



## “Survival”

**Help students prepare for their Cultural Byte with these supportive pre-talk activities**

### TEACHER INTRODUCTION

This series of online Cultural Byte videos and this support material have been produced with a specific online audience in mind, however, we want to make clear that teachers can choose to use these videos and their accompanying materials with other audiences and other levels of English proficiency, but they may need to provide extra help and guidance in cases where the students are younger or have a lower level of English.

The aim of these activities is to present and practice target vocabulary in a fun and engaging way which will later be used during the Cultural Byte video. Although their aim is to help with understanding prior to the video, they may be adapted to fit your classroom’s specific needs for use at any time

### SURVIVAL GAMES

#### ***Have you seen this?***

- Get students to give you an imaginary place e.g. *an island*, and write a list of all the things you could see in that place.
- Choose a certain word and encourage students to ask questions to find out what word you are looking at.
  - Teacher: Look at this!
  - Student: Is it an animal?
  - Teacher: Yes, it is.
  - Student: Is it common?
  - Teacher: No, it isn’t. It’s extinct.
  - Student: Is it a dinosaur?
  - Teacher: Yes, it is.
- Take it in turns amongst the students.



### ***Mind Maps***

- Get students to write the vocabulary topic on a scrap piece of paper in red or green ink.
- Depending on the level of your students, set a time limit for them to write down as many things as possible related to the vocabulary topic.
- This game could also be played in teams and the team with the most words is the winner.

### ***What would you prefer?***

- Get students to write down the names of any animal or insect. Assign each of their choices with a number from 1-20 for example.
- Using virtual dice, the students take turns selecting two numbers at random.
- When every student has two numbers the teacher can reveal what animal or insect that the numbers correspond to.
- Then they have to choose which they would prefer to eat to survive and why.

### ***Desert island memory***

- The teacher thinks of an item to take to a deserted island.
- Students take turns asking questions to guess the item.
- The winner then thinks of an item and the game continues.



## “Survival”

Improve your knowledge of British culture by doing these activities after watching the **Culture Byte** video

### SURVIVAL POST-TALK ACTIVITY

#### ACTIVITIES FROM THE PRESENTATION:

Can you fill in the gaps?

D\_ZZY

F\_ \_RF\_L

SC\_R\_D

FR\_GHT\_N\_D

L\_ST

S\_ \_S\_CK

T\_RR\_F\_ \_D

\_DV\_NT\_R\_ \_S

\_XC\_T\_D

\_NX\_ \_S

\_V\_RWH\_LM\_D

\_FR\_ \_D

Answers:

*DIZZY, FEARFUL, SCARED, FRIGHTENED, LOST, SEASICK, TERRIFIED,  
ADVENTUROUS, EXCITED, ANXIOUS, OVERWHELMED, AFRAID*



**POST-TALK SPEAKING ACTIVITY:**

**Notes for the teacher**

The objective of this task is that the students, in groups, plan their survival on a desert island. This activity is designed for students to communicate with each other and to agree on a way to convey their survival strategy to the rest of the class; therefore, it should be done using English as much as possible. Students can use a dictionary or the internet if necessary and some of the information learned in the Oxford Cultural Talk.

**Steps:**

1. Divide the class in groups of 4 or 5.
2. Set the scene to the students. Students need to plan a survival strategy based on several decisions which they will have to make. In the worksheet, there are different examples of things they might want to take.
3. Once they have decided what they need, students will present their survival strategy to the rest of the class.



## **WORKSHEET**

*Scene: you are aboard a ship which has been struck by lightning and is sinking fast. You can see a deserted island in the distance but there is only one life boat. What should you pack and why to ensure your survival on the island?*

### **OBJECTS – You may choose four of these**

- Toilet paper
- Knife
- Fishing rod
- Toothbrush
- Sunscreen
- Lamp
- Rope
- First aid kit
- Lighter
- Insect repellent

### **FOOD AND DRINK – You may choose three of these**

- Rabbit meat
- Spinach
- Green tea
- Liver
- Broccoli pizza
- Chocolate covered bugs

### **TEXTILES – You may choose two of these**

- Curtains
- Tablecloths
- Pillow cases
- Blankets
- Towels



**LUXURIES – You may choose one of these**

- Mobile phone
- Make up
- Laptop
- Money
- Chocolate
- Sweets
- Camera

1. Make your choice of items to take with you. Why you have decided to take them?
2. Present your survival strategy to the rest of your class in a short presentation. You can create your presentation digitally or as a poster. Be creative! Who's going to survive the longest?



# Teacher's Notes

## Survival

### TEACHER INTRODUCTION

This series of online Cultural Byte videos and this support material have been produced with a specific online audience in mind, however, we want to make clear that teachers can choose to use these videos and their accompanying materials with other audiences and other levels of English proficiency, but they may need to provide extra help and guidance in cases where the students are younger or have a lower level of English.

These are some notes containing ideas of how to present or accompany the Survival Cultural Byte video.

#### **Activities for before the students watch the video**

Students can be sent the pdf files containing the **pre-talk activities** BEFORE they are given access to the video. These activities include individual questions as well as group work and will help the students familiarise themselves with the topic in the video and the relevant vocabulary.

#### **Additional multimedia that can be used by the teacher to give an online class or sent as links to the students for them to use in their projects or research around the subject.**

Teachers who want to help their students engage with this topic can direct their students to these multimedia resources online, which will add colour and variety to the Cultural Byte Survival video. You could also send them to your students to encourage them to investigate certain survival subjects in more depth.

**How to survive on a desert island** video: <https://youtu.be/QKs-kTaKv2o>

This could spark a discussion about the message about how students think they could survive on a desert island.

**Songs about Survival:** There are possibilities of doing a gap fill with the lyrics of one of these songs.

Staying Alive    **BeeGees** <https://youtu.be/fNFzfwLM72c>



**British Heart Foundation** – CPR adult version:

<https://youtu.be/8y9zfEuzK7Q>

**British Heart Foundation** – CPR child version:

<https://youtu.be/U3sl2rIQiWY>

**Bear Grylls: Top 3 disgusting moments:**

<https://youtu.be/yekWI59YWTg>

**How to build a shelter in the woods:**

<https://youtu.be/KJmYAUk5guY>

**How to make a hand-drill fire:**

<https://youtu.be/TpluzWZsbJc>

**The angry sea:**

<https://youtu.be/UG6FhK96dBg>

**Killer whale attacks sailboat**

<https://youtu.be/7pViEXVCjcA>

**Pro surfer fends off shark:**

<https://youtu.be/RO2MDByZ-qs>

**Top 5 Avalanches:**

<https://youtu.be/hFIDCvsBMcU>

**Activities to be completed AFTER students watch the video**

These are individual and group **post talk activities** which can be sent to the students in pdf format and which require them to reproduce information they have received in the video as well as extending and deepening their knowledge of the topic through projects.