

UNIT 1 >>> Be extreme!

Aim: To explore the topic of extreme challenges that people undertake. To encourage students to think about what strengths you need to achieve these goals.

1

- Use these questions as the basis for a class discussion before looking at the texts.
- Elicit some different measurements to help students answer each question. For example: *metres, kilometres* (for running), lengths in a swimming pool or time spent swimming, or comparisons such as *as high as [my house]* (for climbing).
- Focus on the question about climbing. Ask if any of the students are afraid of heights or love heights. Get them to tell you the different things they can climb, eg *trees, rocks, climbing walls*.
- Ask the questions to the class as a whole. Elicit responses from different members of the class and write some answers to each discipline on the board.
- As a follow-up question, check with the class how to be safe during these extreme challenges. Possible answers: *tell your family what you're doing and where, take a friend with you, drink lots of water*.

2

- Refer students to the *Phrasebook* if they need to check the meaning of *thrill-seeker*. Ask them to skim-read the texts as fast as possible in order to find the answer to this question.

Answer

Martin Strel (5268km/3273.38miles)

3

- Ask students to read the texts again in more detail to answer questions 1–8.
- When they've finished, put them into pairs to check their answers. Elicit the answers from different pairs of students, dealing with any comprehension problems that come up.
- Point out that we use *waters*, in the plural, when referring to areas of water that belong to particular places, eg *the waters of Mississippi and the Danube*.

Answers

- 1 Martin Strel swimming the length of the Amazon
- 2 Lahcen Ahansal 3 France 4 Lahcen Ahansal
- 5 for peace, friendship and clean waters
- 6 Martin Strel 7 Lahcen Ahansal 8 Dubai

- As a follow-up exercise, focus on question 5 and think about what motivates thrill-seekers to do these extreme challenges. Invite the class to think about why and write their ideas on the board. Possible answers: *to inspire people, to raise money for charity, to highlight an environmental issue (such as polluted water, etc)*.

4a

- Use these questions as the basis for a follow-up discussion. Divide the class into small groups. Ask a few groups for their answer to the first question and encourage them to give reasons.

b

- This question can be answered in a class-based discussion, and then developed for homework. Encourage the students to use personal experience as well as their imagination. You may need to help with vocabulary. Possible answers are: *endurance, strength, agility, self-discipline*.

Homework

As a follow-up to Exercise 4b, ask students to research an extreme challenge or athlete and write a three-minute presentation for their classmates. Encourage them to incorporate photos or videos of the event and a map to show where it took place. Get them to write about what they think motivates their chosen thrill-seeker to do their extreme challenge.