

Total English

Upper Intermediate

The risks in Formula 1

- 1 You are going to go on the Internet to find out more about what motivates drivers in the risky sport of Formula 1. Log on to <http://www.formula1.com/news/1041.html> and answer questions 1-10.
 - 1 How are the emotions of a driver described in paragraph one? What do you think this means?
 - 2 In paragraph two, it is suggested that commonly perceived anti-social personality traits may be necessary for Formula 1 drivers. Why is this?
 - 3 Why is a feeling of paranoia perhaps an advantage for the F1 driver, and who exemplified this?
 - 4 What adjective is used to describe the situations which Nigel Mansell excelled in? What does this mean?
 - 5 Why did he go out of his way to create adversarial conditions?
 - 6 What type of relationship did Jody Scheckter have with the sport?
 - 7 Jody refers to final hunger to win a race, and says '... you just don't care. You hold your foot down'. What does he mean here?
 - 8 Why did Scheckter retire?
 - 9 According to Jackie Stewart, what makes the difference between a good driver and a great driver?
 - 10 How does Jackie describe the genius driver?

- 2 Work in pairs. Read through the article once again and find eight new words. Check them in your monolingual dictionary and use them to write a sentence for each word.

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

- 3 Discuss questions 1-3 in small groups.
 - 1 What is your view now on F1 drivers? How risky is the sport?
 - 2 Do you agree it is the mind as well as the physical body that needs to be strong? Why?
 - 3 Is there any driver in F1 that has impressed you? Why?

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TEACHER'S NOTES:

Aim: to further explore the theme of risk using the Internet. This webquest is designed to be used in conjunction with unit 4.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

- 1 First of all ask students if any of them enjoy watching Formula 1 and ask for reasons why. Explain that students are going to look at a website article which examines the minds of formula 1 drivers. Check that all students are on the correct website and then monitor to see that all students are able to answer the questions. Students can work in pairs or independently. Elicit answers from students.

Answers: (correct at the time of going to press) 1 The emotional highs are higher and the lows are lower! When things are good, they feel fantastic, but when things aren't good they feel bad. 2 These qualities may fuel competitive fires to the level necessary to excel in F1. 3 If the driver feels the whole world is against him, this emotion can be transferred to the track where, indeed all his rivals are against him! Nigel Mansell successfully transformed this emotion into success on the F1 track. 4 Adversarial - unfavourable conditions on all fronts 5 because these type of conditions raised his aggression levels higher and led to success on the track 6 A love/hate relationship 7 put your foot on the accelerator and go as fast as you can! 8 because he became fearful for his life 9 the ability to control the mind 10 The driver that takes this mind control to yet another level.

- 2 This is a vocabulary rich article. Encourage students to find words and check their definitions in their dictionaries. Get students to write sentences using the vocabulary to contextualize the words. Go around the class to monitor and check that students are using the new words in the correct way. Make any necessary corrections. Ask for class feedback to give students a chance to learn extra words from other students. Write all words on the board.
- 3 Place the students in groups of three or four. Encourage them to discuss the questions and exchange views. Get feedback from the each group.