

and so on.			
Stage 2: Pre-Watching			
<p>1. Students answer questions such as: <i>What makes a sport extreme? What's the need for extreme sports?</i> Students talk about the advantages and disadvantages of extreme sports /discuss whether they would consider doing an extreme sport / share personal experiences.</p> <p>2. Present the target vocabulary through the <i>Vocab. Quick view</i>. Do some drilling and ask CCQs.</p> <p>3. Students watch the video.</p>	<p>- to present the target vocabulary in terms of pronunciation, meaning and form</p> <p>-to practice speaking in the context of extreme sports</p>	<p>Students-Students</p> <p>Whole-class</p>	13'
Stage 3: Post-Watching			
<p>1. Students complete the following activities: <i>Survival Test, Listening Lab, Quiz Challenge</i> and <i>Vocabulary Academy</i>.</p>	<p>- to activate and practice new words</p> <p>- to practice listening for the gist and detailed information</p>	Open-Class	7'
Stage 4: Follow-up			
<p>1. Assign h/w: In pairs, students are asked to prepare questions and answers with arguments for a debate in class the next day (e.g. <i>pros and cons of trying an extreme sport, are safety measures taken?</i> etc)</p> <p>*each pair has something different</p> <p>*both students take equal time to speak and present their arguments in order to convince the listeners-other students for their side</p> <p>*the students can have their notes in front of them.</p>	<p>- to practice speaking in order to express opinion and support it with arguments in the context of extreme sports</p>	Pair-work	