

'Are they going to eat me alive?': trail runners become prey in newest form of hunting

Level 2: Intermediate

Article summary: This article describes a journalist's experience being the quarry of a 'clean-boot hunt', an alternative to other kinds of hunting, which are due to be banned in the UK.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Participle adjectives

Materials needed: One copy of the worksheet per student

b. Before reading the article carefully, students use the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts. Tell students that they might have to change the form of some words.

Key:

1. *kennels*
2. *scramble*
3. *allay*
4. *exhilarating*
5. *zealous*
6. *gobble up*
7. *odour*
8. *ban*
9. *quarry*
10. *hunker down*
11. *bombard*
12. *baying*
13. *scent*
14. *ghoulish*
15. *unworkable*

1. Warmer

a. This activity aims to get students thinking about blood sports or other sports including animals. If they can't think of any, you could suggest the running of the bulls, cockfighting, horse racing and others. Try to encourage discussions of the morality and possible alternatives.

2. Key words

a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. <i>gobbled up</i>	9. <i>allayed</i>
2. <i>kennels</i>	10. <i>ban</i>
3. <i>exhilarating</i>	11. <i>ghoulish</i>
4. <i>baying</i>	12. <i>scramble</i>
5. <i>scent</i>	13. <i>odour</i>
6. <i>unworkable</i>	14. <i>zealous</i>
7. <i>hunker down</i>	15. <i>bombarded</i>
8. <i>quarry</i>	

3. Comprehension check

a. Students answer the questions based on the information in the article. Encourage students to discuss *why* they think a sentence is true or false with a partner before writing the corrected sentences.

Key:

1. *True*
2. *True*
3. *False* (*Clean-boot hunted is supported by the League Against Cruel Sports and some former fox hunters.*)
4. *False* (*The writer is the quarry of the hunters.*)
5. *True*
6. *True*
7. *True*
8. *True*
9. *False* (*They found them by smell.*)
10. *True*

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4 Key language

- a. This activity is designed to help students notice how participle adjectives are used, the forms they take and how to spot them. If students struggle, review what participle adjectives are: adjectives made from verbs in the present or past participles that describe how someone feels or what something is like, just like any other kind of adjective. We use them to give more information in fewer words or to make a description more dynamic or dramatic. You can also put some often-used participle adjectives on the board and go through the parts of speech of their respective verbs to help them, e.g. *confused/confusing, surprised/surprising, annoyed/annoying relaxed/relaxing*.
3. *Across the world, bloodhounds track missing people and criminals. On rough ground like this they can run three times as fast as a human and they don't give up.*
- c. Here, students turn noticing into production. If students struggle, you can direct them to the example and compare it to how we might say it without a participle adjective (*The landscape that was surrounding us/them was beautiful.*). You can also suggest simpler examples, such as *bored/boring, exciting/excited*, etc.

Key:

1. *adjective*
2. *pack*
3. *chase, chased, chasing*
4. *More (Nervous glances behind show no sign of the pack that was/had been chasing us.)*

- b. This activity is designed to help students identify participle adjectives and differentiate them from verbs. Try to elicit why we use participle adjectives once they have identified the equivalent sentences.

Key:

1. *Yet increasing numbers of people are volunteering to be chased across the countryside by baying bloodhounds in what could soon be the only legal way to hunt with dogs in England and Wales.*
2. *Under government plans to outlaw trail hunting, where dogs follow an animal-based scent, the planned tightening of the “unworkable” 2004 foxhunting ban has prompted growing interest in so-called clean-boot hunting.*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible. Feel free to refer them back to their Warmer discussions, now having read the article. You can also refer them to the original article on *The Guardian* site to give them a visual of how the hunts operate.

6. In your own words

- a. Encourage students to think about different ways society has moved on in ways they both agree and disagree with. Depending on the level of the students, you can stay focused on animal welfare, or you can expand the topic out to other subjects, such as technology, global warming, social justice, etc.
- b. For more digitally inclined students, this could be converted into an activity to prepare a blog post, social media response or video essay. Encourage them to do as much research as is appropriate to support their arguments.

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c. Students can discuss their writing in pairs. Alternatively, you might decide to convert this activity into a team debate, where students can take arguments from each team member’s writing.