

State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **11**

Blended Learning /Module 1

English for Palestine 11th Grade
BLENDED LEARNING MODULE (1) - LEARNING OUTCOMES

PUPIL'S BOOK		
Unit	Learning outcomes	page
1 Learning Styles	Learning about : ▪ Different ways of learning. ▪ Fixed expressions with make and do ▪ How to use both ... and, either ... or and neither ... nor. ▪ Linking phrases with in	2
2 Education for Success	▪ School system in different countries. ▪ Different ways of expressing hopes and wishes. ▪ Words with prefixes { ex, pre- and post}. ▪ Writing CVs	12
READING PLUS (For literary stream only)		
Unit	Learning Outcomes	page
3 Taking risks (For literary stream only)	▪ Different adventures and extreme sports. ▪ Organisation of newspaper and accident reports. ▪ Writing a composition presenting an argument for and against.	21

1 Discuss these questions in pairs or small groups.

1 Which of these ways of studying do you prefer?

making your own written notes
watching a video recording
reading textbooks

discussing subjects with other students
listening to the teacher
practising by yourself

2 Do the other members of the group have similar preferences?

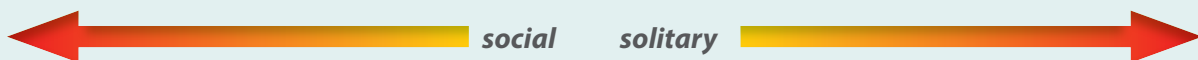
2 Read the text below. Then complete the tasks on page 5.

Most experts agree that there are three basic learning styles, as shown here

VISUAL

AURAL

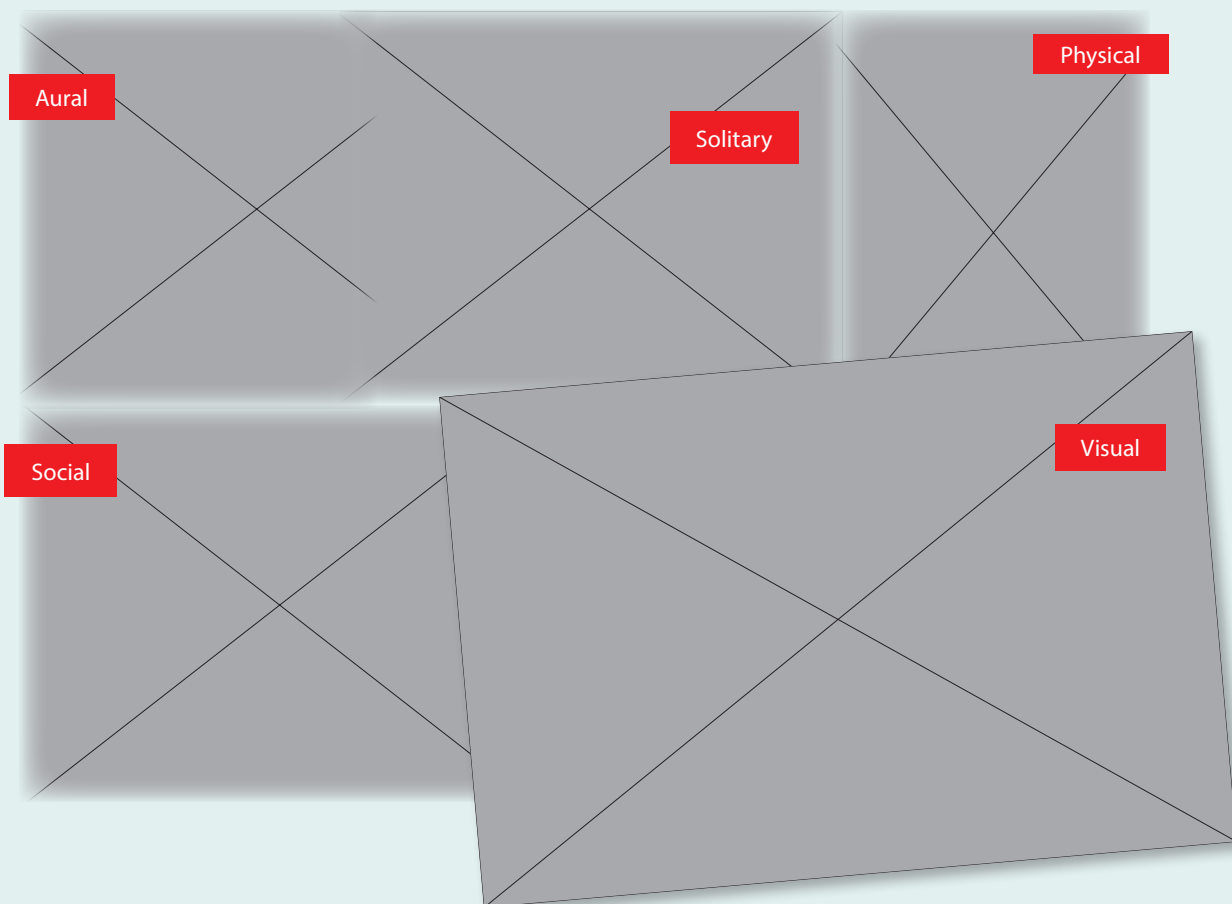
PHYSICAL



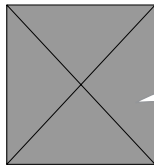
Visual learners prefer learning by seeing, either through reading or with pictures and other images. Aural learners learn best by hearing words or music, while physical learners tend to use their bodies and sense of touch ('learning by doing'). No matter which of the three basic groups you are in, you may work best either

5 on your own or with others, but obviously it's impossible to be both a social and a solitary learner.

In reality, though, a person's own learning style is neither simple nor fixed. Each of us has a mixture of learning styles. Many people find that they have one style that suits them best, while others use different styles according to what they are studying. Also, you can make efforts to improve your learning in styles that you are less good at.



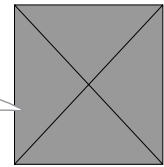
- 1 What is most helpful for aural learners?
A pictures B written texts C music and sounds
- 2 What is most helpful for visual learners?
A loud reading B charts C lecture
- 3 Complete these sentences with words and phrases from the text.
 - 1 Learners may be either social or _____, but not both.
 - 2 Physical learners _____ to learn by doing something practical.
 - 3 Some people vary their ways of studying _____ the subject they are learning.
- 4 Which learning styles are most suitable for these students?



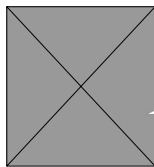
I'd rather show you how to do it than explain it.

1 Learning style: _____

I'm quite good at hearing differences in how people speak.



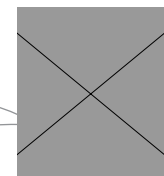
2 Learning style: _____



I find it hard to focus on my own.
Can I study with you, please?

3 Learning style: _____

I often draw diagrams to help me understand ideas.



4 Learning style: _____

3 Discuss this question in pairs or small groups.

Think about the ways you prefer to learn. What kind of learner do you think you are?

1 Read the text below. Then complete the tasks.

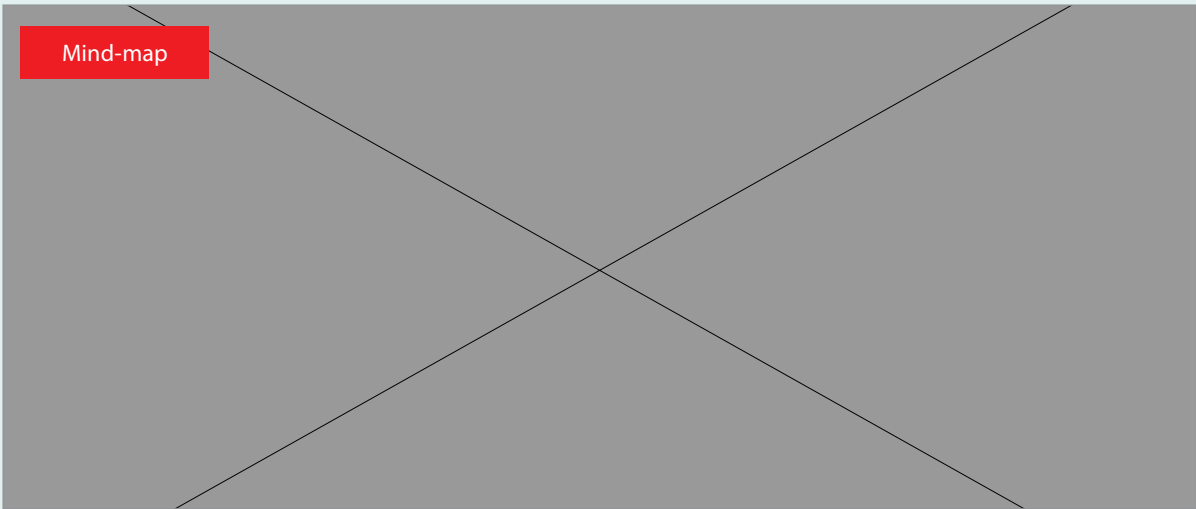
Tips for smarter learning

Traditionally, schools tend to use particular teaching methods (either visual or aural, using books, CDs and written tests). Pupils who learn well with these styles are often seen as 'clever', while those who use different styles may find themselves in lower classes, labelled as 'slow learners'. In reality, they may be neither slow nor especially clever, but if they are treated differently, they may begin to believe the label that others put on them.

- 5 But it doesn't have to be that way. Becoming more aware of your personal learning style can help you to take control of your learning by using techniques that work well for you. For example, here are some tips on how to adapt your study to your learning style:

Visual learners

- Turn your notes into pictures, charts or diagrams.
- Don't have things around you that might distract your attention.
- 10 Look at general ideas first before focusing on details.
- Use mind-maps, spidergrams, etc instead of written notes.



Aural learners

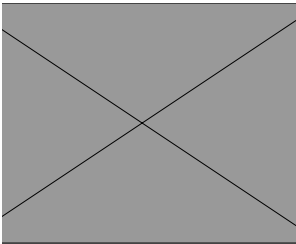
- Record lectures or lessons to listen to later.
- Discuss ideas with other students.
- Read textbooks aloud (when you're alone!).
- 15 Listen to quiet music while studying.

Physical learners

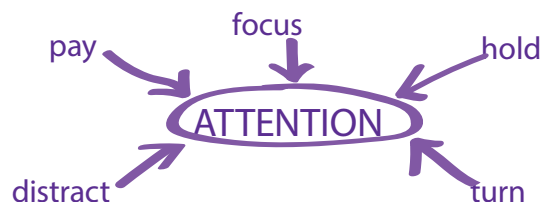
- Take frequent breaks when studying alone.
- Learn new material while doing something active (e.g. exercise).
- Work while standing up.
- 20 Take subjects that include practical activities and fieldwork.

1 Here are some more pieces of advice. Which types of learner are they for?

- 1 Do something with your hands while studying. _____
- 2 Use coloured pens to highlight important ideas. _____
- 3 Repeat material aloud in your own words. _____
- 4 Use flash cards when studying vocabulary. _____



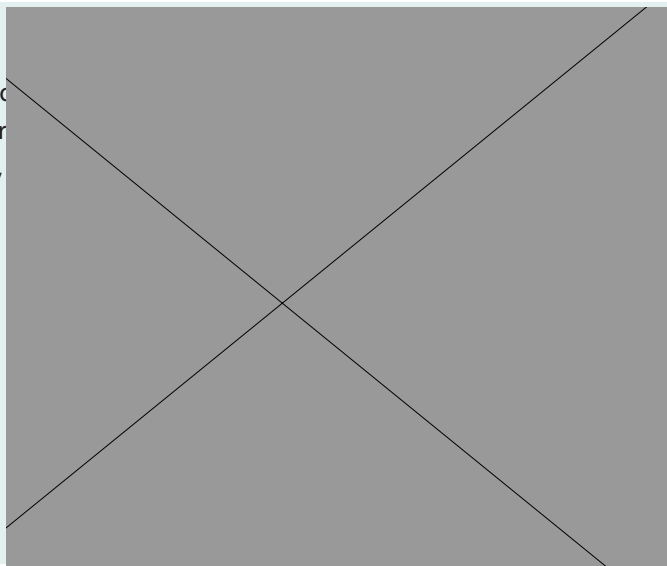
- 2 Replace the underlined words in these sentences with words from the text. (The sentences are in the same order as the words in the text.)
- 1 There are several different ways of solving this problem. _____
 - 2 If you are called a clever child, people expect you to do well. _____
 - 3 She asked me for some pieces of advice about the best way to solve the problem. _____
 - 4 Teachers sometimes change material to suit the needs of their students. _____
 - 5 Shall we look at the general idea first and leave the small points till later? _____
- 3 Look at the different words that can go before the word attention and use them to complete the sentences below.



- 1 Now that we've discussed the present situation, can we _____ our attention to the future?
- 2 This is very important, so please _____ attention.
- 3 I prefer studying in silence so that there's nothing to _____ my attention.
- 4 The story was a bit boring and it didn't _____ my attention.
- 5 Some parts of the text are underlined to _____ the reader's attention on them.

2 Look at the diagram below. Then complete the sentences.

There are many ways to learn something, much of what you learn stays in your mind. Words, how much do you retain? The chart shows how much information is retained, on average, for different learning methods.



- 1 People remember most about a subject when they _____.
- 2 We only retain a tenth of what we _____.
- 3 _____ with fellow students is a good way to remember them.
- 4 _____ seems to be the worst way to learn something.

3 Discuss these questions in pairs or small groups.

- 1 Is there anything in the diagram that surprises you? What?
- 2 Does your experience of learning and remembering things support what the diagram suggests?

4 Look at the examples. Use fixed expressions with make or do to complete the sentences.

Examples

You can **make efforts** to improve your learning.

It doesn't matter if you **make a mistake**. Just **do your best**.

Expressions with make and do

make	an effort a mistake friends a decision a profit (money) a change	do	someone a favour your duty (physical) exercise the housework
-------------	---	-----------	---

- The company needs to sell more products to _____ and compete in the market.
- He joined the army because he wanted to _____ his _____ to the country.
- It's been hot for so long that this cooler weather will _____ a nice _____.
- If you want to be healthy you need to _____ more _____.
- We've discussed this for long enough. Now we need to _____.
- It's not fair that I have to _____ while my brother watches TV.
- He's quite shy and finds it difficult to _____.
- I needed help so I asked him to _____ me _____.

Period 4

1 Look at the examples. Then match the beginning of each grammar rule with its ending.

Examples

It is impossible to be a social learner and a solitary learner at the same time.

➔ It's impossible to be **both** a social learner **and** a solitary learner.

You may work best on your own. Or you may work best with others.

➔ You may work best **either** on your own **or** with others.

Individual learning styles are not simple. Also, they are not fixed.

➔ Individual learning styles are **neither** simple **nor** fixed.

The word or phrase that follows both / either / neither must be similar to the word or phrase that follows and / or / nor (noun phrase, adverb phrase, infinitive verb form, etc.).

Complete the grammar rules

- | | |
|--|--|
| 1 We use both ... and to talk about ... | a two possible ideas or choices. |
| 2 We use either ... or to talk about ... | b two negative or impossible ideas or choices. |
| 3 We use neither ... nor to talk about ... | c two true facts or ideas. |

2 Fill the gaps in these sentences with both ... and, either ... or or neither ... nor.

- 1 In this country, 16-year-olds can _____ stay at school _____ leave and get a job.
- 2 The plan has _____ advantages _____ disadvantages.
- 3 _____ you support me _____ you're against me. There's no middle way.
- 4 I _____ agree _____ disagree with what she says. I don't know enough about the subject.
- 5 _____ A _____ C is correct, so the right answer is B.
- 6 Labelling a student as 'a slow learner' is _____ unhelpful _____ unfair.

3 Rewrite the sentences as one sentence, using both ... and, either ... or or neither ... nor.

- 1 You need to focus on the general idea. You need to focus on details too. (both ... and)

- 2 We can stop and have a break. Or we can keep working. (either ... or)

- 3 This way of learning is useful. It's also fun. (both ... and)

- 4 His suggestion wasn't helpful. Also, it wasn't practical. (neither ... nor)

- 5 Students don't like the new system. Their parents agree with them. (neither ... nor)

- 6 All learners belong to one of two groups. Some are solitary, others are social. (either ... or)

4 Write full sentences using either ... or, both ... and or neither ... nor.

- 1 Telephone number and email address required.

We need _____

- 2 Choose payment method: by cheque or by card.

You can pay _____

- 3 Driver and passengers escape accident without injury

_____ were injured in the accident.

- 4 New law 'necessary and fair,' says Minister

The Minister thinks the _____

- 5 Phone / email for more information.

To get more information _____

Spelling reminder

sit – sitting, begin – beginning,
prefer – preferred

inhabit – inhabited

label – labelling/labelled, travel –
travelling/travelled/traveller

1 Look at the example from the text in Period 2. Then answer the question below.

In reality, they may be neither slow nor especially clever.

What does the phrase in reality mean in this sentence?

- A The sentence before was correct but the following idea is more realistic.
 B The idea in the sentence before is wrong. The following is correct.

Check your answer by reading the whole first paragraph of the text in Period 2.

2 Look at the underlined examples of other in + noun phrases. Match them with their meanings from the box.

as an answer especially overall really, actually I think
 expressing the idea differently summarising the point

- 1 He wrote a letter in response to the advert. _____
- 2 In general, students respond well to this teaching method. _____
- 3 In my opinion, this is the wrong way to solve the problem. _____
- 4 It is interesting, well-written and clever: in short, a great book. _____
- 5 I don't think that idea is very practical. In other words, I don't think it will work. _____
- 6 People think he's unfriendly but in fact he's just shy. _____
- 7 I like reading all kinds of books but in particular short stories. _____

3 Circle the correct options to complete the letter.

Dear Sir/Madam,

I am writing (1) (in particular / in response) to your article about learning styles. It was an interesting article and, (2) (in general / in my opinion), I agreed with what the writer said. There were, however, one or two points that didn't seem quite right, (3) (in particular / in fact) the suggestion that schools use certain teaching methods because they don't understand the needs of their students. (4) (In short / In fact), most teachers know their students very well. Others may disagree, but (5) (in my opinion / in other words) the problem comes from the national tests students have to do, or from those who choose what should be in these tests. (6) (In other words / In general), we need to look at decisions made at a higher level than teachers and schools. (7) (In response / In short), I believe governments are responsible.

Yours

REVISION WORKSHEET (UNIT ONE)

1. Complete the following sentences with words from the box:

visual aural physical

- 1- learners prefer to work while standing up .
- 2- Ali is alearner. He uses mind –maps instead of written notes while revising for exams.
- 3- learners discuss ideas with other students.

2- Complete the sentences below with either ... or, both ... and or neither ... nor.

- 1- Everyone was worried. his friends..... his family knew where he was.
- 2- You can..... phone..... send an email. Which way is easier for you?
- 3-Ahmad..... his brother are studying at university.
- 4- The book is..... funny..... exciting. I didn't enjoy it at all.
- 5- The person in the photo isa singeran artist. I can't remember which.

3. Rewrite the sentences using both ... and, either ... or, or neither ... nor.

1The weather at this time of the year isn't too hot and it isn't too cold.

.....

2The end of the film was surprising, and also funny.

.....

3I don't like playing sport and my friends also don't like it

.....

4You can eat your sandwich here but if you prefer you can take it away.

.....

5I had a lot of help from my family and also from my friends.

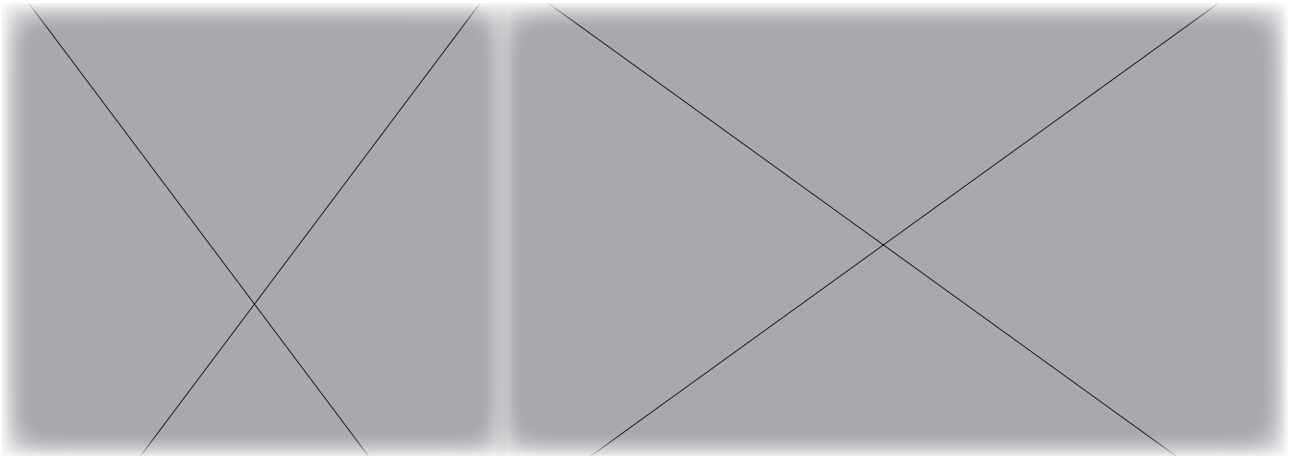
.....

6 There are no grades in this test. You pass or you fail

.....

GOOD LUCK

- 1 Look at the pictures. Then discuss the questions below in pairs or small groups.



- 1 What are the students doing in the pictures?
 - 2 What impression do you get from the pictures?
 - 3 How are the pictures similar or different from your own classrooms?
 - 4 The pictures show classrooms in two of the most successful countries in the world (educationally and economically). Which countries do you think they might be?
- 2 Read the article about the two countries' education systems. Then complete the task at the top of page 15.

Two success stories (and what we can learn from them)

Education Ministers who are hoping to improve their school **systems** often look at Finland and Taiwan. The first is a small country in northern Europe with a cold climate and a language hardly anyone else speaks; the second is a very small island that until fairly recently had high levels of poverty and population. Yet today both of these countries come out at or near the top in international **surveys** of economic success. Year after year, they also score highly in educational results. Can this be an accident, or is there a **connection**?

Finnish Education Minister Tuula Haatainen certainly believes there is. 'In Finland, we believe we have to **invest in** education,' she says. One reason she offers for Finland's success is that students don't begin 'real' school until they are 7, and all students between 7 and 16 get the same education. 'We don't **divide** at an early stage between students who do well and those that don't manage so well,' she explains. 'Studies show that it is dangerous to divide too early into different educational paths.'

Like Finland, Taiwan has nine years of compulsory education, after which (in both countries), students choose either an academic or vocational path. Very few choose to leave school in either country. One important difference, however, is in national tests, which are very important in Taiwan but much less so in Finland.

Can other countries learn from the Finnish and Taiwanese experience? There are surely some lessons that can be learnt as long as we remember that just **applying** one country's system **to** another isn't a simple **solution** to all problems.

Decide whether these statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 The writer suggests that the economic success of Finland and Taiwan is rather surprising.
TRUE FALSE DOESN'T SAY
- 2 The writer believes there is a connection between education and economic success.
TRUE FALSE DOESN'T SAY
- 3 Tuula Haatainen thinks clever students should have special lessons.
TRUE FALSE DOESN'T SAY
- 4 The education systems in Finland and Taiwan have more differences than similarities.
TRUE FALSE DOESN'T SAY
- 5 The writer says that other countries should copy the education systems of Finland and Taiwan.
TRUE FALSE DOESN'T SAY

3 Match the highlighted words and phrases in the text with their meanings below.

- 1 something that joins two things together _____
- 2 studies _____
- 3 spend money with the hope of future benefits _____
- 4 ways of organising something _____
- 5 an answer _____
- 6 making something fit a different situation _____
- 7 put in different groups _____

4 Match these names for different stages of education systems with their meanings.

EDUCATION STAGES	MEANINGS
1 Pre-school/nursery/kindergarten	a the first stage of education (e.g. from age 5 to age 11)
2 Primary education	b children/young people have to attend school by law
3 Secondary education	c the next stage of education (e.g. from age 12 to age 18)
4 Further/Higher education	d learning before 'real school' begins
5 Compulsory education	e going to college or university

5 Use words from the first column in Activity 4 to complete the text.

In my country, children usually go to _____ when they're 4 or 5. They then start their _____ education at 6. Both this and _____ are _____ for everyone. Most, but not all, students then move on to some kind of _____ or _____ education.

1 Look at the examples. Then complete the grammar rules.

Examples

Education Ministers are *hoping* **to improve** their school systems ...

I hope it **won't happen**.

Let's hope he **gets** the grades he needs.

I wish our school **had** better equipment.

The headteacher wishes the school **could buy** more computers.

I wish I **wasn't/weren't** so bad at maths.

I hope it doesn't rain tomorrow.

I wish I understood this question.

Complete the grammar rules

- 1 We use hope + the _____ form of the verb to talk about aims or ambitions.
- 2 We use hope + subject + _____ to say what we want to happen (or not happen) in the future.
- 3 The verb after hope can be in a future form (will, won't, going to) or the _____ tense.
- 4 We use wish + the _____ tense to say what we want to change about a present situation.
- 5 The past form of can is _____.
- 6 After wish, the verb to be can be either was or _____.

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 I hope I _____ good marks in the test tomorrow. (get)
- 2 She wishes she _____ so much homework to do. (not/have)
- 3 We don't invest enough in primary education. I hope we _____ more in future. (spend)
- 4 After leaving university, I hope _____ a teacher. (become)
- 5 I don't know what he's saying. I wish I _____ understand French. (can)
- 6 Most parents of young children hope they _____ well at school. (do)

3 Discuss these questions in pairs or small groups.

- 1 What are your aims or ambitions in the near and longer-term future? (Use hope + infinitive.)
- 2 What are your personal hopes for the future? (Use hope + will or hope + present tense.)
- 3 What would you like to change about your present situation? (Use wish + past tense. Remember that could is the past form of can).

I hope to become a doctor.

I hope I get tickets for the concert.

I wish I could speak English better.

4 Look at the examples. Then complete the table.

Examples

Pre-school education is free in Finland.

When he finished his university degree, he did a **postgraduate** course.

Her **ex-employer** recommended her for the new job.

PREFIX	MEANING
pre	
	used to be
	after

5 Use words from the box to complete the sentences.

prepaid post-war ex-teacher ex-soldiers
prearranged postscript

- Life in the country was difficult in the _____ period.
- After leaving school I kept in touch with my _____.
- He didn't need to pay for the hotel room because it was _____ by his company.
- If you have signed a letter but then remember something you didn't include, you can add a _____ (PS).
- We met at a _____ time and place.
- _____ sometimes find it difficult to manage in civilian life.

Period 3 / Writing

1 Read the advice from a website about writing CVs. Decide how each tip continues by choosing from the box.

Education today

Writing a good CV (curriculum vitae) takes time, but it's very important.

Here are our top 5 tips for a good CV.

- > Keep it short (2 pages maximum): _____
- > Don't send the same CV every time: _____
- > Put things in the most positive way _____
- > Include a personal statement _____
- > Make sure there are no spelling or grammar mistakes: _____

they don't want your life story
to make yourself stand out
(but don't lie!)
it looks very bad
every job or course has different needs



SHARE THIS!
✉

READ MORE
TIPS

3 Now write your own CV, . If necessary, invent some information.

Name:
Date and place of birth:
Address:
Telephone:
Email:

Personal statement

Education

Employment

Other Skills and Qualifications

Write something about what you are interested in and what you hope to do in future

Remember to write this in reverse order

UNIT TWO / REVISION WORKSHEET

The sentences below use **hope and wish**. Complete each one using the correct tense or form of the verb in brackets.

1. Tim hopes that he _____ (get) a bicycle on his birthday.
2. I hope that it _____ (not/rain) tonight.
3. Lisa always arrives late. She wishes she _____ (arrive) earlier.
4. Jenny hopes she _____ (not/fail) her exam
- 5- She hopes _____ a doctor when she finishes medical school. (become)
- 6- He wishes he _____ eating fast food so much because he wants to be thinner. (not enjoy)
- 7- I hope they _____ early. I haven't finished cooking yet. (not arrive)

2. **Hope or Wish?** Write the Correct form of the verbs

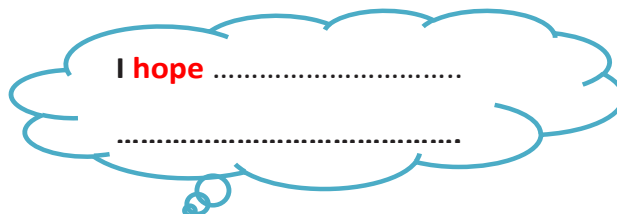
- 1- My apartment is small. I _____ I had a bigger apartment.
- 2- Ryan has a soccer game tomorrow. He _____ his team wins. The game might be cancelled though, if it rains. He _____ it doesn't rain.
- 3- Debby is excited for Christmas. She _____ that her parents buy her a laptop.
- 4- I have no brothers nor sisters . I I had at least one.

3- Write sentences to say what these people are wishing or hoping

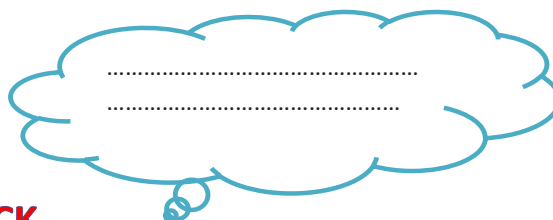
- 1- It's a wonderful coat but I don't have enough money to buy it.



- 2 - We're going for a long walk tomorrow, so we need dry weather.



- 3- This is a really good job but I don't think my English is good enough.



GOOD LUCK

Reading**{ 5 points}**

1- Read the text about sleep. Then choose the best ending for each sentence below and circle A, B or C.

A good night's sleep

I read this week about new research that says 'the right amount of sleep' helps students get better marks in tests. It also lowers the risk of some diseases in men, and is what makes women live longer than men. It sometimes seems that everyone thinks they know not just how much sleep others need but also where, when and how they do it. But is it possible to speak so generally? Famously, people like the French general Napoleon and British Prime Minister Margaret Thatcher managed quite well with only four hours a night, and the American inventor Thomas Edison said sleep was 'a waste of time'.

Parents often try to make young children sleep at particular times because they won't sleep when we want them to: they wake us up in the middle of the night and they wake up too early. We say we're doing this because it's good for them, but actually it's because it fits our lives. As for older children, the researchers say most six- to 12-year-olds need around 10 hours' sleep a night, and that many parents don't realise this. They are also shocked that fewer than 20% of parents realised that having TVs and computers in bedrooms made their children less likely to sleep. But why so shocked? What world do these researchers live in?

Maybe some parents just understand better than others how young people's lives have changed. Perhaps we should follow the example of the headmaster of a school in Manchester, who recently made the decision to change his school's hours to fit the change in teenagers' body clocks. Since last year, the school has been opening at 10.00 (an hour later than before), with the extra time added at the end of the day. Students' exam results have improved by 19% or more in all subjects, which is hard to argue with.

It's also hard to disagree with Professor Simon Nelson, a 'sleep expert': 'How much sleep we need is simply enough to stop us feeling tired when we're awake.'

1 The research suggests that one advantage of sleeping enough is that it

A improves exam results. B prevents diseases. C helps men live as long as women.

2 The writer thinks that advice to people about their sleeping habits is

A a waste of time. B too general. C not possible.

3 The writer uses examples of famous people to show that

A famous people need less sleep than others. B sleeping less is actually better for us. C not everyone needs the same sleeping time.

4 According to the writer, most parents

**A wake their children up too early. B know what is good for their children.
C try to control their children's sleep times.**

5 Researchers were surprised about

A the things many parents don't know. B older children needing so much sleep. C children having TVs in their bedrooms.

6 The writer suggests that the researchers

A didn't ask enough parents. B don't understand modern life. C should have asked more people.

7 The school in Manchester

A now has shorter hours than it used to. B has made its pupils work harder. C is more successful in exams than it was.

8 In general, the writer's opinion is that

A sleeping needs change from person to person. B children should sleep when they want to.

C most people get as much sleep as they need.

9 The word this (line 8) means:

A waking up early in the morning. B trying to change when children sleep. C sleeping at particular times.

10 The word They (line 10) means

A the researchers. B many parents. C six- to 12-year-olds.

Vocabulary :

(5 points)

1- Match words from the box with their meanings below:

details	survey	connection	solution	tips
1- pieces of advice	2-small points	3-an answer	4-study	5-something that joins two things together.

2- Complete the sentences with words from the box.

invest in adapt visual labelled divide

- 1- You canthe work into smaller sections to do it easily.
- 2- If you area clever child , people expect you to do well .
- 3- We believe we have toeducation.
- 4- Teachers sometimes materials to suit the needs of their students .
- 5-learners are advised to turn their notes into pictures or diagrams.

3- Complete the sentences with prepositions from the box

1- I prefer studyingsilence so that nothing can distract my attention.

into on at in

2- While studying for exams, turn your notes pictures, charts or diagrams.

3- Look general ideas before focusingdetails.

Language:

(5points)

1- Complete the sentences below with either....or, both...and , neither...nor

- 1- I got completely wet. I hadan umbrella.....a rain coat.
- 2- The colour waswhite.....grey. I can't remember.
- 3- Ahmad his friend are travelling to Jordan tomorrow.
- 4- She likestea coffee. I can't remember which one.
- 5- The moviethe films were good.

2- The sentences below use hope and wish. Complete each one using the correct tense or form of the verb in brackets.

- 1- I wish Ithis chance earlier. { leave}
- 2- She hopesa teacher when she graduates from the university. (become)
- 3- I hope Ia good job soon. {find}
- 4- She wishes she shopping so much { not\ like}
- 5- They wish theymore powerful. (be)

Writing

(5 points)

Write your CV. Invent some information where necessary.

Name:	Date and place of birth:
Address:	
Telephone:	Email:
<u>Personal statement</u>	
.....	
<u>Education</u>	
.....	
<u>Employment</u>	
.....	
<u>Other Skills and Qualifications</u>	
.....	

GOOD LUCK

- 1 Look at the headings and the pictures in the text below. Then discuss these questions in pairs or small groups.

What sports are the people doing?

Do you think they are safe?

Would you like to try them?

- 2 Read the text to find out more about the sports.

Adventure and extreme sports

Adventure sports are all about excitement and skill in the outdoors. They usually do not involve teams and there are very few rules. Some of these adventure sports can be dangerous and an accident could result in serious injury or death. These are called extreme sports.

Here are three extreme sports that are popular around the world.

5

Kitesurfing

This extreme water sport involves holding on to a large kite while standing on a board. With a good wind it is possible to skim across the sea at speeds of over 100 kilometres per hour! It is also possible to jump several metres in the air and stay up for 20 seconds.

10

Skydiving

Skydiving is the name for jumping from a plane and diving through the air before opening a parachute at the last moment to land safely on the ground. During the fall, skydivers enjoy the sensation of speed and the sight of the world rushing up to meet them.

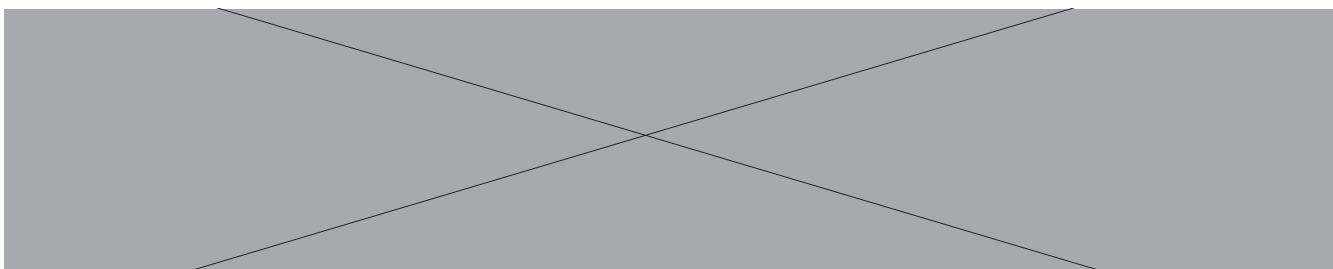
15

White-water rafting

This is done on small boats (called rafts) in rapidly-moving rivers. Where the water rushes over rocks it becomes white, which gives the sport its name. This is one adventure sport that is not done alone. Everyone in the raft must work together as a team.

20

3 Which equipment is used for which sport?



kitesurfing: _____, _____

skydiving: _____, _____

white-water rafting: _____, _____

4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.)

- 1 include as an important part _____
- 2 different, exciting and dangerous _____
- 3 go fast along the top of something _____
- 4 feeling _____
- 5 view (what you see) _____

5 Discuss these questions in groups.

What are the risks of the three extreme sports in the text?

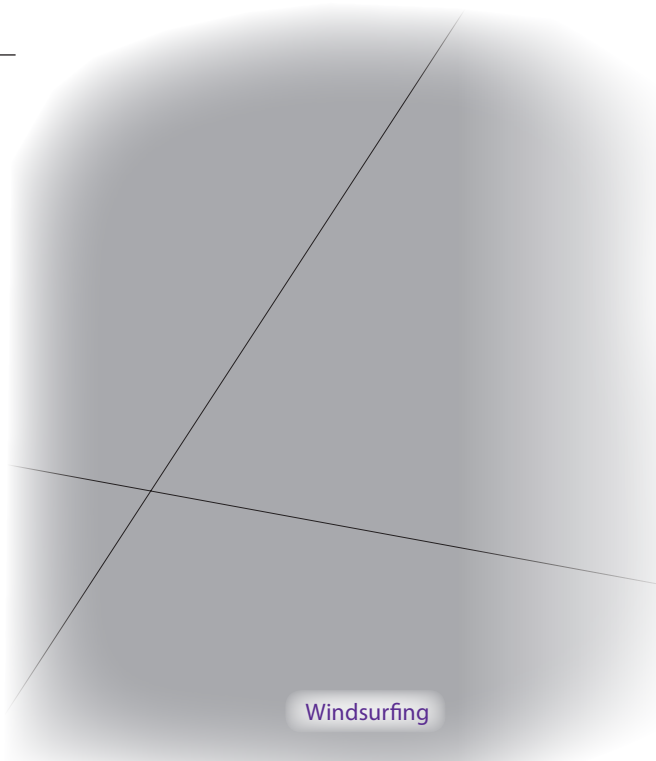
Which of the three is the most dangerous?

How do you think you can control the risks of extreme sports to stay safe?

What other adventure or extreme sports do you know?

6 Work in pairs to complete the introduction to windsurfing. Use the phrases in the box but make any changes needed to the phrases.

move the sail in the wind boards in the air
an Olympic sport ~~stand on a board~~
the waves at over 50 kilometres per hour hold a sail



Windsurfing

This sport involves **standing on a board** and _____. The windsurfer turns the board by _____. Experienced windsurfers skim across _____. Some also jump and turn their _____. Unlike with many adventure sports, windsurfers enter competitions. In fact, windsurfing is _____.

1 Look quickly at the text below. Discuss these questions in pairs.

Where do you think it comes from? (e.g. a story book, a science textbook, a newspaper, a magazine, etc)

It is about another extreme sport: bungee jumping. Look at the photo and diagram to see what bungee jumpers do. Would you like to try?

2 The first paragraph says 'Erin Langworthy ... got more of an adventure than she wanted'.

Read the text to find out

DAILY NEWS

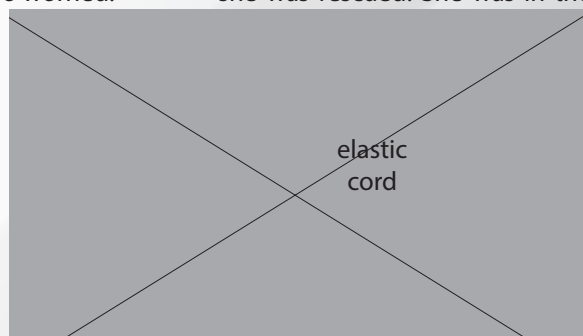
4 January 20...

An adventure too far!

JIM HOLDING

Erin Langworthy, a 22-year-old back so I wasn't too worried.'

she was rescued. She was in the



Australian on holiday in Africa, got more of an adventure than she wanted when she did a bungee jump off the 111-metre-high Victoria Falls Bridge.

Bungee jumping is an extreme sport that involves jumping off high buildings or bridges while attached to a large elastic cord. The jumper dives almost to the bottom before the cord pulls them back up again ... only not for Erin!

'Before my turn, 104 others had jumped safely,' she said. 'All my friends had been down and come

The cord didn't last the 105th jump. It stopped her fall but then broke, letting her drop the final 40 metres into the Zambezi River below, which is the home to man-eating crocodiles!

The river is fast moving and her legs were still tied to the cord so it was difficult for her to swim.

'It was quite scary because a couple of times the cord got caught on some rocks,' she explained. 'I had to swim down to pull the bungee cord free.'

Eventually she reached some rocks at the side and held on until

water for 40 minutes. Later she was taken to hospital in South Africa where she had to spend a week but made a full recovery. And she has a great story to tell all her friends!

The hospital treatment cost \$50,000, but she was lucky because she had travel insurance which paid for the treatment. In fact, she now helps the Australian government encourage young tourists to buy travel insurance before they go abroad.

1 what adventure Erin wanted.

2 what adventure she got.

3 Read the newspaper report again. Then answer the questions.

- 1 Why wasn't Erin too worried when she jumped?
- 2 What words in the report tell us that she didn't fall straight into the river?
- 3 Why couldn't she swim quickly to the side of the river?
- 4 The report says 'she was lucky because she had travel insurance'. In what ways do you think she was lucky and unlucky on that day?

4 Choose the best answer to the questions. Circle A, B or C.

- 1 The headline is 'An adventure too far'. Does this mean
A more of an adventure than expected? B an adventure a long way from home?
C an adventure too far down in the river?
- 2 'The cord didn't last the 105th jump.' The word last here is a verb. Does it mean
A come at the end of? B survive? C continue?
- 3 Erin says, '... I wasn't too worried.' Does this mean she was
A very worried? B a little worried? C not worried?
- 4 '... letting her drop the final 40 metres into the Zambezi River below.' Which of these verbs is closest in meaning to drop here?
A fall B dive C jump
- 5 The river is home to 'man-eating crocodiles'. Does this mean that the river is
A the home of men who eat crocodiles? B the home of crocodiles which eat men?
C the home of both men and crocodiles?
- 6 'Eventually she reached some rocks ...'. Why does the writer use the word eventually?
A To suggest she was in the water for only a short time.
B To suggest that she was in the water for a long time.
C Because the writer doesn't know how long she was in the water.
- 7 'The hospital treatment cost \$50,000, but she was lucky because she had travel insurance which paid for the treatment.' The pronoun which here refers to the
A \$50,000. B hospital. C travel insurance.
- 8 The topic of the last paragraph is the cost of treatment and travel insurance. Why does the writer start the second sentence 'In fact, ...'?
A To give more information about the topic. B To introduce a new topic.
C To give an example of the topic.

Period 3

1 Read what another bungee jumper says about doing a jump. Put the sentences in order.

- | | |
|--|---|
| a <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 250px;">With a scream, you jump off. As you dive through the air, the sensation of speed is fantastic!</div> _____ | b <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 200px;">Finally you are slowly pulled back up to the bridge.</div> _____ |
| c <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 250px;">You then have to carefully attach an elastic cord to your body.</div> _____ | d <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 300px;">The first thing you have to do is to climb to the top of the bridge. From there you get a breath-taking view of the river.</div> _____ |
| e <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 300px;">When the cord is tight, it stops you falling any more. You are pulled up and then you just hang there and enjoy the view.</div> _____ | f <div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block; width: 300px;">Then you stand on the edge and prepare to jump. That is the moment when you ask yourself, 'What am I doing?'</div> _____ |

- 1 Work in groups. Think of all the reasons you can for and against extreme sports.

Extreme sports are exciting,
but are they safe?

FOR	AGAINST

- 2 Work in pairs. Student A will argue for extreme sports, Student B will argue against them.

Use the arguments you listed above.

Use some of the phrases from the box below.

Giving opinions

In my opinion, ... I think ... I believe ... I am sure that ...

Disagreeing politely

I understand what you are saying, but ... I'm sorry but I can't agree with you. I think ...

I'm afraid I don't agree, I believe ... On the other hand, ...

When you have finished, repeat the discussion with Student B supporting extreme sports, and Student A against.

- 3 Write a composition presenting the arguments for and against extreme sports.

INTRODUCTION	In one sentence say what your composition is about. <i>I am going to consider the arguments for and against ...</i>
PART 1	Give the arguments for extreme sports. <i>The most important argument in support is ...</i> <i>Another point is ... I can also say that ...</i>
PART 2	Give the arguments against extreme sports. <i>There are good arguments against these sports, most importantly ...</i>
CONCLUSION	Give your own opinion in one or two sentences. <i>After considering all the arguments, in my opinion ...</i>