

# 6 First, We Make the Fire

## Instructions

Target patterns:	First / Then . . .
Communication skills:	Systematic instructions Describing how to make/use/cook . . . Giving directions
Language sets:	Cooking words Car words

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### Warm Up

#### Explaining How to Cook Things

Ask the students how to cook something simple like scrambled eggs, a hamburger, or a local specialty. If they cannot explain what to do, encourage them to mime, and help them describe what they are miming. Then, in pairs or groups, the students explain how to cook things. Encourage them to use "First . . . Then . . ."

### It's Time to Cook Lunch

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What are having for lunch?  
Where do they put the curry bags?

#### Follow-up questions

What is it time to do?  
What is it time for you to do?

What do they boil?  
What do you sometimes boil?

#### Comprehension – personalization

T: *First, they sit on the fire.*  
All students:  
*No! First, they make the fire.*

T: *Then, they drink some water.*  
All students:  
*No! Then, they boil some water.*

T: *Then, they take a bath in the water.*  
All students:  
*No! Then, they put the curry bags in the water.*

T: *How do we boil an egg / cook fried potatoes, etc?*

All students:  
*First, we . . .*

### Personalization

In pairs or groups, students try to work out how to explain how to do a domestic task such as washing clothes, cleaning the room, taking care of flowers . . . and then explain to the other pairs/groups.

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### Warm Up

#### Explaining How to Use Things

Bring something electronic into the class, such as a computer or a mobile phone, and say, "How do we use a . . .?" One student performs the actions, and the other students try to describe what he/she is doing. Then, in pairs or groups, the students describe how to use other electronic gadgets.

### Then, We Light the Fire

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What do they do first?  
Where do they put the paper?

#### Follow-up questions

Where do they put the rocks?  
What do they light?  
What do you sometimes light?

#### Comprehension – personalization

T: *First, they sit in a hole.*  
All students:  
*No! First, they dig a hole.*

T: *Then, they put some flowers around the hole.*  
All students:  
*No! Then, they put some rocks around the hole.*

T: *Then, they put a gorilla in the hole.*  
All students:

*No! Then, they put some paper in the hole.*  
T: *Then, they put some tomato sauce the paper.*

All students:

*No! Then they put some wood on the paper.*

T: *Then they light the tomato sauce.*

All students:

*No! Then, they light the fire.*

## Personalization

In pairs or groups, students try to work out how to explain how to do something they know well such as playing baseball, playing a computer game, taking a photograph, etc., and then explain to the other pairs/groups.

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## Word Building

### Cooking

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*We can fry eggs.*

*We can boil water.*

*We can bake cakes.*

## Controlled Practice

### How to Get to the Park

The students make two sentences about each picture.

#### Sample answers

2. *Then, go past a/the statue.*

3. *Then, cross a/the field.*

4. *Then, jump over a/the river/stream.*

5. *Then, climb over a/the gate*

6. *The park is in front of you.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*To go home, first I go to the bus stop.*

*Then, I catch a number 3 bus.*

*Then, I get off in front of the supermarket near my home.*

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## Warm Up

### How to Drive a Car

Ask the students to explain to you how to drive a car. If you can drive, pretend that you cannot. Encourage the students to explain every step, no matter how basic or small it may be.

## First, Get in the Car

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What does he check?

What do the other cars have?

#### Follow-up questions

What does he do first?

What doesn't work?

What good idea does Donald have?

What good idea do you have?

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, one student tries to work out how to do something. The other student offers suggestions. It will help if you give them a list of possible topics, such as:

How to get to sleep.

How to use a vending machine.

How to make a telephone call.

How to bake bread.

How to get to the city center.

How to open a bank account.

How to get a passport.

How to play the guitar.

How to learn a new language.

## Communication Activities

### A. Routines

In pairs, one student goes through his/her daily routine in sequence. If he/she pauses, the other student asks questions to keep the conversation going.

### B. Miming Sequences

One student mimes a sequence of actions that illustrate how to do something (e.g. play tennis, rob a bank, brush your teeth, etc.). The other student(s) says what he/she thinks is happening for each mime.

### C. How Do You . . . ?

One student draws or is dealt a card telling him/her what to ask the other student (e.g. *“How do you boil an egg?”*). He/she asks for detailed instructions saying things like *“What do you do next?”* and questioning anything that is not clear.

## Review Exercises

### Crossword

#### ACROSS

1. news
3. going
6. about
9. loudly
10. mind
12. slowly
13. twice
14. do

15. matter
18. them
19. my
20. there
21. idea

#### DOWN

1. none
2. wear
3. get
4. not
5. could
7. badly
8. almost
11. neither
13. to
14. don't
16. any
17. else
19. me

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.