



### Segment 3 (Units 5–8)

#### *Shake hands or bow?*

##### **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 5. (Both the Student Book unit and the video segment are about international business customs.)
2. Tell students what the genre is (local access telecourse) 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: Freeze Frame**

*Suggested time: 10 minutes*

1. Hand out the Video Activity Worksheet.
2. Play the video until the seminar leader says, "Business cards are very important," and then pause it. 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: Normal Viewing**

*Suggested time: 10 minutes*

1. Show the entire video segment. 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**

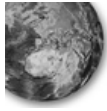
*Suggested time: 5 minutes*

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:

- Have students share reactions and opinions about doing business in other countries. What are the advantages and disadvantages? What advice would they give to people who would like to do business in their country or region?
- Role-play: Form groups of three. Give students the roles of people in the video. One student can be the seminar leader and two students can be the seminar participants. Have the students improvise the conversations, including the parts involving demonstrating a bow.

### Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Expository writing: Have students write a short paragraph about a cultural aspect that visitors to their country or region should be aware of.
- Research: Have students search in the library or on the Internet for more information about social customs in a particular country and prepare an oral or written report.