



### Segment 4 (Units 5–8)

#### *This party is going to be cool!*

##### **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 3 Unit 8. (Both the Student Book unit and the video segment are about negotiating.)
2. Tell students what the genre is (teen drama) 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 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:

- Summary: Have students work in pairs to summarize the content of the video either orally or in writing. Have pairs present their summaries to the class.
- Role-play: Give students various roles of people portrayed in the video. Have students improvise conversations based on what they saw in the video. Be sure that each person adopts a clear personal characteristic: "relaxed" (like Mike), "nervous" (like Alex), or "helpful" (like Benji)

### Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Expository writing: Have students write about a time that they had to work with friends or siblings to complete a project together. How did they decide who would do certain tasks? Was it easy or difficult to agree about what each person was going to do?
- Scene: Have students write a scene for another TV show involving three college-age roommates "negotiating" who will do what on a project they are all working on.