

## Brief synopsis of the film

In 1952, two young Argentinians, Ernesto Guevara, a 23 year old medical student and Alberto Granado, a biochemist, embark on a road trip from their home in Buenos Aires to discover the real Latin America. The film follows the friends on their journey as they discover the rich and complex human and social topography of their continent. Travelling on Granado's unreliable motorbike 'La Poderosa' they begin their travels with a romanticised sense of adventure and a good degree of naivety and idealism. Inevitably the bike breaks down during the course of their eight-month journey but they press onward regardless, hitching rides along the way through Chile and Peru. As they witness the injustices, inequality and divisions that abound throughout South America they both, but particularly Ernesto, begin to reflect upon their own changing values and perspectives and to question the meaning of progress as defined by political and economic systems that divide so much of the continent through which they have travelled.

### Reference

<http://www.tribute.ca/movies/the-motorcycle-diaries/8831/>

Based on the actual diaries written by Che Guevara, this is a film that explores themes such as friendship, poverty, inequality and injustice as well as allowing the spectator to witness the wonderful expansive landscapes of Latin America.

	Description of activity and suggested uses	Skills covered
<b>Activity 1</b>	Listening activity. Students taught skills of close listening to assess mood – it also allows them to become familiar with and practise key single lexical items for describing mood.	Students listen to sound files and match up to the correct character while thinking about the mood that is conveyed. This could be done individually at a computer or as a class activity. Follow up work could be done where students discuss the significance of the mood in relation to the character and be encouraged to find other examples from the film.

<p><b>Activity 2</b></p>	<p>This activity builds on the first one as reading skills will be developed, as well as enhanced understanding of key scenes. This gives students key essay phrases to describe the ambiance rather than just single lexical items.</p>	<p>Students watch a series of video clips and read post it notes which describe the ambiance and mood in each of the clips. They must then drag and drop the post it notes to the right clip. Used as a starter activity this could introduce students to extended descriptions of mood before they go on to apply similar descriptions to clips of the film they are studying.</p>
<p><b>Activity 3</b></p>	<p>This activity is to develop summary writing skills. Students are encouraged to watch a clip and write notes that they will use to write a more detailed summary. The against the clock idea is to encourage students to write succinctly but effectively.</p>	<p>This is an easy activity to adapt to any film. Teachers could copy the idea by choosing a clip from the film they are studying and giving students two minutes to write a summary of what they have seen. In this activity, they need to focus specifically on the moods of the different characters. The timing element can be used to set a personal challenge if working individually and if at first they find it difficult it can be repeated (either in the same lesson or later on) with the aim of improvement. It could also be used in a competitive way in pairs or 'beat the teacher' with the teacher providing a model answer but with the same time constraint (or less time!)</p>