



TEACHER'S GUIDE

This teaching resources pack on **LOST** (pilot 1 – season 1) is an 8-hour topic-based project designed for *real* learners including adults and teenagers at an intermediate level. “*intermediate*” refers to the level learners usually reach after studying English for at least four years. The learners that have worked with this project understand the use Simple Present, Simple Past, Present Continuous and Past Continuous and can use these tenses naturally. These learners can recognize Present Perfect and Past Perfect and have started to use complex sentences, relative clauses, first type conditional sentences, passive voice and modal verbs such as ‘must’, ‘can’, ‘may’ and ‘should’. Some of the learners are usually very erratic in their oral production. They can produce strings of almost “perfect” language intermingled with a succession of errors that can make any teacher feel like quitting! They have the necessary language skills to pass Cambridge **PET** Examination but they are not prepared to sit for Cambridge **FCE**.

The main objective of this project is to provide meaningful input through reading and to illustrate what has been read through the use of video. The starting point is the reader that has been designed to scaffold the authentic input provided by the pilot of the series. The video will help the learner to picture in his mind what he has read, not the other way round.

After working with the project, learners:

- will have acquired at least 70 new words (many of them connected to planes and flying);
- will have been exposed to several examples of Past Perfect contrasted with Simple Past;
- will have been exposed to several examples of Present Perfect (used to ask someone about experiences);
- will have worked with prepositions of time and place.

The project is divided into eight classes of 60 minutes each. It can be applied to *one-to-one* classes or with groups. The number of tasks covered in each class will depend on the pace of each group and the number of learners. It is advisable not to distribute all the handouts in the first class so as not to spoil the tasks that deal with prediction.

The material consists of:

- a 44-page set of printed task sheets;
- a 27-page teacher's guide;
- a CD containing printable support material;
- a CD containing audio tracks recorded by Stuart Alley of the reader.



CLASS 1

Warm Up TASK 0 ¹

Part 1:

Timing: 5 minutes (approximately)

The aim of **task 0** is to engage the learner/s in the new project **without** telling them what they are going to watch.

Tell the learner/s the following:

"We are going to start a new project. We are going to listen to a musical clue that has appeared in a movie or TV series. After listening to the clue, answer the following questions that I will write on the board."

1. What type of movie/TV series do you expect it to be?
2. Do you imagine any people in the scene?
3. If so, how many?
4. Where are the people?
5. What are the people doing?

Play clue 1 (track 1 on CD). After allowing some time for group discussion, ask the learner/s to answer the questions stated above.

Part 2:

Timing: One-to-one class: 8 minutes /group class: 12 minutes

Material required: pictures that appear in documents : Lost -1- warm up 1 / Lost -1- warm up 2 / Lost -1 - warm up 3

One-to one class:

Show the pictures one by one and ask the learner to describe what he sees. Then allow some time for the learner to put the pictures in order and answer the following questions:

- 1) Who are they?
- 2) Where are they?
- 3) What are they doing?
- 4) Where are they going?

¹ Task 0 because it will not appear on the learners' handouts



Group class:

Divide the class into three groups. Give out 4 pictures to each group. Ask the groups to put the pictures in order and answer the following questions:

- 1) Who are they?
- 2) Where are they?
- 3) What are they doing?
- 4) Where are they going?

Then ask the different groups to share their answers with the rest. The other groups will have to work out if they are describing the same scene.

Part 3 :

Timing: 2 minutes

Show learner/s the following segment:

Pilot 2: Track 4 Minutes 20.28 to 21.28

The scene starts when Kate and other survivors appear walking in the jungle and finishes when the scene changes to Michael (the black man) and his son on the beach.



Part 4:

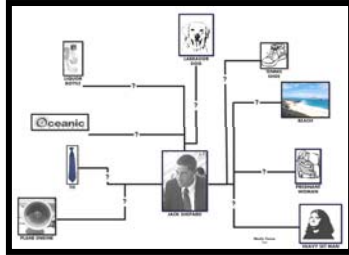
Timing: 6 minutes

Ask the learner/s to answer the following questions:

1. Which movie/TV series is it?
2. Have you seen it?
3. Did you like it?
4. What is it about?



TASKS 1 & 2



Timing: 18 minutes approximately

Ask the learner/s to have a look at **map 1** that appears on page 1. Tell learner/s the following:
“You are going to listen to Jack Shepard speaking about what happened. He will tell us something about a labrador dog, a tennis shoe, a beach, a pregnant woman, a heavy-set man, a plane engine, a tie, the name of an airline company (Oceanic) and a liquor bottle. After listening to the narrator, complete the map with what you have learned.”

Play track 2 on CD twice (chapter 1 part 1) and allow time for the learner/s to make notes on the map. Then ask learner/s to explain the connections.

Play track 3 on CD twice (chapter 1 part 2) and proceed in the same manner.

Note: If learners find it difficult to follow what the narrator says, ask them to listen to the narrator and read at the same time.

TASK 3

Timing: 14 minutes approximately

Ask the learner/s to read the statements that appear in **task 3** on page 4. With the information they have, they must decide if the statements are TRUE, FALSE or NOT GIVEN. If they are not sure, they should go back to chapter 1 and find the answers.

1. Jack Shepard was flying from Australia to USA. (true)
2. Jack Shepard was on flight 850. (false)
3. Jack Shepard remembered everything about the crash. (false)
4. Jack Shepard was seriously injured. (false)
5. Jack Shepard could see the wreckage of the plane floating in the water. (false)
6. Among the survivors there was a pregnant woman who was seriously injured. (false)
7. Among the survivors there was a heavy-set man who was sucked by the engine. (false)
8. Jack saved the life of a black woman who was lying on the sand. (true)
9. Jack Shepard asked the heavy-set man to look after the pregnant woman. (true)
10. After the crash there were several explosions. (true)



TASK 4

Show the earner/s segment 1 of episode 1. (00.00 to 07.31)



TASK 5

Timing: 8 minutes

After watching the segment, ask the learner/s to go back to **map 1** on page 1 and use the information they have learned to explain the connections.

