



Skyjack!

A Reading and Listening Module



Teacher's Book

Skyjack!

About the story

Skyjack! is the story of a plane that is hijacked. It tells the story of the hijackers, who say they are fighting for justice in their country. It tells the story of the passengers, who are afraid of what might happen to them. And it tells the story of the Prime Minister, who has to deal with the situation - negotiate with the hijackers, and try to save the lives of the passengers. However, she has a personal problem too...

We hope this story is interesting for your students. The topics covered - international relations, the nature of terrorism, moral dilemmas - are relevant to the world today, and we hope your students enjoy this presentation of these issues.

Skyjack! is written in pre-intermediate level English, and uses a basic vocabulary of 1000 headwords.

About the module

The module is designed to provide students with reading and listening practice. It contains accuracy exercises (listening for detail, comprehension, identifying meaning, structure and vocabulary work), fluency exercises (retelling, discussing meaning, summarising, ordering), and critical thinking exercises (predicting, inferring, points of view, analysis, problem-solving, debating). Teachers are strongly encouraged to design more exercises to go with the story - especially if your students need extra practice with some of the skills or language.

Skyjack! comprises:

- a Student's Book, containing exercises and the Skyjack! story
- a Teacher's Book, containing instructions, answers and teaching tips, interleaved with the student's pages for ease of use
- a CD, containing the story in MP3 format and PDF versions of this module, plus some other English language teaching resources that you may find useful

About the audio

The story is read by native speaker actors, and provides useful listening practice. If you don't have the audio, you should either read the story to the students or get the students to take turns reading chapters or paragraphs. Alternatively, if you do not want to focus on listening, you can simply ask students to read the relevant sections of the story to themselves.

Introduction

1. Students look at the picture. Don't let the students read the introduction yet. Elicit predictions from the students about the book:

Possible questions to ask:

What is it about?

Who are the people in it?

What does 'skyjack' mean?

2. Students read the introduction. Ask the questions again: *What is the story about? Who are the people in it? What does 'skyjack' mean?*

Possible answers:

The story is about hijackers.

Characters are the Prime Minister and some hijackers.

'Skyjack' means to hijack a plane when it is in the sky.

Language Note

Terrorists are people who use violence against civilians to achieve political goals.

Hijackers are a type of **terrorist**. **Hijackers** take over vehicles, usually with people inside, and try to get what they want by threatening violence.

Hostages are the people who are inside the vehicle when **hijackers** take over.

Students answer the questions about the story.

- Answers:**
- i. *don't know*
 - ii. *don't know*
 - iii. *don't know*
 - iv. *Y*
 - v. *N*
 - vi. *don't know*

Chapters 1 & 2

Check students understand the vocabulary in the box.

Play the audio.

1. Students order the pictures.

Answers: *c, a, b*

2. Students guess who the people in the pictures are.

Answers:

a – *Carl and Harald*

b – *The air hostess*

c – *The air hostess and Carl*

3. Students write a sentence (or more) about each picture, including the names of the people. Descriptions should be in the present simple and the present continuous tenses. Write an example sentence on the board if necessary

Example: *'Harald is looking for his seat.'*

Possible answers:

a. *Carl and Harald are looking at their photo in the newspaper.*

b. *The air hostess is pointing a gun at the passengers.*

c. *The air hostess is giving Carl a newspaper.*

4. What should you do if you are a passenger on a hijacked plane?
Students look at the ideas and decide which of the ideas are good, and which are bad, and give reasons why.

Chapter 3

1. Elicit the story so far. (*What happened in Chapters 1 & 2?*)

Check students understand the useful vocabulary.

2. Discuss the picture. Students guess the answers to the questions. Write students' suggested answers on the board.

Play the audio.

3. Which of the questions in Exercise 2 can students answer now?
 - a. *Her name is Helen Sandberg.*
 - b. *We don't know.*
 - c. *She's in her car.*
 - d. *She's talking on the phone to the chief of police.*
4. Elicit students' ideas about what has happened: *Why she is talking to the Chief of Airport Police? Why is she going to the airport in the middle of the night?* (*Students should remember about the hijacking from Chapters 1 & 2.*)
5. Students try to remember details from the story without looking at the story or listening to the audio.
 - a. *Her name is Sarah.*
 - b. *She doesn't understand her homework.*
 - c. *12.15am.*
 - d. *Black.*
 - e. *Coffee.*

Chapter 4

1. Discuss the story. Get the students to retell the story so far.

Try to elicit these points:

There are four main characters so far - Carl, Harald, the female hijacker and Helen.

Carl and Harald are on a plane.

Some hijackers have taken over the plane.

2. Students look at the picture, decide who the people are (*They're Carl and Harald*), and what the man on the right (*Harald*) is doing.

Write the ideas on the board.

3. Tell students there are passengers from five different countries on the plane. In small groups, give them one minute to decide which five countries they think the passengers are from. Write their guesses on the board.

Check that students understand the useful vocabulary.

Play the audio.

4. Ask students again what five countries the passengers on the plane are from.

Answer: *America, Britain, Brazil, India, China.*

(Remind students to use the country names, not the adjectives [*American*, etc.])

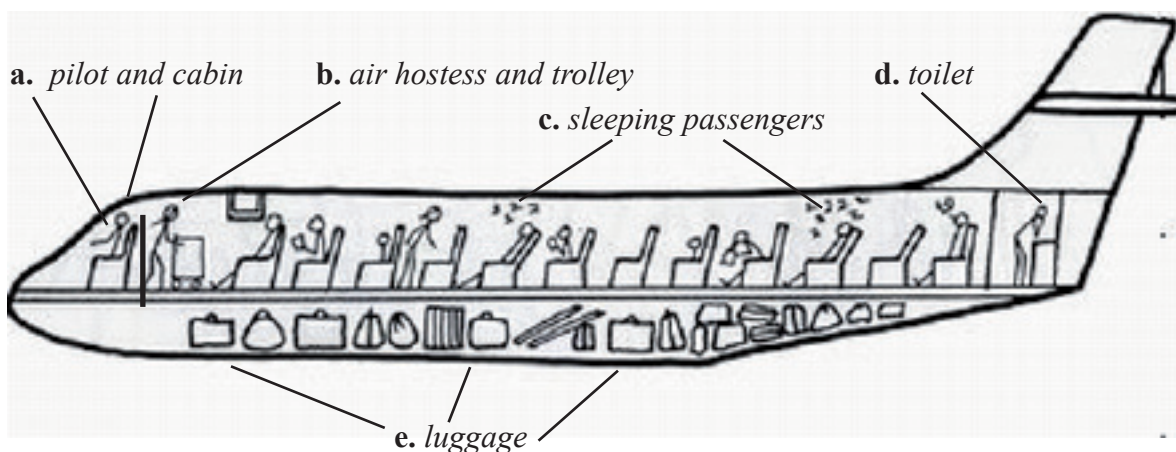
5. a. Ask students again what Harald is doing and why he's doing it?

Answer: *He's eating Carl's passport. (We don't know why.)*

- b. Get students to predict why he is eating a passport. (They will find out later.)

6. Students read the paragraph, and identify the items in italics in the picture.

Answers:



Chapter 5

1. Before Chapter 5, ask students if they remember what happened in Chapter 4, what the hijackers want, and why the hijackers think the prime minister will do what they say.

Possible answers:

- a. *The hijackers tell the passengers what they want. Harald eats Carl's passport.*
 - b. *They want the government to free their brothers. Their brothers (members of their organisation) who are in prison.*
 - c. *Because she is 'only a woman.'*
2. Students predict who the people are and what their jobs are. Write students' suggestions on the board.
 3. Give students one or two minutes to discuss the demands and write some suggestions on the board.

Check understanding of the useful vocabulary

Play the audio

4. Ask about the people in the picture – what are their jobs? Check the suggestions on the board. Was anyone right – did they guess the jobs?

Answers:

- A - *Colonel Carter. A soldier*
 - B - *Inspector Holm. The chief of airport police.*
 - C - *Michael. Helen's secretary.*
 - D - *Helen Sandberg. The Prime Minister.*
5. Students write down the three demands of the hijackers. If students don't hear everything the first time, play the audio again. Don't worry too much if students' grammar is not perfect.

Possible answers:

- i. *Free their two brothers from prison.*
- ii. *Refuel the plane.*
- iii. *Put information in all newspapers saying that they are freedom fighters.*

Chapter 6

1. Get students to retell the story so far.
2. Elicit students' ideas about the man with the glasses, and what is happening to him. Write these ideas on the board.

Check students understand the words in the useful vocabulary box.

Play the audio.

3. Elicit from the students' how many male hijackers there are, and what they look like.

Answer: *There are two male hijackers – one is big and has a beard, and the other is a young man, wearing a black shirt.*

4. Elicit what students learned about the man in glasses.

Possible answer

- a. The man with the glasses is an American. He may be a businessman. He lives in the hijackers' country.
- b. The hijackers think he is an American spy.
- c. He is going to be shot if the hijackers' brothers are not freed.

5. Discuss why Harald ate Carl's passport.

Possible answer: *If the hijackers saw the passport, they might realise that Carl is an important person.*

6. Students identify who said these sentences, and who they were talking to.

Answers:

- i. *Harald, talking to the hijackers.*
- ii. *The young man hijacker, to Harald.*
- iii. *Carl, to Harald.*
- iv. *Carl. He was thinking this, not saying it, and the story doesn't say who 'honey' was referring to.**

If necessary, play the audio again to check.

*He is the Prime Minister's husband and this is addressed to her. This has not been stated in the story yet, but students may be able to guess. If the students haven't guessed this already, try to elicit the answer, but don't tell them.

Chapter 7

1. Students think back over the story.
They identify who said these sentences, and who they were talking to.

Answers:

- a. *The big bearded hijacker, talking to the passengers.*
- b. *Inspector Holm, talking to Helen.*
- c. *Harald, talking to Carl.*
- d. *Helen, talking to her daughter.*
- e. *Carl, talking to Harald.*

Play the audio.

2. Students identify the people in the picture.

Answer: *Helen and the American businessman.*

3. Students work in pairs. First, they fill the gaps to make questions.
Then they ask each other their questions, and answer from memory.

Questions and answers:

Carl's story (Student A)

- i. What *He's a policeman.*
- ii. What *A machine gun.*
- iii. How *Three.*
- iv. How *Thirty years.*
- v. What *Carl is a prisoner.*
- vi. What *An American businessman.*

Helen's story (Student B)

- i. Why *The telephone woke her up.*
- ii. How *113.*
- iii. What *Their brothers' freedom, fuel for the plane and their story to be in the newspapers.*
- iv. What *Shoot a passenger.*
- v. How *He was shot.*
- vi. Who *The British and American ambassadors.*

Chapter 8

1. Get the students to retell the story so far.
2. Students look at the picture on the right of the page. Elicit ideas about what is happening in the picture. Write the ideas on the board.

Play the audio.

3. Were any students' ideas correct?

Possible answers: *The girl hijacker is crying,
She's upset.
The other hijacker is holding her.
Harald is running towards them.
They can't see him.*

4. Look at the picture.
The hijackers are reading the newspaper article that was in Harald's pocket.
It has a photograph of Carl and Harald.
In groups, students decide what the article is about.
They don't need to write the article, just a short summary.
One member of each group presents the group's summary to the class.

Chapter 9

1. Students order the paragraphs.

Answer:

1. *e* 2. *f* 3. *a* 4. *d* 5. *h* 6. *g* 7. *c* 8. *b*

2. Look at the picture. Elicit ideas about why Helen is worried.
Write these ideas on the board.

Play the audio.

3.
 - a. *The hijackers know that Carl is her husband.*
 - b. *She dislikes the American ambassador because he has a loud voice, wears open-necked shirts and has a hairy chest.*
 - c. *She dislikes the British Ambassador because he lied to her.*

(Also, she probably dislikes both of them because they are military men, their countries are much bigger than hers, and they want to build military bases in her country.)

Chapter 10

1. Students match the characters and the descriptions.

Answers:

1. h 2. g 3. d 4. a 5. f 6. b 7. c 8. e 9. i

2. Get students to retell the story so far.
3. a. Students describe what's happening in the picture - who, where, why, etc.
b. Students guess what will happen in Chapter 10.

Write their ideas on the board.

4. Play the audio. How many of the students' ideas were correct?

Possible answers:

Carl and Harald are handcuffed to the door.

Harald is injured.

The hijacker is angry.

She's pointing a gun at Carl.

5. Discuss the young girl hijacker's reasons for hijacking the plane – her poor background, and conditions in her country. She says 'No-one is innocent!' What does this mean? Elicit ideas.

a. Possible answers:

All people who do not try to improve the lives of poor and oppressed people, share in being guilty.

If you ignore a bad situation, you allow it to continue.

b. Do students agree with this idea?

6. Ask students what this means. Elicit ideas.

Possible answers:

They might die.

They won't travel together any more.

Chapter 11

1. Get students to describe what happened in Chapter 10.

Check students understand the useful vocabulary.

Play the audio.

2. Ask the students if Helen and the hijackers made an agreement or not? (*Yes, they did.*)

Check the students understand by eliciting the agreement and writing it on the board.

Possible answer:

First, Helen must send one brother, and the hijackers will send one hundred passengers. Then, she must refuel the plane and send the other brother, and they will send the other passengers. Finally, they will go to another country with the pilot and Helen's husband. They will set them free later.

3. Students decide whether the sentences are true or false.

Answers:

i. Carl's story

- a. *F - The girl fired her gun because an American shouted at her.*
- b. *T*
- c. *F - Carl tried to help Harald.*
- d. *T*
- e. *T*
- f. *F - Carl argued with the girl because he was angry.*
- g. *F - Carl told her that the man who died was an American businessman.*
- h. *T*

ii. Helen's story

- a. *F - Helen disliked both the ambassadors.*
- b. *T*
- c. *F - The American ambassador thought it was a good idea to attack the plane.*
- d. *F - The hijackers found out that Carl was Helen's husband.*
- e. *T*
- f. *F - Helen told the hijackers she needed ten more minutes to get the prisoners.*
- g. *T*
- h. *T*

Chapter 12

1. Get students to retell the story so far.
2. Students work in groups of three or four.
Each group writes a sentence predicting the answer to each question.
Groups write their predictions on the board.
3. Play the audio two or three times.
Which group had the most accurate predictions?
Elicit suggested titles for each picture.
4. Students work in pairs. Student A looks at Picture **a**, and Student B looks at Picture **b**.
After 30 seconds, students turn their books over and take turns to describe five details from their picture.

Example:

Student A: There's a man touching his face with his right hand.

Student B: The female hijacker is smiling.

Chapter 13

1. These paragraphs are possible thoughts from some of the characters, at some point in the story so far. Students read the paragraphs, identify who the character is, and what is happening at the time.

Answers:

- i. *Michael. He has just given Helen the message that the hijackers know who her husband is.*
 - ii. *Harald. He is planning to attack the hijackers.*
 - iii. *The girl hijacker. She is pretending to be an air hostess.*
 - iv. *The British Ambassador. He is waiting to speak to Helen.*
2. Students look at the picture, guess the identity of the person in the picture, what is happening, and what will happen next.

Possible answers:

- A hijacker. They are getting ready to blow up the plane.*
- A soldier. The army is getting ready to fight the hijackers.*

Check students know all the useful vocabulary.

3. Play the audio, students check their answers.

Answer: *Colonel Carter. He is putting grenades in his pockets so he can fight the hijackers.*

Chapter 14

1. Get students to retell the story so far.
2. Students predict the end of Chapter 14. Write predictions on the board.

Check that students understand the useful vocabulary.

3. Play the audio. Were any predictions correct?
4. In the story, Colonel Carter and Helen make a plan together. In the conversation below, Helen and Colonel Carter discuss the plan.
Students put the conversation in order, and write the name of the speaker.

Answers:

- a. 6 – Colonel Carter
- b. 3 – Helen
- c. 8 – Colonel Carter
- d. 10 – Colonel Carter
- e. 1 – Helen
- f. 5 – Helen
- g. 2 – Colonel Carter
- h. 9 – Helen
- i. 4 – Colonel Carter
- j. 11 – Helen
- k. 7 – Helen

Chapter 15

1. Get the students to retell the story so far.
2. Elicit predictions about the end of the story. Write them on the board.
3. Play the audio two or three times. Were any of the predictions correct?
4. In this activity, students have to imagine that they are one of the passengers on the plane, and complete a letter describing what happened.

Answers:

I'm staying in the US ambassador's house here, with the other four Americans who were on the plane with me. I'm fine, but all of us get very nervous when we hear a sudden bang or there's a flash of bright light. It'll take time, I suppose.

It was a terrible thing, Lucy. I think the worst moment was when they shot poor Bill. It was the girl who did it. I stood up and shouted at her, and she pointed her gun at me. I felt the bullet going through my hair.

There was one brave man who ran up the aisle and tried to fight the hijackers he didn't win, of course. They handcuffed him to the door, and told him he'd be the next to die.

When I saw the fuel tanker coming, I knew what was going to happen. Those soldiers were good, Lucy. They threw some grenades in, and got the hijackers before they could move. It was all over in seconds.

But when we got out of the plane, there was poor Bill's body, just lying on the tarmac. I'll never forget that.

I'll see you in a few weeks. I'm travelling home by boat!

Jim

5. Go through the opinions. Check that students understand them. In groups of four or five, students discuss these opinions. One member from each group reports back to the class on each question – a different group members report on each question.

We think Harald was foolish to try to get the hijackers' guns. The hijackers might get angry and kill him, and kill the other passengers.



6. For an extra homework activity, ask students to reread the whole story and write a book review.