Is it a risk?

1 In pairs take turns to ask and answer the following questions. The activities are considered to some to be ‘risky’ so ask your partner to explain their answers.

   1 Would you like to do skydiving? Why/why not?
   2 Do you think investing money in stock markets is a risk?
   3 Have you ever balanced across anything like a small bridge or rope?
   4 Would you like to go scuba diving to see coral and tropical fish?
   5 Have you ever driven/been in a car which is on the ‘red’ (almost out of petrol)?
   6 Would you like to ski down a black run?
   7 Do you think it’s a good idea to rent a house/holiday home to someone you don’t know?
   8 Would you give up a job because you hated it without having another job to go to?
   9 Do you think dating someone you met on the Internet is a risk?
  10 Is it a good idea to go to a country where you don’t speak any of the language?
  11 Is it a risk to write down your credit card pin number?
  12 Do you think that surfing big high waves is risky/exhilarating?

2 Compare your answers with the pair next to you. Which questions do you all agree on are risky? Are there any you all agree on that are not risky? Report back to the class.

3 Write four questions related to risk using the words in the box below.

   gamble   hazard   opportunity   chance   ambition   belief

   1 __________________________________________
   2 __________________________________________
   3 __________________________________________
   4 __________________________________________

4 Interview two other students using the four questions. Report back their answers to your partner.
Is it a risk?

TEACHER’S NOTES:

Aim: to consolidate the lead-in page through speaking practice; asking, writing and answering questions on risk. This warmer is designed to be used in conjunction with unit 4.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

1 In pairs students discuss further the theme of ‘risk’ by asking each other the questions which may or may not be viewed as risky. Monitor to make sure students are answering the questions fully.

2 Students compare their answers with the partners next to them at the end of the activity and see if there are any they all agree on are a risk and any they all agree are not a risk. Get feedback from the various groups.

3 Ask students to write their own questions related to risk and try to use the words in the box. To get them started write some ideas on the board that could easily be made into risk questions.
   • holidays
   • buying a house
   • dangerous sports
   • jobs
   • relationship/friendship issues
   • cars
   • finance
   • taking a break away from everything to do something completely different

4 Tell students to interview two students in the class and then to report back to their partner. Get feedback from the various pairs.