



Pre-Reading Activities

A: Pictures

Write the words below next to the right person or thing:

- train driver**
- platform**
- ticket collector**
- passengers**
- train**



B: Prediction

Look at the picture below. What is happening? What do you think will happen next? Work in pairs and **draw a picture showing what you think will happen next in the box**. Compare your ideas with other pairs of students.



Draw your picture here:

Reading Activities

A: Questions

Read the first paragraph of today's article and answer the questions.

1. What happened?

2. Where did it happen?

3. Why do you think it happened?

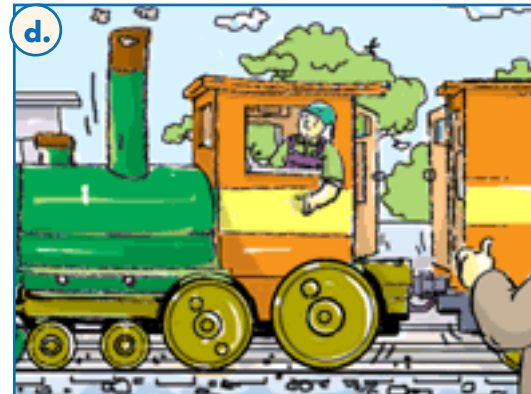
4. What do you think happened next?

LONDON Wed Sep 18 (Reuters) - A British train driver had to run 100 yards along the station platform to catch his train after it decided to start its journey without him. ARTICLE © 2002 REUTERS LIMITED. LESSON © 2002 WWW.ENGLISH-TO-GO.COM



B: Pictures

- i) Look at the pictures below. Work with a partner and put the pictures into the order you think they happened. Then talk about what the pictures show.



- ii) Here are some verbs used in the next part of the article. Talk about what they mean.
climbed on, started moving, ran, jumped, stopped
- iii) Now listen to your teacher reading the second paragraph of the article.

C: Gap Fill and Listening

Below is today's complete article but there are some gaps in it. Work with a partner and fill in the gaps. Look at the vocabulary in previous activities to help you.

LONDON Wed Sep 18 (Reuters) - A British train driver had to (1) _____ 100 yards along the station (2) _____ to catch his (3) _____ after it decided to start its journey without him.

"The ticket collector climbed on and seconds later the (4) _____ started moving. When I looked out the window I noticed the driver still on the (5) _____. He ran as fast as he could past my window, then jumped on the train and stopped it," passenger Ann Sutton told the Daily Telegraph.

The (6) _____ was chatting to some railway workers when the train left without him.

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Word: chatting - talking in a friendly way

Now listen and check your answers as your teacher reads the article aloud.

D: Writing a Headline

Work in groups and write a headline for today's article. (Remember that headlines need to be short.)

Post-Reading Activities

You may do one or more of these.

A: Language

In today's article there were these words:

He **ran as fast as** he could past my window...

We use the pattern **verb + as + adverb + as...** when we want to say that we are trying very hard to do something. (In this example, the driver ran very fast. He couldn't run any faster.)

Look at some more examples:

*The exam was only one hour. I had to write two essays. I **wrote as fast as** I could.*

*The man was 100 years old. The little girl **spoke** to him **as loudly as** she could.*

*I want to be a good student. I **try hard as hard as** I can.*

Fill the gaps in the sentences below using an adverb from the list and **as...as**.

quietly, fast, hard, fast, sweetly, hard

1. I had four exams last week. I worked I could.
2. I could only use the computer for 30 minutes and I had to write 12 emails. I had to type I could.
3. The car is stuck in some mud. You will have to push it you can.
4. We need to get her to the hospital! Drive you can!
5. Shh! The baby is asleep. Speak you can!
6. My singing exam is next week. I will sing I can.

B: Word Find

Find these words from today's article in the puzzle:

- run
- station
- platform
- chat
- catch
- driver
- train

N	U	T	A	H	C	R	M
W	O	J	D	W	U	R	D
H	L	I	P	N	O	E	N
C	M	N	T	F	R	K	I
T	G	E	T	A	Z	G	A
A	Y	A	I	Q	T	W	R
C	L	D	H	T	O	S	T
P	B	R	E	V	I	R	D

TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Picture - Notes

Allow some time for the students to match the words with the things in the picture. Go over the picture as a class.

B: Prediction - Notes

Classes vary in their ability to confidently predict what happens next. For an unsure class, point out that when they read in their native language(s), they are constantly predicting what they are about to read by looking at things such as headlines and pictures. It is important for student to realize that it doesn't matter if they are right or wrong with their predictions as they will self-check their answer themselves.

Reading Activities

A: Questions - Answers

1. The train driver ran after the train after his train left without him.
2. On a train station platform.
3. Answers will vary.
4. Answers will vary.

B: Pictures - Notes

- ii) You or some students could mime the meanings of the different verbs before doing the activity.
- iii) Read the second paragraph of the article aloud. Ask the students look at the pictures and listen for the key verbs.

B: Pictures - Text to be Read Aloud to Students

"The ticket collector climbed on and seconds later the train started moving. When I looked out the window I noticed the driver still on the platform. He ran as fast as he could past my window, then jumped on the train and stopped it," passenger Ann Sutton told the Daily Telegraph.

B: Pictures - Answers

The correct order is: c, b, a, d.

C: Gap Fill and Listening - Notes

When the students have finished filling in the gaps, read the whole article (see below) aloud so they can check their work.

C: Gap Fill and Listening - Answers

1. run; 2. platform; 3. train; 4. train; 5. platform; 6. driver.

C: Gap Fill and Listening - Text to be Read Aloud to Students

A British train driver had to run 100 yards along the station platform to catch his train after it decided to start its journey without him.

"The ticket collector climbed on and seconds later the train started moving. When I looked out the window I noticed the driver still on the platform. He ran as fast as he could past my window, then jumped on the train and stopped it," passenger Ann Sutton told the Daily Telegraph.

The driver was chatting to some railway workers when the train left without him.

D: Headlines - Notes

You may want to look at some articles with headlines so students get an idea of what is required for a headline. They give some indication of the main idea of the article and are short and eye-catching. Here are two examples of headlines from articles that you could show to students:

Cat Saves Lives Before Dying in House Blaze Driver Has First Crash at Age 100

Ask the students to work together in groups and come up with one headline they like for today's article. This is a fairly challenging activity for students who may have little experience with headlines in English. They will not end up writing catchy headlines but should feel satisfied if they have managed to summarize the main idea of the article in their headline.

While they are working, circulate and help with vocabulary and grammar. Ask a student from each group to come up and write their group's headline on the board. Then ask the class to agree on one headline. You may want to do this as a vote.

(Alternative activity: If you feel the activity is too challenging in its present form for your class, you could choose one of the headlines below and write it in the board with one or two gaps. Ask students to work together to complete the headline with their own ideas. For example, write on the board:

Sprints to Catch

Students work together to decide what words would go in the gaps in the headline.)

D: Headlines - Sample Answers

Train Driver Runs/Sprints to Catch Train
Train Starts Journey Without its Driver
Stop the Train

Post-Reading Activities

A: Language - Answers

1. I worked **as hard as** I could.
2. I typed **as fast as** I could.
3. You will have to push it **as hard as** you can.
4. Drive **as fast as** you can!
5. Speak **as quietly as** you can.
6. I will sing **as sweetly as** I can.

B: Word Find - Answers



Please Note: This lesson also has further exercises for your students to do online at www.instantworkbook.com. To get a username and password for your students, click on the blue icon next to this lesson description in the teachers' room at www.english-to-go.com.