



## Fire Safety

### ESOL Teaching Pack



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This is a not-for-profit educational resource for teachers and is designed to promote learning about fire safety through English language lessons. It is part of the ITS Glasgow (Integration through Safety) project, which encompasses a wide range of community safety issues.

The recommended level of each component is indicated in the top right of the page, although all materials are adaptable to suit other levels of English proficiency. It can stand alone or be integrated into a General English programme and teachers are permitted to make photocopies or adapt the materials in any way they see fit.

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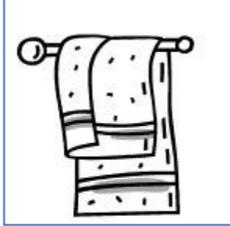
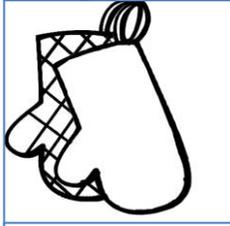
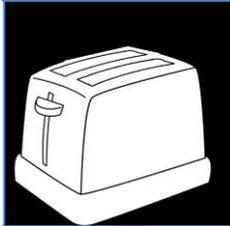
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# 1. Fire Safety in the Kitchen

A fire can easily start in the kitchen.

Match these pictures with the words. The first has been done for you.



cooker

tea towel

deep fat fryer

pan

kettle

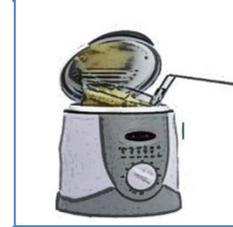
pan

oven gloves

toaster

wires

grill



Which of these can be **dangerous**? \_\_\_\_\_

How can they be **dangerous**? \_\_\_\_\_

Video activities: Chip Pan Fire



Child Safe Kitchen 1



High Rise Fire



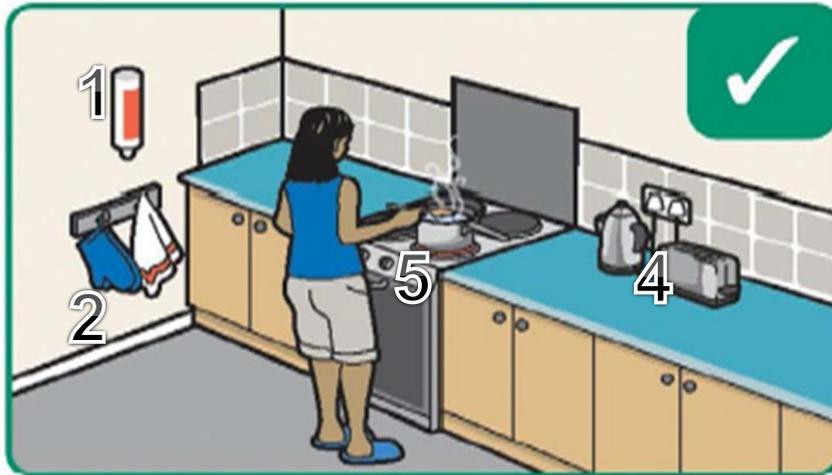
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## 1. Fire Safety in the Kitchen

Do



**Write the number from the picture beside each rule. The first has been done.**

- 2** Put tea towels and oven gloves away from the oven and toaster.
- \_ Put the wires from your kettle and toaster away from the cooker and the sink.
  - \_ Keep your cooker, toaster and grill clean. Crumbs and fat can easily catch fire.
  - \_ Keep a fire blanket in the kitchen
  - \_ Always turn off the cooker when you have finished cooking.

Don't

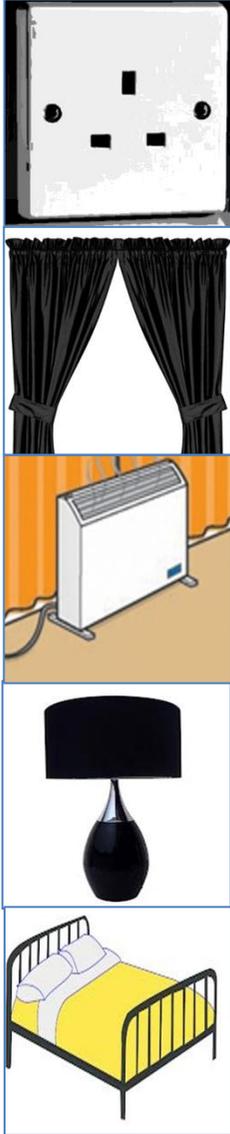


**Write the number from the picture beside each rule. The first has been done.**

- 1** Do not leave the kitchen when you are cooking.
- \_ Do not leave saucepan handles sticking out from the table.
  - \_ Do not use a pan to fry oil.
  - \_ Use an electric deep fat fryer that plugs into the wall instead.

## 2. Fire Hazards in the Home

Match these pictures with the words. The first has been done for you.



plug

socket

heater

bed

lamp

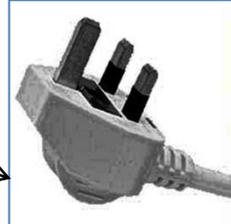
cigarettes

candles

candle holder

curtains

ashtray



Which of these do you have in the house?

---

Can you think of any rules for these things?

---

---

---

Video activities: Smoking in the house

Candles

Sockets



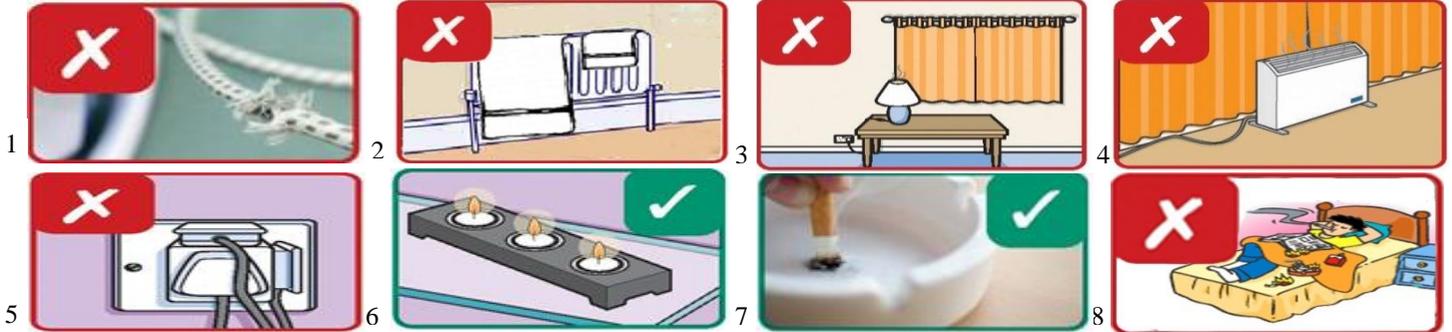
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## 2. Fire Hazards in the Home

Look at pictures 1 – 8 and in the gaps from the words in the box.



1. Do not use wires that are damaged.
2. Do not dry clothes on a \_\_\_\_\_
3. Do not put \_\_\_\_\_ or candles near curtains.
4. Do not put heaters near \_\_\_\_\_ or furniture
5. Do not put lots of plugs into one \_\_\_\_\_.
6. Put candles in a \_\_\_\_\_
7. Always put your cigarette out in a proper \_\_\_\_\_.
8. Never smoke in \_\_\_\_\_.

*curtains bed  
socket plugs  
wires lamps  
heater ashtray  
candle-holder*

### 2. Use these words to make sentences about things you must NEVER DO.

1. Never kitchen you when are leave the cooking.

\_\_\_\_\_

2. Put furniture heaters near never.

\_\_\_\_\_

3. To put lamps never next curtains.

\_\_\_\_\_

4. Dry your heater clothes on a never.

\_\_\_\_\_

5. Kettles hanging and toasters leave wires from never.

\_\_\_\_\_

6. Use cigarette to put your never finished cups or in plates.

\_\_\_\_\_

7. Put like a bath or never TV on plastic candles surfaces.

\_\_\_\_\_

8. Bed in never smoke.

\_\_\_\_\_



### 3. Smoke Alarms



1. Where should you put smoke alarms?

Where should you put smoke alarms in this house?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Name 2 places in your house where you should not put smoke alarms

1. \_\_\_\_\_
2. \_\_\_\_\_

2. How do you look after smoke alarms?

Match the times with the instructions below. The first has been done for you.

- |                |   |                                      |
|----------------|---|--------------------------------------|
| Once a week    | → | Open the smoke alarm and clean it    |
| Once a year    | → | Press the button to test the battery |
| Twice a year   |   | Buy a new smoke alarm                |
| After 10 years |   | Change the battery                   |



Video activities: Smoke alarm



Looking after smoke alarms



**4. Before You Go to Bed**

What do these words mean?

unplug	washing machine	hairdryer	turn off
keys	switch off	fridge	put out

Which are *verbs* and which are *nouns*? Put **v** for a verb and **n** for a noun.

Now match them to the pictures below.



**What you should do before you go to bed**

\_\_\_\_\_ all electrical things except the fridge and freezer.

Check that the \_\_\_\_\_ is turned off.

Switch off the \_\_\_\_\_, tumble dryer and dishwasher.

\_\_\_\_\_ heaters.

\_\_\_\_\_ cigarettes properly in an ashtray or flush down the toilet.

Check that you know where your \_\_\_\_\_ are.

Check that your escape routes are clear.

\_\_\_\_\_ all doors. This will help stop a fire spreading.

Fill in the spaces with one of the following:

switch off / keys / put out / heater / washing machine / unplug / close

Video activities: Phone charger

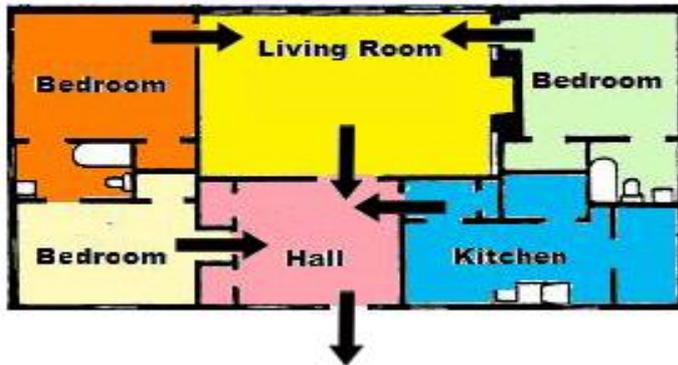


Before you go to bed



**5. Fires**

1. You should make a safety plan like this so you can escape a fire.



Draw a plan of where you live in the box. Include all the rooms - e.g. bedrooms, bathroom, kitchen, living room.

Now draw in how you would escape each room if there was a fire.

2. What should you do if there is a fire? Match the parts of the sentences.

<p>Keep calm</p> <p>Try to get everybody</p> <p>Get out <b>now</b>; do not stop</p> <p>If there is smoke,</p> <p>Stay out</p> <p>Call 999 and wait outside</p> <p>Don't use</p>		<p>keep low where there is more air.</p> <p>to collect things.</p> <p>for the Fire and Rescue Service.</p> <p>of your house</p> <p>out of the house quickly.</p> <p>the lift</p> <p>and get out.</p>
---	--	--

Video activities: Escape from a fire



High rise fire



**6. Clothes fires and oil pan fires**

Two very dangerous fires are clothes fires and oil pan fires.

**Oil Pan Fires**

What should you do if oil catches fire? Put these sentences in the right order:

1. 999 / call / immediately  
\_\_\_\_\_
2. Never / pan / the move  
\_\_\_\_\_
3. throw / on / the fire / Never / water  
\_\_\_\_\_
4. Never / a fire extinguisher / use / on / the fire  
\_\_\_\_\_

Watch again:  
Chip Pan Fire



**Clothes Fires**

If your clothes catch fire you should: STOP, DROP, ROLL, WRAP and COOL.  
Match the pictures on the left with the sentences on the right. The first has been done for you.

<p>STOP</p> 	<p>Fire needs air - turn over on the ground to put out the fire</p>
<p>DROP</p> 	<p>Put a blanket or rug around the person</p>
<p>ROLL</p> 	<p>Put the burn under cold running water</p>
<p>WRAP</p> 	<p>Fall to the ground</p>
<p>COOL</p> 	<p>Do not run. Running makes more fire</p>



## 7. Fire safety at home – Revision

A

B



Have a look at these two photos of a living room A and B.

One photo is safe, one is not safe. Which photo is safe? Why?

Put a tick ✓ on things that are safe and put a cross X on things that are not safe.

Below are more sentences about fire safety in the home. Some are true and some are false. Put a tick ✓ for true and a cross X for false.

1. Dry clothes on a heater.
2. Don't use too many plugs in a socket.
3. Turn on heaters before you go to bed.
4. Put a smoke alarm in your bathroom.
5. Put candles in a candle holder.
6. Always smoke in bed.
7. Test your smoke alarm every week.
8. Throw water on an oil pan fire.
9. Turn off the cooker when you have finished cooking.
10. Never leave the kitchen when you are cooking.



# ESOL Literacies 1. Fire Safety in the Kitchen

Look at the pictures and names



wires



cooker



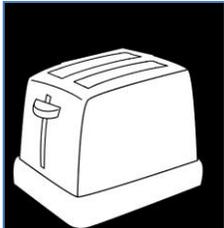
grill



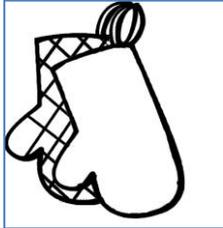
kettle



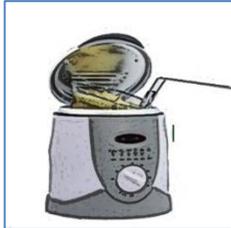
sink



toaster



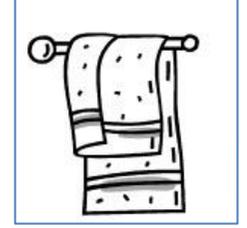
gloves



fryer

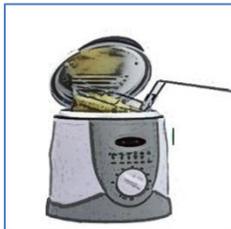


pan



towel

Now write the words under the pictures



Handwriting practice lines with a dashed line for the word 'fryer'.



Handwriting practice lines with a dashed line for the word 'cooker'.



Handwriting practice lines with a dashed line for the word 'wires'.



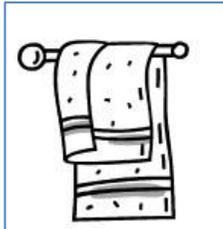
Handwriting practice lines with a dashed line for the word 'grill'.



Handwriting practice lines with a dashed line for the word 'kettle'.



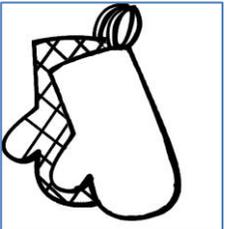
Handwriting practice lines with a dashed line for the word 'pan'.



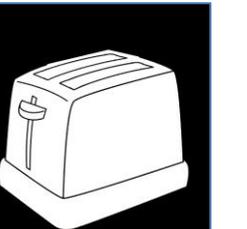
Handwriting practice lines with a dashed line for the word 'gloves'.



Handwriting practice lines with a dashed line for the word 'sink'.



Handwriting practice lines with a dashed line for the word 'gloves'.



Handwriting practice lines with a dashed line for the word 'toaster'.

Which of these are **dangerous**?

Why are they **dangerous**?

Video activities: Chip Pan Fire



Child Safe Kitchen 1



High Rise Fire



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### ESOL Literacies 1. Fire Safety in the Kitchen

This kitchen is not safe



Why?

Nobody is in the kitchen.

Nobody is \_\_\_\_\_.

The cooker is dirty.

\_\_\_\_\_

The gloves are on the oven.

\_\_\_\_\_

The wires are on the oven.

\_\_\_\_\_

The pan is not safe.

\_\_\_\_\_

This kitchen is safe



Why?

The cooker is clean.

The cooker is \_\_\_\_\_.

The wires are safe.

\_\_\_\_\_

The towels and gloves are safe.

\_\_\_\_\_

There is a fire blanket.

\_\_\_\_\_

Use an electric fryer not a pan with hot oil!



Video activities: Chip Pan Fire



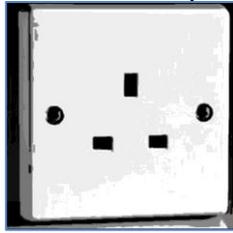
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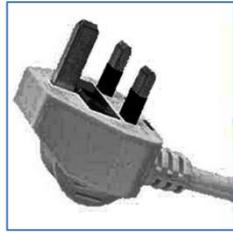
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**ESOL Literacies 2. Fire Hazards in the Home**

Look at the pictures and names



socket



plug



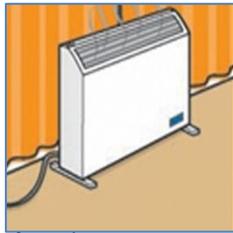
curtains



candles



ashtray



heater



lamp



cigarettes

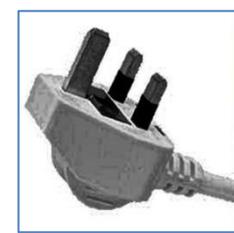


candle holder

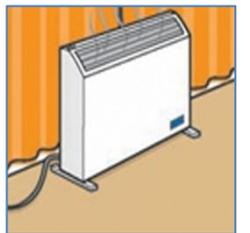
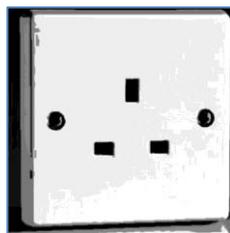


bed

Now write the words under the pictures



Handwriting practice lines with dashed boxes for the words: cigarettes, lamp, curtains, plug, ashtray.



Handwriting practice lines with dashed boxes for the words: candle holder, bed, socket, candles, heater.

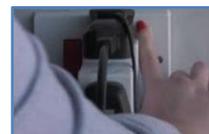
Which of these do you have in the house?

Can you think of any rules for these things?

Video activities: Smoking in the house

Candles

Sockets



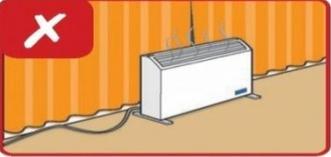
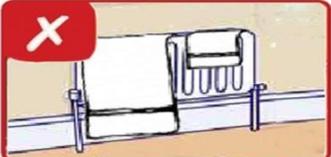
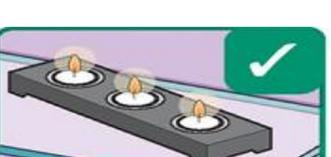
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## ESOL Literacies 2. Fire Hazards in the Home

Look at pictures and the safety rules. Read and copy the rules.

1.  Don't put lots of plugs in one socket.  
\_\_\_\_\_
2.  Don't put a heater near curtains.  
\_\_\_\_\_
3.  Don't dry towels on a heater.  
\_\_\_\_\_
4.  Don't use wires that are damaged.  
\_\_\_\_\_
5.  Don't put a lamp by curtains.  
\_\_\_\_\_
6.  Never smoke in bed.  
\_\_\_\_\_
7.  Put candles in a candle holder.  
\_\_\_\_\_
8.  Put cigarettes out in an ashtray.  
\_\_\_\_\_

Why are these rules important?

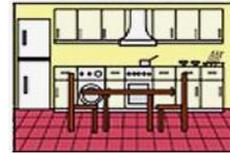
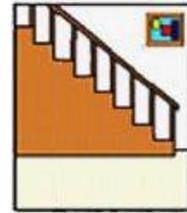
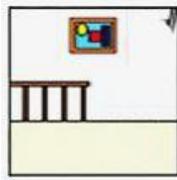
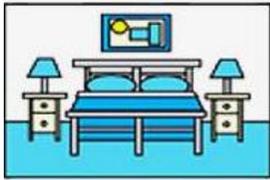


**ESOL Literacies 3. Smoke Alarms**

Match the two halves to make names of rooms

kit	ll	living	irs
ha	room	bed	room
bath	→ chen	sta	room

1. Write the names under the pictures.



2. This a smoke alarm →



Do you have a smoke alarm? Yes / No

Look at this house →

Where is a good place to put a smoke alarm?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Where is a bad place to put a smoke alarm?

1. \_\_\_\_\_
2. \_\_\_\_\_

Video activities: Smoke alarm



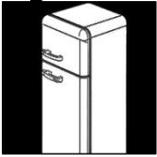
Looking after smoke alarms



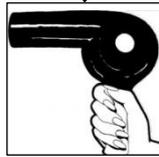
**ESOL Literacies 4. Before You Go to Bed**

These are all things you might find in a house. (nouns)

fridge



hairdryer



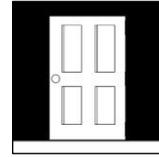
keys



cigarettes



door

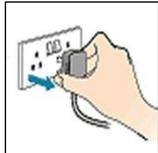


washing machine



And these are things you do in the house. (verbs)

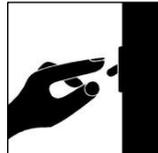
unplug



turn off



switch off



put out



close



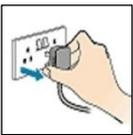
Write the words to complete the rules

**Before you go to bed**

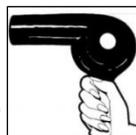


all heaters.

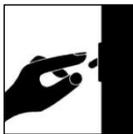
Turn off all heaters



your



\_\_\_\_\_



the

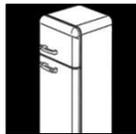


\_\_\_\_\_

Do not



the



\_\_\_\_\_



in an ashtray

\_\_\_\_\_

Put your

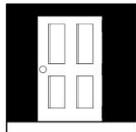


in a safe place

\_\_\_\_\_



every



\_\_\_\_\_

Video activities: Phone charger



Before you go to bed



**ESOL Literacies 5. Fires**

There is a fire! What should you do?

Put the words and sentences in the right order and write the sentence below.



out get the house of  
Get out of the house.



stop things pick up don't to  
\_\_\_\_\_



low keep if smoke there is  
\_\_\_\_\_



lift use the don't  
\_\_\_\_\_



999 call  
\_\_\_\_\_



outside wait  
\_\_\_\_\_

Video activities: Escape from a fire



High rise fire



## **Teachers Notes**

### **Introduction**

These are the teachers' notes for the Fire Safety ESOL pack. These materials can be used as a stand-alone pack, or certain parts can be used to complement certain topic areas in an ESOL course. For example, the material in Fire Hazards in The House could be used as part of a vocabulary lesson on describing household items, or a grammar lesson on imperatives; the material in Fire Safety in the Kitchen might be used as part of a lesson on cooking or dietary health. The pack can be adapted to suit the needs of the learner and the context. Encourage discussion and anecdotes and create role-play situations, if appropriate, to bring the information to life.

### **Video Activities**

Some lessons have video activities to complement the teaching materials. These can be accessed directly from the ITS Glasgow *Stay Safe Scotland* DVD or directly from this pack by clicking on the image to follow the link.

### **Lessons**

#### **1. Fire Safety in the Kitchen**

Introduce the concept of home safety:

Ask the learners questions about what they do after class – elicit the verb, “*to cook*”. Ask them what/where they cook, and what they use – elicit some basic kitchen vocabulary, e.g. *oven, pot, pan* etc. Write these words up on the board.

Explain to the learners that they are going to read about being safe in the kitchen, because it can be a dangerous place. Distribute the Fire Safety in the Kitchen worksheet for Exercise 1.

#### **Exercise 1 (p3)**

The first exercise involves matching vocabulary to pictures. To familiarise the learners with the pronunciation of the words, read out each word to the class and ask one learner at a time to construct a brief sentence using that word. Demonstrate by example using the first word. Once this is done, ask them to complete the exercise by drawing a line to connect each word to the correct picture.

Next, ask the class to suggest which items can be dangerous. After the class has spoken these words aloud, ask them to write them down as a list in the provided section on the worksheet. The final part of the exercise involves formulating a sentence to describe in what way the items could be dangerous.



After going through an example together as a class, assign one item per learner, or to pairs of learners, and ask them to write their sentence in the space provided.

Finally, show each of the video clips linked to at the bottom of the page. After all three have been shown, organise the class into three small groups, and assign one video clip per group. Ask each to discuss amongst themselves what the person in the video could have done to prevent the accident. Go round the class and speak to each group to hear their views and help them with any language difficulties.

### Exercise 2 (p4)

Instruct the learners to read the worksheet. Ask them to name the items in the 'Do' picture. Point out the woman in the picture: notice that her hair is tied back from her face, and that her clothing is tidy so that it does not get caught on the oven hobs or pan. Ask the learners to work in pairs to match the numbers in the 'Do' picture to the correct safety advice below the image. Check the answers as a class, and write up any new vocabulary on the board.

Next, ask one of the learners to describe what is going on in the 'Don't' picture. Instruct the learners to work in pairs to complete the Don't exercise. Check the answers as a class and ask for some whole class feedback on the exercise.

## 2. Fire Hazards in the Home

- Recap on previous lesson. Ask the learners to tell you some of the things they can remember about safety in the kitchen, write them on board.
- Introduce the idea that safety is important everywhere in your home, not just the kitchen. Use flashcards or images of plugs, heaters, cigarettes etc as realistic aids to elicit the relevant vocabulary.

### Exercise 1 (p5)

Distribute the worksheet. Ask the learners to work individually for the first part of this exercise where, like previously, they need to draw a line to connect the vocabulary with the correct image. Read through the vocabulary out loud as a class to check understanding before beginning the activity, and explain / encourage peer explanation of any unknown vocabulary.

Allow the learners a few minutes to complete their answers. When the class has finished, go through the answer to the first word and image pair together with the learners, before asking them to pair up and mark their partner's answers. Ask if there were any difficult words, and go through them as a class if so.



The next part of the exercise can be accomplished by firstly a discussion amongst pairs. Ask the learners to talk to their partner about the household items that they have or don't have, before listing the items on their worksheet.

Next, draw on the 'Do' and 'Don't' lesson by reintroducing imperatives but this time relating them to fire hazards in the home. Ask the learners in pairs to discuss Do and Don't rules for the items on this worksheet. Then, assign one item per pair and ask them to write a complete sentence giving a Do or a Don't statement for the item. Give the class a couple of minutes to do this, and then go round each pair in turn asking them to read out loud their rule. This might generate some discussion on vocabulary and grammar.

Finally, explain that you will show three video clips. After each video, encourage the class to come up with safety advice statements relating to the content of the video. Focusing on 'Do' and 'Don't' imperatives might be useful. Give this a few minutes, and then conclude by asking for some whole class feedback on the exercise.



## Exercise 2 (p6)

Recap on previous lesson. Ask learners to tell you about other risks in the home (cigarettes, plugs, heaters etc) and revise some dos and don'ts with them on the board. Point out that Don't is a contraction of Do Not, and that contractions are only used in speaking or in informal documents. Discuss the words 'never' and 'always', using examples drawing from the fire safety in the home vocabulary.

Distribute the worksheet. The first part practices vocabulary. Pair up the learners and ask them to do this first part together.

The second part focuses on word order (grammar). Ask the pairs to do this together, and when the class has finished, go round asking each pair to read out the answers in turn.

### 3. Smoke Alarms

Introduce the concept of a smoke alarm. It helps to have an actual working smoke alarm to demonstrate this, pressing the button to show how it functions. If this is impossible, use a large picture on card or OHT instead and describe how the smoke alarm works.

Brainstorm – ask the learners, in pairs, to think about why they need a smoke alarm, where they could put it and how many they might need.

Distribute the reading text and allow them time to read and check their guesses from the first exercise in open class feedback. Next, have them complete the worksheet exercise ('Where to put your smoke alarm?') and check the answers together.

#### Answers

Part A:

1. *Top of the staircase* 2. *On landings* 3. *Between living and sleeping areas*

Part B:

1. *Bathroom* 2. *Kitchen*

Finally, ask them to match the sentence halves together ('Taking care of your smoke alarm'). The answers are given below:

Once a week	→	Buy a new smoke alarm
Once a year	→	Press the button to test the battery
Twice a year	→	Change the battery
After 10 years	→	Open the smoke alarm and carefully clean it



#### 4. Before You Go to Bed

- Recap on previous lesson. Revise smoke alarm vocabulary and good ideas about where and when to use smoke alarms.
- Ask the class – “When do most fires at home happen, and why?”  
Get feedback and write the learners’ ideas on board.  
Tell the class they are going to learn about being safe from fire at night.

##### Exercise 1

Explain that electrical faults and cigarettes are a major cause of fires in the home. Distribute the worksheet, and ask the learners to discuss in pairs the meaning of the vocabulary given in the first exercise. Ask them to identify which are verbs and which are nouns by marking the answers on their worksheet. Next, go through the picture round by asking the class which word matches which picture in turn. Ask the learners if they have any questions about these words.

##### Exercise 2

Ask the learners to pair up again and complete the written exercise. (Explain that the dashes do not represent the number of letters in the answer.) Give them a few minutes to do this, and then go round each pair asking them to read out their answer – do one answer per pair.

To conclude this lesson, show the video clips. Afterwards, ask the learners to recap the advice of this session.

#### 5. Fires

Recap the vocabulary from the previous lesson on the common causes of electrical fires and the issue of cigarette safety in the home. Explain that in this lesson the focus is on responding to a fire in the home. Ask the class for their suggestions as to what one should do in the event of a fire at home. Write up their ideas on the board.

##### Exercise 1

Distribute the worksheet. Ask the learners to study the floorplan and then in the empty box provided to draw one to represent their home. Now ask them to consider the vocabulary from the previous lesson – where would the items be in their home floorplan? (Hairdryer, washing machine, keys, ashtrays etc.) Next, ask them to imagine that there is a fire in their kitchen and instruct the learners



to draw an escape route on their floorplans. Ask them to devise an escape route for each room.

### Exercise 2

Organise the class into pairs, and ask them to match the parts of the sentences. When everybody is finished, ask each pair in turn to read out their answer for one of the sentences. Ask the class if there is any vocabulary that they would like to discuss.

Conclude this lesson by showing the two video clips, and follow this with a request for feedback on the lesson.

## 6. Clothes Fires and Oil Pan Fires

Draw the learners' attention to the words: clothes fires and oil pan fires. Ensure the class understand the meaning of these terms and discuss the causes and advised responses to such fires. Put the learners into pairs or groups to discuss the two exercises, then do feedback as a class and write some ideas on the board.

### Exercise 1

Ask learners to re-write the words in the sentences in the correct order. Ask learners to check their answers in pairs, and then check answers as a class. Encourage learners to discuss reasons for these rules.

The picture is a photo of an oil pan fire that has had oil thrown on it – elicit this from the learners. Next, show the class the Chip Pan Fire video clip.

### Exercise 2

Recap on their ideas about a clothes fire then highlight the verbs STOP, DROP, ROLL, WRAP and COOL. Do the learners know what these verbs mean? Perhaps they could mime these acts to other learners.

Learners can then do the matching exercise individually, but compare their answers with a partner. Is this the same as what they thought initially? Discuss differences. Ask the class why they think this is the correct advice.

*Answers: STOP - Do not run. Running makes more flames; DROP - Fall to the ground; ROLL - Flames need air - turn over on the ground to put out the flames; WRAP - Put a blanket or rug around the person; COOL- Put the burn under cold running water.*



Conclude the lesson by prompting the learners for the key vocabulary from the lesson and write it up on the board, and ask them to repeat the Stop, Drop, Roll, Wrap and Cool advice.

## 7. Fire Safety at Home: Revision

Explain to the class that this lesson is concerned with revising the Fire Safety at Home advice (learned initially in lesson 1). Distribute the worksheet. Ask the learners to study the two pictures and prompt them for the names of the items in each room. Ask them to spot the differences. Write up any new vocabulary on the board.

### Exercise 1

Ask them to carry out the first exercise by ticking the safe situations in each picture and marking the unsafe situations with a cross.

### Exercise 2

Organise the class into pairs, and ask them to mark the true statements with a tick and the false statements with a cross. Once finished, ask each pair in turn to read out a statement and to give their thoughts on the advice, e.g. what is the reasoning behind the advice?

To conclude this lesson, ask the class for feedback on the materials and advice.

## ESOL LITERACIES SECTION

### 1. Fire Safety in the Kitchen

Play the Chip Pan Fire video clip at the start of the class. Ask the learners to recap on their Fire Safety in the Kitchen lesson, and discuss as a class the vocabulary and advice from that session. Explain that this lesson is concerned with revising the material as well as improving their communication skills on this topic. Distribute the worksheet. Point out that the first picture shows a kitchen that is not safe. Ask the learners why this is the case. Write up their ideas on the board.

### Exercise

Instruct the learners to copy the sentences in the space given on the worksheet.

Repeat with the second picture: begin by pointing out that the image shows a kitchen that IS safe, and ask the learners why this is the case. Then ask them to copy the sentences in the space provided.



Conclude by pointing out the advice at the foot of the worksheet: Use an electric fryer not a pan with hot oil.

## 2. Fire Hazards in the Home

Ask the learners to recap on their Fire Hazards in the Home lesson, and discuss as a class the vocabulary and advice from that session. Explain that this lesson is concerned with revising the material as well as improving their communication skills on this topic.

### Exercise 1 (p13)

Distribute the worksheet. Elicit the names of the items from the learners, so that pronunciation can be practised and so that it is clear that all learners understand what the items are. Ask the learners to write the word matching the picture underneath each item.

Now ask the class, 'Which of these do you have in your home?'. Encourage the learners to describe in detail their items, to aid retention.

Next, ask the class if they can think of any rules for these items. Prompt the learners to contribute their ideas to the whole class, and write the suggestions on the board.

Now, rather than show the videos that are linked to at the bottom of p13, move onto Exercise 2, where the learners are shown the rules/safety advice that was given in their original Fire Hazards in the Home lesson on p6-7.

### Exercise 2 (p14)

This is a brief task and can be followed by showing the video clips on p13.

Distribute the worksheet. Initiate a discussion in the class by asking them to compare the rules that they came up with in Exercise 1 (which you might have written up on the board) with those on the worksheet.

Ask the learners to carry out the task in pairs by reading out the rules to each other before copying and writing down the examples. Once finished, ask the class to think of reasons why these rules are important, and write up their ideas on the board. Encourage the learners to speak in sentences, and guide the discussion to broaden the topic, especially regarding their particular situations. (For example, some learners might have children, so the parents would need to ensure that dangerous items were kept out of the reach of children.)

Conclude the lesson by showing the three video clips. After each one, ask the class if they have any questions. Finally, ask for feedback on the lesson.



### 3. Smoke Alarms

Recap on the first Smoke Alarms lesson by asking the students if they can remember the safety advice regarding how to maintain and place the alarms, etc. Write up their ideas and vocabulary on the board.

#### Exercise

Distribute the worksheet and organise the class into pairs. Ask them to carry out the first task, which is to match the two halves of words to make the names of rooms. Next, instruct the learners to identify the rooms shown in the pictures, and write their answers in the space given. Encourage a discussion of their homes so that you cover the vocabulary of other kinds of rooms not featured here, e.g. study, dining room, cellar, close/common stairwell, lift/elevator etc, and asking if a smoke alarm should be placed in any of those rooms.

After this, ask them if they can remember where the suitable places are to place a smoke alarm, and why. Write up any new/previously uncovered vocabulary on the board. Now, ask them to work in pairs to write their answers to the third task on the worksheet. Afterwards, go through the answers as a class, writing up the answers as whole sentences (e.g. Don't put a smoke alarm in the bathroom because the steam from hot water will damage the electronics and stop it from working).

Conclude the lesson by showing the two video clips, followed up by a brief discussion rounding up the main points of the lesson. Ask the class for feedback on the lesson.

### 4. Before You Go to Bed

Play the Phone Charger video clip at the start of the class. Afterwards encourage a discussion with the class about possible safety issues relating to items in the home that need to be dealt with before going to bed.

This should, hopefully, help remind them of their Before You Go to Bed lesson. With the whole class, recap the vocabulary and advice from that session. Explain that this lesson is concerned with revising the material as well as improving their communication skills on this topic. Distribute the worksheet.

Create two lists on the board: nouns and verbs. Ask the class to suggest nouns that might pose a fire risk in the house during the night; write them on the board. Likewise, ask the class for verbs relating to fire risk in the house at night. They might provide suggestions that are not on the worksheet – if they do, prompt the learners to explain their suggestions. Ask them to match the verbs to the nouns on their worksheet.



Next, ask them to work in pairs to work out the answers to the second activity on the worksheet, first by verbal reasoning with their partner, then by writing down the rule in the space provided. After they have completed this, go through the answers with the whole class.

Conclude the lesson with the Before You Go to Bed video clip, and see if the learners' earlier suggestions added any other important safety advice. Finally, ask the class for feedback on the lesson.

## 5. Fires

Begin the lesson by showing the High Rise Fire video clip. Follow up by initiating a discussion of fire escape issues, which were presented in their earlier Fires lesson. Recap on vocabulary and write any new words and ideas on the board. Emphasise the importance of knowing their escape route.

Distribute the worksheet. Organise the class into pairs and ask them to carry out the task together, first verbally, then by writing down their answers. When they appear to have completed the task, go through the answers with the whole class by asking learners to read out their answers. Write the sentences up on the board, discussing any corrections to grammar etc.

Conclude by showing the Escape From Fire video clip, followed up with a discussion of the lesson's advice and vocabulary. Ask the class for feedback on the lesson.

