

The Dangerous Desert Adventure

Time: 45 mins

Level: Intermediate+

Adventure Briefing

A – The Location

Tell students that the whole class is going on an adventure, but first they have to try and work out where they are going.

Write the name of six deserts on the board:

Kalahari, Gobi, Great Victorian, The Arabian, The Patagonian, The Sahara

Ask them to write down on a piece of paper what all of them have in common. Then ask them to reveal their answers one by one and try to illicit **DESERTS**.

B – The Climate

Before any hardy adventurer sets off on an expedition, they have to know what the climate is likely to be like so they can pack accordingly!

Tell students to draw a spider diagram of the desert and to think of adjectives to describe the conditions in a DESERT in **PAIRS**

Feedback adjectives on the board and add more as appropriate.

C – Famous Explorers

Following in famous adventuring footsteps write the names of famous explorers who conquered the DESERT on the board and ask if anyone has heard of them: **Marco Polo** (crossed the Gobi), **Frank Cole** (1st North American to cross Sahara alone on a camel), **Jeremy Curl** (youngest to cross Sahara), **Freya Stark** (First Western woman to travel across Arabian Desert and **Michael Asher** (first ever west-east crossing of Sahara with wife). **An extension activity** could be to give pairs of students the name of one of the explorers and get them to research them on the internet and to give a presentation to the class.

Get to students to make a list of 5 things to think about when making an expedition crossing the desert and go through answers.

Facts For Cash

Every adventurer needs a set of equipment before they go on an adventure, but to get equipment, you need money.

Now is a chance for the students to work in *pairs*, *individually* and in *groups* to earn money to spend in the **Adventure Shop**:

D – Where In The World?

In Pairs tell students to guess in which continents the 6 deserts are. Write answers on board. For each correct answer, students earn £10.

Answers:

Kalahari – Africa; Gobi – Asia; The Sahara – Africa; The Great Victorian – Australia; The Patagonian – South America

E – How Big?

In Pairs tell students to put the deserts in order of size from the largest to the smallest. Ask each pair for their answer and then write answers on board. Each correct answer earns students £20.

Sahara; Arabian; Gobi; Patagonian; Great Victoria; Kalahari

F – How Many

In Teams tell students to try and guess the size of the largest and smallest deserts in square miles. The team who gets closest to the figure earn each of the team members £30: Sahara – 3,320,000 sq miles/ Kalahari – 225,000 sq miles

You can always add other money earning opportunities too.

The Adventure Shop

Tell the students to add up their own amounts of money and before giving them the Adventure Shop, illicit some items they think they will need to take on an expedition across the desert.

Hand each student the list of items from the Adventure Shop and get them to write their total in the space provided at the top.

Go through the vocabulary with the students writing the words on the board and explaining the use of any items they may not know.

Deciding What To Take

This can be done individually or in pairs.

Individually

Ask students to use the money they have accumulated and to choose the items they think they will need to take with them by circling them on the Sahara Shop sheet. Feedback by asking each student why they have chosen some of the equipment they have. Write **'I have chosen to take a compass just in case I get lost.'**

Pairs

Write on the board **'It's a good idea to take the compass just in case we get lost.'**

Write the structure 'It's a good idea to take the _____ just in case _____' and tell the students to decide which items they are going to take by discussing the items with each other. However, they must choose their own items and use their own money.

Feedback by asking what each student has decided to take with them.

Now let the Adventure begin...

The Adventure

Split the class into two sides as there will be two teams on the expedition.

Hand out the *Adventure Sheet* facedown to each student and tell them not to turn it over until you say so. Give a die to each student on one team, which will be shared with the other team members.

Turn your Adventure Sheet over and cover it with a blank piece of paper, which you can slowly slide down to reveal the Adventure. Model this to the students.

Slowly slide down the blank piece of paper and begin the ***Dangerous Desert Adventure***.

How The Adventure Works

The Adventures are 'chance-based' dice rolling 2nd Person scenarios, where decisions are made by rolling a dice.

Begin by reading the first paragraph, setting the scene and explaining any vocabulary.

Continue reading until there is a decision to be made.

Explain odd and even numbers and then tell each student to roll in turn, checking the items they have packed, as this might affect their roll. See who has survived and who has unfortunately perished.

Once all the students from one team have finished rolling, they pass their dice to the other team members and they roll. How many survivors from each team are left to continue the adventure?

The students who have 'died' take it in turns to be the narrator and read the rest of the adventure for those who are still alive. Who will complete the adventure?

Extension

After completing the adventure, in groups, students can amend the adventure by creating their own scenarios to do in class.

