

Fire Away! : Teaching suggestions

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Activity 1

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1. Put the students in pairs or small groups to work out the answer.
2. Let the students work together for a short time before stopping the activity.
3. Elicit feedback. **Answer: fired.**
4. Discuss the different meanings of 'to fire' with your students.

Activity 2

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Students work alone before checking in pairs or small groups.
3. Stop the activity and elicit feedback.

Answers: 1. burns the midnight oil 2. old flames 3. burns the candle at both ends 4. set fire to 5. fired 6. fire alarm 7. fired 8. firework 9. arson 10. fire (off) 11. burn out 12. playing with fire 13. Fire away 14. fire fighter 15. putting out fires

Activity 3

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1. Let the students begin their conversation in pairs or small groups.
2. Monitor closely then stop the activity and elicit feedback.

Activity 4

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If your students don't have access to computers in the classroom, set this for homework.

Answers: 1. five (heatwaves, drought, high winds, lightning strikes, volcanic activity). 2. They say the Emperor, Nero, did. 3. The Great Fire of London broke out. 4. See below.

Quick Quiz

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find a word connected with this month's Talking Point subject: 'Fire Away!'

1. SometimesLIGHTNING..... strikes can start fires
2. Unfortunately, some fires are started deliberately by pyromaniacs or.....ARSONISTS.....
3. There are various reasons why someone might start a fire in a building – to ...FILE...an insurance claim, for example.
4. Forest fires are important for the.....ECOSYSTEM.....
5. One of the otherMOST.....famous fires in history may well be the Great Fire of London.

Answer: Flame (F for File [3], L for Lightning [1], A for Arsonists [2], M for Most [5], E for Ecosystem [4]).

Activity 5

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. What did most students feel about the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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