



Stages	Procedure	Time
Objectives	<p>To practice:</p> <ul style="list-style-type: none"> • Prediction • Scanning • Vocabulary in context 	
Warmer	<ol style="list-style-type: none"> 1. Write the word "Fire" on the board. 2. Ask students to list down 5 adjectives to describe fire. Eg. - dangerous -red -hot - dangerous - blistering -boiling -useful -burning -crackling - blazing <p>OR</p> <ol style="list-style-type: none"> 3. Watch a short video and ask a few simple questions related to the video https://www.youtube.com/watch?v=lqNFemxN2cw e.g. <ul style="list-style-type: none"> - What should you do if there is a fire? - What are the causes of fire? 	5 mins
Pre-reading	<ol style="list-style-type: none"> 1. Tell students to turn to page 19 and go through the glossary. 	5 mins
While-Reading	<ol style="list-style-type: none"> 1. Ask students to read pages 15-19. While reading ask students to underline these words: <i>foam, specialist, sprinkler, poisonous, calm</i> 2. Distribute Task 1 and asks students to complete it as they read. 	10 mins
Post-reading	<ol style="list-style-type: none"> 1. Check answers to Task 1. 2. Assign Task 2 and students complete in pairs. 3. Teacher checks on answers. 4. Ask students to do Task 3. 5. Teacher elicit answers from students. 	15 mins
Wrap	<ol style="list-style-type: none"> 1. Assign students to do Task 4 (crossword puzzle) or complete as homework. 	5 mins

TASK 1

Match the underlined word to the right meaning

- | | | | |
|---------------|---|---|--|
| 1. calm | ● | ● | a. something which can cause death or illness if taken into the body |
| 2. sprinkler | ● | ● | b. a mass of small bubbles, froth |
| 3. specialist | ● | ● | c. peaceful, not nervous |
| 4. foam | ● | ● | d. a spout to release water from the ceilings of a building |
| 5. poisonous | ● | ● | e. a person who does only a certain job |

TASK 2

Fill in the blanks with words from Task 1	
1.	I like my coffee with a thick _____ at the top.
2.	You can't eat all types of mushrooms. Some are _____ and you can become very sick or die.
3.	She was very _____ before the exam because she had studied.
4.	The kitchen got wet when the _____ came on while I was cooking on open fire.
5.	We went to a _____ when my father had a heart attack.

TASK 3

Answer these questions using complete answers.

1. How is a fire useful?

2. What can you do to keep your kitchen safe from fires?

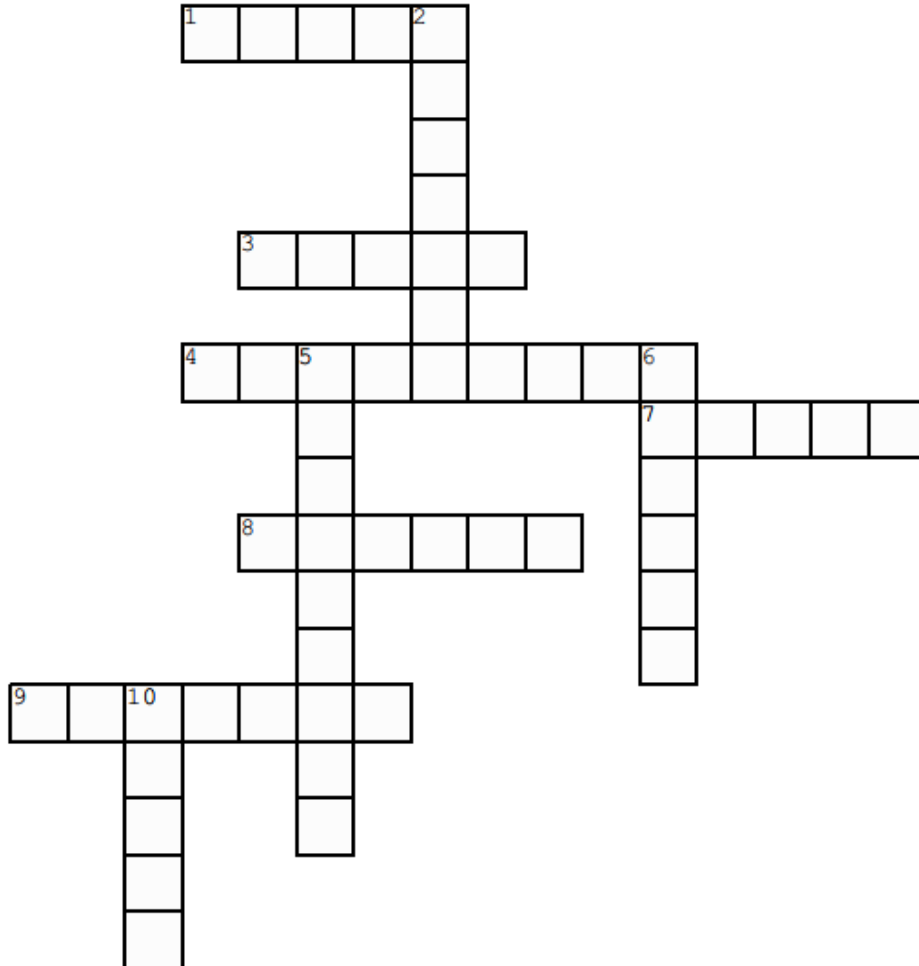
3. How does a fire alarm work?

4. What can you do if you get a burn by a small fire?

5. Why are wet towels important when there is a fire?

TASK 4

Complete the crossword below.



Across:

1. To kill with a gun
3. To use light or to make it bright
4. Structures with roofs, walls that has many offices, apartments, etc
7. A grown up person, over 21 years
8. With much noise (adverb)
9. Something different from the usual

Down:

2. To be taught skills to do something
5. Something that is significant
6. Being safe (noun)
10. Not a friend, a foe

ANSWERS

Task 1

1. c
2. d
3. e
4. b
5. a

Task 2

1. foam
2. poisonous
3. calm
4. sprinkler
5. specialist

Task 3

1. A fire is useful because it can be used to cook food, to keep us warm and to shine some light when it is dark.
2. We can keep things that burn easily like cloths and paper tissues away from the stove.
3. A fire alarm will ring loudly so that everyone can wake up and escape.
4. We run cold water over the burnt area.
5. Wet towels are important because you can breathe through the wet towels so that you will not breathe in smoke.

Task 4

- | | | | |
|---------|------------|--------------|--------------|
| Across: | 1. shoot | 3. shine | 4. buildings |
| | 7. adult | 8. loudly | 9. special |
| Down: | 2. trained | 5. important | 6. safety |
| | 10. enemy | | |