

Spirit of Adventure

Topic

Attitudes to adventure and exploration; taking a gap year.

Aims

- To develop reading skills
- To develop vocabulary related to adventures and travel
- To practise speaking skills
- To practise describing future ambitions

Age group

13 - adult

Level

B1/ B2

Time

60 – 90 minutes

Materials

1. Spirit of adventure student worksheet
2. Internet links: <http://www.yearoutgroup.org/organisations/>? - site with a comprehensive list of organisations offering gap year opportunities
<http://adventure.nationalgeographic.com/adventure/> - an excellent source of stories and photos about adventurers
<http://www.yearoutgroup.org/stories/> - Website dedicated to gap year stories.

Introduction

This lesson consists of a main text describing a 'gap year' and why people might take one. Task 4 has some short descriptions of gap year placements. It explores attitudes towards personal freedom and adventure and looks briefly at the spirit of adventure of British explorers and young people in Britain today.

For lower levels find some pictures of young people involved in conservation and community work projects. If you had a gap year bring along your photos which will be of interest to all levels. Try to have a map of the World available so you can locate the countries mentioned in this lesson. If you think students might need quick revision of countries around the world start with a blank black and white map, list the countries on the board and give pairs or groups a time limit to complete the names on the map. This would be a good warmer. They could then mark on the map where they think Shackleton went (Task 1) and where they would like to go.

Procedure

<p>1. Task 1 – Applying for an expedition – a myth</p>	<p>This task will help you introduce the idea of adventure and look at vocabulary like adventurous, dangerous, challenging, cautious etc.</p> <ul style="list-style-type: none"> • Read the advert and explain anything that needs clarification. For a lower level class ask the class what the person going there would gain, certainly not money .With a higher level you could discuss in more detail what might motivate explorers to climb mountains, put themselves in danger or set sail for new places. • Ask pairs to try and answer the questions and quickly run through their response. • Ask if they know about any British explorers or recent expeditions. Expeditions to the Moon require a similar 'spirit of adventure'. Ask if they know anyone who is this type of person. • Ask about fears or phobias. There would be intense cold and darkness during Shackleton's expedition. • Ask if they have any things they dislike: intense heat, snakes, mosquitoes, spiders... • More details on Shackleton can be found in the web links for polar exploration. There is no copy of the original advert and the tale remains one of the many myths surrounding the expeditions of that time. • Get a show of hands to see how many in your class would go with Shackleton.
<p>2. Task 2 – How adventurous are you?</p>	<p>This exercise will give you a chance to recap on continents and countries. Ask where the Andes or where the Himalayas are.</p> <ul style="list-style-type: none"> • Discuss the first 2 or 3 examples with the class and get some response around the class. • Encourage them to give reasons and encourage as much expansion as possible with higher levels. <i>Example: 'I would enjoy trekking in the Himalayas as I am</i>

used to walking and I enjoy mountains.' 'I would absolutely hate parachuting as I am a bit scared of heights.'

- Then pairs or small groups can work through the task together. A class that knows each other well could nominate the most adventurous student, the most likely explorer in the group.

3. Task 3 – Spirit of adventure

Look at the questions and ask if anyone knows what 'gap' means. Encourage them to try and predict the answers. Give the reading task to pairs to do.

Answers:

- *What is a gap year? (a year off from your studies or possibly work)*
- *Who is taking a gap year? (lots of Young Britons)*
- *Why are they choosing to take a gap year? (It gives them a rest from exams, it is good on your CV and it gives them time to find out what they want to do after university or school)*
- *What sorts of work do students do during a gap year? (Charity work, conservation work, work with disadvantage people.)*

4. Task 4 – The choices on offer.

This can be a pair or group task.

- Guide lower levels by going through the adverts with them and giving your reaction.
- Explain any new words.
- You could also give prompts on the board.

Example: 'That sounds interesting because...' 'I don't think I'd enjoy doing that because..'

5. Task 5 – Packing for your trip.

This is a fun discussion task which can be done in pairs or groups. First get a couple of suggestions for the trip from the students. Give examples of how you packed for a gap year trip or for your year abroad. Remind them that there is only so much that you can fit in a back pack. At the end of the exercise you can explain that all the gap year organisations give packing lists and help with vaccinations and a survival course for dangerous expeditions.

- Pairs or groups can brainstorm the questions together. Lower levels will need more prompting: ask about food, ask about temperature at night, ask about insects, ask about useful things to take.
- Potential difficulties could be a lack of knowledge of how to survive without food or in dangerous situations, homesickness and missing people and also TV and other luxuries, language difficulties in places where no English is spoken.

6. Task 6 – Describe your dreams and ambitions

This is an opportunity for students to talk about their own dreams and ambitions. Students can work in groups or pairs. Don't let the discussion drag on if they don't really have any clear plans and are running out of steam. Discuss the opportunities and

employment situation in your area. Ask if knowing English will be an advantage on the job market.

**7. Task 7
(optional) –
Discussion
questions.**

Students can work in groups. Cut up the discussion statements and give one set to each group. Ask them to modify the statements so they can agree with them. Ask the whole group to decide on a summary of their conclusions. Each group leader can then read aloud their summary. Do they all share similar attitudes towards gap years and studying?

If necessary, review language for giving and asking opinions and giving opinions.

Contributed by

Clare Lavery