

Practice of English: 4 skills

Topic WORK, WORK, NO PLAY

COMPARING AND CONTRASTING AS RHETORICAL PATTERNS

Focus on

Reading

reading short extracts; multiple matching, dealing with multiple matching; filling the gaps, dealing with missing information; understanding vocabulary critical to the meaning of the text; determining the meaning of specific words; evaluating the effectiveness of the author's persuasive devices

Vocabulary

topic vocabulary: words related to work and leisure, success and challenge; prepositions; phrasal verbs, collocations and idiomatic expressions;

Grammar:

communication tools: expressions for comparing and contrasting

Listening:

comparative structures; position of adverbs; clauses of contrast

Speaking:

listening to short extracts; multiple-choice questions

topic: work and hobbies, setting goals, achievements and failures, challenges and overcoming obstacles;

Writing:

strategy: comparing pictures and/or quotes; stating similarities; stating differences; presenting obvious features; illuminating subtle and/or unexpected differences

Video:

organising a compare/contrast essay

The best job ever: watching, discussing, collaborating



WARMING UP



What does the phrase

mean?



- to look each other in eyes
- to put down the protective mask



- heavy smog, pollution
- to descend over the city



- to drive down the coast road with the car roof down



- to hunker down for driving rain and howling wind



- to sky-dive in the mid-air



- to kick the ball in the mid-air

**Consider the idioms that follow.
Which of them do you think are about
WORK (W),
LEISURE (L),
BOTH (WL)?**

All work, no play makes Jack a dull boy	
take R&R	
time to wind down	
to aim high	
to scale the heights	
to come up against obstacles	

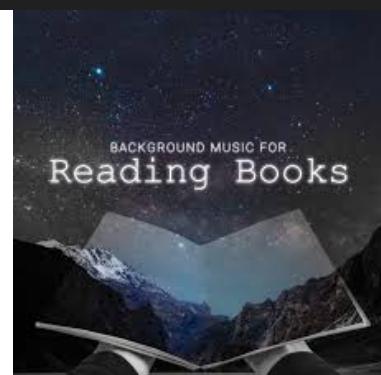
FOCUS ON 1: the most impressive WORK; HOBBY; ACHIEVEMENT

TIPS

- winning an Olympic gold medal
- finishing a race despite serious injury
- climbing the highest mountain in the world
- a woman beating a man at a sport
- securing an exclusive sponsorship deal
- enjoying an expedition that you couldn't complete
- inspiring young people to pursue their dreams
- breaking a world record



FOCUS ON 2: WHAT DO YOU DO to wind down?



SPEAKING

What Are Your Hobbies and Interests?

**a comprehensive list of your hobbies
and interests**

**a demonstration of values
you can bring**

CRAFTING A GOOD ANSWER (6 sentences MAX)

1. While you may have many interests and hobbies outside of work, which activities are related to your present position?
2. What professional skills or qualities have you developed with your leisure activities?
3. Are your hobbies and interests related directly to the school you work at? Specify.
4. What are the opportunities of using your extracurricular activity/ies on your job?

Tips

1. While you may have many interests and hobbies outside of work, which activities are related to your present position?

- Travel
- Volunteering, community service or charity work
- Sports such as competing on a team or in a league, hiking or other exercise
- Creative arts, including writing, music, painting and crafts
- Cooking or gardening
- Other

2. What professional skills or qualities have you developed with your leisure activities?

- Planning and organization skills
- Leadership skills
- Communication and interpersonal skills
- Teamwork
- Determination and commitment
- Creative thinking and problem solving
- Patience
- Adaptability

3. Are your hobbies and interests related directly to the school you work at? Specify.

Provide a brief example of your hobby or interest. Identify a situation and the task you needed to complete. Then, outline your actions, and present the results. Focus on the important details and demonstrate your skills, qualities or values.

4. What are the opportunities of using your extracurricular activity/ies on your job?

Explain how you are trying to be an engaged member of the teaching staff.

- community service
- creative expression
- coworker bonding
- health and fitness promotion

READING

1/ Read the words/phrases and decide what they mean.

bare-bones
staggering
top-notch
acclaim

2/ **Read** the text. Try to guess the meanings of unfamiliar words from the context. Find out **which of the following is/are mentioned?** Find the information related to the question/s **in the text.**

3/ Pay attention **to the words/phrases marked in red.** Read aloud the sentences they are used in and **explain the meanings.**

Group 1.

1/ Read the text. Try to guess the meanings of unfamiliar words from the context. Find out which of the following is/are mentioned? Find the information related to the question/s in the text.

2/ Pay attention to the words/phrases marked in red. Read aloud the sentences they are used in and explain the meanings.

- 1 winning a competition before the Adventurers of the year award
- 2 a lack of financial support
- 3 using equipment that belonged to someone else
- 4 an everyday activity in unusual settings
- 5 being ready to take a chance
- 6 earning a great deal of money in a short space of time
- 7 an adventurer whose upbringing prepared him/her well for his/her chosen sport?
- 8 a film that became extremely popular on the Internet
- 9 doing something only a few people had done before
- 10 making use of abandoned buildings

-
-
-
-
-
-
-
-
-
-

A

Sano Babu Sunuwar and Lakpa Tsheri Sherpa took the title following their Ultimate Descent expedition. The pair proved they have a true spirit of adventure by successfully completing the expedition which involved climbing Everest, paragliding back down and then kayaking all the way to the Indian Ocean. With borrowed gear and a **bare-bones** budget, there were no corporate sponsors nor social media campaigns, just the essentials for adventure – vision, creativity and friendship.



The three-month quest for the Ultimate Descent began in April 2011 and the pair arrived at the summit of Mount Everest (8850m) on May 21. Wasting no time, they then launched a **tandem** paraglider from the summit, being only the third team to do so. For the men, flying above the Khumba Glacier was the highlight of the expedition. Their 4999-metre descent lasted a remarkable 45 minutes.

The final stage of their expedition was completed on June 27 when the men reached Ganga Saga in the Bay of Bengal by kayak.

Group 2.

1/ Read the text. Try to guess the meanings of unfamiliar words from the context. Find out which of the following is/are mentioned? Find the information related to the question/s in the text.

2/ Pay attention to the words/phrases marked in red. Read aloud the sentences they are used in and explain the meanings.

- | | | |
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| 5 | being ready to take a chance | <input type="checkbox"/> |
| 6 | earning a great deal of money in a short space of time | <input type="checkbox"/> |
| 7 | an adventurer whose upbringing prepared him/her well for his/her chosen sport? | <input type="checkbox"/> |
| 8 | a film that became extremely popular on the Internet | <input type="checkbox"/> |
| 9 | doing something only a few people had done before | <input type="checkbox"/> |
| 10 | making use of abandoned buildings | <input type="checkbox"/> |



Carissa Moore

Surfer Carissa Moore has not only proved herself to be a top-class surfer, but she's even managed to break the gender barrier in her sport by competing in men's events. At the age of 18, Moore finished high school like most youngsters her age. However, that was also the year she was accepted onto the Association of Surfing Professionals (ASP) Women's World Tour. She showed fellow competitors and surfing fans what she was made of when she picked up first prize in two events. Moore went on to crush the female competition in world surfing's main events. On the ASP's World Tour, she came first in three events and snatched the overall women's title. The young surfer has also competed against the world's best male surfers on male tour events. In two short

years of professional competition, Moore has pocketed a staggering \$225,000 and has attracted top-notch sponsors.

The young surfer is now set to compete against the world's best male surfers on the male tour events which will take place on her home turf in Hawaii.

Group 3.

1/ Read the text. Try to guess the meanings of unfamiliar words from the context. Find out which of the following is/are mentioned? Find the information related to the question/s in the text.

2/ Pay attention to the words/phrases marked in red. Read aloud the sentences they are used in and explain the meanings.

- | | | |
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| 8 | a film that became extremely popular on the Internet | <input type="checkbox"/> |
| 9 | doing something only a few people had done before | <input type="checkbox"/> |
| 10 | making use of abandoned buildings | <input type="checkbox"/> |



Snowboarder Travis Rice, whose father was a ski patroller, was raised to take risks in snowy mountains. His unique combination of fearlessness, acrobatics and snow and mountain sense have enabled him to reach the peaks of snowboarding. Now hailed as the best snowboarder in the world, Rice received worldwide **acclaim** following the release of the film *The Art of Flight* in which he executes astonishing aerial tricks high up in the mountains. In the peaks, a fall could mean tumbling down a vertical face or being swept into a gaping crevasse. Although a lot of planning went into the film, many of the tricks were spontaneous. Rice says, 'You have to see opportunity when it knocks on your door.'

FOCUS ON : most impressive ACTIVITIES;

What do *Sano*, *Carissa*, and *Travis* have in common?

Are they all doing something adventurous and/or challenging?

Are they different in their skills and/or character?

LISTENING

A Decide whether the expressions below are positive (P) or negative (N).

- 1 It wasn't up to scratch.
- 2 They achieved such great things.
- 3 I couldn't put that book down.
- 4 Their story could have been presented in a more appealing way.
- 5 That wasn't a problem I had.

B 1.1 Now listen to a conversation between two people and check your answers in A.

C 1.1 Listen to the conversation again and choose the best answer, a, b or c.

- 1 What didn't appeal to the man?
 - a the book's subject matter
 - b the way the book was written
 - c the book's descriptions of pyramids
- 2 What do both speakers agree on?
 - a The first two books in the series were better.
 - b The author seems to have lost his touch.
 - c The Mayan civilisation was very impressive.

Grammar

Manipulating COMPARATIVE STRUCTURES as a tool of comparing and contrasting activities:

Match each sentence on the left with the sentence on the right that has the same meaning or implication.

- | | |
|--|--|
| 1 Water-skiing is less difficult than sailing.
Sailing is as difficult as water-skiing. | Both sports are equally hard.
Sailing is harder than water-skiing. |
| 2 Like you, I wish I could play the piano.
I wish I could play the piano like you. | Neither of us can play the piano.
You can play the piano well, I can't. |
| 3 Your essay was most interesting.
Your essay was the most interesting. | Nobody's essay was better than yours.
It was a very interesting essay. |
| 4 The cliff was too hard for us to climb.
The cliff was very hard for us to climb. | We were able to climb it.
We were unable to climb it. |
| 5 She is a much better pianist than her brother.
Her brother is a much worse pianist than she is. | They both play quite well.
Neither of them plays well. |
| 6 She swims as well as she runs.
She swims as well as runs. | She is equally good at both sports.
She takes part in both sports. |
| 7 Bob isn't as bright as his father.
Bob's father is bright, but Bob isn't that bright.
Bob isn't all that bright, like his father. | Bob is less intelligent than his father.
His father is more intelligent than Bob.
Neither of them is particularly intelligent. |

Manipulating the POSITION OF ADVERBS as a tool of giving emphasis to an utterance:

Discuss the differences in meaning or emphasis in these sentences. How would you complete the last two?

- | | |
|---|---|
| 1 I don't particularly want to see Lisa. | I particularly don't want to see Tim. |
| 2 I enjoy eating normally . | I normally enjoy eating. |
| 3 Normally , I enjoy eating. | I enjoy eating – normally ! |
| 4 Carefully , I lifted the lid of the box.
I lifted the lid of the box carefully . | I carefully lifted the lid of the box. |
| 5 Paul just doesn't like flying, he . . . | Olivia doesn't just like flying, she . . . |

Clauses of contrast: ***ALTHOUGH, HOWEVER, and DESPITE***

Although (or ***even though***), ***however*** and ***despite*** (or ***in spite of***) are words or groups of words known as **connectors**. They are used to **introduce a clause** in a sentence which is **in contrast to another clause contained within the same sentence**

ALTHOUGH, EVEN THOUGH, THOUGH – link statements that **contrast** with one another **in a surprising way**:

I love travelling, though I find airports tiring.

even though _____

although _____

despite _____

in spite of _____

!!! Place the **MORE IMPORTANT** information at the END!!!

I carried on working, although I felt really tired.
(focus on ??? feeling tired / working)

Although I felt really tired, I carried on working.
(focus on ??? feeling tired / working)

SPEAKING / WRITING

Compare and contrast activities shown here. What are the similarities and differences between them?
Look at the example first.

Example:

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.



USEFUL PATTERNS:

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

Group 1

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

MAKING A CAKE



MAKING A SCULPTURE



Group 2

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

WRITING A POEM



PAINTING



Group 3

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

SWIMMING IN THE POOL



SWIMMING IN THE SEA



Group 4

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

WORKING OUT



DIETING



Group 5

Riding a bike or riding a motorbike both require a good sense of balance. As far as safety is concerned, neither cyclists nor motorcyclists are as safe as people in cars. A new bike costs much less than a motorbike and riding one is good exercise. However, you can go much faster on a motorbike.

A or B both require

As far as ... is concerned, neither A nor B are as ... as C.

A is/does much less/more than B and

However, you can ... much

E-MAILING



SENDING PIGEON POST



WATCHING AND DISCUSSING

A Match the words to the meanings.

- | | | |
|---------------------|--------------------------|---|
| 1 terminal velocity | <input type="checkbox"/> | a the object players hit in the sport of badminton |
| 2 falcon | <input type="checkbox"/> | b a bird of prey |
| 3 free fall | <input type="checkbox"/> | c fastest speed |
| 4 shuttlecock | <input type="checkbox"/> | d part of a parachute jump before the parachute opens |



While you watch

B Watch the video clip and decide if these statements are true or false. Write T for True or F for False.

- | | |
|---|--------------------------|
| 1 An average skydiver in free fall reaches a speed of about 120 miles per hour. | <input type="checkbox"/> |
| 2 Mark Calland claims to be faster than a jet engine. | <input type="checkbox"/> |
| 3 The peregrine falcon can reach over 200 miles per hour in an attack dive. | <input type="checkbox"/> |
| 4 In competitions, skydivers must use the same techniques. | <input type="checkbox"/> |
| 5 Mark's body and pants take the shape of a shuttlecock during dives. | <input type="checkbox"/> |
| 6 Marco Wiederkehr wins the men's skydiving championship. | <input type="checkbox"/> |

After you watch

C Complete the summary of the video clip below using these words.

challenger competitive exceed harnesses holds inflate lure place recorded resistance

Skydivers in free fall (1) _____ speeds of 100 miles per hour in seconds. They reach terminal velocity when air (2) _____ on their bodies prevents more acceleration. But in (3) _____ speed skydiving, participants use scientific approaches to go faster.

The peregrine falcon, however, has learned how to reach higher speeds. Ken Franklin decided to find out just how fast the peregrine falcon was. He released a falcon from 15,000 feet and then he jumped out. When Ken reached terminal velocity, he dropped a (4) _____ of meat, which the bird chased in an attack dive. A computer attached to the bird (5) _____ a speed of 242 miles per hour.

Mark Calland, who (6) _____ the British record for speed skydiving, hopes a method similar to the falcon's will increase his speed for the world championship. His main (7) _____ is Marco Wiederkehr from Liechtenstein.

The average speed of participants' best three jumps is measured with speedometers attached to their (8) _____. Mark's first jump is 302 miles per hour, but Marco's is 312 miles per hour. Mark is still confident because of his special trousers that (9) _____ with air. His body takes the shape of a shuttlecock, giving him more control during a dive. Marco's rubber suit keeps air resistance to a minimum, but he wobbles and loses speed. Mark's final skydive goes beautifully and he manages to take



- Would you like to try extreme skydiving?
Why? / Why not?
- What kind of personality do you think an extreme skydiver has?
- What are the advantages and disadvantages of extreme sports?