



Segment 12 (Units 21–24)

Boots by hand

Step 1: Segment Introduction

Suggested time: 5 minutes

1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 2 Unit 23. (Both the Student Book unit and the video segment are about changing customs, particularly regarding shoes.)
2. Tell students what the genre is (documentary) and provide a short explanation, if appropriate.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not easy to understand from the context.

Step 2: Previewing: Sound Off

Suggested time: 10 minutes

1. Hand out the Video Activity Worksheet.
2. Play the video without the sound and 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. Remember that 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: Sound On

Suggested time: 10 minutes

1. Show the video segment again but with the sound on. 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 Sheet.
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:

- **Memory:** Divide the class into pairs. Tell them to work together to write down as many visual details about the video clip as they can remember. Pairs then get together with another pair and compare lists. Who remembered the most? If time permits, replay the clip so the pairs can confirm their memories.
- **Survey:** Find someone in the class who has a handmade item. Ask questions like these: *Do you have any handmade items with you now?* (for example, clothes, jewelry or other accessories). *Do you have any at home?* (for example, curtains, rugs, paintings). Make a list of the items for the whole class.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- **Research:** Have students search in the library or on the Internet for more information about an American clothing company (for example, Frye Boots or the Levi Strauss Jean Company) or how a particular item of clothing is made.
- **Letter:** Have students write a letter to John Lobb Bootmakers. They should pretend they have had boots made by the company before and now wish to have another pair made.