

Download File PDF Plane Crash Desert Exercise Answers Book

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so many fake sites. this is the first one which worked! Many thanks

This is a survival activity I found on the internet. I have adapted it a bit for ESL students, as a group discussion activity. It is best for intermediate and up, but probably ok for pre-intermediate, with pre-teaching and using the formula sentences given below. The original is at <http://www.scoutingweb.com/scoutingweb/subpages/survivalgame.htm>

SCENARIO:
You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25° below zero, and the night time temperature is 40° below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors has the items on the list below (items 1 to 12).

CHECK QUESTIONS:
1. What has just happened?
2. Where are you?
3. What time of year is it?
4. Describe the location (including the temperature).
5. What are you wearing?
6. Where is the nearest town?

THE DISCUSSION TASK:
Your task as a group is to list the items in order of importance for your survival. List the uses for each. You MUST come to agreement as a group.

LIST OF ITEMS (see end of document for some pictures, not all items have pictures, only the harder words):
1. A ball of steel wool
2. A small axe
3. A small gun with bullets
4. A large can of Crisco (it's like butter)
5. Newspapers (one per person)
6. Cigarette lighter (empty)
7. Extra shirt and pants for each person
8. 7 metre x 7 metre piece of strong canvas
9. A large plastic map
10. One litre of whiskey
11. A compass
12. Family-size chocolate bars (one per person)

STAGES (if you want this extra structure):
Use these formula sentences, and get each student in a group to say a sentence in turn. Everyone uses the A pattern, then the B pattern, and so on.
A: I think we need ___ because _____.
B: I think we don't need ___ because _____.
C: I think we need ___ more than ___ because _____.
Then you tell them to start using these sentences to reach agreement.

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