

Unit 10 Academic reading

Adventure photographers

Learning aims

- **topic:** adventure photographers
- **skills:** identifying persuasive techniques
- **critical thinking:** evaluating the success of an argument

1 The aims of these discussion exercises are to help students to understand what ‘an adventure photographer’ is and also to generate interest in the topic and text.

Ask students to read the job advert and discuss whether they would be interested in applying for a job like this or not.

2 The quote from the adventure photographer gives students more information about the job, which may change their mind about whether they want to do it or not. Students may need help understanding *stamina* – physical or mental strength that lets you continue doing something for a long time without getting tired.

3 Show students the article and ask them to speculate about the title – elicit that *pushing the limits* refers to mental and physical limits. Tell students that they have to get an overall understanding of each section of the text so they can match each photo with a paragraph. Set a four- to five-minute time limit to encourage them to read the text quickly (skim for gist).

ANSWERS

1 C 2 B 3 A 4 E 5 D

4 To complete this exercise, students need to read in more detail. Ask students to read through the questions 1–10. Ask students to read the text again and choose which person (or letter A–E) matches the question. If students need extra support, do number one together as a group. When students have finished, ask them to check their answers in pairs before checking as a whole group.

ANSWERS

1 B 2 C 3 E 4 A 5 C
6 B 7 D 8 B 9 D 10 C

5 Encourage students to match the two halves of the sentences before checking their ideas in the text. Point out that the underlined phrase in each sentence is a useful ‘chunk’ of language, e.g. *come up with an idea*, *do something for a living*. Ask students to discuss the meaning of each ‘chunk’ in pairs or small groups. If

necessary, ask students to go back to the text to use the wider context to help them guess the meaning.

ANSWERS

A 1 c 2 a 3 b

come up with an idea = have an idea

do something for a living = do a job to earn money

cross paths with people = meet somebody by chance

B 4 e 5 f 6 d

well known in her field = famous in an area of work

spark an interest = start an interest

fulfil a dream = manage to do the thing you’ve always wanted to do

C 7 g 8 i 9 h

no stranger to something = familiar with

be naturally drawn towards something = want to do something

over the span of a decade = during the period of time (10 years)

D 10 k 11 j 12 l

to stand out from the others = be different from

push her limits = try her best / try really hard

follow somebody/something to the ends of the earth = do anything for something/someone

E 13 n 14 o 15 m

have your fair share of something = experience something a lot

turn into a nightmare = turn out really badly

dodge the police = try not to get caught by the police

6 Elicit from students that the text is about a job that most people would not consider doing as it is so extreme. The article, however, is trying to make the job seem exciting, by emphasizing the challenges and the idea of adventure. Read through the Skills focus box with students and highlight the three ways in which the writer tries to persuade readers that this would be a good job. Point out that ‘emphatic language’ might include intensifiers (very, extremely), superlatives, and strong verbs, adjectives or adverbs.

This exercise gives students the opportunity to find ways in which the writer is presenting information about the photographers and the job of extreme photography in a persuasive way. Go through the sentences from text A together as a group to give students confidence. Then ask students in pairs to work on the sentences from text B. When they have finished, check the answers all together.

ANSWERS

A

a 1/2 b 1 c 1 d 1/2 e 3 (although X, X)

B

f 1/2 g 1 h 1 i 2 j 3 (I may X, but X)

7 Depending on time, ask students to carry on looking for persuasive techniques in C, D and E, or just one or two of these sections.

ANSWERS

C

the last untamed corners of the planet – 1
kite boarding, sailing, and surfing expeditions – 2
risk and failure ... I embrace them – 1
'It's a very solitary profession,' – 1
sacrificed – 1
If you want to have a boyfriend, marriage, and kids, this gets to be a tricky job. It's for a certain personality – 2/3

D

tough and fearless and 100 per cent committed ... – 1/2
she used to be shy, but photography has – 3
new ideas, new angles – 2
living in a van, chasing projects and pushing her limits – 2
broken legs, broken teeth and scars don't stop her 1/2
'My biggest fear is regret ... I follow my curiosity to the ends of the earth' – 1

E

28 countries and six continents over the past eight years of adventuring and shooting – 1
a nightmare of illness and sleep deprivation – 1
Despite the difficulties, Polar says the experiences have changed her worldview – 3
explore and test her own limits, fears, and perspectives – 2

8 Students should now have a good understanding of the text and the way in which the writer has tried to persuade the reader and show the jobs in an honest way, but emphasizing the excitement. Ask students to discuss the questions in pairs or small groups. The answers are personal, but encourage students to refer to the text when they give their opinions.

9 Get students to work in groups to discuss these round up questions that extend the theme of the article.