



# Играй и английский изучай!

*“Make your lessons fun and interesting!”*



SOLVING



THINKING



PLANNING



KNOWLEDGE



CREATIVITY



EXCITEMENT



DISCUSSION



EXPLORING



TIME

# LOST AT SEA... SOS!!!



**Time:** 20 minutes.

**Language Aim:** Practice of argumentative discussion. Improving free communication skills.

**Role play:** In this role play the students will try to survive on a desert island. First, give them out the role cards (page 57) and let them read about the situation.

**STORY:** Recently you've decided to have a holiday trip of a lifetime across the Atlantic Ocean.

Unfortunately in mid Atlantic a fierce fire broke out in the ship's galley and much of the yacht was destroyed and was slowly sinking. Your location is unclear because vital navigational has been damaged in the fire. You are many hundreds of miles from the nearest landfall. Luckily you have managed to save 15 items, undamaged and intact after the fire.

**Part 1.** Cut out the cards (page 69) and ask the students to match 15 things which are really necessary to survive and their assignment. Provide everyone with the cards.

- |   |   |
|---|---|
| <input type="checkbox"/> 1. A sleeping bag or a blanket; (d)  | a) to tie things together or make a fishing pole;                       |
| <input type="checkbox"/> 2. A knife; (j)  | b) to change in accordance with the weather;                            |
| <input type="checkbox"/> 3. A bowl or a bucket; (n)   | c) to identify your person;   |
| <input type="checkbox"/> 4. Matches or lighter; (g)   | d) to trap body heat. At night it may be cold;                          |
| <input type="checkbox"/> 5. A guide book; (l)   | e) to define location;  |
| <input type="checkbox"/> 6. Rope or wire; (a)   | f) to contact possible rescuers;  |
| <input type="checkbox"/> 7. A small pocket mirror; (h)  | g) to start a fire;   |
| <input type="checkbox"/> 8. Documents; (c)  | h) to reflect sunbeam that can even be seen beyond the horizon;         |
| <input type="checkbox"/> 9. Medical kit which holds first aid supplies (ex. band-aids, needle/thread, scissors, antiseptic cream, a small spray bottle of distilled water for wounds/eye bath, etc.); (o) | i) to collect fresh water;  |
| <input type="checkbox"/> 10. Compass; (e)   | j) to cut wood, skin animals, use the many attachments for other stuff; |
| <input type="checkbox"/> 11. A container; (i)   | k) to keep good hygiene;  |
| <input type="checkbox"/> 12. Flashlight; (m)  | l) to get to know about edible plants in that area;                     |
| <input type="checkbox"/> 13. Assemble clothing (b)  | m) to signal for help;  |
| <input type="checkbox"/> 14. Sanitation items or soap (k)   | n) to boil and sanitize any river or spring water;                      |
| <input type="checkbox"/> 15. Radio (f)  | o) to cure.   |

**Language Aim:** To practice analytical thinking and giving own point of view.

**Part 2.** The students should classify these 15 things according to their significance for survival. At first each member of the group should tell what 5 things are the most important for himself and then the group should come to a common decision. Afterwards the teacher may analyze the behavior of members of the group during the discussion.

**Time:** 5 min.

**Part 3.** Cut out the cards (*page 71*) and lay them face down on the desk. Let the students choose a card with some kind of activity to support living. They should tell about their duties in detail.

**The duties in the cards:** *to go hunting, to go fishing, to bring fresh water, to cook, to protect from wild animals, to pick up fruit/vegetables, to make crockery for cooking, to hack trees, to watch ships, to chop firewood, to knit fishing net, to make fire, to get building materials, to build huts, to cure people, to bury garbage.*

**Speech Pattern:** I can shoot quite well. I will go hunting. We need to eat meat to survive.



**Time:** 10 min.

**Language Aim:** Writing practice.

**Part 4. A Message in a Bottle.** Each student should write down a sentence on the blackboard by turn, for example who they are, where they were going when they got stranded, where they left from, and how they were traveling. They should also include information about where they are, such as the climate, what the island is like, what plants and animals they have seen, and how they are surviving.

**Time:** 5 min.

**Part 5.** The students should offer as many variants to be rescued as possible with the help of things they have.

**Speech Pattern:** Every day we must carve SOS as largely as we can on the sand.

**Time:** 5 min.

**Part 6.** The tribe should choose a leader of the group. Each student should explain his/her choice. At the end of discussion everyone should elect only one person.

**Winner:** The person who has got the most votes is the winner.

# LOST AT SEA... SOS!!!



## VOCABULARY LIST.

desert island ['dezət]	необитаемый остров
yacht [jɔt]	яхта
to sink	тонуть
undamaged/intact [ʌn'dæmɪdʒd] [ɪn'tækt]	неповрежденный
to rescue ['reskjʊ:]	спасать
sleeping bag	спальный мешок
bowl/bucket [bəʊl]/ ['bʌkɪt]	емкость/ведро
matches/lighter [mætʃɪs]/ ['laɪtə]	спички/зажигалка
rope/wire ['waɪə]	веревка/провода
medical kit	аптечка
flashlight ['flæʃlaɪt]	сигнальный огонь
assemble clothing	сменная одежда
sanitation items ['aɪtəmz]	гигиенические принадлежности
edible plants ['edɪbl]	съедобные растения
to cure [kjʊə]	лечить
to protect from smb.	защищать от кого-либо
to pick up	собирать, рвать
to make crockery ['krɒk(ə)rɪ]	делать посуду
to hack trees	рубить деревья
to chop firewood	колоть дрова
to build huts	строить хижины
to bury garbage ['berɪ 'gɑ:bɪdʒ]	закапывать мусор

**Role play:** Choose the role card and imagine that you've found yourself on a desert island among the strangers. You should get acquainted with the other people and try to survive together. First, read about the situation below.

**STORY:** Recently you've decided to have a holiday trip of a lifetime across the Atlantic Ocean. Unfortunately in mid Atlantic a fierce fire broke out in the ship's galley and much of the yacht was destroyed and was slowly sinking. Your location is unclear because vital navigational has been damaged in the fire. You are many hundreds of miles from the nearest landfall. Luckily you have managed to save 15 items, undamaged and intact after the fire.



**Part 1.** The teacher gives your group cards with 15 things which are really necessary to survive. You should match the things to their assignment. You have 5 minutes for preparation.

**Part 2.** Rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items. You have 5 minutes for preparation.

**Part 3.** The teacher gives out cards with different kind of activities to support living. The students should read information and tell about their duties.



**Speech Pattern:** I can shoot quite well. I will go hunting. We need to eat meat to survive.

**Part 4.** A Message in a Bottle. You should write down a sentence on the blackboard by turn, for example who you are, where you were going when you got stranded, where you left from, and how you were traveling. You should also include information about where you are, such as the climate, what the island is like, what plants and animals you have seen, and how you are surviving.

**Part 5.** Offer as many variants to be rescued as possible with the help of things you have.

**Speech Pattern:** Every day we must carve SOS as largely as we can on the sand.

**Part 6.** It's time to choose a leader of the group. You should explain your choice. At the end of discussion everyone should elect only one person.

**Winner:** The person who has got the most votes is the winner.

<b>CARD 1</b> to go fishing	<b>CARD 6</b> to make crockery for cooking	<b>CARD 11</b> to make fire
<b>CARD 2</b> to bring fresh water	<b>CARD 7</b> to hack trees	<b>CARD 12</b> to get building materials
<b>CARD 3</b> to cook	<b>CARD 8</b> to watch ships	<b>CARD 13</b> to build huts
<b>CARD 4</b> to protect from wild animals	<b>CARD 9</b> to chop firewood	<b>CARD 14</b> to cure people
<b>CARD 5</b> to pick up fruit and vegetables	<b>CARD 10</b> to knit fishing net	<b>CARD 15</b> to bury garbage

<b>1. A sleeping bag or a blanket;</b>	<b>a) to tie things together or make a fishing pole;</b>
<b>2. A knife;</b>	<b>b) to change in accordance with the weather;</b>
<b>3. A bowl or a bucket;</b>	<b>c) to identify your person;</b>
<b>4. Matches or lighter;</b>	<b>d) to trap body heat. At night it may be cold;</b>
<b>5. A guide book;</b>	<b>e) to define location;</b>
<b>6. Rope or wire;</b>	<b>f) to contact possible rescuers;</b>
<b>7. A small pocket mirror;</b>	<b>g) to start a fire;</b>
<b>8. Documents;</b>	<b>h) to reflect sunbeam that can even be seen beyond the horizon;</b>
<b>9. Medical kit which holds first aid supplies</b>	<b>i) to collect fresh water;</b>
<b>10. Compass;</b>	<b>j) to cut wood, skin animals, use the many attachments for other stuff;</b>
<b>11. A container;</b>	<b>k) to keep good hygiene;</b>
<b>12. Flashlight;</b>	<b>l) to get to know about edible plants in that area;</b>
<b>13. Assemble clothing;</b>	<b>m) to signal for help;</b>
<b>14. Sanitation items soap;</b>	<b>n) to boil and sanitize any river or spring water;</b>
<b>15. Radio.</b>	<b>o) to cure.</b>