


4 RISK



Learning objectives


Focus learners on the Learning objectives box and tell them that this is what they will be working on in this unit. Later they will write an essay: *'If children are never exposed to risk they will never be able to cope with risk. Give reasons for and against this statement and give your opinion.'* Show learners this essay title on page 83 but reassure them that all the work in this unit will help them to write it. At the end of the unit they will be able to assess how well they can manage the skills in the Learning objectives box.

UNLOCK YOUR KNOWLEDGE


Lead-in

 Ask learners to write the word *risk* vertically on a piece of paper. Elicit a word beginning with *r* that they think could be risky, e.g. *rollerblading*. Ask why they chose this word. In pairs they then continue and write one word for each of the other letters (*i*, *s* and *k*). They must be able to justify why their choices could be risky. The first pair to finish tell the others their words and justify them. They are the winners if the majority of the others agree with their justifications. Otherwise the next pair give their answers. Some suggestions are: *i*: *Internet*, *insect bites*, *s*: *smoking*, *sunburn*, *k*: *kidnapping*, *knives*.

- 1  Focus learners on the list of activities. Check they understand the difference between *doing housework* (cleaning the house, etc) and *doing homework* (studying at home). In pairs they discuss if the activities are low risk, high risk or extremely high risk. Learners compare answers with another pair. Check with the class – there are no right or wrong answers.
- 2  In groups, learners discuss what could be done to make each activity safer. For example, if you go rock climbing you should have all the correct equipment, go with an experienced rock climber, practise on a climbing wall first, etc. If you want to make the activity shorter, ask learners to choose five of the activities to discuss. Monitor to help with language and encourage participation. Check some ideas with the class.

- 3  Learners discuss the questions in pairs or small groups. Monitor to help with language and encourage participation. Invite learners to share some ideas with the class.

Optional activity

 Learners highlight all the words in the list of activities in Ex 1 that end with *-ing* and write the base form (infinitive) of each verb. They tick the base forms that have *-ing* added to the whole word, e.g. *climb* and compare the ones they have ticked with the others. Ask if they can see any patterns in the words (those verbs ending in *e*, such as *ride*, drop the *e* before adding *-ing*). Elicit or remind learners that one-syllable words ending *cvc* (consonant vowel consonant) and words of more than one syllable in which the final *cvc* is stressed double the final consonant before adding *-ing*. In American English the *-ing* form *traveling* is spelled with one *l*, but in British English words ending in *l* are usually doubled, e.g. *cancelling*, *labelling*, *signalling*. Give learners two or three minutes to scan through this unit to find some other words ending with *-ing*. Ask them to identify which pattern they follow.

WATCH AND LISTEN

Video script

ROLLER COASTERS

Narrator: Why do we find it fun to scare ourselves on rollercoasters? All over the world people love rollercoasters. The twists, turns, ups and downs at speed are all disorientating and at times uncomfortable. Yet when we get off the ride we feel great and cannot wait to get on again.

Throughout history human beings have often found themselves at risk being hunted by wild animals such as wolves, victims of natural disasters or subjected to harsh weather.

In extreme circumstances with stress, fear or pain, the body produces natural chemicals. The hormone adrenaline helps the body perform better meaning people are more alert and able to run faster or are stronger. Additionally the body's natural painkillers, endorphins are produced. These not only help the body withstand pain and discomfort, but also make people feel good.

Rollercoasters trick the body into feeling fear, and so into producing endorphins. This enables people to experience exhilaration without putting themselves in serious danger. There are strict controls on the design and forces which can be used on rollercoasters during the planning stage and meticulous safety checks and inspections are carried out daily once the ride is built. In the modern world we have developed ways to experience danger and push our bodies to the limits to generate the feeling of exhilaration.

This might be cave diving at a depth of 400 feet, sledging in the snow, driving fast cars, running with bulls, or aerobatics in small planes.

Rollercoasters, however, are perhaps the most accessible form of thrills. The advantage of rollercoasters is that they change the way the body feels with rapid results and they offer thrills without risk.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 Focus learners on the pictures and the questions. Learners discuss the questions in pairs. Check a few answers with the class – there are no right or wrong answers.

UNDERSTANDING KEY VOCABULARY

- 2 Learners read the sentences and decide if each adjective is positive or negative, using the context of the sentences to help them. Learners compare answers. Check answers with the class. The prefixes *dis-* and *un-* may hint at negative meanings. Model and drill the pronunciation of exhilarating and disorientating.

Answers

Positive adjectives: exhilarating, thrilling
Negative adjectives: disorientating, harsh, uncontrolled

- 3 Learners match the adjectives to the definitions. There are two answers for the first definition. They compare answers in pairs. Check answers with the class.

Answers

1 exhilarating, thrilling 2 harsh 3 disorientating
4 uncontrolled

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Tell learners they are going to watch a video about why people take risks. Learners watch and compare the information in the video to their answers to the two questions in Exercise 1. Learners compare answers. Check a few answers with the class. Focus learners on the pictures and elicit or give the activities shown (cave diving, rollercoaster, driving fast cars, running with bulls, plane acrobatics). Ask which one of the activities in the pictures above the video mainly focused on (rollercoasters, although all were mentioned).

UNDERSTANDING DETAIL

- 5 Focus learners on the beginnings of the sentences. In pairs they spend a few minutes trying to complete them according to the information in the video. Learners compare answers with another pair. Tell them that they will watch the video again soon to check their answers.
- 6 Learners look at the diagram. Help them to understand it by asking these questions:
 - What does the diagram show? (The physical and chemical effects on the body in extreme circumstances.)
 - On the second level of the diagram, why are there two pieces of information? (Because there are two possible effects.)
 - Which word from the box completes number 1 on the diagram? (adrenalin)

Learners complete the diagram using the words in the box. They compare answers in pairs. Again tell them that they will watch the video to check them. Model and drill the word *alert* [/ə'leɪt/]. Play the video again. While they are watching tell learners they should just listen, as if they are busy writing one answer they may not hear the next piece of information they need. Stop the video sometimes if you like to let them write, but do not continue until everyone is watching.

RESPONDING TO THE VIDEO CONTENT


- 7 Learners watch the video again to check their answers to Exercises 5 and 6. Check answers as a group after watching.

Suggested answers Exercise 5


- 1 ...they're disorientating and uncomfortable.
- 2 ... wild animals, natural disasters, and harsh weather.
- 3 ... they have daily safety inspections.
- 4 ... cave diving, sledging, driving fast cars, running with bulls, aerobatics.
- 5 ... they are exciting without being dangerous.

Answers Exercise 6

- 1 adrenalin 2 alert 3 faster 4 stronger 5 withstand
pain 6 feel good

- 8  Learners discuss the questions in groups. Give them a few minutes to think about their opinions and language they may need to express them before they start speaking. Monitor to help with vocabulary and to encourage participation.

DISCUSSION


- 9  Learners discuss the questions in pairs or small groups. Give them a few minutes to think about their opinions and language they may need to express them before they start speaking. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class. Encourage learners to respond to each other's ideas.

Answers will vary.

READING 1

PREPARING TO READ


UNDERSTANDING KEY VOCABULARY

- 1  Learners match the words and phrases to the definitions, using dictionaries if necessary. Alternatively, they could try the reading the quiz in Exercise 3 first and then do this exercise, so they can guess the answers from context. Learners compare answers. Check answers with the class.

Answers


- 1 f 2 a 3 c 4 g 5 b 6 d 7 e

PREVIEWING THE TOPIC



- 2  Paraphrase or ask learners to read the information in the box. Point out that the

reading in this section is not as academic as some of the other texts but is a way of getting learners to explore their own ideas on the topic that they will be writing about later. Learners discuss the questions with a partner. Before they do this ask if they can guess the meaning of *averse* /ə'vɜːs/ from the sentence (a strong dislike or opposition to something). Ask the learners for some of their ideas but do not give any answers at this stage.

WHILE READING

- 3  Focus learners on the quiz and point out that their answers should not be taken too seriously. They read the quiz and mark their responses to the questions. Encourage them to guess unknown vocabulary rather than use dictionaries at this stage.


READING FOR MAIN IDEAS

- 4  Learners compare and discuss their answers. They also say what they think the difference is between a, b and c answers. What do they think their answers suggest about their attitude to risk? Remind them that this quiz is just for fun.
- 5  Learners read the explanations of the answers and complete them with the letters a, b or c based on the discussion they had in Exercise 3. They compare answers. Check answers with the class. At this stage you could also check and discuss learners' answers to Exercise 2.

Answers

- 1 b 2 c 3 a

READING FOR DETAIL

- 6  Learners match the phrases with the a, b and c answers in the quiz. Go through the first example, eliciting why this is the correct answer. With a weaker group, do a few more examples. Allow use of a dictionary if necessary. Learners compare with a partner. Check answers with the class.


Answers

- 1 2 a 2 4 a 3 3 c 4 1 c 5 6 b 6 5 a 7 7 a

Optional activity

If you focused on the spelling of words with *-ing* at the beginning of the unit, learners could find more *-ing* words here and in the quiz and account for their spellings.


READING BETWEEN THE LINES

- 7  Learners discuss the questions, referring back to the text if necessary. Point out that they should use their own ideas and knowledge here. They compare answers with another pair. Check answers with the class. Remember there are no right or wrong answers.

Possible answers

- 1 It could be dangerous if you get very excited and you have heart problems.
- 2 You have more control over how the money is used and you help your family.
- 3 You might be late for something important one day.
- 4 Sailing around the world is very expensive, time consuming and risky.
- 5 It takes too long and you read a lot of unnecessary information.
- 6 You could get some strange food which you might not like.
- 7 The job is usually easy and risk-free, but check-in clerks probably get discounted air travel.

DISCUSSION


- 8  Learners discuss the questions in pairs or small groups. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class. Encourage learners to respond to each other's ideas.

Answers will vary.

READING 2


PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1  Learners discuss the questions. If they are from the same country, it may be more interesting for them to talk about other countries they know. As they may then be able to make comparisons with their own country. If you have a multi-national class, try to pair learners from different countries. Check a few answers with the class.


Answers will vary.

UNDERSTANDING KEY VOCABULARY

- 2  Learners complete the definitions with the words in the box, using dictionaries if necessary. Learners compare with a partner. Check answers with the class.


Answers

- 1 compulsory 2 infringe 3 Prudence 4 Legislation
5 prohibiting 6 responsibility 7 Regulations

- 3  Learners discuss the issues, saying whether they think governments should control these. They should be prepared to justify their opinions and give examples. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class, asking for justifications.

WHILE READING


READING FOR MAIN IDEAS

- 4  Tell learners that they are going to read an essay about the question they have just been discussing. Allow them a few minutes to read the essay and find out which of the issues they discussed in Exercise 3 are mentioned. Discourage dictionary use at this stage. Warn learners that the issues may be paraphrased. Learners compare with a partner. Check answers with the class.

Answers

Issues mentioned: 2, 4, 5, 8, 9

SCANNING TO FIND INFORMATION

- 5  Learners scan the text to find the words given, then look for a synonym for each word in the text. Do the first one together as an example (*countries* is in Line 1. *Nations* in Line 6 is a synonym). Tell learners there may be more than one possible synonym for each word in the text. Learners compare with a partner. Check answers with the class.

Answers

- 1 countries; nations 2 injury; harm 3 people; citizens; the population; the public; society 4 financial; economic 5 regulations; legislation 6 liable; responsible

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 6 Learners discuss the questions, referring back to the text and using their own knowledge. Check answers with the class.

Possible answers

- 1 They may not be so careful about protecting their workers' safety.
- 2 Paying fines for riding a motorbike without a helmet.
- 3 Restrictions on workers' hours and duties, need for safety equipment, etc.
- 4 Probably not. The writer says 'a country with tight controls provides a pleasant and safe environment'.

DISCUSSION

- 7 Learners discuss the questions in pairs or small groups. Give them a few minutes to think about their opinions and any language they may need to express them before they start speaking. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class. Encourage learners to respond to each other's ideas.

Answers will vary.

LANGUAGE DEVELOPMENT

LANGUAGE OF FREEDOM

- 1 Ensure learners understand the difference between *promote freedom* (encourage it) and *restrict freedom* (not completely allow it). Point out that the words in the box are all verbs, although some of them (*ban*, *limit*, *permit*, *grant*) are also nouns. Learners put the words they already know into the appropriate column of the table, then use a dictionary to check the others if necessary. Learners compare answers. Check answers with the class. Learners record useful words.

Answers

Promoting freedom: allow; legalize; permit; authorize; grant
Restricting freedom: ban; limit; restrict; criminalize; curb

- 2 Learners decide which of the three given words (a, b or c) complete the sentences. They compare with a partner. Check answers with the class.

Answers

- 1 b *ban* (you usually *grant the right* to do something, *restrict* means a partial limit and so cannot be used with *completely*)
- 2 a *authorize* (*criminalize* and *legalize* refer to a general activity, not a specific project)
- 3 b *criminalize* (*criminalize* means to make something illegal)
- 4 a *limit* (*ban* would be complete, *limit* is partial; we follow *legalize* with a noun, not on)
- 5 a *grant* (*grant the right* to do something)

ACADEMIC NOUNS

- 3 Paraphrase or ask learners to read the information in the box. Some learners try to avoid using long words as they find them more difficult to spell, but reassure them that academic words are usually spelled more regularly than some shorter, more common ones. They can also relate the spelling to similar words and learn some common word endings like *-tion* and *-sion*. The ending *-tion* is much more common; *-sion* is usually used to turn a verb ending in s or d into a noun: *conclude* → *conclusion*, *revise* → *revision* etc. Learners replace the nouns in bold with the words in the box. Model and drill the word *chaos* /'keɪ.ɒ/. Learners compare answers. Check answers with the class. Learners record useful words.

Answers

- 1 reduction 2 legislation 3 prevention 4 dissatisfaction
- 5 regulation(s) 6 confusion 7 objection

CRITICAL THINKING

Give learners a minute to read the Writing task they will do at the end of the unit (a for and against essay, *If children are never exposed to risk, they will never be able to cope with risk. Discuss the arguments for and against this statement and give your opinion.*) and keep it in mind as they do the next exercises.

EVALUATE

- 1 Focus learners on the list of risks. Check meaning of *get-rich-quick schemes* (opportunities to make a great deal of money very quickly, which are very often illegal or fraudulent), and *risk assessment* (the process of finding out how much risk is involved in a particular situation). Learners categorize the list of risks into personal, professional and financial. Some may fall into more than one category. Learners compare with a partner. Check answers with the class.

Answers

1 financial 2 professional /personal 3 personal /professional 4 financial 5 personal /professional /financial 6 professional 7 professional 8 financial 9 financial/personal 10 personal /professional 11 financial 12 personal

APPLY

- 2 Although the activities in Exercise 2 involve risks, they may also offer rewards. Learners match the rewards in the list to the risks above. Check understanding of *maximizing profit* (earning as much money as possible). Learners compare with a partner. Check answers with the class.

Answers

1 a 2 d 3 g 4 j 5 k 6 l 7 c 8 i 9 f 10 e 11 h 12 b

- 3 Learners now use their own ideas to discuss reasons for not taking the risks in Exercise 2. To save time, you could ask learners to only choose six that they want to discuss or you could set a time limit. Monitor to help with language and encourage participation. Learners share their ideas. Encourage them to react to each other's opinions and note down interesting ones as these may be useful when writing their essays.

Possible answers

1 You could lose all your money.
2 You could be injured.
3 You could break something or make it incorrectly.
4 You might have to pay a large fine from the tax office.
5 You might get arrested and go to prison.
6 Somebody might get injured.
7 You might get disciplined or even fired.
8 You could find yourself with no money for necessities.

- 9 You might not be able to replace valuable items if your house was burgled.
10 You could be delayed if you miss a train or plane.
11 You might not have the money to pay for the things you bought on credit at a later date.
12 You could get seriously injured in a car accident.

Optional activity

Learners think about three or four risks related to their own field of study. In pairs, they discuss one reward and one danger for each of these. Encourage learners to share their ideas with the class.

WRITING

GRAMMAR FOR WRITING

CAUSE AND EFFECT

- 1 Check learners understand the difference between cause and effect. Put something (unbreakable) on the table and push it off so it falls on the floor. Elicit the cause and effect in this situation. Paraphrase or ask learners to read the information in the box. Focus learners on the first sentence in Exercise 1 and ask them how to complete it using one of the verb phrases from the box. Learners complete the other two sentences. There is more than one possible answer in each case. Learners compare with a partner. Check answers with the class.

Possible answers


- 1 Taking fewer risks leads to smaller rewards.
2 Managing risk carefully means everybody stays safer.
3 Excessive risk-taking may result in chaos.

- 2 Learners complete the sentences using their own ideas about results. They compare with a partner. Check answers with the class.

Possible answers

- 1 Some people avoid paying tax to save money. Consequently, the government has less money to spend on essential services.
2 Many groups have criticized banks' excessive risk taking. As a result of this, some financial institutions have adopted less risky strategies.
3 It is very difficult to predict how long the bus will take to get to the station. Because of this, it is advisable to allow plenty of time for the journey.

CONDITIONAL LANGUAGE


- 3  Ask learners a question such as *Should employees be fired for turning up late for work?* Try to elicit conditions in their answers, e.g. *They should only be fired if they are usually late.* Paraphrase or ask learners to read the information in the box. Learners complete each sentence using one of the linkers from the box and their own ending. Encourage them to use all of the linkers if possible. Stronger learners could rewrite some of the sentences, putting the linkers first. Learners compare with a partner. Check answers with the class. Accept all reasonable ideas but make sure learners use the linkers correctly, following them with a complete conditional clause.

Possible answers

- 1 Individuals should be allowed to do whatever they like as long as they do not harm anybody.
- 2 Risk is acceptable in the workplace provided that suitable precautions have been taken.
- 3 Potential problems connected to risk-taking can be minimized provided that a proper risk assessment is done before any activity.
- 4 Financial investments do not need to be risky provided that good advice is sought first.


ACADEMIC WRITING SKILLS

TOPIC SENTENCES IN BODY PARAGRAPHS

- 1  Paraphrase or ask learners to read the information in the box. Learners then choose the correct words to complete the sentences. They compare with a partner. Check answers with the class.

Answers

- 1 main idea
- 2 general (It gives an overview of what is in that paragraph and is usually followed by more specific examples or details.)
- 3 no (Generally a topic sentence does not give any examples to back up a point.)



- 2  Remembering the advice given in Exercise 1, learners decide which is the best option in each pair of topic sentences, *a* or *b*. Do the first one together as an example. Learners compare with a partner. Check answers with the class.



Answers

- 1 a This sentence is more general and tells us what the paragraph is going to be about. Sentence b is too specific.
- 2 a Sentence b is too short and does not tell us what the paragraph is about.
- 3 b Sentence a gives a very specific example which is not suitable for a topic sentence.
- 4 a Sentence b does not give the main theme of the paragraph.





WRITING TASK

WRITING A FIRST DRAFT

- 1  Focus learners on the writing task. Check they understand the title fully by asking the following questions:
- Does the statement (the first part of the essay title) encourage or discourage exposing children to some risk? (It encourages it.)
 - Can you write about adults in the essay? (Only in terms of children when they grow up.)
 - Do you need to use an equal balance of advantages and disadvantages in the essay? (Yes, in the body of the essay you should address both sides equally.)
 - In which part of the essay will you give your own opinion? (In the conclusion.)
 - Where will you find background information, appropriate language and some opinions? (In this unit, and use your own opinions.)
- 2  Learners now make notes on the supporting evidence for their essay. They do not have to write full sentences here, but they should consider any language that they think they will need. Give learners the opportunity to ask you questions about vocabulary or use dictionaries. Tell them they will not be allowed to use dictionaries while they are writing.
- Give learners some time to look back over the unit to identify three arguments for and three arguments against the statement. They could do this in pairs. If they are struggling you could ask some of the following questions:
- Is it possible to protect children from all risks?
 - Do you need to take risks in order to learn?
 - Whose role is it to protect children?
 - To what extent can children assess risks for themselves?
 - Do children usually like to experiment and take risks?

- What are the short-term and long-term risks of playing computer games, going to the beach, playing football, travelling in a car, playing on an adventure playground?
 - How can the risks in the last question be reduced?
-  Learners write one sentence giving their overall opinion which will be the topic sentence for their conclusion. Remind them to use conditional language if appropriate. Then they make notes of some supporting evidence for this opinion.
 -  Learners write the first draft of their essay following their plans. Allow about 40 minutes for this. They should write at least 250 words and highlight any language (including spelling) of which they are unsure. Give them a warning five minutes before the end of the set time.

EDIT

-  To encourage learners to take responsibility for their own learning, tell them to check their writing using the task checklist. Stress that this is a very important part of the writing process as it helps learners to learn from their mistakes. Encourage them to look back over their plan and at the unit.
-  Learners make any necessary changes to their essay.
-  Learners check their written language now using the checklist. They can also check any spelling that they were unsure of by looking back over the unit, using a dictionary, or by asking other learners or you. In addition, remind them to check carefully for any errors that they often make in their writing (e.g. particular spellings, subject-verb agreements, omitting verbs, etc.)
-  Learners make any other changes and write up their final drafts. If comfortable doing so, they can read each other's writing and suggest improvements before handing the essays in to you for marking.

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlist with your learners.

REVIEW TEST

See page 95 for the photocopiable Review test for this unit and page 92 for ideas about when and how to administer the Review test.

MODEL ANSWER

See page 128 for the photocopiable Model answer.

RESEARCH PROJECT

Evaluate the risk in different jobs and find out which one is the riskiest.

Divide the class into groups. Each group researches a different job, from the following: fisherman, sportsperson, police officer, scientist, driver, nurse, farmer and pilot.

Each group researches aspects of their given job like: how much people are paid, risks and benefits, typical duties of the job and qualifications and skills needed. Learners could contact someone who does their given job and interview them.

Each group presents the job they have researched and decide on which the riskiest one is and why.