



Segment 9 (Units 17–20)

What should I pack?

Step 1: Segment Introduction

Suggested time: 5 minutes

1. Introduce the topic to the students. You may want to talk with them about packing for trips, or draw their attention to how this topic relates to the theme of Student Book 1 Unit 17. (Both the Student Book unit and the video segment are about the kind of clothes you need for different types of weather.)
2. Tell students what the genre is (reality show) and provide a short explanation, if appropriate.
3. (Optional) Preview vocabulary. Pre-teach any important words (including clothing items) or expressions that you think will be unfamiliar to students and not easy to understand from the context.

Step 2: Previewing: Freeze Frame

Suggested time: 10 minutes

1. Hand out the Video Activity Worksheet.
2. Play the video until Kim's line, "I know it's hot during the day, but I wonder if it gets cold at night." Ask students to answer the four questions on the Video Activity Worksheet.
3. Have students work in pairs to compare answers.
4. Call on students to answer the questions. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.

Step 3: Gist Viewing: Normal Viewing

Suggested time: 10 minutes

1. Show the video segment again but without pausing. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
2. Have the class come to a consensus about the answers to the four questions.

Step 4: In-Depth Viewing

Suggested time: 5 minutes

1. Play the video again and have students answer the comprehension questions on the Video Activity Worksheet.
2. Go over the answers with the class, or play the captioned version of the segment.

Step 5: Captioned Viewing (Optional)

Suggested time: 5 minutes

1. Play the captioned version of the same segment.
2. Replay any sections that students want to see again or freeze-frame on sections where the students wish to confirm the language.



Step 6: After Viewing (Optional)

Suggested time: 15 minutes

Use one of the following fluency activities:

- Survey: Have each student create an opinion or personal experience question related to travel (such as *Do you like hiking vacations?*) Have students circulate and ask each other their questions and then report their results to the whole class.
- Dramatic reading: Give students copies of the script of the scene. Divide the class into pairs and assign the roles of Rebecca and Kim. Tell students to read the scene using a specific emotion (for example, you're sad because you have to go on this trip, you're very happy about it, you're really curious about the place you're going to, etc.). Call on a few pairs to read their scenes for the class.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Research: Have students search the library or Internet for more information about a place in their country or region where visitors can have an "adventure vacation." Tell them to include information about what activities are available and what kind of weather to expect at different times of year.
- Letter: Have students write a short note or email to a friend describing a place they want to visit and what they will pack to travel there.