



A FIRE IN THE BUILDING

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: PASS - Pull, Aim, Squeeze, Sweep

Language/Culture Point: Reflexive pronouns

Objective: Students will know how to operate a fire extinguisher

Materials: 1) Fire Extinguisher (or picture of one), 2) Scenario Cards: A Fire in the Building

Preparation: Lesson thirteen requires the instructor to tell a story about a time there was a fire at work and you put it out with a fire extinguisher. You can create a story if you have not experienced this personally. This lesson also requires the instructor to create additional scenarios about small fires starting in the building. These scenarios should be based on feedback from the business. A few examples are included.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Fire extinguisher	- Authentic materials, brainstorming, predicting

TEACHING ACTIVITY

1. Show the students the fire extinguisher and ask them if they know what it is.
2. Ask the students to think about when they might need to use a fire extinguisher and if they have ever used one.
3. If any students have used one, ask them to tell the class what happened.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Fire extinguisher	- Authentic materials, chalk talk

TEACHING ACTIVITY



A FIRE IN THE BUILDING

1. Using the fire extinguisher and Chalk Talk, tell the students about a time when there was a fire. This could be from your life or something you create for this activity. Include details on how the fire started, how it was extinguished, and how you were warned about the fire and you warned others. Pretend to use the fire extinguisher in the relevant parts of the story.
2. Repeat the story two more times.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Fire extinguisher	- Think-Pair-Share

TEACHING ACTIVITY

1. Have the students get into pairs and write down what they remember from the story, first by thinking silently and taking notes separately. Then, the students should share with each other what they remember. Finally, have each group share their version of the story, being sure to include as many of the details as possible. Have them pretend to use the fire extinguisher when the fire extinguisher occurs in the story.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Fire extinguisher, scenario cards: a fire in the building	- Using pictures, problem solving

TEACHING ACTIVITY

1. Tell students that today you are going to practice giving a warning about a fire and using a fire extinguisher.
2. Explain to students that if there is a small fire, you may be able to put it out yourself (“I put out the fire myself.”) with a fire extinguisher and everything is ok. Sometimes, the fire is very large and spreads to many places and you need to call 9-1-1 because it is an emergency. Also explain to students that when a fire occurs, they should warn others so that they can get to safety.
3. Read aloud one example scenario below. First, demonstrate for students how you warn



A FIRE IN THE BUILDING

- others of the fire. Then, demonstrating how to put out the fire with the fire extinguisher.
4. Direct students to the PASS information in their books and review what each letter stands for and what the word means, all while demonstrating with the fire extinguisher.
 5. Then, decide if you need to call 9-1-1. For all of the examples today, you will not need to call 9-1-1 (but do not tell the students this!). Assure students they will have an opportunity to practice calling 9-1-1 for emergencies in another lesson.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario cards	- Scenarios, role play

TEACHING ACTIVITY

1. Read another scenario to the students and choose one student to help you. Have the student grab a fire extinguisher to put out the fire, following the PASS steps. Have the student act out “warning” their classmates about the fire.
2. Then say, “Do we need to call 9-1-1?!”
3. When the student says no, have them explain why and ask, “Do you put it out yourself?” For example, “It was a small fire. No one was hurt. I put it out myself.”
4. Then say, “Right! We put out the fire ourselves!” and/or “You put out the fire yourself.” and/or “He put out the fire himself.”

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Scenario cards	- Scenarios, role play

TEACHING ACTIVITY

1. Put students in pairs to work on practicing the remaining scenarios.
2. Students will each practice putting out the fire with the fire extinguisher and warning



A FIRE IN THE BUILDING

others about the fire for each scenario.

3. Students will also decide if they need to call 9-1-1 and explain why not. They should include sentence about who put the fire out. For example, “We put the fire out ourselves.”
4. When students have finished, review the scenarios as a class and ask students if they need to call 9-1-1. The students should not need to call 9-1-1 for any of the scenarios. Students should understand, however, that if they don’t feel comfortable putting out the fire they should get a supervisor.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Graphic organizer

TEACHING ACTIVITY

1. Write on the board, “Juan put out the fire himself.”
2. Ask students what “himself” means.
3. Draw a line from ‘him’ back to ‘Juan’ to show that ‘him’ refers to ‘Juan.’
4. Write other examples on the board for students to see:
 - She saw herself in the mirror.
 - They told themselves not to worry about the
5. Next, explain that there are several words and phrase that we use that are associated with fires. For example, the phrase “catch/caught on fire” means that something is on fire or that there is a fire. In the example “The iron was really hot and started burning the clothing,” the phrase “started burning/to burn” means that a small fire was starting. Likewise, when we are around something very hot, we say “Don’t burn yourself.” Another word we use is “smoky,” which describes a situation when there is a lot of smoke, due to a fire.
6. Ask the students if they know any other words or phrases associated with fire.

STEP 8: QUICK CHECK AND REVIEW



A FIRE IN THE BUILDING

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Exit check

TEACHING ACTIVITY

1. As students leave, have them tell you and demonstrate each step for using a fire extinguisher (Pull, Aim, Squeeze, Sweep).