

# Emergency Landing

## Key

### Before Reading

As title suggests, these activities should be carried out before the students read any of the story. They will help them to understand the story and the context of the story better.

#### Activity 1

Like many of the activities in this kit, the students are asked to think for themselves and come up with their own ideas. They may think of more than 3. This is fine. Get them to share their ideas with the rest of the class, and to discuss them freely.

#### Activity 2

The obvious checks would be

Clearly some of these responses would be what you would *hope* that the crew would be like!

	CREW	PASSENGERS
Afraid	_____ (✓) _____	_____ ✓ _____
Amused	_____	_____
Anxious	_____ ✓ _____	_____ ✓ _____
Calm	_____ (✓) _____	_____
Curious	_____	_____
Efficient	_____ ✓ _____	_____
Happy	_____	_____
Impatient	_____	_____
Relaxed	_____	_____
Self-controlled	_____ ✓ _____	_____

Students may come up with other ideas. As long as they can justify them, that is fine.

#### Activity 3

Cut up the worksheet so that half the students have one activity and half the other. Get the 'student 1' group to work together and student 2 likewise. The pair up 1s and 2s.

Probable answers: (sts 1) captain/stewardess/aisle/crew. Likely response is aircraft.  
(sts 2) stewardess/portholes/world/stars. Likely response is spaceship.

*NB 'stewardess' is an old-fashioned word these days and unlikely to be found in real life, where the word 'cabin crew' refers to both men and women. A demonstration of how quickly some aspects of language change as this story was written fairly recently.*

## Context

### Part 1

Get the students to read this quickly. Tell them it doesn't matter at this stage if there are words they don't understand. They have to read for gist.

### True or False

- 1 T
- 2 F
- 3 T
- 4 F
- 5 F

### Imagine:

They use their own words. Brainstorm the questions, or some of them, before asking the students to work with a partner to discuss the questions. However, the written work must be their own and not a shared activity.

### Part 2

Again the students should read this quickly

### Vocabulary

(Point out that for words they don't know they can decide if the word *sounds* positive or negative)

<u>Positive</u>	<u>Negative</u>
qualified laughed chuckled kindly	worry inconvenience hostile ruefully danger silly

### Feelings

- 1. informative
- 2. reassuring
- 3. apologetic
- 4. upset and impatient
- 5. worried

### Means of Transport

- 1 passenger seat      2 aisle      3 cockpit      4 tail      5 wing      6 hull
- 7 sail      8 deck      9 porthole

The description is a chance for them to let their imaginations work. Many students will prefer to draw than write, but make sure that all students write at least some descriptive content. (They might do this after they have drawn a picture, not before)

### What kind of story?

While obviously a science fiction story, some students might think it is also one from another genre. That's fine as long as they can justify their choice(s).

If enough students in the class appear **not** to have seen or read a science fiction story, do this as a class activity.

## Word Work

### Language in Use

#### 1 Past Simple

2. The first passenger couldn't/wasn't able to arrive late for his meeting.
3. His neighbour didn't know where he was.
4. The stewardess was prejudiced against the people from/of the planet
5. She was very cruel.
6. Communication with people from the planet would be a problem said the first passenger.
7. They didn't know anything about the planet and some passengers were concerned.
8. The second passenger thought they were /would be in danger.

#### Exercise 2

Students should work in 2s or 3s to work out a suitable caption for this cartoon. It should use the past tense. The original – if anyone asks – was “I wish you aliens would learn to tell the time. We agreed not to get abducted after 10 at night.”

#### 2. 'Will'

### Emergency Landing

'Ladies and gentlemen, this is your captain speaking,' said the voice over the intercom. 'I'm afraid we have engine trouble, so we'll have to make an emergency landing. There's no cause for alarm; we can get down quite safely. I apologize for the inconvenience.'

'Bother!' said one of the passengers. 'I've got an important meeting, and I don't want to be late.'

'Where are we, anyway?' said the passenger in the seat next to him. They both peered out of the porthole. 'I suppose we'll land down there,' said the first passenger. 'It looks like the only possible place. I don't recognize it, though.'

The stewardess, who was coming down the aisle, overheard. 'It is rather in the middle of nowhere, I'm afraid,' she said ruefully. 'We won't find a qualified mechanic there. But don't worry: the crew have been trained to do repairs, and they shouldn't take very long.'

'Hmm. Will we be able to make ourselves understood to the natives?' the first passenger asked.

'I shouldn't think so, sir. I shouldn't think anyone there can speak our language.'

The passengers didn't like the sound of that. 'What if they're hostile?' someone else wanted to know. 'We could be in danger!'

The stewardess laughed. Or rather, she waggled four of her six antennae, which amounted to the same thing. 'Don't worry', she chuckled. 'We've got weapons that no one there has even dreamed of! So if there's any trouble, we'll just power them up and ----pffft!'

They all looked out of the portholes at the little blue-and-green world revolving against a background of deep-space stars. The people who lived on the little world called it Earth, though the passengers didn't know that, and wouldn't have cared if they had.

'I expect,' said the stewardess comfortably, 'we'll blow the planet up when we leave. We usually do.' She waggled her antennae again. 'It saves a lot of silly form-filling and questions when we get home. Now, ladies and gentlemen; if you would kindly fasten your seat belts as we go in to land...'

### Say

Students use their own ideas – but they have to be able to justify them!

Discussion should be in small groups of 4 or 5.

### Means of Transport

- |   |   |
|---|---|
| 1 | e |
| 2 | a |
| 3 | b |
| 4 | f |
| 5 | c |
| 6 | d |

### Author's Biography

1. Louise Cooper
2. 54 (in 2006)
3. Hertfordshire
4. At least 24
5. Cornwall

### Getting in Touch

Get students to think of one each of 'who', 'what', 'when', 'where' and 'how' questions.

## After Reading Writing

Own ideas. Students should be encouraged to write complete sentences.

The dialogue is best written as pair work. Encourage students to think about the role of each person and write the dialogue accordingly.

Role play can be encouraged by getting students to wear very elementary costume – a hat, some glitter, or carry some 'prop'.

### Summary

B is the best summary. In A we don't know it was a flying saucer, and the stewardess wasn't thinking of blowing up the planet, just conjecturing that it would be blown up. C is completely wrong.

### Form Filling

A fun activity. Anything goes!

### "Alien" by Richard Mac William

This poem is about the possibility of an alien landing in your playground. Look at the glossary and check the missing words in your dictionary. (**These are the words in bold**)

### Wordsearch

AISLE  
CAPTAIN  
CREW  
EARTH

EMERGENCY  
HOSTILE  
LANDING  
MECHANIC

PASSENGERS  
PLANET  
PORTHOLE  
WORLD

### Glossary

#### ENGLISH

Blow a big raspberry  
Cheer  
Fatso  
Float(ing)  
Glare  
Hum(ming)  
Lift(ting) off  
Poke  
Raise  
Shoot out  
Shorty  
Stare  
Stick out  
Suck  
Tendrils  
Tongue  
V-shape  
Wobbly  
Wrap

#### PORTUGUESE

*fazer “brrr” com os lábios*  
*aplaudir; dar vivas*  
*Gorducho; Bucha*  
*flutuar*  
**olhar de modo fixo e penetrante**  
*zumbir; fazer “hum”*  
*descolar*  
*picar*  
*levantar*  
*lançar; disparar*  
*Baixinho*  
*olhar fixamente*  
*projectar; esticar*  
*sugar; engolir*  
**gavinhas**  
**língua**  
**em forma de V**  
**tremulo**  
*enrolar*

### Acrostic

Fill in the appropriate letters in order to complete the acrostic with words about aliens from the poem “Alien”

_ G _ L _	A _ R _ E _
_ W _ O _ B _ B _	L _ Y _
_ T _ E _ N _ D _ R _	I _ L _ S
_ L	E _ G _ S _
T _ O _	N _ G _ U _ E _
	S _ H _ A _ P _ E _

### **Activity 3: My Alien and your Alien**

After reading the poem “Alien” by Richard McWilliam, write a description of the Alien as you imagine it.

Dictate your description to your partner and s/he will draw an alien according to that description.

Then change roles and in the end compare both drawings.

### **Activity 4**

(Instructions: This activity is meant to enable students to recap vocabulary from the text “Alien” and to add their own ideas.)

- a. **Fill in the diagrams with information from the text.**
- b. **Add your own ideas.**

#### **Possible Keys :**

**“I would throw a ball in its face”**

**“I would stand there shouting”**

**I would say “hello”**

**I would be crying**

**I would run away frightened**

**I would poke it with sticks**

**“I wouldn’t stay there”**

---

#### **Possible keys:**

**“It would laugh and cheer”**

**“It would open a wobbly eye”**

**“It would sit there humming gently”**

**“It would raise two tendrils in a V-shape”**

## Text

Here is the complete text.

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