

Pre-Reading Activities

Elementary Instant Lesson™

A: Vocabulary

These are words from today's article. Check that you understand their meanings. Translate these words into your language and then use your dictionary to see if you are correct.

sister travel (v) plane second airline aircrew buy

Reading Activities

A: Gapfill

You are going to work in pairs and read two articles. One of you read **Article A**, the other **Article B**.

As you read, follow the instructions for your article.

Article A: Use the words in the list below to fill the gaps (___) in the article.

aircrew, girl, plane, second, travel

Sleeping Beauty

SOFIA, Fri Sep 1, (Reuters) A sleeping girl flew home to Bulgaria and then back to Malta after (1) ___ did not see that she was still on the plane.

The 17-year-old girl was (2) ___ing alone on an Air Malta plane from Valletta to Sofia when she fell asleep.

The (3) ___ was still sleeping while the (4) ___ flew back to Malta. When she woke up, the plane was in Malta.

The girl paid 200 euros (\$256) for the (5) ___ flight home. She finally saw her family on Thursday, almost four days after her long sleep.

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Article B: Use the words in the list below to fill the gaps (___) in the article.

airline, buy, plane, sister, travel

Left Behind

CHICAGO Wednesday June 28 (Reuters) - Three (1) ___s, 8, 9, and 12, were (2) ___ing from Los Angeles to Chicago. When the (3) ___ stopped in Kansas City, the girls got off to (4) ___ something to eat.

When they tried to return to the plane, they found it had already left.

An (5) ___ worker saw the girls and told the aircrew that the girls were going to Chicago, not Kansas City.

The plane, which had flown about 241 kilometers (150 miles), went back to pick the girls up.

The plane's 135 passengers, including the children, landed about an hour late in Chicago.

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B: Understanding the Main Idea

Now decide which of these sentences describes your article the best.

Sentences for Article A:

1. A girl was traveling by plane.
2. A girl was sleeping on the plane to Bulgaria.
3. A girl was sleeping on the plane to Bulgaria and woke up after the plane went back to Malta.

Sentences for Article B:

1. Three sisters were traveling by plane.
2. Three sisters got off the plane to buy something to eat.
3. A plane left three sisters behind and went back to pick them up.



C: Questions

Read your article again and answer these questions.

Questions for Article A

1. Which city did the girl want to go to?
 - a. Bulgaria.
 - b. Malta
2. Did the aircrew see her sleeping?
 - a. Yes, they did.
 - b. No, they didn't.
3. Where did the girl wake up?
 - a. in Bulgaria.
 - b. in Malta.
4. When did the girl see her family?
 - a. after the first flight to Bulgaria.
 - b. after the second flight to Bulgaria.

Questions for Article B

1. Which city did the girls want to go to?
 - a. Kansas City.
 - b. Chicago.
2. Why did the girls get off the plane?
 - a. to buy something to eat.
 - b. to buy something to drink.
3. What sort of worker saw the girls?
 - a. an airport worker.
 - b. an airline worker.
4. Where did the plane go back to?
 - a. Kansas City.
 - b. Chicago.

D: Reading And Retelling

1. Read your article again.

Article A

Sleeping Beauty

SOFIA, Fri Sep 1, (Reuters) A sleeping girl flew home to Bulgaria and then back to Malta after aircrew did not see that she was still on the plane.

The 17-year-old girl was traveling alone on an Air Malta plane from Valletta to Sofia when she fell asleep.

The girl was still sleeping while the plane flew back to Malta. When she woke up, the plane was in Malta.

The girl paid 200 euros (\$256) for the second flight home. She finally saw her family on Thursday, almost four days after her long sleep.

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Article B

Left Behind

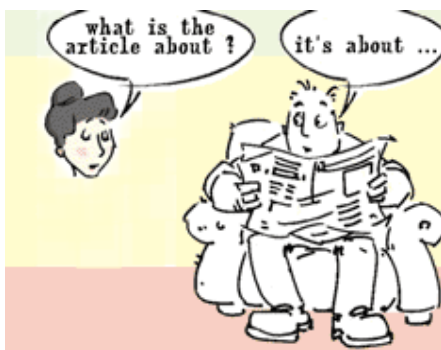
CHICAGO Wednesday June 28 (Reuters) - A plane going to Chicago had to turn around on Tuesday to pick up three sisters who got off in Kansas City for a snack.

The three sisters aged 8, 9 and 12, were traveling from Los Angeles to Chicago. When the plane stopped in Kansas City, the girls got off to buy something to eat, an airline spokeswoman said. When they tried to return to the plane, they found it had already left.

An airline worker saw the girls and told the airplane crew by radio that the girls were going to Chicago, not Kansas City. The plane which had flown about 241 kilometers (150 miles) went back to pick the girls up.

The plane's 135 passengers, including the children, finally landed about an hour late in Chicago.

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2. Tell your partner about your article.
3. Read your partner's article.

E: Language

We use the **past continuous** to show something that was happening when another past action was completed.

We were doing something and something else happened.

* *The 17-year-old girl was traveling alone on an Air Malta plane from Valletta to Sofia when she fell asleep.*

(During the time the plane was flying to Sofia, the girl fell asleep.)

* *The girl was still sleeping while the plane flew back to Malta.*

*While and when are used to show that something happened during that time.

The past continuous tense is **was / were + the present participle** of a verb.

(The present participle is the base of a verb + ing i.e walk ➡ walking).

1. Write the past continuous tense for each of the words below. One is done for you as an example.

a. fly ➡ flying

c. give* ➡ _____

e. sleep ➡ _____

b. travel ➡ _____

d. take ➡ _____

f. cry ➡ _____

* **Remember this spelling rule!**: one vowel + one consonant + e, remove the e and add **-ing**. e.g. wake ➡ waking

2. Use words from the list to complete the sentences below. Put them in the **past continuous** tense.

cry, fly, give, sleep, take, travel

1. I _____ alone from Malta to Bulgaria.

2. While the plane _____ off from the airport in Malta, I fell asleep.

3. The aircrew _____ the passengers food on the flight but I was still sleeping.

4. I _____ still _____ when the plane landed in Bulgaria.

5. I was still sleeping while the plane _____ back to Malta.

6. When I called my mother from the airport in Malta, I _____ because I felt frightened.

Post-Reading Activities

You may do one or more of these.

A: Past Simple

Look at the paragraph below and change all the verbs into the past simple. Don't look back at the previous activities!

Three sisters (**be**) _____ on their way to Chicago. When they (**get**) _____ off the plane in Kansas City the plane (**leave**) _____ them behind! An airport worker (**see**) _____ the girls and (**tell**) _____ the airplane crew. The plane (**go**) _____ back to pick them up. The plane (**land**) _____ in Chicago one hour late.

B: Discussion

Work in pairs and discuss these questions:

1. Why do you think the plane returned for the girls?

2. Why do you think the aircrew did not see that the girl was sleeping on the plane to Sofia?

C: Spelling Test

Your teacher is going to read out 5 words. Write the words down. Don't look back at the previous activities.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

D: Role Play

Work in pairs. One of you is **Student A**, the other **Student B**. Choose ONE of the roleplays below.

Roleplay 1: Student A: You are the girl in **Article A**. Student B is your mother. Tell her what happened when you went on the plane from Bulgaria to Malta.

Student B: You are the mother of the girl in **Article A**. Student A is your daughter. You want to know what happened when she went on the plane from Bulgaria to Malta. Ask her questions.

Roleplay 2: Student A: You are the oldest sister in **Article B**. Student B is your mother. Tell her what happened when you went on the plane from Los Angeles to Chicago.

Student B: You are the mother of the three girls in **Article B**. Student A is your daughter. You want to know what happened when she went on the plane from Los Angeles to Chicago. Ask her questions.



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Vocabulary Part One - Notes

Ask the students to translate the words into their language and then check their translations with their dictionaries.

Please note: students work in pairs and read different articles. One does Reading Activities A, B and C for Article A, the other for Article B. .

Reading Activities

A: Gapfill - Notes

The forms of two of the words have been changed. (Sister has been made plural and travel has become the past continuous 'were traveling'.)

A: Gapfill - Answers

Article A

1. aircrew, 2. travel, 3. girl, 4. plane, 5. second.

Article B

1. sister, 2. travel, 3. plane, 4. buy, 5. Airline

B: Understanding the Main Idea - Answer

3. is the best answer for both articles.

C: Questions - Notes

For Article B, question 3 you may need to point out the difference between an airline worker and an airport worker.

C: Questions - Answers

Article A

1. a, 2. b, 3. b, 4. b.

Article B

1. b, 2. a, 3. b, 4. a.

E: Language - Notes

1. British English: travelling / American English: traveling.
2. You can also accept these alternative answers for questions 1. And 5.: 1. flying and 5. traveling.

E: Language - Answers

1a. flying, b. British English: travelling / American English: traveling, c. giving, d. taking, e. sleeping, f. crying.
2. a. was traveling/travelling, b. was taking, c. were giving, d. was (still) sleeping, e. was flying, f. was crying.

Post-Reading Activities

A: Past Simple - Answers

were; got; left; saw; told; went; landed.

C: Spelling Test (Words to be read aloud by the teacher)

1. plane
2. sister
3. airline
4. travel
5. buy

D: Role Play - Notes

You may give students a little time to prepare for their roles by pairing with them with someone doing the same role and getting them to think about what they might say. (What questions would the mother ask? What would the daughter say when telling her mother about the adventure.)

Try to discourage students from writing their ideas down as the aim of this is to encourage fluency. You may like to explain that it is all right to make some mistakes as the students are aiming to communicate, rather than speak perfect English. Once students are ready, pair them and get them to do the roleplays. They can swap roles after they have finished. You can monitor pairs and make notes of common errors (question forms, pronunciation errors etc.) Then after all the pairs have finished you may like to ask one or two pairs to do their roleplays in front of the class. The activity could be followed with any work on the errors that the students made.

