



Fire! Fire!

Your house is on fire! Work with a partner, choose the ten most important items to rescue from your house, and decide in which order you would rescue them (1 is the most important).

| Household Items | Order 1 to 10 |
|--|---------------|
| TV | |
| computer / laptop / iPad | |
| stereo | |
| important documents (e.g. passport, driving licence) | |
| external hard drive | |
| money | |
| photos / pictures | |
| mobile phone | |
| clothes | |
| collections (e.g. music, stamps, coins) | |
| jewellery | |
| musical instruments | |
| furniture | |
| pets | |
| books | |
| wallet / purse | |
| car keys | |
| camera | |
| toys | |
| keepsakes | |
| Other item? | |
| Other item? | |

Useful language:

Asking for an opinion: What do you think? / What's your idea? / Do you agree?

Giving an opinion: I (don't) think we should... / In my opinion... / If you ask me...

Agreeing: So do I. / Me Neither. / Me too. / I totally agree. / Absolutely. / Exactly. / Yes, I agree.

Disagreeing: I don't agree. / I totally disagree. / I don't think so. / I'm not sure about that.

Partial agreement: I see your point but... / That's true but... / I agree to some extent but...

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In this intriguing teaching activity, students practice the language to agree and disagree by discussing which items to save in a house fire.

Before class, make one copy of the worksheet for each pair of students.

Procedure

Divide the students into pairs and give each pair a copy of the worksheet.

Go through the vocabulary on the worksheet. Make sure the students understand all the words, e.g. keepsakes.

Tell the students to imagine that they share a house which contains all the items on the worksheet. Their house is on fire, and they have a few minutes to save as many possessions as possible.

If there are items the students want to save that are not on the worksheet, they can write them at the bottom of the table.

The students' task is to give their opinions and reach an agreement on which ten items to choose and in which order to rescue the items (1 = the most important, 10 = the least important).

Go through the useful language at the bottom of the worksheet and demonstrate how to use the phrases.

When everyone is ready, let them discuss which items to rescue and the order in which to rescue them. Encourage the students to justify their opinions and give reasons.

When everyone has finished, ask each pair to read out their results. Collate the students' answers on the board and discuss the results.