

A **FREE** RESOURCE FOR TEACHERS!

THE LOSTTM CHRONICLES PART 1

– **EXTRA****Level 3**

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

A plane has crashed on a beach on a remote and mysterious island. Jack, a young doctor, emerges as leader of the survivors. Sayid – a former Iraqi soldier – sends a signal for help using the radio from the plane. But the signal is blocked by a 16-year-old message, sent by a Frenchwoman who says something killed her companions.

Jack tends a dying police guard from the plane and discovers that Kate, a girl he is attracted to, was the guard's prisoner. Jack decides to move to some caves where there is fresh water. Half the group go with him, but the rest remain on the beach.

A young woman, Shannon, becomes ill. Sawyer, who has taken most of the things from the plane, refuses to give her medicine. Kate finds a letter which shows that Sawyer took the name of a man who destroyed his family. Kate thinks this is why Sawyer wants people to hate him.

Sayid leaves the group to map the island. He is captured by Danielle, the Frenchwoman who sent the 16-year-old radio message. She refers to 'The Others' who she thinks took her baby son Alex, 16 years before.

Charlie and Claire, who is expecting a baby, are kidnapped by a strange man called Ethan. Later they discover that Ethan was on the island before the plane crashed. Jack leads a desperate search for Charlie and Claire. Ethan attacks him and disappears. They find Charlie hanging from a tree. Amazingly, he's still alive.

Kate and Sawyer are becoming close. They retrieve a suitcase from a lake. Kate says it's hers, but really it belonged to the dead police guard. When Jack gets Kate to open the case, they find

guns and a toy plane inside. Kate admits to Jack that the toy plane belonged to the man she killed.

THE BACK STORY

Since the first episode of *Lost* appeared in 2004, the show has won millions of fans. It uses a real-world context that blends elements of science-fiction and disaster-movie conventions. Each episode features two main stories. The first is the ongoing story of the island's secrets and the way these affect the lives of the survivors. The second story focuses on a significant period from the past lives of the survivors, with each episode featuring a different character.

These flashbacks highlight guilt as one of the main themes. Each survivor has to struggle with past mistakes in order to cope with the island's dangers. Who will succeed? Who will fail? Will the survivors ever escape or be rescued? With the final episode not due for screening until 2010, these are just some of the questions that have turned *Lost* into a cult classic.

The first season of *Lost* consists of 24 episodes. *The Lost Chronicles: Part 1* is based on the first 12 episodes.

MEDIA LINKS

DVD: *Lost: Season One* is available on DVD.

Internet: The official website is: abc.go.com/primetime/lost

Book: *The Lost Chronicles* by Mark Cotta Vaz contains episode summaries for the whole first series, information about the making of the series and interviews with the creators.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Do the students watch *Lost* on TV? Motivate the class with background information from the Back Story (above), then give a dramatic reading aloud of the first page of *The Lost Chronicles: Part 1* so that the students want to read for themselves to find out what happens.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. All answers are on page 4 of this resource sheet.

Using the DVD

Select the English language option on the DVD. The first 12 episodes of *Lost: Season One* relate to this reader. Each episode is around 40 minutes in length. You may want to select two or three episodes or sections of episodes to show at intervals during the reading process. Alternatively, show one or two significant episodes after the students have finished the reader.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *The Lost Chronicles: Part 1* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to find them as they read.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the success of *Lost*, the actors, the fans and true life survival stories.

What did they think?

Get everyone to do a written or verbal review of *The Lost Chronicles: Part 1*. Compare opinions and ideas. Will they want to read *The Lost Chronicles: Part 2*? Will they want to watch or re-watch any of the seasons of *Lost*? Did you enjoy studying it with the class? Let us know at readers@scholasticeltreaders.com.

RESOURCE SHEET STUDENT ACTIVITIES



THE LOST CHRONICLES

PART 1

— EXTRA

People and places

1 Read and circle the correct names.

- a) Locke / Sawyer / Sayid went to Australia to join an adventure group.
- b) Kate / Sun / Shannon had left her Australian boyfriend.
- c) Walt / Jack / Locke was taking his father's body home.
- d) Michael / Boone / Charlie wanted his brother to rejoin a band.
- e) Jin / Hurley / Sayid wanted to know the meaning of some special numbers.
- f) Shannon / Claire / Sun is expecting a baby.

2 Which of the characters do you think is the most interesting? Why? Explain your answer to a partner.

Prologue–Chapter 3

1 Make sentences.

- a) The farmer would get i) 48 people who survived.
- b) The plane was ii) 3 days.
- c) There are iii) \$23,000 for finding Kate.
- d) The radio message has played iv) 6 hours away.
- e) Sydney is v) 1,000 miles from its flight path.
- vi) for 16 years.

2 Who makes these statements? Write the name.

Locke	the pilot	Danielle	Sawyer	Charlie
	the police guard	Kate	Jack	

- a) 'We should be able to start our lives again.' *Jack*
- b) 'Guys, where are we?'
- c) 'The island has given me something wonderful.'
- d) 'You destroyed the plane.'
- e) 'She's dangerous.'
- f) 'They will be looking for us in the wrong place.'
- g) 'It killed them all.'
- h) 'I just wanted to make sure the farmer got his money.'
.....

3 Work in pairs. Look at the picture of Michael and Walt on page 17. How are they feeling? What are they saying? Act out their conversation.

Chapters 4–6

1 Answer these questions.

- a) Why did Jack and Sawyer go into the plane?
Because they heard horrible sounds coming from inside.
- b) Where was Jack when he saw a man looking at him from the forest?
.....
- c) Why were Locke's hunting group in trouble?
.....
- d) How did Sun find out that Jin was doing bad things for her father?
.....
- e) What does Charlie see in a tree above his head?
.....
- f) Why does Jack tell everyone to move to the caves?
.....

2 Are these sentences true (T) or false (F)?

- a) Locke has a case full of knives. T
- b) Sun can speak English.
- c) Jin steals water from the plane.
- d) Kate finds two dead bodies inside a cave.
- e) Locke doesn't like Charlie's music.
- f) Michael has Jin's watch.

3 Work in pairs. Make a list of the things you would take from a crashed plane to help you survive. Show your list to other pairs.

Chapters 7–9

1 Put these events a–g in the right order.

- a) Jack stitches Sawyer's cut arm.
- b) Hurley opens a golf club.
- c) Sawyer burns a letter.
- d) Sayid finds Danielle.
- e) The roof of the cave falls on top of Jack.
- f) A boar steps into one of Locke's traps. /
- g) Kate kisses Sawyer.

2 Answer these questions.

- a) What happens to Sayid before he can record the position of the mystery message?
He is knocked unconscious.
- b) Who tied Sawyer to a tree?
.....
- c) What was written on the back of Nadia's photograph?
.....
- d) When was Sawyer's letter written?
.....
- e) Why doesn't Locke want to help the moth escape from the cocoon?
.....

RESOURCE SHEET STUDENT ACTIVITIES

3 Complete the sentences with the correct names.

Kate Michael Danielle Shannon ~~Sayid~~ Sawyer Locke

- a) *Sayid* has finished making three antennas.
- b) leads the rescuers at the cave.
- c) says, 'I'm proud of you, Charlie.'
- d) had a husband called Robert.
- e) gets better from Sun's medicine.
- f) attacks Boone.
- g) discovers Sawyer's secret.

4 Work in pairs. Is it ever right to torture someone? Talk about the question, then tell the rest of the class what you think.

Chapters 10–12

1 Make sentences

- | | |
|---|--|
| a) Jack is worried about Claire because | i) he is the only doctor on the island. |
| b) Locke doesn't want to put Jack in danger because | ii) she thinks she's going to have her baby. |
| c) Claire asks Charlie to get Jack because | iii) she has a lot of bad dreams. |
| d) Sawyer feels useless because | iv) he didn't believe her. |
| e) Kate tries to hide the key because | v) he can't open the suitcase. |
| f) Jack thinks Claire is angry with him because | vi) she wants to open the suitcase alone. |

2 Complete the sentences with the correct adjective.

happy calm strange ~~frightened~~ useless

- a) Claire is ... *frightened* ... of Ethan.
- b) Jack and Claire are very when Charlie starts breathing again.
- c) Ethan Rom is a very person.
- d) Shannon gets upset because Boone calls her
- e) Jack is angry with Locke, but Kate tells him to stay

3 Complete the sentences with places.

- a) Kate and Sawyer swim together *in a lake*
- b) Locke and Boone find a huge metal thing
- c) Charlie is hanging by the neck
- d) Kate collected some fruit
- e) People were moving things

FINAL TASKS

Writing

1 Choose one of the characters in the book and write about the story from his or her point of view.

2 Choose a scene from the story. In groups of three or four, write the script and decide on your roles. Act out the scene you have chosen for the rest of the class.

VOCABULARY BUILDER

Look at the 'New Words' at the back of *The Lost Chronicles: Part 1*.

1 Choose a new word for each of these definitions.

- 1. someone who many people think can see into the future *psychic*
- 2. a long box for a dead body
- 3. it can send and receive radio signals
- 4. a flying insect which can sting you
- 5. a written record of things which have happened
- 6. to take in air through the nose or mouth
- 7. a piece of equipment for catching animals
- 8. a brave person who does good things for others

2 Circle the mistakes in these sentences. Write the correct word.

- 1. The radio won't work. It needs a new case. *battery*
- 2. That cotton carries a lot of electricity.
- 3. They all looked at the light from the injury as it flew up into space.
- 4. He was killed in the war by an enemy tent.
- 5. It was a bad cut, so the doctor decided to eat it.
- 6. There was a huge quiet as the plane crashed into the side of the mountain.
- 7. There's no battery for that light, so where is the weak coming from?
- 8. Let's all put our tents up here and make a large beach.

Casual language

- **'Guys'** (p.11 and 15). Charlie says this at the beginning of a question. It means 'everyone', though it can mean 'boys/men'.
- **'Sorry, sweetheart.'** (p.41). Boyfriends and girlfriends often call each other 'sweetheart', but here Sawyer says this to Kate to mean, 'Although I find you attractive, I'm not going to do what you want.'
- **'You know what?'** (p.37 and 60). Locke says this to Charlie on page 37 and Sawyer says it to Kate on page 60. In both examples, it means 'I'm going to say something surprising.'
- **'You'll be sorry.'** (p.48). Locke says this to Claire in one of her bad dreams. He is telling her that she is about to do something she will wish she hadn't.

Choose the right expression to complete the sentences.

- 1. A: 'Hello. Would you like to buy me a drink?'
B: '..... I haven't been paid this week.'
- 2. A: 'I'm going to an all-night party this weekend.'
B: '..... If your parents find out, they won't let you go out for weeks.'
- 3. A: 'Look at the mountain. It's so high!'
B: '..... I'm going to climb it today.'
- 4. A: 'Excuse me, what's the time?'
B: '..... , has anyone got a watch?'

THE SUCCESS OF LOST (pages 64–5)**Discussion**

In small groups, students look at the five numbered headings. Each group decides on the most important heading for the success of *Lost*, and ranks the other headings down to the least important. Groups then present their order of importance and the class then compare and discuss the different ideas. Finally, the class vote on the most important reason for the success of *Lost*.

Presenting

Still in groups, and using the same numbered headings, students think of an idea for a new TV show. They fill in new information about their show using the same titles for the numbered boxes. The information should show why their new show will be a success in the different categories. When they are happy with the information, they can write it on a large poster and present it to the class. The other groups should be encouraged to ask questions.

FINDING THE ACTORS (pages 66–7)**Audition**

Each student chooses a character from *Lost* to audition for. They can choose one of the characters on pages 66–7, or they can choose another character from the story. Then students find a two-character scene in the book and act it out with another student. Choose three to five students as judges. They will watch all the auditions and decide who is the best student for each role.

Interview

Students work in pairs. Student A chooses one of the actors in the pictures on pages 66–7. Student B is a journalist for an entertainment magazine. Students prepare questions and answers based on the information in the Fact File. They can make up any information they don't have. Students act out their interviews in pairs to the class.

TRUE SURVIVAL STORIES (pages 68–9)**Quiz**

Put the students into small groups. Each group prepares a list of questions based on the information in the two stories. The groups then close their books and take turns to ask the other groups their questions.

Research 1

Students research information using a variety of sources (the internet, books, articles, etc.) about the best way to survive in a lonely tropical environment. Then, in pairs or groups, students decide on a list of what is needed to increase their chances of survival and present their findings to the rest of the class.

Research 2

Students research information about other true survival stories. They can use the internet or newspapers, or find out about well-known biographies, books or films that are about amazing tales of survival.

DVD FOLLOW-UP

If you plan to show episodes of *Lost* in class, watch them carefully yourself first. Check that the episodes are suitable for your class and identify good places to stop or pause the action. Explain that the dialogue is sometimes fast with accents from many different countries.

Predicting

Stop a scene at a dramatic moment. Ask the class what has just happened and what they think will happen next.

Writing dialogue

Play a short scene without sound. In groups, students write their own dialogue and perform it for the rest of the class. Then play the same scene with sound.

Observation quiz

In groups, students watch a short section of an episode. Tell them to observe very carefully. Each group then prepares detailed questions about what they have seen, for example: what clothes characters were wearing; who says or does what; background scene details, etc. The groups then ask each other their questions.

ANSWER KEY**Self-Study Activities (pages 70–2)**

- 1 a) batteries b) soldier c) unconscious d) explosion
e) creatures f) power g) polar bears h) hero
- 2 a) breathe b) stitch c) hunt
- 3 a) Sawyer b) Kate c) Jack d) Sayid e) Locke
- 4 a) rockets, bees b) coffins c) traps, torture
- 5 a) coffin b) bees c) rockets d) traps e) torture
- 6 a) Jack b) Jack's father c) She can speak English
- 7 The correct order is: b, f, a, c, g, d, e.
- 10 a) Charlie b) Kate c) Sawyer d) Locke e) Claire f) Jack

Resource Sheet Activities**People and places**

- 1 b) Shannon c) Jack d) Charlie e) Hurley f) Claire

Prologue–Chapter 3

- 1 b) v c) i d) vi e) iv
- 2 b) Charlie c) Locke d) Sawyer e) the police guard f) the pilot
g) Danielle h) Kate

Chapters 4–6

- b) Jack was on the beach.
c) Boars were attacking them.
d) She saw blood on his hands.
e) His guitar.
f) Because there is drinking water there.

- 2 b) T c) F d) T e) F f) T

Chapters 7–9

- 1 The correct order is: f, e, g, a, c, d, b.
- 2 b) Jack and Sayid.
c) 'You will find me in the next life.'
d) When he was little/in 1976.
e) Because it would be too weak to survive.
- 3 b) Michael c) Locke d) Danielle e) Shannon
f) Sawyer g) Kate

Chapters 10–12

- 1 b) i c) ii d) v e) vi f) iv
- 2 b) happy c) strange d) useless e) calm
- 3 b) in the ground.
c) from a tree.
d) in the forest.
e) from the beach.

Vocabulary Builder

- 1 2. coffin 3. antenna 4. bee 5. chronicle
6. breathe 7. trap 8. hero
- 2 2. cotton > cable 3. injury > rocket 4. tent > soldier
5. eat > stitch 6. quiet > explosion
7. weak > power 8. beach > camp

Casual language

1. Sorry, sweetheart. 2. You'll be sorry. 3. You know what?
4. Guys