

What's new?

Subject: Sports, extreme sports, injuries, first aid

Language: The past simple / present simple; sequencing words

Functions: **Language Bank 1** Talking about permanent situations and repeated actions
Language Bank 2 Talking about the past and sequencing events

1 The BIG question: DO WE NEED DANGER?

The theme of this first unit is sports, especially extreme or dangerous sports. *The BIG Question* is: Do we need danger? Do we prefer 'ordinary' sports – baseball, basketball and football – which reflect traditional values such as cooperation, character building and group competition, or extreme sports which promote different values such as risk-taking, the thrill of the 'adrenalin rush' and fierce individualism?

- Read *The BIG Question* with the class and use the visuals to elicit initial reactions.
- Ask students if they think traditional or extreme sports produce more injuries. Then read the **FACT** box and see whether they think the same is true of their country.

2 FOCUS ON...**Words****Picture / background information**

For more information on extreme sports:

www.extreme.com

www.allextremesports.com

For more information on bungee jumping:

www.bungeezone.com

- Look at the unit title with the class. Pre-teach 'adrenalin rush' or get students to use their dictionaries and suggest meanings.
- If your class is just beginning a course and the students don't know each other very well yet, you may wish to use a warm-up activity. A well-known ice-breaker is the following mingling activity which can be used to teach the material in A1 and A2.

Extra activity: A mingling activity

- Ask students to write three facts about themselves on a slip of paper, as follows:
 - 1 *My favourite sport:* (elicit names of sports and write them on the board if students need help)
 - 2 *The extreme sport I'd like to do:* (again, elicit and list on board)
 - 3 *Injuries I've had:* (elicit and list; also teach 'none')
- Write the three questions on the board:
 - 1 What's your favourite sport?
 - 2 What's the extreme sport you'd like to do?
 - 3 What injuries have you had?
- Students mingle, asking the three questions of as many students as they can within a set amount of time.

One way of introducing a game element is to ask students to give themselves a point each time the other student has written the same answer to one of the questions. The activity can also be used to create pairs: as soon as students find one (or two) similar answers, they pair off.

2 A 1

- Alternatively, if you have not used the mingling activity, look at the three categories and the words in the box with the class. Ask students what the photo in each category shows. Point out that the American English word for football is soccer.
- In pairs, students put the other words and phrases from the box in the correct categories.
- Check the answers and write lists on the board.

2 FOCUS ON... Words A 1**Answers**

Traditional sports: football, baseball, tennis, swimming, basketball

Extreme sports: bungee jumping, BMX biking, skydiving, inline skating, surfing

Sporting injuries: sprained knee / wrist, cuts and bruises, broken bone, cracked rib

2 A 2

- Elicit further words from students for the three categories in exercise A1 and add them to the lists on the board.

2 FOCUS ON... Words A 2 Suggested answers

Traditional sports: golf, hockey, rugby, cricket
 Extreme sports: skiing, kayaking, white-water rafting, skateboarding
 Sporting injuries: head/back injury, dislocated shoulder

2 B

Here students work with short phrases that they can use in their own discussions later.

- The symbol indicates that students consult their dictionaries for help with the exercise. If classes are not familiar with dictionary work, use this exercise to show them how to locate and interpret entries.
- Students match the sentences with their opposite meaning. Check the answers.

2 FOCUS ON... Words B**Answers**

1 d 2 c 3 e 4 b 5 a

2 C

This exercise is a pre-reading exercise which focuses on key vocabulary in the interviews.

- Students work in pairs and match the sentences to one of the meanings. Check the answers.

2 FOCUS ON... Words C 1 / 2**Answers**

1 I want to show that girls can do anything; I love the adrenalin rush. 2 I cracked a rib.

2 D

These questions elicit personal reaction to some of the ideas in the unit.

- Students discuss the questions with a partner. In monolingual classes, they may go back into their L1, which usually indicates that they are actually finding the questions interesting. Circulate and help with concepts and vocabulary.
- Ask students to report back to the class.

2 FOCUS ON...**Ideas**

This section takes the discussion to a more abstract level.

- Read out the two statements and then discuss them with the class. As there are no 'right' or 'wrong' answers, encourage students to give their own views, whatever these are.

Picture / background information

The four photos show the four extreme sports discussed in the interviews. For more information on the sports, see these websites:

BMX biking:

www.sportsinfocentral.com

www.BMXtreme.com

Surfing:

www.surfing-waves.com

www.britsurf.co.uk

Skydiving:

www.skydiving.com

Inline skating:

www.skatefaq.com

www.iisa.org

3 READING**CD2 (Red) track 1, page 9 SB****3 A**

This question aims to provide training in reading for gist.

- Students should read the four sections through by themselves, and then match each one with a picture. This is a deliberately easy task, the purpose being to encourage learners to have the confidence to continue with this first reading even if there are some words or structures they don't understand.
- Students can also listen to the interviews on CD as they read. Check the answers.

3 READING A**Answers**

1 b (Gary Lansdowne)

2 c (Francine O'Reilly)

3 d (Juan Julia)

4 a (Paula Carrera)

3 B 1

- Read out the first task and check that students understand it.
- Students read the interviews again and work through the questions individually or in pairs. Check the answers.

3 READING B 1**Answers**

1 a) Gary: at 5, then went back at 20; Francine, as a child, then started competing at 16; Juan: at 20; Paula: at 15.

b) Gary: parents hated it; Francine: parents were supportive; Juan: his mum can't watch (must be frightened for him); Paula: at first, parents didn't think surfing was OK for girls, then they accepted it and now find it exciting.

c) Gary: lots of injuries when he started; Francine: a sprained knee; Juan: never had any injuries; Paul: none mentioned.

d) Gary: loves the adrenalin rush; Francine: loves the sport, wants to show that girls can do it; Juan: the thrill of danger makes him feel alive; Paula: loves it and it makes her happy.

3 B 2

- Read out question **2**. Students answer orally.
- Look at the sequencing words in **3** with the class. Students write sentences with the words. Check by asking individual students to read them out.
- Students write sentences like those in **3** for Francine.

3 READING B 2**Answers**

2 a) started racing BMX bikes **b)** played tennis and football **c)** got back to biking

3 a) First, he started racing when he was 5. **b)** Then, at 16, he played tennis and soccer. **c)** Finally, at 20, he went back to BMX biking.

4 (Example answer)

First Francine's parents gave her a pair of roller skates. Then they bought her some inline skates. Finally, she started competing.

3 C

Read out the questions.

- Students compare their ideas in pairs.
- Ask students to report back to the class and compare ideas.

4 LANGUAGE: The present simple and past simple**4 A**

This section is the grammar focus of the unit. Many students will have learnt the forms without necessarily

internalising the rules of use. This inductive exercise helps them to see when the two tenses are used.

- Look at the example sentences with the class.
- Read out the questions in turn and ask students to answer orally.

4 LANGUAGE A**Answers**

1 stays **2** started **3** comes, watches **4** got

4 B

- Ask students to read the interviews again and find the past forms. Check the answers.

4 LANGUAGE B**Answers**

was (interview 4) got (interview 4)
gave (interview 2) thought (interview 4)
learnt (interview 1)

- Refer students to the explanation of the present simple and the simple past in Workbook Unit 1. They can read the explanation and do the exercises in class or for homework.

**5****LISTEN IN****CD1 (Blue) track 1, page 10 SB****Picture / background information**

The photos show a student and instructor parachuting together. It is usual on the first jump for the student to be strapped to the instructor, who controls the parachute completely. If they are free-falling, the plane will take them up to about 10,000 feet. After they jump, they free-fall for about 5,000 feet and then the instructor opens the parachute. The student does not have to do anything. Before parachuting alone, the student trains on the ground and then does several jumps in which the parachute opens automatically.

The listening conversation focuses on injuries in this sport and more ordinary sports.

More information on sports injuries:

www.sportsinjuryclinic.net

www.americansportsdata.com

www.unc.edu/depts/nccsi

The speakers in the listening text are both American.

5 A

The activities in these listening sections are designed to help learners overcome difficulties and

gain the confidence they need to understand gist the first time they listen, then to pick up more specific details when they listen again.

- Explore the two questions in **A** with students, bringing out some of the vocabulary and even the expressions they are going to hear, for example, *people die, protective suit, helmet, goggles*.
- Write these on the board to help students recognise them when they hear them.

5 LISTEN IN A**Suggested answers**

- 1 Twisted /sprained knees (ankles), broken legs (bones), cracked ribs, cuts and bruises
- 2 Wear wrist guards, a helmet

5 B

- Read out the task. Once again, the first question is quite a simple one, to help students focus on the overall gist.
- Play the CD. Students listen and answer the questions. Check the answers.

5 LISTEN IN B**Answers**

- 1 Alicia likes skydiving.
- 2 Tim likes soccer (US) / football (UK).

5 C

This time students listen for detail.

- Read out the arguments and check that students understand them.
- Play the conversation again. Students listen and put the arguments in the correct column. Alternatively, students can do this exercise in pairs, with one of them noting what Alicia says, and the other what Tim says.

5 LISTEN IN C**Answers**

What Alicia says: 1, 2, 4, 6
What Tim says: 3, 5, 7, 8

5 D

- Tell students that they have looked at the positive aspects of extreme and traditional sports; now they are going to listen for negative aspects. Pair students so that each partner takes one of the tasks.
- Play the CD again. Students listen and make notes.
- Students exchange information with their partner.

- Check the answers. Write the arguments on the board.

5 LISTEN IN D**Answers**

AGAINST extreme sports: it's dangerous; it's wrong to do dangerous things; people die.
AGAINST traditional sports: they're boring; most accidents happen in traditional sports; people don't wear protection.

6 YOUR TURN TO SPEAK**A Role play**

The **Role Play** section builds on the conversation that students have listened to. The two learners take turns as teacher and student so that they have the opportunity of taking the initiative in the conversation, and rehearsing the two opposing sides of the argument.

- Go through the phrases in **Language Bank (LB) 1** with the class.
- Divide the class into pairs. Students practise the role play. They can take turns playing both parts.
- Ask for volunteers to perform the role play in front of the class. Choose one pair or choose a 'teacher' from one pair and a 'student' from another.
- To consolidate the language used in this activity, students can do the exercise in **LB 1** orally in pairs in class. Alternatively, ask students to review the phrases in **LB 1** at home and do the exercise for homework.

B Conversation

- Go over the sequencing expressions in **LB 2** with the class. It may help to write the five sequencing experiences on the board.
- If students need an example, provide one from your own experience, and get them to ask questions: What did you do next? What did you do after that?
- Instead of a whole class feedback, you can put two pairs together when they are ready and ask them to compare the conversations they have just been having.
- As a final feedback, ask the groups what was the most interesting thing they heard.
- To consolidate the language used in this activity, ask students to do the exercise in **LB 2 AFTER** they have worked through *FIRST AID in English* on page 11.

7 YOUR TOPIC

This is preparation for a more formal piece of oral presentation or for a student-led discussion as used in oral examinations. The topic has been well prepared by now and students should have a bank of available vocabulary, expressions and opinions to include.

- Read out the points learners have to prepare to speak about.
- Students prepare this first presentation in class. Use the preparation time to train learners to structure their talk in a logical way with a clear beginning, middle and end.
- Circulate while students are preparing, encourage them to write key words or ideas on cards rather than write the whole talk out.
- Ask them to think about the audience so that they prepare interesting things to say, and help with language difficulties.
- Before students give their short talk, go over the aspects that they have to consider when they are speaking: they should make sure they speak clearly, don't mumble or speak too quickly, make eye contact with members of the audience, breathe deeply before they start (as this helps to control nervousness), etc.
- Encourage students to be friendly and supportive of each other's efforts, give them a check list of things to listen for, always starting with positives: What did they find most interesting in the talk?

Extra activity: A balloon debate

A balloon debate is an activity often used in British schools to help students gain confidence in public speaking. A number of people are in a hot air balloon; all except one have to jump out to keep the balloon in the air.

- Students prepare in four groups. Two groups are in favour of ordinary sports and two groups are for extreme sports. Each group chooses a sport and three coaches or instructors to represent them.
- The groups write three presentations – two or three sentences each – to argue why their sport is important and safe, and should not be eliminated.

- One instructor/coach from each group gives the first prepared presentation. The rest of the class votes. Which instructor or coach was least persuasive? That one is out of the balloon.
- Repeat with the second presentation. A new instructor/coach of each group argues their case. After a vote, two are left in the balloon.
- Students give the final presentations, and the final vote takes place.

8 FIRST AID in English

Page 11 SB

8 A

This first cross-curricular section focuses on first aid, which many young people will be learning about in their health or sports lessons.

- Set the scene by getting students to imagine that you've just had a fall and have sprained your knee or ankle. What can they do to help?
- Elicit suggestions. Accept suggestions in their own language in monolingual classes, and get the class to help you find English equivalents and to write them on the board. Elicit the key words that they will encounter in the text – *rest, ice, compress* and *elevate* by asking questions if necessary: Do I rest the ankle now? etc.
- Ask the class to read the two letters quickly. Ask a few gist questions: What kind of text is it? (A web page of advice for teen readers about sports-related matters.) What are the letters about? What injuries have the teenagers had?
- Read out the definitions in **A**. Ask students, individually or in pairs, to find words and phrases in the text that match the definitions. Check the answers.

8 FIRST AID in English A

Answers

- 1 a wrist guard 2 stay off 3 ice 4 a cushion
5 an ambulance 6 Emergency Services

8 B

- Students read the two letters again.
- Students do the exercise either individually, or together, in class using a checklist on the board. Explain *avoid* if necessary.

8 FIRST AID in English B

Answers

- 1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 ✓

Optional project: Finding out about first aid

Divide the class into two or more groups. They are going to find out more about the work of organisations that give first aid (or courses in first aid) in their town or region.

- Students do some preliminary research in the library, online or by using the phone book. Each group focuses on one organisation or one type of course.
- Students arrange to interview a member of their chosen organisation, and find more about courses available. They collect brochures or download information.
- Each group presents their findings to the class, with the materials collected.
- Encourage the class to ask questions and make comments.

9 PORTFOLIO WRITING

- Go over the questions with the students.
- Elicit some general ideas about the style of an email from the class. Is the language formal or informal? (Informal.) What ways of greeting and signing off are they familiar with? Elicit and write expressions on the board: *Dear / Hi* and your friend's name and then *See you soon / Take care / Love / Cheers / All the best* and your name.
- Use the questions as support to elicit some of the words and expressions students may need. Write them on the board.
- The email can be written in class or done for homework. A useful exercise is for students to work in pairs, once they have written their first drafts. They tell their partner what they find interesting in his or her draft, suggest improvements and ask for help if there are any language difficulties. The students can then be asked to prepare a second draft taking account of the suggestions made.
- When students have written their final drafts, ask them to swap with a different partner and read their partner's work.
- Collect the emails and check them.

10 Your answer

- Students now have the vocabulary and concepts to be able to express their opinions more fully than they did at the beginning. Finish the unit with a

final whole class discussion of *The BIG Question: Do we need danger?* Discuss the questions given and then ask two or three students to give their answer to the main question.

- Alternatively, students can have a mini-debate in which they take sides about *The BIG Question.*
- Refer students to the Workbook Unit 1 activities.

Last word

- After doing the workbook exercises, students check their own performance and reflect on their ability to use the language items highlighted in the unit. Discuss with students what steps they can take if they feel they need further practice. For example, they could use a grammar practice book with exercises; in groups, they can design further role plays on related topics; in groups, they can write practice tests for other groups, and so on.

WORKBOOK answers

Pages 4–5 WB

1 Language: the present simple and past simple**1 A**

- 1 Yes, she thought it was. No, she didn't think it was.
- 2 I started at five. I didn't start until I was 10.
- 3 I was scared at first. Later, I wasn't scared at all.
- 4 Yes, I always wore it. No I didn't wear it.
- 5 Yes, I had a lot of fun. No, I didn't have any fun at all.

1 B

- 1 bought 2 started 3 tried 4 said 5 was
- 6 feel 7 cracked 8 sprained 9 love 10 pays

1 C*(Individual answers)***2 Vocabulary****2 A***(Example answers)*

- 1 car racing, cycling
- 2 football, tennis, baseball, rugby, squash
- 3 surfing, sailing, water polo, diving, canoeing
- 4 bruises, broken bones, sprained wrist / ankles

2 B

- 1 Then we got into the plane and took off.
- 2 Next, I stood at the open door, feeling scared.
- 3 The next minute, I was out in the air, flying.
- 4 Finally, I landed safely.

2 C

- | | | |
|-----------|-------------|------------|
| 1 great | 2 dangerous | 3 elevated |
| 4 bandage | 5 scared | |

3 Word Building

Noun	Adjective
tradition	traditional
protection	protective
sport	sporting

sprain

thrill

relaxation

danger

injury

sprained

thrilling

relaxed

dangerous

injured**4 Use of English**

- 1 Football is *boring*.
- 2 This sport is thrilling because it's *dangerous*.
- 3 *I didn't* like the sport.
- 4 *Stay off* your sprained ankle.
- 5 Keep your injured friend *warm*.

5 Portfolio Writing*(Individual answers)*