

TEACHER'S GUIDE
UNIT TEN
LOGGING ON

Pre activity	Schema Building: Introduce students to the use of ordinal numbers. Give them the numbers from one to ten. Write them on the board. Then, point to one row and say, "this is the first row". Elicit students to say the rest if they know it. If not provide the rest of the ordinal numbers and write their numeric form on the board: 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , 9 th , 10 th .	
Activity	Grouping: Individual work / Pair work	10 minutes
	VOCABULARY Go over the instructions and make sure that students understand what they have to do. Tell students to work individually or in pairs. Once students have completed the task, ask them to click on the CHECK ANSWERS button. If working with the textbook, check the exercise together. Answer Key: 1st first, 2nd second, 3rd third, 4th fourth, 5th fifth.	
Post activity	WARM UP	
5 minutes	Explain the task to your students. Model the activity yourself by following a process. For example, To prepare coffee, first you put some ground coffee on a filter, second, you fill up the coffee maker with water, etc.	
15 minutes	Ask students to work in pairs. Answer key: Step 1: Click on http://mail.yahoo.com Step 2: Click on "Sign Up Now" Step 3: Fill in the registration form, and then click "Submit this form" at the bottom of the screen. Step 4: If your registration was successful, the Yahoo Mail page will open, with a welcome message to you. Step 5: Now write down your new email address and your password! Keep this information for future reference. Subscribing to Worth Global Style Network Limited (wgsn-edu) Step 1: In your Yahoo Mail page, click on "Compose" in the top left menu bar. Step 2: In the "To:" input box, type: ruth.frost@wgsn.com	

	<p>Step 3: In the "Subject:" box, type: Application for student subscription wgsn-edu</p> <p>Step 4: Click in the main message box, and type: Dear Ms Frost, and then give your name, MLST registration number, the title of your course and full college details. (Department of Fashion Design, ML Sultan Technikon, PO Box 1334, Durban, South Africa. Website: http://www.mlsultan.ac.za.)</p> <p>Step 5: Check your message and details, then click "Send" at the bottom of the page.</p> <p>Step 6: You will get a confirmation that your message has been sent. Now click "sign out" on the top right hand side of the page.</p> <p>http://singh.reshma.tripod.com/email.htm</p> <p>YOUR TURN</p> <p>Students apply the vocabulary to their own experience. For this activity, students should work on a simple process. Tell students to follow instructions carefully and to write down the process in English preferably. Walk around the class providing help.</p> <p>Pair up students.</p> <p>Model the activity for your students.</p>
<p>Tips / Further activities</p>	<p>RECIPES</p> <p>It is important to follow instructions when preparing food. Cut up instructions for the preparation of simple dishes and ask students to put them in order. A variation of this activity is to ask students to write the recipe of their favorite dish (or to prepare a sandwich only).</p>

TEACHER'S GUIDE
UNIT TEN
TURN IT UP

<p>Pre activity</p> <p>10 minutes</p>	<p>Schema Building:</p> <p>Ask students the following question:</p> <p>Write the word EARTHQUAKE on the board and ask students what it means.</p> <p>Pre-listening:</p> <p>Go over the questions and explain unknown words to the students.</p> <p>Pair up students and ask them to work on the questions.</p>	
<p>Activity</p>	<p>Grouping: Individual work</p>	<p>10 minutes</p>
<p>While listening:</p> <p>Explain students that they are going to listen to a lecture on earthquakes.</p> <p>Ask students to listen to the lecture and to take notes. They can write only words or short phrases, not complete sentences.</p> <p>Tell students that they can listen to the audio again and then tell them to work on the exercises.</p> <p>Answer Key:</p> <p>Match the words in column A with the corresponding information in B.</p> <ol style="list-style-type: none"> 1. Earthquakes are the shaking, rolling or sudden shock of the earth's surface. 2. During an earthquake plants sway or objects wobble on shelves. 3. The Richter scale is the unit used to measure the intensity of an earthquake. 4. 4.0 on the Richter scale do not cause damage 5. below 2.0 can't be felt 6. 5.0 on the scale can cause damage 7. 6.0 earthquake strong 8. a magnitude of 7.0 a major earthquake 		
<p>Post activity</p> <p>10 minutes</p>	<p>Post listening</p> <p>Find the meaning of the following words in a dictionary: earthquake, intensity, damage, rolling, sway, wobble, shelves, fault, crust.</p> <p>Explain students that all those words appeared on the lecture and that they are related to earthquakes.</p> <p>PRONUNCIATION</p> <p>Pronunciation of TH in English.</p> <p>The th spelling is pronounced in two different ways in English. One sound is similar to the z sound Spaniards use. The phonetic symbol for this sound is θ. The other is like the d sound in Costa Rican Spanish when the d is in final positions as in verdad, or in medial position as in dado. The phonetic symbol for this sound is d.</p> <p>Write the correct pronunciation under the correct phonetic symbol.</p>	

	<p> □</p> <p>Think Thought Thing Thanks Theater</p> <p>These breathe They Them Although</p> <p>YOUR TURN</p> <p>Students provide some words that contain the two sounds.</p>
Tips / Further activities	Ask students to look up words in the dictionary that contain the –th sound.

TEACHER'S GUIDE
UNIT TEN
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>When do we follow instructions? Ask students to think of occasion in which you do so.</p> <p>Warm up</p> <p>Model the following actions. Then, say them aloud and ask students to do as indicated in the instructions.</p> <p>Bend down. Stand up. Lift your arms. Touch your head with your hand. Lift your left foot. Jump. Take two steps back Clap your hands.</p>	
Activity	Grouping: Individual work	15 minutes

Explain the structure of imperative sentences. Tell students that these are the only sentences in English that do not have an explicit subject; however, they are addressed to YOU.

With transitive verbs.

Verb Direct object Softener

Close	the door	please
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With intransitive verbs

Stand up!

To form the negative, tell student that you always use Don't or Do not.

Match the instructions with the drawings.

DROP to the floor



Get under something for COVER



HOLD ON during the shaking.



Choose the correct option to complete the following sentences.

1. _____ drop to the floor.

- a. **Do not**
- b. Does not

<p>Post activity 10 minutes</p>	<p>2. Get under something for _____. a. sleeping b. <u>cover</u></p> <p>3. _____ during the shaking. a. Don't hold on b. <u>Hold on</u></p> <p>4. _____ down the stairs. a. <u>Never run</u> b. Run never</p> <p>5. Please, _____ panic. a. Not b. <u>Do not</u></p> <p>Complete the mini dialogues with the appropriate imperative form of a verb.</p> <p>Are you ready to leave? No, I need more time. WAIT for me in the car.</p> <p>What should I do during an earthquake? Well, first, DROP to the floor.</p> <p>During an earthquake, DO NOT take the stairs.</p> <p>In case of emergency, GO /WALK/ outside the building.</p> <p>For an emergency, STORE / KEEP / SAVE water in strong containers.</p> <p>YOUR TURN</p> <p>Play Simon Says with your students. Model the activity. You tell them, Simon says: "Touch your toes with your fingers." Simon says: "Say hello to your partner." Etc.</p>
<p>Tips / Further activities</p>	<p>Students plays Simon says in small groups.</p>

TEACHER'S GUIDE
UNIT TEN
SCAN IT

Pre activity	<p>Schema Building:</p> <p>What are emergency plans?</p> <p>Why are they important?</p> <p>When are they important? In what occasions?</p> <p>Pre-reading</p> <p>It is always advisable to predict what a reading is about by paying attention to the title, pictures, or subtitles. Guess the main topic of this reading by considering these aspects.</p> <p>Provide some basic information about vocabulary. Tell students that they do not need to look up all the words in a dictionary to understand the gist of the reading. Tell them that the context can give you clues as to the meaning of certain terms.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>Ask students to go over the reading without worrying about vocabulary at first. Tell them to get the gist of the reading and ask general questions such as: What is this reading about?</p> <p>Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 10.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercises.</p> <p><i>Answer key:</i></p> <p><i>Answer the following questions.</i></p> <p><i>Why do you think it is necessary to turn off utilities?</i> <i>To avoid fires or other problems.</i></p> <p><i>What are sturdy places for in case of an earthquake?</i> <i>For protection in case something fall off.</i></p> <p><i>Make a check mark on the yes or no column according to the section <i>Protecting your property</i>.</i></p> <p><i>The roof has to be tied to the foundation. FALSE</i></p> <p><i>Water heaters have to be strongly attached to the wall. TRUE</i></p> <p><i>Heavy, breakable items have to be placed on top of everything. FALSE</i></p> <p><i>Make a list of your possessions TRUE</i></p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Talk about the best suggestions to protect your house.</p>	

	Make a class activity sharing the information found.
Tips / Further activities	Think about safety areas in your house and what to do in case of an emergency.

TEACHER'S GUIDE
UNIT TEN
TYPE IT UP

Pre activity	<p>Schema Building: Explain the terms: SAFETY, RECOMMENDATIONS, EXPERTS, .</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student. Tell students to find information about the topic and to cite their sources. Tell them that it is extremely important to mention the book, webpage, magazine, or booklet that contains the information found. Tell them to write a paragraph of their own beginning with the following topic sentence: It is important to follow these recommendation in case of an earthquake. Students write their compositions as homework.</p>	
<p>Post activity 10 minutes</p>	<p>YOUR TURN Students share their compositions with another classmate. Encourage them to try to check grammar and spelling. Pick up the paragraphs to grade them.</p>	
Tips / Further activities	Students make a brochure with their findings.	

TEACHER'S GUIDE
UNIT TEN
LOGGING OFF

Pre activity	Schema Building: What are evacuation plans for? When are they necessary?		
Activity	Grouping: Group work		40 minutes
	Roles	Job Description	Student's Name
	Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
	Student 2 Secretary	Writes information about project	
	Student 3 Designer	Designs layout and adds artwork	
	Student 4 Assistant	Helps secretary and designer with their work	
<ol style="list-style-type: none"> 1. Give students general guidelines about the activity. 2. Assign roles to the group members. 3. Ask students to list of the most relevant businesses in their town. 4. Students make a business map of their town. 			
Post activity 50 minutes	Students share their findings with the rest of the class.		
Tips / Further activities	SURF THE NET: Evacuation plans, What to do in case of an earthquake, tornado, hurricane, flood, mud slide.		

B. Surfing the Net

1. Search the web on the following topic: Earthquakes or the Pacific Ring of Fire. You can visit [Emergency](#) or [Yahoo](#)

Search the web on the following topic: The Pacific ring of fire/earthquakes

Go to <http://www.fema.gov/kids>



Two other Websites related to earthquakes.	http:// http://
Meaning of FEMA	
Names of the links	
Kind of information offered	
Your favorite link	
Other information	
Look for extra info on the Pacific ring of fire.	