



## The Great Fire of London | Worksheet

### Part 3: Teacher's notes

#### How to use the worksheets

##### You can use these worksheets as:

- An introduction lesson before students read *The Great Fire of London*, Oxford Dominoes graded reader (OUP).
- a stand-alone lesson to practise reading skills and extend vocabulary.
- a starting point for project work.

Note the exercises could be for a lesson, or series of lessons. To avoid photocopying, you could project the worksheets onto your whiteboard for students to read. The materials are only about the background to the Great Fire, and are written in the present tense to match the level of the reader 'The Great Fire of London'.

#### Background information

**Level:** elementary CEFR A1

**Age:** teenagers / adults

**Possible unknown vocabulary:** (see also Glossary) baker's shop (n), cathedral (n), code (n), collection (n), commemorate (v), curious (adj), diary (n), illness (n), location (n), rare (adj), sociable (adj), spread (v)

#### Lesson plan

1 Tell students that they are going to read about the Great Fire of London. Ask them if they have heard about this event in history. Students match the words in exercise 1. They then discuss their answers to question 2 in pairs and share their ideas as a class.

2 Go through reading task 2 about the text 'What is the city like at this time?' Students complete the sentences with one word or number. Class feedback.

3 Go through reading task 3 about the factfile. Students read and answer. Class feedback. Ask: Is there anybody else who wrote a famous diary? e.g. Anne Frank.

4 Show images of some places in the text and elicit what they are (see useful websites). Go through reading task 4. Students find the correct places. Class feedback.

5 For task 5, tell students to find the seven adjectives and reveal the secret word. It is the name of the king at the time of The Great Fire – Charles II. He helps to put out the fire by ordering buildings to be pulled down.

6 Students do task 6. Go through the rules of superlatives on the board first. Students do exercise on their own and then check in pairs. Class feedback. **Extension activity:** students write two of their own sentences about the Great Fire using superlatives.

#### Project work

1 Students research information about the actual fire and write 'Top Facts about the Great Fire of London'.

2 Students imagine they are Samuel Pepys. They write a short diary entry about the first moment that he looks out of the window and sees a sign of the fire. Provide useful phrases for their diary and ask them to consider the time of day, the weather, what he notices etc.

3 Students choose a place to visit in the text 'Five things you can see today.' They write a social media post from the place e.g. 'Hi everyone. I'm in London and I'm visiting ... It's really interesting because ...'

#### Useful websites about the topic

- The Monument [themonument.info](http://themonument.info)
- The Museum of London [museumoflondon.org.uk](http://museumoflondon.org.uk)
- The London Fire Brigade [london-fire.gov.uk](http://london-fire.gov.uk)

#### Answers

##### 1 Before reading

1 a 7 b 1 c 4 d 2 e 6 f 3 g 5

2 Students' own answers.

##### 2 Reading task – What is the city like at this time?

1 500,000 2 bigger 3 narrow 4 fires 5 candles 6 100,000

##### 3 Reading task – Samuel Pepys Factfile

1 T 2 F 3 T 4 T 5 F 6 F

##### 4 Reading task – Five things you can see today

1 Magdalene College 2 The Monument 3 The Museum of London 4 Pudding Lane 5 St Paul's Cathedral

##### 5 Adjective search

1 curious 2 huge 3 ancient 4 rare 5 lively 6 easy 7 sociable

##### 6 Superlatives

1 the most interesting 2 the best 3 the hottest 4 the most crowded 5 the oldest 6 the worst