

READING A Scientific Article

1 Read the article and choose the correct answer.

- 1 At Salem School, students ...
 - a were always active
 - b did outdoor activities most of the time
 - c had some quiet time
- 2 According to Gordonstoun's motto, it aims to help its students ...
 - a discover their true abilities
 - b realise they belong to a prestigious group
 - c follow rules
- 3 Outward Bound courses ...
 - a are perceived as too short
 - b significantly affect people's self-confidence
 - c make people more honest

2 Write T (true) or F (false) next to each sentence. Find evidence in the text to justify your answers.

- 1 "Solo" is not a requirement in Outward Bound.
.....
- 2 Kurt Hahn left Salem School in order to establish Gordonstoun.
.....
- 3 Lawrence Holt's father attended Gordonstoun.
.....
- 4 Holt was the first to use the phrase "outward bound".
.....
- 5 Most Outward Bound courses last more than a month.
.....

3 Find words or expressions in the text that mean:

- 1 the opposite of *success* (lines 10-14)
- 2 ability to tolerate something difficult for a long time (lines 22-27)
- 3 to be in control of something or someone (lines 34-41)
- 4 completes something difficult (lines 35-40)
- 5 continuing to exist for a long time (lines 42-46)

There is more in you than you think.



Teens taking part in an Outward Bound activity



OUTWARD BOUND:
More Than an Adventure

Imagine spending a night alone in the wilderness after having been part of a demanding outdoor group experience. This solitary time is called "solo", and it's an optional part of Outward Bound, a programme that encourages personal growth through outdoor adventures.

The story of Outward Bound begins with Kurt Hahn in Germany. In 1919, he established the Salem School, which emphasised experiential education, or learning by doing. Hahn included challenging outdoor activities in the curriculum. He believed this helped students develop strengths, overcome weaknesses and deal with failure. There were also periods of silence, to allow participants the time for reflection. In 1933, forced out by the Nazis, Hahn fled to Britain.

The following year, he founded Gordonstoun, on the Scottish coast. Today one of Britain's most prestigious schools for girls and boys, it began with just a few boys. They even helped construct the first building. Students lived by the school motto, "There is more in you than you think", through compulsory runs, boating in rough seas, group expeditions and solitary walks.

In 1940, Lawrence Holt, a student's father who owned a shipping company, asked Hahn to design a course to develop sailors' strength and stamina. Hahn came up with a month-long course that included mountain trekking. Holt named it Outward Bound – the term for a ship or person departing on a journey – and in 1941, he and Hahn opened the first course.

It's grown considerably since then. These wilderness adventures in over 30 countries attract about 250,000 participants a year. Whether a few days or several weeks, all courses are in small groups with skilled instructors. The aim is for participants to become, in Hahn's words, "crew, not passengers".

The first day is full of instructions. But on day two, participants begin taking on responsibilities and making decisions. Eventually, the group takes full charge – though instructors intervene if necessary. Participants may choose to do a solo, which can be tough. Even without this, no one gets through without facing fears and discomforts such as a terrifyingly high cliff or hazardous weather. Everyone, too, discovers hidden strengths and helps others who are struggling.

Courses have lasting effects. Over 90% of participants believe in their ability to succeed a year later. As one Outward Bounder said, "It's brought me down to my basic self – my best self. I can go home now knowing that I can and will make a difference." This is exactly what Kurt Hahn intended.

WRITING A Narrative

1 Complete the sentences using the time expressions or connectors of sequence below. There may be more than one correct answer.

finally | while | during | eventually
in the beginning

- 1 After a few months of playing in the team, I became a better player.
- 2 I was studying, my neighbour knocked on the door.
- 3, I didn't understand the rules of the game.
- 4 the police arrived, 20 minutes after I had called them.
- 5 I knew that it was risky to hike there the night.

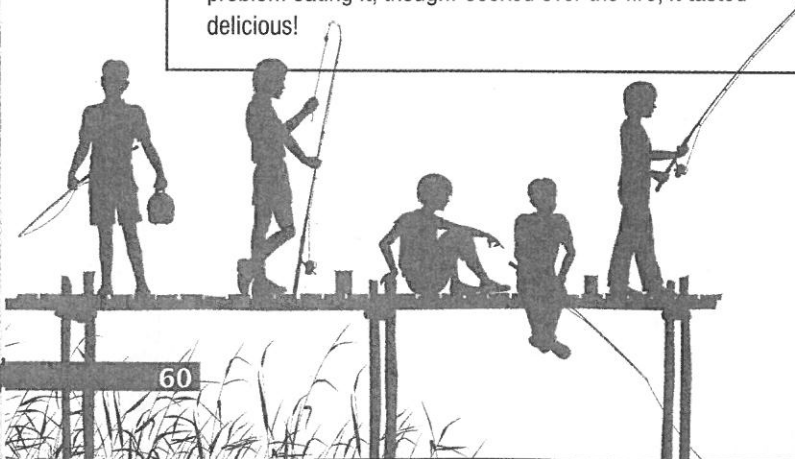
2 Choose the correct answers.

THE FISH CHALLENGE

One of the most challenging experiences I've ever had was ¹ **during / while** a wilderness survival course in a forest. ² **Before / At first**, everything was great. I met Gillian, the instructor, and the other five people in the group. ³ **Then / At last**, we set off on a five-kilometre hike through the forest, using maps and compasses to navigate to our campsite. ⁴ **As soon as / Later** we got there, we set up our tents and learned how to start a campfire without matches.

To everyone's amazement, Gillian then informed us that we'd have to catch fish for our dinner! It took about two hours for us to catch enough. ⁵ **After / Next**, we had to prepare it for cooking. But the moment that Gillian began demonstrating how to clean the fish, I felt sick to my stomach.

⁶ **After a while, / When** it was my turn – and I simply couldn't do it. I was so embarrassed, but everyone was understanding and offered to clean my fish. I had no problem eating it, though! Cooked over the fire, it tasted delicious!



TASK Write a Narrative

Write a narrative about a real or imaginary challenging experience. Write 100–120 words.

PREPARE FOR THE TASK

3 Answer the questions below.

- 1 What was the challenge you faced?
- 2 Who were the people involved?
- 3 Where did it take place?
- 4 What parts of the experience do you want to i
- 5 How did it affect you?
- 6 How did it end?

DO THE TASK

4 Organise your ideas into paragraphs and w your narrative. Use the model in Exercise 2 and the Useful Expressions below to help you. Remember to use time expressions an connectors of sequence.

USEFUL EXPRESSIONS

- after a while ...
- after that, ...
- the moment that ...
- Meanwhile, ...
- When that happened, ...
- To my / everyone's amazement / shock / surprise, ...
- I / We all felt ...
- At last, ... / ... at last
- The next ...

CHECK YOUR WORK

5 Use the checklist below to check your work

- Organisation
- Spelling
- Punctuation
- Word order
- Grammar
- Use of time expressions and connectors