

## Reading eLesson

Week starting 3 May 2010

# You're grounded!

### Language

passives

### Level

Pre-Intermediate; (equivalent to CEF level A2)

### Comment

The article in this lesson is about the consequences of the volcanic eruption that closed down airports across Europe in April. Students read about what happened and discuss the consequences of a world without planes. There's an optional role-play debate in which people affected by the shutdown meet to recount their stories and discuss what should be done in the future.

### How to use the lesson

- 1 Write the title of the lesson on the board. Do any of the students know what the expression *You're grounded!* means? If they don't, divide the class into pairs and ask them to think of a possible definition. When they're ready, invite students to share their ideas with the class and write some of the options on the board.
- 2 Give students copies of the worksheet and tell them to turn over the page after they've read the first paragraph. How many students correctly defined *You're grounded!*? What do students think the rest of the article is about? Find out how much students know about the volcanic ash scare in April.
- 3 Ask students to read through the article and underline all the numbers they see. Students then do exercise 1 in which they match some of the numbers with phrases. When they have finished, check through the answers.
- 4 Ask students to read through the article again and to make a note of any new vocabulary. Check through vocabulary problems, making sure students refer to the glossary at the end of the worksheet. Students then complete exercises 2 and 3 without referring to the article. Check answers.
- 5 In exercise 4 students practise the past passive. If you'd prefer not to use this exercise then go to the next step.
- 6 Students now work in groups of four. Ask them to look at exercise 5. Allow them time to read through the questions and then encourage them to ask and answer the questions in their groups. Invite students from each group to share some of their answers and discuss the issues raised in the open class.
- 7 As an extension activity, write the roles below on pieces of card and give each group or student pair one of the cards. The students imagine they are at a meeting after the shutdown ended. The aim of the meeting is to share personal accounts of what happened during the shutdown, and to decide what action to take in the future. Each student must think about 1) where their person was when the shutdown happened, 2) what happened to the person, 3) what the consequences were and what the person thinks should be done in the future to avoid a repetition of the situation.

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### Roles

You are directors of a budget airline.

You are holidaymakers visiting a country.

You are business people who need to get to a meeting.

You are opera singers who need to give a performance.

You are farmers who need to deliver fruit and vegetables.

You are neighbours who live near an airport.

### Answer key

#### 1

1 2

2 3,300

3 95,000

4 2 billion

5 6

6 4 (April)

#### 2

1 b    2 a    3 a    4 c

#### 3

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

#### 4

1 weren't allowed

2 were grounded

3 were cancelled

4 was calculated

5 was stopped

6 were affected

### Related websites

The following websites might be useful, for either yourself or your students.

[http://news.bbc.co.uk/2/hi/in\\_depth/europe/2010/iceland\\_volcano/default.stm](http://news.bbc.co.uk/2/hi/in_depth/europe/2010/iceland_volcano/default.stm)

[http://news.bbc.co.uk/today/hi/today/newsid\\_8626000/8626927.stm](http://news.bbc.co.uk/today/hi/today/newsid_8626000/8626927.stm)