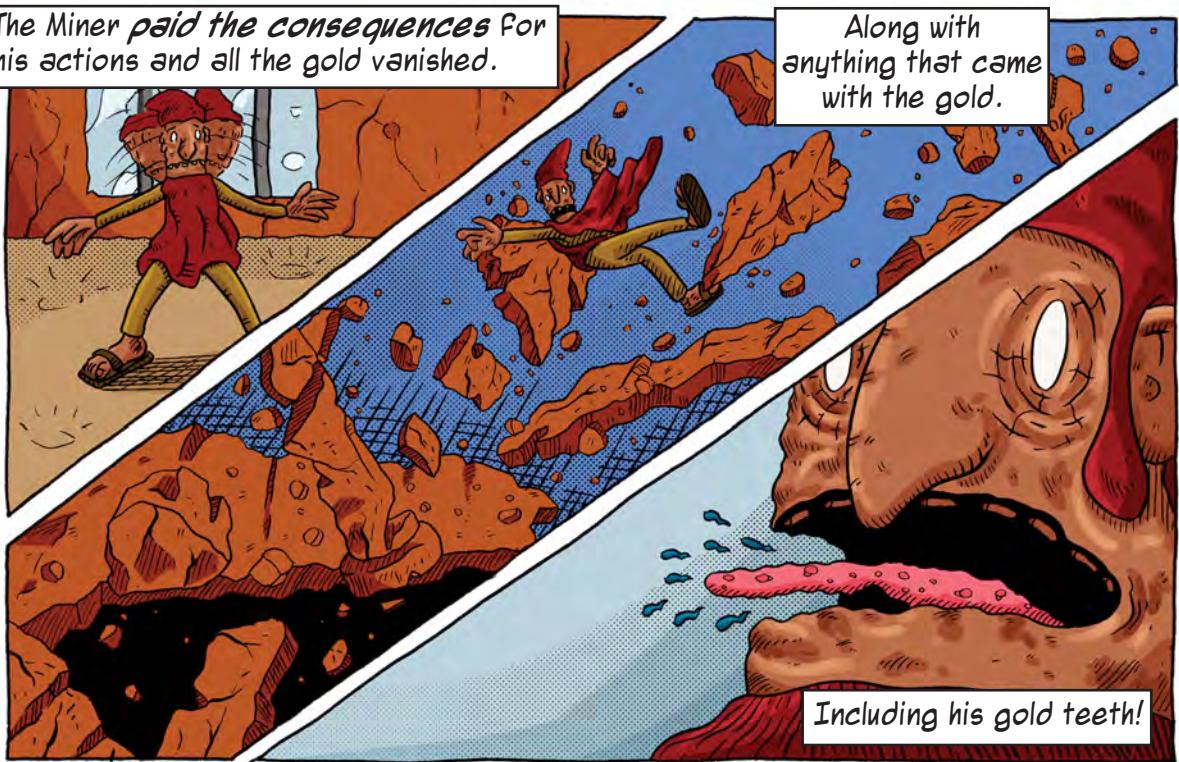


The Miner decided to break
his deal with the Chinchilicos.





The Miner paid the consequences for his actions and all the gold vanished.



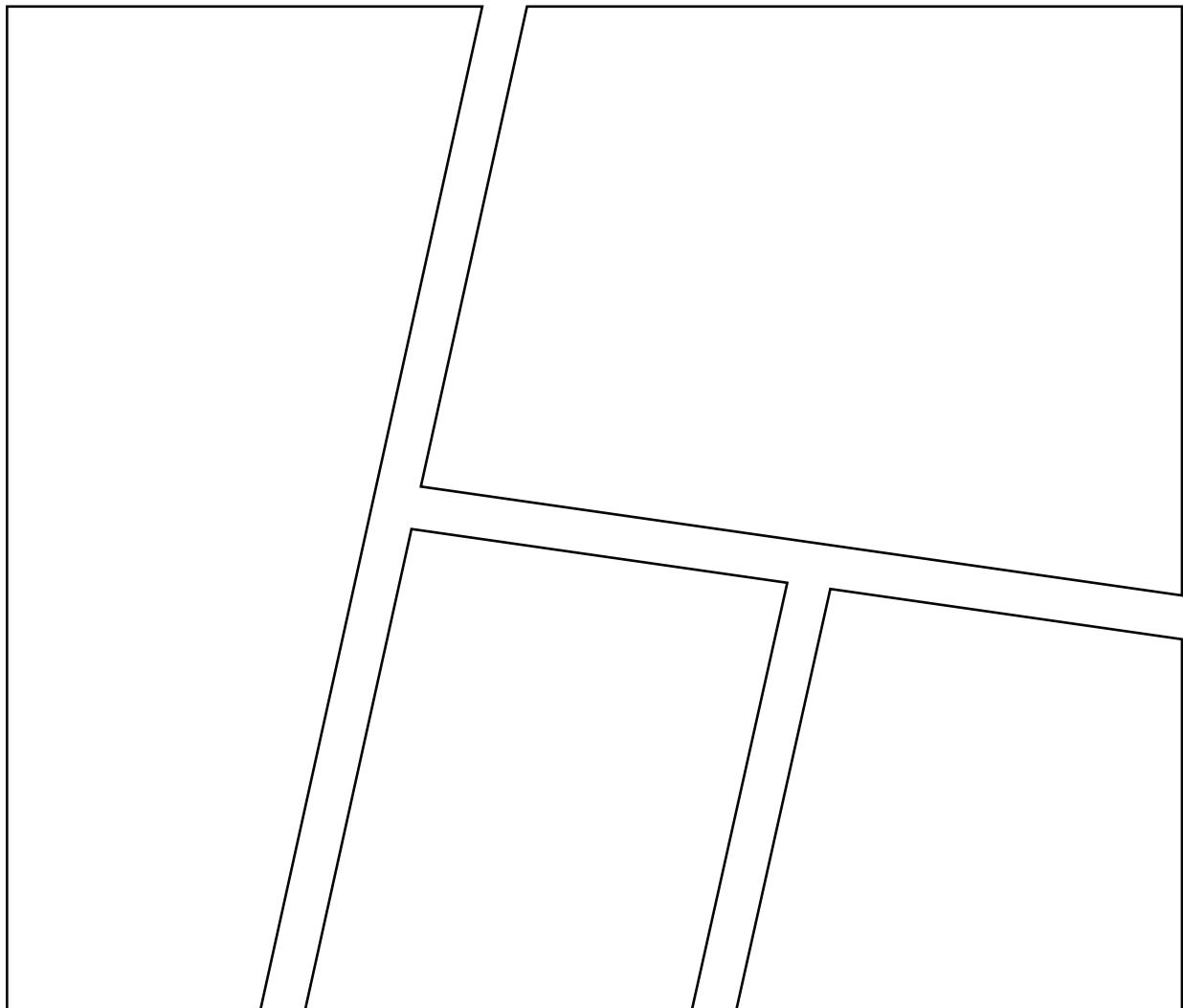
Including his gold teeth!

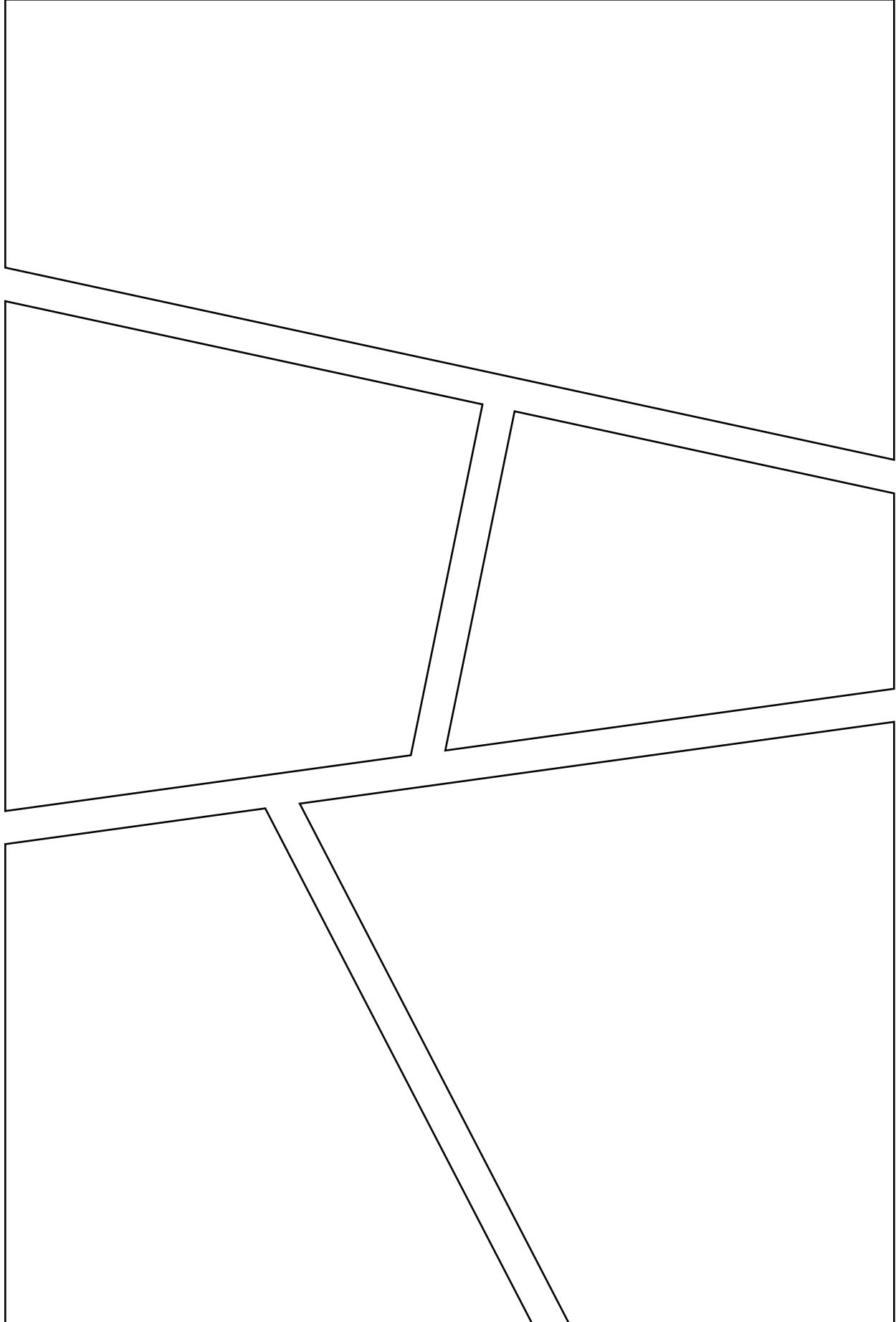
He had become too big for his britches and it left him with less than he had to begin with.



COMIC BOOK PAGE TEMPLATES FOR YOU TO PHOTOCOPY AND USE!

FILL IN THE PANELS WITH YOUR OWN STORIES!





Page Number

Title

Name

COMICS LESSON PLANS

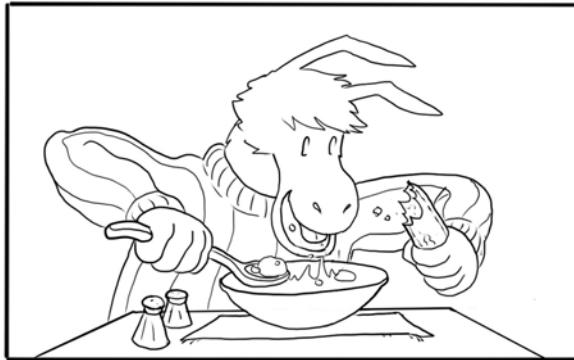
Planning a comic book activity takes time and effort. Here are a couple of short lesson plans to help you in your classes.

LESSON PLAN 1

Goal: Describe ongoing activities **Focus:** Grammar (Present Continuous)

Vocabulary: Activities **Comic Book Activity:** Create a comic strip

Warm - up: Teacher shows learners images / gif's / video clips / comic strips of people doing activities.



Elicit what the images are depicting.

Show a sentence in present continuous describing the first image:

"Llama is eating."

Write incomplete sentences on the board about the second image.

"Cuy is _____."

Learners go to the board and complete the sentence.

Elicit corrections and clarify.

Students create a comic strip with empty word balloons with each panel depicting a present continuous action. The students then exchange comic strips and fill in the balloons with present continuous sentences.



Post the comic strips around the class, have students walk around reading.

Wrap - up: Ask what they have learned today and how.

Assign homework: Learners use a topic: romance, horror, action, comedy, etc. create a comic strip using the chosen topic and write the dialogue in the present continuous. Have students share their comics during the next class.

LESSON PLAN 2

Goal: Describe the moral of a story. **Focus:** Reading Comprehension

Vocabulary: Actions, advice. **Comic Book Activity:** Create a one-page comic.

Warm - up: Teacher talks about Aesop's Fables and how each Fable gives a moral.
Discuss what a moral is.

A Moral: A lesson concerning what is right or wrong that is taught through a story.

Have the students read out loud the Following Aesop's Fable.

THE CROW AND THE PITCHER

A thirsty crow found a half full pitcher of water. He tried to drink the water but he couldn't because there was so little in the pitcher. He was about to give up when he came up with an idea. He took a pebble and dropped it into the pitcher. The water was raised up a little bit. Then he threw more pebbles into the pitcher. At last, the water was at a level that he could reach and he was able to quench his thirst.

Moral: Small actions can complete a goal or necessity is the mother of invention.

Having read the Fable the students should respond to these questions.

- 1) Who are the characters? 2) What happened in the first part of the story?
- 3) What was the problem? 4) How was the problem solved? 5) What's the moral?



Students get in pairs and create a three panel comic strip

about the Fable. You should encourage learners to make the story unique.

Wrap - up: Ask what they have learned today and how. Talk about other morals and how they play a role in daily life.

Assign homework: Make a three panel comic that utilizes the same moral but in a different situation.

For example: "Students are assigned a huge project. Rather than trying to do it all at once and feeling desperate, they work on the project little by little everyday and are done in time."

The next day students post comics around the class and discuss their work. You can expand on this assignment by having students create a story about a different moral. Then place a blank piece of paper next to the comics, the learners walk around the class and write the moral of the story.

CLASSROOM ACTIVITY

PANEL

FRENZY

PANEL FRENZY IS A GREAT ACTIVITY
FOR CLASS OR JUST FOR FUN!

FOR THIS ACTIVITY YOU WILL NEED

1 PENCILS, PAPER, AND COMIC BOOK PANELS. PANELS ARE ON THE BACK OF THIS COMIC, BUT ANY COMIC WORKS!

2 PHOTOCOPY THE BACK OF THIS COMIC AND CUT ALONG THE DOTTED LINES. YOU WILL HAVE 9 PANELS.

3 NOW ARRANGE THE PANELS INTO A STORY. YOU COULD ARRANGE THE PANELS IN 362,880 DIFFERENT WAYS!

4 PASTE THE PANELS ON A SHEET OF A4 AND UNDER EACH PANEL WRITE DOWN THE STORY FOR EACH PANEL.

FOR EXAMPLE:



One day, Julia found a treasure box and inside there was a map.



She followed the map and crossed a huge canyon.

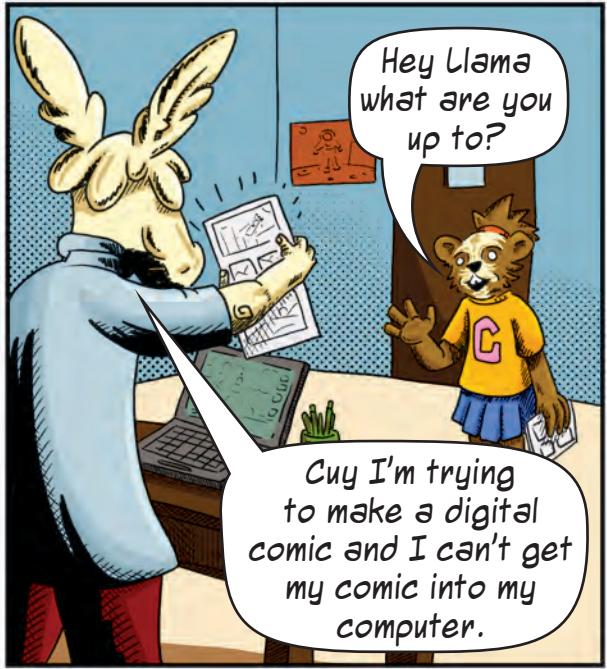


Until she finally arrived at a magical ice castle where she lived happily ever after.

THERE IS NO WRONG WAY TO ARRANGE THE PANELS. THIS ACTIVITY IS A GREAT WAY TO PRACTICE WRITTEN ENGLISH AS WELL AS SPOKEN ENGLISH. WORK IN SMALL GROUPS AND PRESENT THE STORY OUT LOUD.

FLIP TO THE BACK COVER OF THIS BOOK AND GET STARTED!

FIND THESE PANELS AND MORE
ON THE BACK OF THIS COMIC!



This Comic book is Sponsored by the U.S. Embassy in Peru with the collaboration of the Peruvian Ministry of Education. It Features amazing comics from students at six COARs, Colegios De Alto Rendimiento, across Peru. Students used ComicLife 3, a digital comic book making program, to create their comics. The goal of Zonk! is to get students and teachers excited about learning English, to share their knowledge of local culture through comic book stories, to improve the language learning experience, and enhance critical thinking skills. Zonk! is Filled with practical tips for using comic books to learn English.

The Regional English Language Office (RELO)

of the U.S. Embassy in Peru is thrilled to support teachers and learners with Zonk! 2. The RELO office works directly with education communities across South America, and virtually engages with teachers around the world through monthly webinars and social media. Their aim is to engage students, teachers, policy makers, and partner organizations through their free programs and resources. Special thanks goes out to the Peruvian Ministry of Education. It would not have been possible to make Zonk! 2 without their support.

TO LEARN ABOUT THE REGIONAL ENGLISH LANGUAGE OFFICE VISIT:

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[WWW.AMERICANENGLISH.STATE.GOV](http://www.americanenglish.state.gov)

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FABRÍCIO RIVAS MARMANILLO

is a teacher, comicbook artist, and teacher trainer. To see more of his art visit his page on Facebook: Bestial Comics.

RELO

Regional English Language Office
For the
Andes and the Southern cone.

SHARE
This comicbook is meant to be shared. When you are done with it give it to a friend! We would also love to hear your stories of how you are using the book on our social media outlets.



CONNECT WITH
US ON
FACEBOOK!



COMICS FOR THE CLASSROOM

Made possible with the generous support of the...



Disclaimer* This book may have stories and ideas that do not reflect the views of the Regional English Language Office of the U.S. Embassy in Peru.



Zonk! Comics for the Classroom #2 was created by Benjamin Ilka and Fabricio Rivas with funding from the Regional English Language Office at the U.S. Embassy in Lima, Peru. All comics found in Zonk! are free to use, photocopy, and distribute for educational purposes. Cuy - Created by Juan Acevedo - Zonk! Comics from the Classroom © 2015 Benjamin Ilka www.benjaminilka.com - Fonts provided by blambot.com

PANEL FRENZY

Photo copy and cut along the dotted lines. Then arrange the panels in a story.

