

WHAT'S NEW?

Communication Objectives: Ss will be able to use phrases or grammar from:
 Units 1-7, Extended Reading 1
 Unit 8: Signposting words and phrases: Arguments (1) / Affirming
 Unit 9: Interrupting / Signposting phrases: Arguments (2)
 Unit 10: Challenging Arguments and opinions / Intensifiers
 Unit 11: Evaluating different standpoints / Tentative expressions
 Unit 12: Deducing / Uncountable nouns (grammar)
 Unit 13: Colloquialisms / Implying
 Unit 14: Idiomatic expressions / Softening expressions

Educational Objectives: Ss will explore how making decisions (career, marriage) lead to different lifestyles.

Connected Topics:

- Snowboarding	- Bohemian lifestyle
- Cultural differences	- Global warming

Grammar / Vocabulary: Idioms
 Jargon / slang

Key Vocabulary:	Aussie	footie	pipe
	awesome	gain a reputation	plagued by
	bad conditions	ingenious	quick smart
	battered	judge a book by its cover	snap out of
	broken English	mag	spurt out
	crack a joke	make a mental note	stock question
	daze	misnomer	stroll v
	dodgy	park (see Ex. 3) [place for	
	fluorescent	doing snowboard tricks]	

EXTENDED READING: Background Information

This snowboard blog comes from the website for the *Board the World* magazine. The editors of the magazine travel to different ski or snowboard resorts around the world and give (we)blog editorials on how good or bad a resort was.

It is interesting to note how much the snowboarding has changed within only a few decades. Although it originated in the 1920s, it wasn't until later in the mid-1970s that the sport became popularised. Up until the early 1990s, snowboarding was banned from many ski resorts partly due to its association with teenagers and the skateboarding and surfing culture.

EQ: 1 *What do you think of boarding sports like snowboarding, surfing, skateboarding and windsurfing? Why are they so popular today? Why do you think*

snowboarding was banned from many ski slopes until the early 1990s?

2 *Snowboarding was first an official sport at the 1998 Winter Olympics. How are sports chosen for the Olympics? Can you think of any sports that should be added to or left out of the Olympics? Why?*

3 *Some people travel their whole lives for work or by choice. What would it be like to travel round the world all the time? Would it suit you? Why do people need 'roots'?*

1 READING

A is a common skimming activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A**Answers**

- 1** The snowboarders travel to Laax Crap based on the advice of the snowboard shop guy in Verbier, Switzerland.
- 2** They are shocked and awed by its size. Later they said, 'Laax rocks!'
- 3** Swiss Germans were friendlier and drink about ten times as much.

2 IDIOMS

This activity follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in CAE as well.

2 IDIOMS**Answers**

- A** **1** snap out of something **2** gain a reputation for **3** give something a go **4** pull someone's leg **5** not judge a book by its cover **6** make a mental note of something
- B** **1** Why don't you *give* surfing a go? You'll like it.
- 2** Ron quickly *gained a reputation* for drinking too much.
- 3** You're *pulling my leg*. Nobody can hold their breath for six minutes.
- 4** I *made a mental note of* what she said in case she denied it later.
- 5** Hey! *Snap out of it!* You almost stepped in front of that bus.
- 6** You can't *judge a book by its cover*. He's not as mean as he looks.

3 IN THE POWDER

This section follows the specifications of the Trinity Language Exam Grades 10 and 11, which call for students to be able to understand words in context.

EQ: *What do these words mean? In what other areas do people use jargon? How is jargon a positive and negative thing?*

3 IN THE POWDER**Answers**

- lift station
Mammoth Mountain (major snowboarding resort)
mountain
(rockin') park
rockin' = cool, very good
park = short for snowboard park, an outdoor complex designed for snowboarders with equipment for doing snowboard tricks
peak
(good) pipe
pipe = half-pipe, a semi-circular slope designed for snowboarding aerial tricks
powder
resort
ride
snowboard mag(azine)
snowboard shop
vertical (metres) = height
Whistler Blackcomb (ski resort)

4 PORTFOLIO WRITING

You should remind the students that both activities are from a first-person point of view. Juz might say, 'We went to Verbier. I couldn't board anywhere, though, because of no snow.'

A Sources:

Snowboarding Skills: The Back to Basic Essentials for All Levels, Cindy Kleh
www.snowboarding.com

B Sources:

The Weblog Handbook, Rebecca Blood
www.blogger.com
www.blogwise.com

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the Teamwork activities.

Comment 1: If students seem to have trouble beginning, you can help them by suggesting a few cities: London, Paris, Athens, Madrid, Tokyo, Sydney, Rio De Janeiro. You can further suggest a few activities: going to new restaurants, seeing

famous places, doing interesting activities (train rides, parasailing).

EQ: *What would you need to know before going on this journey? How much should you know about a culture before you travel to a country?*

Comment 2: If students are having trouble beginning, you can help them by suggesting they brainstorm what they can learn by experiencing other cultures. Some suggestions to help with tourism: income for tourist industry (types of companies depending on tourism), environmental concerns, obnoxious tourists, social problems (illegal immigration, sex tourism, etc.)

EQ: *What would happen if the tourist trade were suddenly stopped (for example, Asian tsunami, border closures, disease epidemic)? What would happen if no one travelled? Can you learn as much about a culture by watching it on TV or reading about it?*