

The world is going to end in twelve hours, what would you do?

Task 1 – Worthy Candidates

The year is 2070, the world has suffered a terrible nuclear explosion and only 10 people have survived. There is a spaceship to transport people to another world and start a new life, but it is only big enough for 5 people. Below is a list of the people's gender, age, jobs and important information about them. Choose 5 people from the list that you think will have the most successful chance of surviving?

José, male, aged 45, a doctor

+ has 30 years' experience as a doctor
- is blind.

George, male, aged 40, farmer

+ excellent knowledge of farming
- an alcoholic

James, male, aged 30, a builder

+ is the strongest man in the world
-has anger management problems

Su Ling, female, aged 30, teacher

+ is also a famous cook in China
- cannot speak any other language

Maria, female, aged 25, model

+ is very attractive
-very high maintenance

Diego, male, aged 60, religious leader

+ caring, selfless and kind hearted
- developed arthritis in both hands

Mehmet, male, aged 34, investment banker

+ excellent at mathematics, strong minded
-was in prison for corruption

Lisa, female, aged 36, scientist

+ lived in a forest for 10 years,
- is pregnant

Bob, male, aged 31, policeman

+ army trained, friendly, law-abiding
- has manic depression

Narmada, female, aged 30, nurse

+ knows how to make clean water
- is unable to have children

Task 2 – Survival tips

Imagine you were stuck in the wild. Choose 3 every day, household items that would help you in this situation:

<http://www.youtube.com/watch?v=NbIbD-KurHg&feature=relmfu>

What are Bear Grylls top 5 household items to use in the wild?

Make notes about how you use each one:

5 _____ =

4 _____ =

3 _____ =

2 _____ =

1 _____ =

Bonus point: “Necessity is the mother of _____”

Task 3 – Survival Items

If you were in the situation in task 1, what would be the most useful item to have?

Look at the following items below:

Which three items would you want to have with you on a survival mission?

How would you use them in a survival situation?

How useful will the following items be?



Task 4 – Learning to survive

Survival: Reading Text

Basic Survival Skills

Imagine you are in the wild, alone; you must try to survive and get back to civilization. Would you know how to do the following things?

Light a fire

Find shelter

Find water

Find food

Read the following text and decide the best word for the gap.

How to survive in the wild

1. Remain dry to _____ body warmth. Do not intentionally get wet.
2. Stay out of direct sunlight and find _____ where possible. Direct sun can cause heatstroke or result in dehydration.
3. Light a fire using one of several methods: matches or lighter if available, flint or other sharp edged rock and steel from a knife blade, or focus the sun through an eyeglass lens or found glass on tinder. Dead grass, birch bark and cattails make excellent fire _____ materials.
4. Look for a cave or other natural weather shield to set up shelter. Check for other _____ like bears, snakes or cougars before claiming the shelter.
5. Boil water for 15 minutes (and cool) before drinking to make it _____. Use iodine tablets or a water filter if available in your emergency pack.
6. Eat only known plant specimens like berries, nuts and fruit if foraging. This is not the time to test your wild mushroom _____.
7. Watch for _____ of wildlife. If the animals eat it, it is probably safe for humans too.

Answer Key – Survival

Task 2 – Survival tips

<http://www.youtube.com/watch?v=NbIbD-KurHg&feature=relmfu>

What are Bear Grylls top 5 household items to use in the wild?

Make notes about how you use each one:

5 shoe lace = Making traps, securing yourself to something

4 sock = filter water through a sock

3 wrist watch = must get your bearings, point hour hand at sun, split difference between that and 12 o'clock and that gives you a south line (in the Northern Hemisphere)

2 paper clip = Thread with it, use it as triggers for traps, use it as a compass

1 battery = Use it for fires, to use cell phones

Bonus point: “Necessity is the mother of invention”

Task 4 – Learning to survive

How to survive in the wild

Suggested Answers:

1 keep

4 animals / wildlife

7 signs / evidence

2 shade / shelter

5 sterile / safe

3 starting / lighting

6 knowledge / understanding

Survival – Teacher’s Notes

This is a fun, interesting lesson for the participants because it looks at one of man’s most basic characteristics, survival. The lesson primarily focuses on discussion, with the new vocabulary and grammar correction coming through the group and class discussions. The lesson begins with a discussion exercise, where participants must choose worthy candidates to set up a new life. Then they watch a video with survival tips from Bear Grylls followed by a discussion on how to use everyday items in survival situations. The lesson concludes with a small reading text of survival tips where participants must fill in the gaps with a suitable word.

Important Information:

Aim: to improve participant's speaking and learn language related to survival

Level: Pre-Intermediate, Intermediate, Upper-Intermediate

Length of Lesson: minimum 1.5 – 2 hours.

Number of Participants required: Any number

Lesson Plan Stages

- 1) Start by writing the phrase at the top of page one on the board.
"The world is going to end in 12 hours, what would you do?"
Discuss this question as a class.
- 2) Introduce task 1 – Worthy candidates. Begin by asking one participant to read out the small description, starting "The year is 2070", and make sure the participants fully understand the situation. Then work through the different names and occupations, explaining unknown words where necessary. Group the participants into two or three and ask them to come up with a list of five people they would take and why. Allow about 15 minutes for the participants to discuss. Help those who finish early by giving reasons why they wouldn't take the other 5.

Start with the first group and ask them to give one person. Write this on the board and ask them to explain why. Then ask the other groups if they agree or not. Write the total number of yes and no next to the name (if no decision can be reached, it comes down to democracy). Move to the next group and ask them to give the next person on their list and so on. Move round the class until each group have given their five candidates. Then participants discuss the differences between themselves. If they cannot compromise, use the yes and no marks to decide who will go.

- 3) Tell the participants that survival tips and techniques are going to be very important for the five candidates. Start by writing the name Bear Grylls on the board. Ask the participants if they know him and elicit as much information about him as possible.

http://en.wikipedia.org/wiki/Bear_Grylls

Then tell the participants they will watch an interview with Bear Grylls discussing 5 everyday household items which can be used in the wild. Before playing the video, discuss with the participants their ideas on items and how they can be used.

Play the video, asking the participants to make notes in task 2 of each item and how they are used. The answers can be found in the answer key. After the first playing, ask participants to discuss their answers with a partner and then play the video again to check their answers. After the second playing, discuss the answers as a class and correct where necessary.

- 4) In task 3, the participants then look at some everyday objects that can be used in the wild. In groups of three or four, participants discuss which three items they would use and how.

Allow about 10 minutes for the participants to discuss. If possible, realia is always great. If you have any of the smaller items at your disposal, bring them to the lesson as it would help to activate the creativity. Encourage creativity.

As a class, discuss each group's answers and encourage lots of ideas.

- 5) The participants then look at task 4. They begin by discussing the basic survival skills. This should generate lots of discussion, especially as they have been exposed to a lot of survival skills in task 2 and 3.

Participants then read the 7 points in "How to survive in the wild." Their task here is to find the most suitable word for the gap. There is more than one answer for some of them and a list of suggested answers can be found in the answer key.

This can be done individually or in pairs, then discuss the answers as a class once the participants have completed the task.