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# EXTREME

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# WANT A CHALLENGE?

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Type of module	Creative Communication
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Target group	14–17-year-old learners
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Level	A1+
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative Communication
<b>DESCRIPTION OF MODULE</b>	In this module, Ls will do many different activities, all of which are connected to the theme of extremes. These activities are designed to provide Ls with choice and the possibility of trying out extreme things through some physical activities and a simulation.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To increase Ls' ability to solve problems and to learn independently</li> <li>■ To give Ls a chance to use previously acquired experience knowledge and information in a creative way</li> <li>■ To give Ls practice in speaking about abilities and features; reading for global understanding and for specific factual information; following instructions and rules; making decisions</li> </ul>
<b>TIMEFRAME</b>	Five 45-minute lessons
<b>TARGET GROUP</b>	14-17-year-old learners
<b>LANGUAGE LEVEL</b>	A2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ exchange simple factual information, interpret and follow instructions/rules, gather factual information from simple texts</li> <li>■ use simple functional language for agreeing, disagreeing, giving and contradicting opinion, giving reasons, making suggestions and decisions.</li> </ul> <p>Learners know basic vocabulary and grammar to</p> <ul style="list-style-type: none"> <li>■ talk about and compare ability and features like size, weight, height, speed, etc.</li> <li>■ talk about sports, the environment and nature, organise basic actions and work.</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Geography, Biology, Mathematics, Life skills
<b>Links with other modules</b>	aniMate, Robinson Cruise

**FOCI OF SKILLS-  
DEVELOPMENT**

**Communicative language  
skills**

- Exchanging simple factual information
- Engaging in simple discussions and decision-making
- Interpreting and following instructions
- Using simple functional language for agreeing, disagreeing, making suggestion giving reasons

**General, educational skills**

Learning independently and in co-operation with others; understanding the effect of humans on the environment; getting more insight into the abilities of insects; developing manual skills, logic and memory; raising awareness of the dangers of extreme sports and how to protect oneself; understanding some human qualities that make survival possible in hardship.

**EVALUATION**

Evaluation is done through reflection on one's own learning, which is aided by an evaluation sheet.

**SUGGESTIONS**

Some of the activities give considerable freedom to groups of Ls to work at their own speed, move about in the classroom and choose what they want to do. We suggest that you think about your role and plan your classroom management carefully prior to the lessons.

**BACK UP SYSTEMS**

Guinness World Records  
[www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)  
Speed Cubing  
[www.speedcubing.com](http://www.speedcubing.com)Wikipedia  
[www.wikipedia.org](http://www.wikipedia.org)  
Extreme  
[www.extreme.com](http://www.extreme.com)  
Go Extreme  
[www.goextreme.com](http://www.goextreme.com)  
Wikipedia - Shackleton  
[en.wikipedia.org/wiki/Shackleton](http://en.wikipedia.org/wiki/Shackleton)  
PBS - Shackleton  
[www.pbs.org/wgbh/nova/shackletonexped/1914/hurley.html](http://www.pbs.org/wgbh/nova/shackletonexped/1914/hurley.html)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Following instructions and rules</p> <p>Reading for specific information and transferring information gained through reading</p> <p>Comparing results/time/numbers</p> <p>Learning independently</p> <p>Giving a mini-presentation</p>	<p>Ls talk about something they can do well.</p> <p>Following written instructions, Ls try out feats from the Guinness Book of World Records, assist each other, register their results and compare them to the Guinness records.</p>	<p>Describing actions</p> <p>Talking about and comparing numbers and time</p> <p>Asking and answering questions about results and feelings</p>	<p>Post-its</p> <p>FEAT A: 1.2.A Coin Spinning Task, 1.2.A Coin Spinning Help, 1.2.A Coin Spinning Information, the following selection of Hungarian coins: 1, 2, 5, 20, 50 coins, and either a 10 or a 100 forint coin, string, ruler, a stopwatch or a watch/clock with a second hand, a 10p piece and/or an Aspirin Plus C tablet</p> <p>FEAT B: 1.2.B Bubble Domes Task, 1.2.B Bubble Domes Help, 1.2.B Bubble Domes Information, one or two bottles of soapy water, a good number of different size straws</p> <p>FEAT C: 1.2.C Arranging Cards Task, 1.2.C Arranging Cards Help, 1.2.C Arranging Cards Information, A packet of cards</p> <p>FEAT D: 1.2.D Domino Stacking Task, 1.2.D Domino Stacking Help, 1.2.D Domino Stacking Information, some boxes of domino</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
				<p>FEAT E:  1.2.E Memorizing Cards Task,  1.2.E Memorizing Cards Help,  1.2.E Memorizing Cards Information, a pack of cards</p> <p>FEAT F:  1.2.F Rubik’s Cube Task,  1.2.F Rubik’s Cube Help,  1.2.F Rubik’s Cube Information, a 3x3x3 Rubik cube, stop watch or a watch/ clock with a second hand/ display</p> <p>FEAT G: 1.2.G Square Root Calculation Task, 1.2.G Square Root Calculation Help, 1.2.G Square Root Calculation Information, paper, pen, stopwatch or a watch/clock with a second hand/display</p> <p>FEAT H: 1.2.H Text Message Task, 1.2.H Text Message Help, 1.2.H Text Message Information, Ls’ mobile phones and a stop watch or a watch/clock with a second hand/display</p> <p>feats in large print on A4 sheets of paper e.g. COIN SPINNING</p> <p>1.2 Results Grid for each L</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>Speaking about abilities and features</p> <p>Reading for global understanding and for specific factual information</p> <p>Debating skills: stating opinion, giving reasons, agreeing and disagreeing</p>	<p>Ls pool their knowledge about abilities and features of insects</p> <p>Ls read a text that compares human and insect abilities</p> <p>Ls run a human – bug debate</p>	<p>Insect names</p> <p>‘Can’ for ability</p> <p>Action verbs</p> <p>Functional language for stating opinion, giving reasons, agreeing, disagreeing</p>	<p>1.4 Ls’ homework</p> <p>2.2 Reading Grid</p> <p>2.2 Wall-reading texts</p> <p>Blu-Tack</p> <p>some small objects like paperclips or buttons or small pieces of paper</p> <p>2.4 Matching</p>
3	<p>Skimming an authentic text for global understanding</p> <p>Guess meaning from the context</p> <p>Differentiating between styles</p> <p>Using strong expressions</p> <p>Comparing extreme sports</p> <p>Giving reasons</p>	<p>Ls match texts written in different styles about the same insects and find what makes the style of these texts different</p> <p>They write funny ads in which bugs offer their services</p> <p>Ls rank extreme sports according to how dangerous they think these sports are</p>	<p>Styles: scientific, advertising, comic</p> <p>Names of extreme sports</p>	<p>2.4 Matching completed at home</p> <p>3.4 Task sheet</p> <p>Blu-Tack</p> <p>post-its</p>
4	<p>Explaining situations</p> <p>Giving and contradicting opinion</p> <p>Giving reasons</p> <p>Listen for global understanding and details</p>	<p>Ls collect injury-related vocabulary</p> <p>Ls listen to four dialogues</p> <p>Ls write and perform a dialogue</p>	<p>Injuries-related vocabulary</p> <p>Functional language for explaining situations, giving opinion, contradicting opinion, giving reason</p>	<p>Ls’ homework</p> <p>4.2 Recording Extreme fuss</p> <p>4.2 Listening task sheet</p> <p>A3 sheets of paper</p> <p>Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Reading for factual information</p> <p>Making suggestions, agreeing and disagreeing</p> <p>Making decisions and solving problems</p> <p>Reading for global understanding,</p> <p>Reflecting on and evaluating learning</p>	<p>Ls collect vocabulary related to dangers/difficulties of an Arctic expedition and things they would take with them</p> <p>Ls play a Trans-Antarctic Expedition simulation game</p> <p>Ls read about the real Trans-Antarctic Expedition the simulation is built on</p> <p>Ls reflect on and evaluate their learning</p>	<p>Vocabulary related to dangers/difficulties of an Arctic expedition and things to take to the expedition</p> <p>Functional language for making suggestions, agreeing, disagreeing, making decisions</p>	<p>Ls' homework</p> <p>flipchart paper or wrapping paper</p> <p>markers</p> <p>5.2 Task sheet</p> <p>5.2 Cards, post-its</p> <p>optional: a big map</p> <p>5.3 Reading slips</p> <p>5.3 Reading text</p> <p>5.4 Evaluation sheet</p>

# PROCEDURE

## LESSON 1: EXTREME SKILLS FEATS

### AIMS OF THE LESSON

- To follow instructions and rules
- To read for specific information and to transfer information gained through reading
- To compare results/time/numbers
- To learn independently

### MATERIALS AND RESOURCES

Post-its, FEAT A: 1.2.A Coin Spinning Task, 1.2. A Coin Spinning Help, 1.2.A Coin Spinning Information, the following selection of Hungarian coins: 1, 2, 5, 20, 50 coins, and either a 10 or a 100 forint coin, string, ruler, a stopwatch or a watch/clock with a second hand, FEAT B: 1.2.B Bubble Domes Task, 1.2.B Bubble Domes Help, 1.2.B Bubble Domes Information, one or two bottles of soapy water, a good number of different size straws, FEAT C:1.2.C Arranging Cards Task, 1.2.C Arranging Cards Help, 1.2.C Arranging Cards Information, A packet of cards, FEAT D: 1.2.D Domino Stacking Task, 1.2.D Domino Stacking Help, 1.2.D Domino Stacking Information, some boxes of domino, FEAT E: 1.2.E Memorizing Cards Task, 1.2.E Memorizing Cards Help, 1.2.E Memorizing Cards Information, a pack of cards, FEAT F: 1.2.F Rubik's Cube Task, 1.2.F Rubik's Cube Help, 1.2.F Rubik's Cube Information, a 3x3x3 Rubik cube, stop watch or a watch/clock with a second hand/display, FEAT G: 1.2.G Square Root Calculation Task, 1.2.G Square Root Calculation Help, 1.2.G Square Root Calculation Information, paper, pen, stopwatch or a watch/clock with a second hand/display, FEAT H: 1.2.H Text Message Task, 1.2.H Text Message Help, 1.2.H Text Message Information, Ls' mobile phones and a stop watch or a watch/clock with a second hand/display, feats in large print on A4 sheets of paper e.g. COIN SPINNING + 1.2 Results Grid for each L

<b>STAGE 1</b>	<b>What are you good at? – Warmer</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Talking about abilities</li> <li>■ Self-esteem</li> </ul>
<b>ORGANISATION</b>	Mingling
<b>AIDS AND MATERIALS</b>	Post-its

### TEACHER'S ACTIVITIES

1. Ask Ls to think about things they can do well. Give an example using something you are good at, e.g. *making pancakes, gardening, etc.*
2. Give each L a post-it, and ask them to put down on it one thing they are good at. Help with vocabulary and spelling as needed. Ask Ls to wear the post-its.
3. Tell Ls that now they will be able to talk to somebody who can do something they would like to learn or be better at. So they will walk around and read people's post-its and find one they are interested in or would like to learn and talk to the person wearing the post-it. Demonstrate what to do: walk around looking at post-its, then stop by a L and ask them questions: e.g. *So you are good at making paper planes. Who taught you? When? What paper do you use? Which is the best paper? What is the secret of a good paper plane?* After some quick questions, move on to another person. Ask Ls to do the same and change partners after a short conversation.
4. As Ls are mingling and talking, monitor and help. Encourage changing partners fast.
5. Finish the activity when everyone has talked to two-three people. Ask Ls if they have chosen an activity they would like to learn from someone in the class.

### LEARNERS' ACTIVITIES

3. Ls mingle and make short conversations about things they are good at e.g.: "A: *So you are good at making paper planes. B: Yes, I am. A: Cool. Who taught you? B: My father. But now my planes are better than his. A: When did he teach you? B: Long ago. I cannot remember. I was really small. A: What paper do you use? Which is the best paper? B: Any. My maths test paper, for example... Haha! Newspaper paper is quite good because it is big. A: What is the secret of a good paper plane? B: The front must be heavy, and the wings must be big.*"

<b>STAGE 2</b>	<b>Feats Rotation – Communication</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Following instruction</li> <li>■ Describing and organising actions</li> <li>■ Reading for specific information and transferring information gained through reading</li> <li>■ Keeping a record of results</li> <li>■ Comparing results/time/numbers</li> <li>■ Motor skills</li> <li>■ Learning independently</li> </ul>
<b>ORGANISATION</b>	Groups of three or pairs
<b>AIDS AND MATERIALS</b>	<p>Post-its, FEAT A: 1.2.A Coin Spinning Task, 1.2. A Coin Spinning Help, 1.2.A Coin Spinning Information, the following selection of Hungarian coins: 1, 2, 5, 20, 50 coins, and either a 10 or a 100 forint coin, string with a post-it saying “<i>string</i>”, ruler with a post-it saying “<i>ruler</i>”, a stopwatch with a post-it saying “<i>stopwatch</i>” or a watch/clock with a second hand, a 10p piece and/or an Aspirin Plus C tablet, FEAT B: 1.2.B Bubble Domes Task, 1.2.B Bubble Domes Help, 1.2.B Bubble Domes Information, one or two bottles of soapy water, a good number of different size straws, FEAT C:1.2.C Arranging Cards Task, 1.2.C Arranging Cards Help, 1.2.C Arranging Cards Information, A packet of cards, a stopwatch with a post-it saying “<i>stopwatch</i>” or a watch/clock with a second hand, FEAT D: 1.2.D Domino Stacking Task, 1.2.D Domino Stacking Help, 1.2.D Domino Stacking Information, some boxes of domino, FEAT E: 1.2.E Memorizing Cards Task, 1.2.E Memorizing Cards Help, 1.2.E Memorizing Cards Information, a pack of cards, FEAT F:1.2.F Rubik’s Cube Task, 1.2.F Rubik’s Cube Help, 1.2.F Rubik’s Cube Information, a 3x3x3 Rubik cube, stop watch with a post-it saying “<i>stopwatch</i>” or a watch/clock with a second hand/display, FEAT G: 1.2.G Square Root Calculation Task, 1.2.G Square Root Calculation Help, 1.2.G Square Root Calculation Information, paper, pen, stopwatch or a watch/clock with a second hand/display, FEAT H: 1.2.H Text Message Task, 1.2.H Text Message Help, 1.2.H Text Message Information, Ls’ mobile phones and a stop watch with a post-it saying “<i>stopwatch</i>” or a watch/clock with a second hand/display, feats in large print on A4 sheets of paper e.g. COIN SPINNING + 1.2 Results Grid for each L</p>

## TEACHER'S ACTIVITIES

1. Before the lesson, you need to decide which feats you would like your Ls to try. We recommend that you have one more feats than there will be groups in your class. This way, Ls can move on to a station for doing the feat freely without having to wait for each other.
2. Get Ls to organise the classroom for the feats or do it before the lesson starts. You need to make 'stations' for doing each feat: pull tables together with some chairs around them for each station and place the materials needed for doing the feat on the table. Have the written information face down on the tables. You may find it useful to print on A4 sheets of paper what feat Ls can try at each station, e.g. COIN SPINNING, and place these on the tables, too.
3. Ask Ls if they know about the Guinness Book of World records.  
Put the word *FEAT* on the board and elicit the meaning, using an example, e.g. somebody walking on a tightrope across the Niagara Falls. The name of David Copperfield or Houdini may also help Ls to get the meaning. Ask Ls if they know of /can perform some good feats themselves.
4. Tell Ls that now they can try out some feats from the Guinness records, but these are not going to be dangerous. Show Ls the stations and briefly introduce the feats. Tell your class what they find at each station and that they need to organise everything in the same way as they find it when they leave a station. Tell them in what order they need to use the written material: 1. Task 2. Help, if they need ideas on how to do it or need help with some words 3. Information, only after they have completed the task.

## LEARNERS' ACTIVITIES

3. Ls share what they know about the Guinness book or any feat they have heard of or can do themselves. They may wish to show a feat if appropriate.

## TEACHER'S ACTIVITIES

5. Ask your class to be in groups of 3. Pairs are also possible. Explain it to groups that they will walk around and everybody in the group can choose some feats to try. Group members need to help each other with the feats, so they need to take turns in who is doing a task and who is helping. Give Ls 1.2 Results Grid and explain that they will have to keep a record of what they have tried and what their results will be.
6. Remind your Ls that they can only speak English.
7. As groups are working, monitor and help as needed. You may also wish to take notes of Ls' language use.

## LEARNERS' ACTIVITIES

5. Ls form groups of 3 and walk from one station to another. They take turns in doing a feat and helping their group mate. They can choose which feats they want to try, but we recommend that everybody try out a minimum of three feats. At each station they do the following: 1. Read the task 2. Decide who wants to try it. If more than one person wants to try it, they establish the order. They may be able to do some of the feats simultaneously, though. 3. They look at the Help sheet if they need to. They can also ask other Ls or the T. 4. Try out the task with help from a group member. 5. Register result in 1.2 Results Grid. 6. Look at the information sheet and write in the world record in their grid. 7. They calculate the difference between their result and the world record and enter this into their grid, too. 8. They put all the materials back the same way as they found them, e.g. written texts face down.

*Best Hungarian coins for Feat One are the 10 and 100 forint coins. (1, 2, 3, 5 and 50 forint coins cannot be used since they do not have a grooved edge. The 20 forint coin has a 2.6 cm diameter, so it is too big.)*

<b>STAGE 3</b>	<b>Our results – Communication</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	■ Comparing results related to duration and quantity
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.2 Results Grids completed

#### TEACHER'S ACTIVITIES

1. Run a short feedback session on the feats Ls tried and what their best results were. Get them to compare their best results to the Guinness records, e.g.: *Who has tried coin spinning? How long did your coin spin? How far are you from the world record? Did you like this feat? Are you happy with your result?*

#### LEARNERS' ACTIVITIES

**STAGE 4 Bug words – Setting homework**

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS**  Vocabulary  
 Expressing ability

**ORGANISATION** Individuals

**TEACHER'S ACTIVITIES**

1. Tell the class that next lesson you will talk about extreme abilities of bugs and insects. Ask them to find as many bug names at home as they can, with some special ability of the bug. Draw this grid on the board for Ls to copy:

Name of insect	Special ability/feature
e.g. fly	It can walk upside-down on the ceiling. (Wow!) It can eat animal and human excrement. (Yuck!)

**LEARNERS' ACTIVITIES**

1. At home, Ls collect insect names they know and/or use a dictionary. They collect as many as they can, but a minimum of three. They also write what the insect can do.

## LESSON 2: EXTREME BUGS

### AIMS OF THE LESSON

- To speak about abilities and features
- To read for global understanding and for specific factual information
- To state facts, to give reasons, to agree and disagree

### MATERIALS AND RESOURCES

1.4 Ls' homework, 2.2 Reading Grid, 2.2 Wall-reading texts, Blu-Tack, some small objects like paperclips or buttons or small pieces of paper, 2.4 Matching

### STAGE 1 Bug words – Checking homework

**TIME** 10 mins

### SKILLS AND COMPETENCIES IN FOCUS

- Vocabulary
- Speaking about abilities

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Ls' homework 1.4

### TEACHER'S ACTIVITIES

1. Draw the grid from Lesson 1 Stage 4 on the board and invite Ls to come to the board and write insect names and abilities they collected at home in the grid. Ask them to avoid repetitions.

2. When Ls have no more to add, go over the words on the board and ask Ls about unusual insects and/or correct spelling and grammatical mistakes. Also, ask Ls to clarify meaning of words they have put down if someone does not understand them. Let Ls express how they feel about these creatures. If Ls do not come up with a good number of words, add some yourself.

### LEARNERS' ACTIVITIES

1. Ls collect insect names on the board.

Example:

<i>Name of insect</i>	<i>Special ability/feature</i>
<i>fly</i>	<i>It can walk upside-down on the ceiling. (Wow!) It can eat animal and human excrement. (Yuck!) It spreads illness.</i>
<i>mosquito</i>	<i>It can bite. It drinks blood.</i>
<i>flea</i>	<i>It can jump well.</i>
<i>butterfly</i>	<i>It is beautiful.</i>
<i>ladybird</i>	<i>It is beautiful. It eats aphids (little black or green insects that drink the juice of plants).</i>
<i>bees</i>	<i>They carry pollen from one flower to another. They can make honey.</i>
<i>wasps</i>	<i>They can sting.</i>
<i>spiders</i>	<i>They can make webs.</i>
<i>ants</i>	<i>They are very strong. They work a lot.</i>
<i>worms</i>	<i>They can grow a new tail if you cut it off.</i>
<i>snails</i>	<i>They have a shell. They can hide in their shell.</i>
<i>cockroach</i>	<i>It can find its way in the dark.</i>
<i>grasshopper</i>	<i>It can jump very well.</i>

2. *E.g. Yuck! I hate flies. They are disgusting. Ladybirds are nice and they are useful, too.*

**STAGE 2 Human – Bug Olympics – Reading****TIME** 18 mins**SKILLS AND COMPETENCIES  
IN FOCUS**

- Predicting
- Reading for specific factual information
- Comparing previously obtained knowledge with new information gained through reading

**ORGANISATION** Whole class, pairs, then whole class again**AIDS AND MATERIALS** 2.2 Reading Grid, 2.2 Wall-reading texts, Blu-Tack**TEACHER'S ACTIVITIES**

1. Ask Ls if – in their opinion – humans are better than bugs or bugs are better than humans, and why. Then tell them that you will have the results of the Human – Bug Olympics very soon with some extreme abilities. Before that, they can guess who the winners are.
2. Ask Ls to be in pairs and give out 2.2 Reading Grid. Go over the categories and make sure Ls understand them. Ask pairs to guess the winner in each category.
3. When pairs finished, put 2.2 Wall-reading texts on the wall around the classroom. Tell Ls that they can check very quickly if they were right about the winners. Ask them to walk around and check and if necessary correct their answers. Emphasise that they only have time to check the winners now, nothing else. Give them a minute or two.
4. Ask Ls how many of the 7 they managed to guess right and which.
5. Write these on the board:  
 $1\text{ kg} - 10\text{ kg}$   
 $\uparrow 1\text{ m} - 50\text{ m}$   
 $\rightarrow 1\text{ m} - 200\text{ m}$   
and elicit / present the following: *weight, 10 times heavier, height, 50 times higher/ taller, length, 200 times longer, to match, to spread illness, species*

**LEARNERS' ACTIVITIES**

1. Ls express their ideas about the question, e.g.: *Humans are better because they can build things, they have invented many things, they understand maths and they can write stories, etc. Insects are better because they only want enough food and drink, they don't have money, they do not make guns, etc.? Better? At what?*
2. Pairs guess the winner in each category: Some of them may only write insect or human. Others may know which insect the winner is, so they may put its name down.
3. Pairs scan the texts on the wall to see who the winners are in each category and if they were right.

### TEACHER'S ACTIVITIES

5. Tell Ls that now they will collect data about the winners, how fast, strong, destructive, etc. they may be. They will need to tell at the end of the activity where the difference between humans and bugs is the biggest and where it is the smallest.

Solution:

Category	Winner	Data
Running	cockroach	50 times its body length a second – fastest human 10 times slower
High jump	flea	130 times its height – would be 250 m for humans
Long jump	grasshoppers	20 times its body length – 9 London buses for humans
Weight lifting	scarab beetle	850 times heavier than its body – 8 London buses to lift for humans
Walking on the ceiling	fly	Humans cannot do it
Building	termites/ humans?	11,750 tonnes of sand in a termite nest
Destruction	humans?	Wars, pollution, litter, burning forests

6. When pairs have finished, ask the class where they see the biggest and the smallest difference between bugs and humans. There does not need to be an agreement on this question.

### LEARNERS' ACTIVITIES

5. Pairs walk around and collect data in 2.2 Reading Grid from 2.2 Wall-reading texts. Their aim is to answer where the difference between human and bug abilities is the biggest and where it is the smallest.

6. Possible answers: *The smallest difference is in destruction, but it is debatable. The biggest difference is in walking on the ceiling.*

<b>STAGE 3</b>	<b>Human – Bug ping-pong: Communication</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Stating facts,</li> <li>■ Giving reasons,</li> <li>■ Agreeing</li> <li>■ Disagreeing</li> </ul>
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	Some small objects like paperclips or buttons or small pieces of paper to do the scoring with

**TEACHER'S ACTIVITIES**

1. Tell the class that they will run a human – bug competition . Half of the Ls will give facts to prove that humans are better than bugs, and the other half will give facts to prove the opposite. Let Ls choose which point of view they would like to stand for or simply divide the class into two groups: ‘Bugs’ Group and ‘Humans’ Group.
2. Tell groups that now they will have some time to prepare for their side of the competition. Draw these grids on the board:

**LEARNERS' ACTIVITIES**

1. Ls form two big groups.
2. In two big groups Ls brainstorm ideas and collect them in the relevant grid, e.g. ‘Humans’ Group

### TEACHER'S ACTIVITIES

Humans are better because ...	Bugs are worse because ....
Bugs are better because ...	Humans are worse because

Ask Ls to copy the relevant one and brainstorm ideas and/or use the materials from stage 1 and 2 and write them in the grid.

As groups are working, monitor and help with ideas and wording, too.

- When both groups have quite a few things on their list, put two 'humans' and two 'bugs' together in a group of four. Ask them to take turns in giving facts about humans and bugs to support their side. Each side can give one fact at a time, and each time it is their turn, they need to give a new fact. So sides take turns as if in a ping-pong match.
- Give groups about 3 minutes. Tell them to be fast. If a pair cannot come up with a new fact for 10 seconds, they miss their turn. The winner in each group is the pair who can give more facts for their side. Scoring is easier if you give groups e.g., small pieces of paper or paperclips for pairs to pick from if they come up with a new fact.

### LEARNERS' ACTIVITIES

Humans are better because ...	Bugs are worse because ...
they build and invent many things, they have warm houses, they can talk, they have cars and trains and planes and can go much faster than insects, etc.	they eat food/furniture/books, spread illness, are disgusting, ugly, aggressive, they bite, sting, etc.
Bugs are better because ...	Humans are worse because
can do more with their bodies, they don't kill their own type, they only kill or bite or sting if they are hungry or afraid, they are beautiful, cockroaches can take a lot of radioactivity and they don't get ill or die, etc.	kill each other, put a lot of rubbish into seas, pollute the air, pollute the water, make guns, they are aggressive, want more and more and more, etc..

- E.g.: Bugs' side: *Bugs are better because they have better bodies.* Human's side: *Bugs are worse, because they are ugly.* Bugs' side: *Some bugs are beautiful e.g. the ladybird.* Human' side: *Humans have doctors and hospitals, etc*
- Ls on the two different sides take turns in giving facts. They score for every new fact they come up with. The winner in each group is the pair who can give more facts for their side.

### TEACHER'S ACTIVITIES

5. Keep the time, monitor and help as needed. Make sure turn taking is fast, and that Ls do not exceed the 10 seconds waiting period at each turn.
6. Ask pairs with the most scores on each side to tell the class their human and bug facts.

### LEARNERS' ACTIVITIES

5. Ls on the two different sides take turns in giving reasons. They score for every new reason and lose a point for every repetition.

<b>STAGE 4</b>	<b>Encyclopaedic bug ads – Homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading authentic texts for global understanding</li> <li>■ Guessing meaning from the context</li> </ul>
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	2.4 Matching

#### TEACHER'S ACTIVITIES

1. Give Ls 2.4 Matching, and ask them to do the task for homework. Explain that in both columns the texts are about the same four bugs and Ls need to find the texts which are about the same bugs in the two different columns. Explain that they do not need to understand everything; they only need to find the matching descriptions. Ask them not to use a dictionary for their first reading at all and only to use one to find the meaning of keywords for the second reading.

#### LEARNERS' ACTIVITIES

1. At home, Ls find the matching descriptions in the two columns.

### LESSON 3: EXTREME EXPRESSIONS, EXTREME SPORTS

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ To skim an authentic text for global understanding</li> <li>■ To guess meaning from the context</li> <li>■ To differentiate between styles</li> <li>■ To use strong expressions</li> <li>■ To compare extreme sports and to give reasons</li> </ul>
<b>MATERIALS AND RESOURCES</b>	2.4 Matching completed at home, 3.4 Task sheet , Blu-Tack, post-it

<b>STAGE 1</b>	<b>Encyclopaedic bug ads – Checking homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Skimming an authentic text for global understanding</li> <li>■ Guessing meaning from the context</li> </ul>
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.4 Matching completed at home

#### TEACHER'S ACTIVITIES

1. Ask Ls if they found the texts interesting and which type they preferred, the lexicon entries or the funny ads.
2. Check which the matching texts are and ask for evidence in the texts for the match i.e. Ls quote from the texts.

Key: A-2: bombardier beetle, B-4: firefly, C-1: burying beetle, D-3: scarab beetle

#### LEARNERS' ACTIVITIES

1. Ls express how they liked the texts.
2. Possible matching quotations:
  - A: defense mechanism, fire a mixture of chemicals – 2: self-defence system, chemicals, fires, shots
  - B: lightningbugs, nocturnal, luminous, flashes of light, light-emitting organs – 4: brighten up, lanterns, soft green or yellow light, as bright as a candle
  - C: bury the dead bodies – 1: funeral, bury, burials
  - D: dung, balls – 3: dung ball

<b>STAGE 2</b>	<b>What makes the texts different? – Reading</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Vocabulary</li> <li>■ Differentiating between styles</li> </ul>
<b>ORGANISATION</b>	Pairs and whole class
<b>AIDS AND MATERIALS</b>	2.4 Matching

#### TEACHER'S ACTIVITIES

1. Ask Ls how the two text types are different and elicit differences in language use/style.
2. Ask Ls to work in pairs and underline 'extreme' words and expressions in the ads.
3. Go over the 'extreme' expressions and clarify meaning as necessary.

#### LEARNERS' ACTIVITIES

1. Lexicon: *a lot of Latin words, technical terms, only facts, descriptions, no words used to express feelings, opinions, only statements* Ads: *No technical words, a lot of positive opinions, 'extreme' words = saying big things/using strong expressions, recommendations*
2. Possible answers: *ultimate, in, amazing, no job too large, ten-hour work, they were round before the dung hit the ground, my savannah has never looked tidier*

<b>STAGE 3</b>	<b>Extreme bug ads – Writing</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Creative writing</li> <li>■ Using strong expressions</li> </ul>
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	Blu-Tack, post-its

### TEACHER'S ACTIVITIES

1. Ask Ls to be in pairs and tell them to choose a bug, different from the four in the ads they have read. Their task is to write an ad about the bug. Ask them to use their best handwriting as other people will read their ads. Ask Ls NOT to write the bug's name in the ad, but put question marks where the bug name would go. Remind Ls to use 'extreme' expressions from the ads as well as facts and language from the previous two lessons. You may wish to put 2.2 Wall reading texts on the walls to help them.
2. As pairs are working, monitor and help as needed.
3. When pairs have finished writing, ask Ls to put their ads on the walls around the classroom. Put a post-it number next to each ad.
4. Ask Ls to walk around in pairs and guess the bugs advertised. Ask them to write a list with the numbers next to the ads, the name of bugs they think the ads are about and what clues they found in the text.
5. Go over the ads with the class, and ask Ls to give the names of the bugs and the clues that helped them. Ask the writers of the ads each time to confirm or correct the guesses.

### LEARNERS' ACTIVITIES

2. Sample: *Angry with somebody? Got an enemy? Buy our ultimate ???? revenge kit. Release the ???? army at night under the bedroom window of your enemy and they will teach him/her a lesson. Ouch! No battery needed. Our ???? will drink the blood of your enemy! (mosquito)*
4. E.g. 1 – mosquito, clues: night, bedroom, ouch!, drinks blood

<b>STAGE 4</b>	<b>Extreme Sports matching – Elicitation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary
<b>ORGANISATION</b>	Pairs then whole class
<b>AIDS AND MATERIALS</b>	3.4 Task sheet

#### TEACHER'S ACTIVITIES

1. Ask Ls if they do any extreme sports, and let those who do tell the class about those sports.
2. Give out 3.4 Task sheet and ask Ls to write the words on the dotted lines. Ls can do the task in pairs.
3. Check the solution with the whole class.

Solution:

A: bmx biking	B: surfing	C: kiteboarding,
D: snowboarding	E: mountain biking	F: white water rafting
G: rock climbing	H: scuba diving	I: skateboarding

#### LEARNERS' ACTIVITIES

1. Ls tell the class about their experience regarding extreme sports.

<b>STAGE 5</b>	<b>Extreme dangers – Ranking</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Comparing</li> <li>■ Giving reasons</li> </ul>
<b>ORGANISATION</b>	Individuals, pairs then whole class
<b>AIDS AND MATERIALS</b>	3.4 Task sheet completed

#### TEACHER'S ACTIVITIES

1. Elicit names of sports from Ls and write some on the board. Get the class to compare how dangerous they are using these structures: the most, the least, more ... than, less ... than, as ...as. Put these structures on the board.
2. Ask Ls to rank the extreme sports on 3.4 Task sheet from the most dangerous to the least dangerous.
3. Ask Ls to compare their list and give reasons for their choice.
4. Ask groups to report to class one difference they have in their opinion.

#### LAERNERS' ACTIVITIES

2. Sample solution: *rock climbing – mountain biking – skate boarding – snow boarding – bmx biking – kiteboarding – white water rafting – scuba diving.*
3. Possible language: *“I think rock climbing is the most dangerous, because you can fall from very high and you can die.” “I think mountain biking is more dangerous then rock climbing, because it is really very fast. If you hit a tree you may die. If you climb rocks , you have ropes, so you don’t fall.”*
4. Possible language: *“Kati thinks rock climbing is the most dangerous sport, but I think mountain biking is more dangerous then rock climbing, because it is really very fast. If you hit a tree you may die.”*

<b>STAGE 6</b>	<b>Extreme injuries – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<input type="checkbox"/> Vocabulary <input type="checkbox"/> Research skills
<b>ORGANISATION</b>	Individuals

#### TEACHER'S ACTIVITIES

1. Ask Ls to collect words for possible accidents and injuries when doing extreme sports.  
Suggestion: You may want to give your Ls this website, where – among many other things – they can read about injuries: [www.extreme.com](http://www.extreme.com)

#### LEARNERS' ACTIVITIES

1. Ls collect words like: *bruise, crack, break a bone – fracture, strain, sprain, wound, scratch, scrape, tear, bleed, run out of oxygen, sharks, hit, crash, avalanche, falling off the mountain, etc.*

## LESSON 4: EXTREME HOLIDAYS

### AIMS OF THE LESSON

- To explain situations
- To give and contradict opinion
- To giving reasons
- To listen for global understanding and details
- To widen Ls' range of injuries-related vocabulary

### MATERIALS AND RESOURCES

Ls' homework, 4.2 Recording Extreme fuss, 4.2 Listening task sheet, A3 sheets of paper, Blu-Tack

### STAGE 1 Extreme injuries – Checking homework

**TIME** 10 mins

### SKILLS AND COMPETENCIES IN FOCUS

- Vocabulary Research skills
- Compensation strategy

**ORGANISATION** Groups, then whole class

**AIDS AND MATERIALS** Ls' homework, A3 sheets of paper, Blu-Tack

### TEACHER'S ACTIVITIES

1. You need an even number of small groups (2, 4, 6 groups). Do not have more than 6 Ls in one group. Ask groups to put together the words they collected for today about injuries and make a long list on an A3 sheet of paper you give them.
2. As groups are working walk around and get Ls to pronounce words on their list. Model pronunciation as needed.
3. Put two groups together and ask them to take turns in miming one of the words from their lists for the other group to guess the injury/problem. Tell them that the mime can be "collective", i.e. it does not have to be one person from the group doing the mime, anybody who has an idea how to show the meaning of the word can join in.
4. Ask groups to put their word lists on the wall and get other groups to look at the lists and ask about any word they do not know.

### LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

5. Elicit from Ls how they can protect themselves when doing sports. Make sure these are included: rope, knee pads, brake, helmet

### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>Extreme fuss – Listening</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<input type="checkbox"/> Listening for global understanding and for details <input type="checkbox"/> Vocabulary
<b>ORGANISATION</b>	Individuals, pairs, whole class
<b>AIDS AND MATERIALS</b>	4.2 Recording Extreme fuss, 4.2 Listening task sheet

### TEACHER'S ACTIVITIES

1. Ask Ls if their parents are worried about them and ask about the situations when they are worried and how they know their parents are worried. Elicit/teach 'fuss/ make a fuss'.
2. Tell Ls that they will hear four conversations in which four mothers are worried and make a fuss about extreme sports their children do. Ask them to listen and write the sports in the table.
3. Check the names of sport, then ask Ls to listen again and fill in the other two columns of the table.
4. Get Ls to compare answers in pairs, then check it with the class  
Solution:

### LEARNERS' ACTIVITIES

1. E.g. *My father is always worried if I go out and come home late. My Mum always worries when I go rollerblading. They always tell me don't do this, don't do that, take care, phone me, they shout if I'm late, etc.*

**TEACHER'S ACTIVITIES**

**LEARNERS' ACTIVITIES**

Dialogue	Name of sport	Injury/accident	Protection
A	Rock climbing	Fall off the cliff	Practice, rope
B	skateboarding	Scratch, wound	Knee pads
C	Mountain biking	Hit a tree	Helmet, good brake
D	Scuba diving	Run out of oxygen and drown, sharks	Watch, go to a place where there are no sharks

5. Ask Ls what other protection they know of and elicit: *elbow pads, wrist guards, long-sleeved shirts, long trousers, have mobile phones to call help*. You may also elicit the words *plaster and bandage*. Put these on the board.

5. Ls come up with words, repeat them and put them down as needed.

<b>STAGE 3</b>	<b>Extreme fuss – Preparing and performing dialogues</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Explaining situations</li> <li>■ Giving and contradicting opinion</li> <li>■ Giving reason</li> </ul>
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	Listening task sheet completed, 4.2 Recording Extreme fuss - script

#### TEACHER'S ACTIVITIES

1. Ask Ls to work in pairs. Ask them to write a dialogue which is similar to the dialogues of 4.2, i.e. there is a parent, who is worried about their son/daughter because they do some extreme sport, so the father/mother makes a fuss. There are two rules: 1. They must not say the name of the sport in the dialogue, they must say *teapot/teapotting/teapotted*. Put these on the board. 2. Their conversation must start with this line: *"Mum/Dad, I've done my homework. Can I go teapotting now?"* Put this line on the board, too. Tell your class, that in about ten minutes, they will perform their dialogues and the other students in the class will guess the sport. We recommend that you give out 4.2 Recording Extreme fuss – script to help Ls with language.
2. As pairs are working, monitor and help as needed.
3. Ask pairs to perform and ask the rest of the class to guess the sport. Also, ask Ls to give reasons why they guessed a particular sport, what their clues were in the dialogue.

#### LEARNERS' ACTIVITIES

1. Pairs choose an extreme sport and write a dialogue between a worried parent and a child, something similar to the dialogues in 4.2. In their dialogues, they substitute the name of the sport with the word, "teapot".
3. E.g. *It is surfing because it is a water sport and there is a board and you can drown, etc.*

#### VARIATION FOR LS WHO NEED SOME MORE HELP WITH WRITING A DIALOGUE

<b>AIDS AND MATERIALS</b>	4.2 Recording Extrem fuss - script, 4.2 Listening task sheet completed
<b>DESCRIPTION</b>	Same as above, but give Ls the script of 4.2 Recording Extrem fuss as a model

**STAGE 4** Antarctic words – Setting homework

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS**

- Vocabulary
- Research skills

**ORGANISATION** Individuals

**TEACHER'S ACTIVITIES**

1. Tell Ls that in the next lesson they will have an extreme experience, they will go on an Antarctic expedition. Ask Ls where Antarctica is and what the weather is like there. Their homework is to prepare for the expedition. Draw this grid and the board and ask Ls to copy it:

*Antarctic expedition*

<i>Dangers/difficulties</i>	<i>Things we'll need</i>

Ask Ls to brainstorm ideas and collect words in the grid.

**LEARNERS' ACTIVITIES**

1. *The South Pole, the coldest place in the world.*

Possible ideas:

*Antarctic expedition*

<i>Dangers/difficulties</i>	<i>Things we'll need</i>
<i>The ship may get trapped in ice, get damaged, break up and sink, get wrecked, frostbite, freezing, killer whales, seals, rough sea, strong wind, storms, ice-floes, icebergs</i>	<i>Food, fuel, water, life boat, sails, rope, axe, map, compass, dogs, sledge, gun, matches</i>

## LESSON 5: EXTREME CONDITIONS

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ To read for factual information</li> <li>■ To make suggestions, to agree and disagree</li> <li>■ To make decisions and solve problems</li> <li>■ To read for global understanding</li> <li>■ To reflect on and evaluate learning</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Ls' homework, flipchart paper or wrapping paper, markers, 5.2 Task sheet, 5.2 Cards, post-its, optional: a big map, 5.3 Reading slips, 5.3 Reading text, 5.4 Evaluation sheet
<b>STAGE 1</b>	<b>Antarctic words – Checking homework</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary
<b>ORGANISATION</b>	Two groups
<b>AIDS AND MATERIALS</b>	Ls' homework, flipchart paper or wrapping paper, markers

### TEACHER'S ACTIVITIES

1. Ask Ls to be in two groups. Give both groups a large sheet of paper and markers. Ask one of the groups to collect all the words group members have on "Dangers/difficulties" of an Antarctic expedition and put them on the big sheet of paper in large print. Encourage drawings, too. The other group will do the same with "Things we'll need".
2. As groups are working, monitor and help. In case you see that some of the words suggested at 4.4 don't come up, elicit and present them as needed.

### LEARNERS' ACTIVITIES

1. Ls pool ideas from their homework and make posters.

### TEACHER'S ACTIVITIES

3. Ask groups to exchange their posters. They read the words on the other group's poster and put question marks next to those no one in the group can explain. If they can add to the list, they can do that, too.
4. Give the posters back to the group that made them, and ask groups to explain, demonstrate words marked with a question mark to the other group.
5. Have the poster up on the wall to help Ls with later tasks.

### LEARNERS' ACTIVITIES

4. Ls may use drawings, explanations, give examples and use mime.

<b>STAGE 2</b>	<b>Trans-Antarctic Expedition – Simulation</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading for factual information</li> <li>■ Making suggestions</li> <li>■ Agreeing and disagreeing</li> <li>■ Making decisions</li> <li>■ Solving problems Life skills</li> </ul>
<b>ORGANISATION</b>	Groups of 4 - 6
<b>AIDS AND MATERIALS</b>	5.2 Task sheet, 5.2 Cards, post-its, optional: a big map

#### TEACHER'S ACTIVITIES

1. Before class, copy and cut a set of 5.2 Cards for each group. It is easier for you to manage the task and not to mix the cards of different groups if you copy each set on different coloured paper. If you do not have coloured paper, mark each card with a dot in the group's colour. Put different colour sets in piles and put them in order starting with the lowest number and finishing with the highest one, i.e: 1 – 1A – 1B – 2 – 2A – 2B – 3, etc., up to 11B.
2. Elicit simple structures Ls can use to introduce their opinion, e.g.: *I think ... , We should/shouldn't ....., Let's ... , Why don't we ....?* Write these on the board.
3. Ask Ls to be in groups of 4–6. It's best to give the colour of their cards as names to groups, i.e. Group Green gets the green cards. Ask Ls to put their group name on a post-it and wear it all the time.
4. Explain that they are a team who are on a Trans-Antarctic Expedition and ask them to study their situation and geographical position on 5.2 Task sheet. If you have a big map, ask a L to show their position on it, too. Also, ask groups to study the rules of the simulation. Help groups with interpreting the rules as needed.
5. Remind Ls that 1. they must speak English all the time, 2. they can always ask you if they do not understand something on a card, 3. they need to keep a record of their decisions using the grid on the back side of 5.2 Task sheet.

#### LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

6. When Ls seem to understand how the simulation goes, ask groups to send somebody for the first card with the first problem on it. Afterwards, they come to you when they have decided about a problem, in their own rhythm.
7. During the simulation, your role is to give cards to Ls and help them with their questions as needed. Make sure that you do not mix the cards of different groups.
8. You may finish the activity when the first group survives if you want to make this activity competitive. However, we suggest that you wait for all the groups to finish and get groups to start the follow-up reading activity 5.3 after they managed to “survive” the expedition activity, i.e. not everyone at the same time.

### LEARNERS' ACTIVITIES

7. During the simulation, groups do the following: 1. They go to the T for a card with a problem. They always have to ask for the next problem card. 2. They read the problem and the two alternatives to choose from and decide which they choose. They need to argue and take a vote if needed, e.g. *“I think we need to shoot the dogs and the cat, because we don't have food for them.” “We should keep them alive and eat them one after the other.” “No! I cannot eat dogs and cats. Besides, if we do not have food for them, they will be too thin to eat. And too wild. Imagine 60 starving dogs with us. That would be dangerous!” “OK, let's vote! Who says shoot the animals?”* 3. When they have decided, they send someone to the T for the card that's relevant to their decision, e.g. they have decided about problem 3 and their decision is B, they ask for card 3B. 4. They read what the outcome of their decision is. If they can continue their journey, they ask for the next card, in the example it is card 4. If they “die”, they can re-start. They always re-start with card 1. This way, those who make better decisions will finish earlier.

<b>STAGE 3</b>	<b>2000 km away from Help – Follow-up reading</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading for global understanding</li> <li>■ Sequencing events</li> <li>■ Interpreting a story</li> </ul>
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	5.3 Reading slips, 5.3 Reading text

#### TEACHER'S ACTIVITIES

1. Before class, make a copy of 5.3 Reading slips for each group as of 5.2, then cut out the slips and shuffle them well. Pin them together or put them in an envelope separately for each group.
2. As groups finish the simulation of 5.2, give them a set of 5.3 Reading slips and tell them that the Antarctic expedition activity they have just taken part in was designed after a real expedition in 1914. Here is the original story for them on the slips of paper. Ask them to put slips in order. Ask them to come to you when they have finished, and you will give them the complete text.
3. When groups have put the slips in order, give them 5.3 Reading text, and ask them to check their solution and compare the original story with the story of their expedition. Ask them if their decisions were similar or different from the original story.
4. Finally, ask Ls to find a good sentence that would summarise the moral, the message of the story.

#### LEARNERS' ACTIVITIES

2. Ls in their groups put the 5.3 Reading slips in order to make the original story of the Trans-Antarctic expedition.
3. Ls check if they have put the slips in the right order using 5.3 Reading text. They compare the story with the story of their own expedition.
4. Possible morals: *Never give up! A good team needs a good leader. No situation is hopeless. Never let your friends down.*

#### VARIATION FOR CLASSES WHERE GROUPS FINISH AT VERY DIFFERENT TIME WITH STEP 5.2

<b>AIDS AND MATERIALS</b>	5.3 Reading slips, 5.3 Reading text
<b>DESCRIPTION</b>	Same as above. We would like to emphasize here that stage 3 can flexibly be adapted to the needs of the groups, with different groups starting it at different times and finishing at different stages of the activity. It can be finished after step 3, for example. Some groups may completely skip this activity and spend the 10 minutes allocated to it still doing the simulation and read 5.3 Reading text at home.

<b>STAGE 4</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<input type="checkbox"/> Reflection <input type="checkbox"/> Evaluation
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	5.4 Evaluation sheet

#### **TEACHER'S ACTIVITIES**

1. Give out 5.4 Evaluation sheet to Ls and ask them to fill it in and keep it as a record in their files

#### **LEARNERS' ACTIVITIES**

