



Segment 10 (Units 17–20)

South Africa and apartheid

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 4 Unit 18. (Both the Student Book unit and the video segment present information about Nelson Mandela and apartheid in South Africa.)
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 understandable from the context. If appropriate, write *apartheid* on the board and tell them that it is pronounced “ah-PAR-tayd.”

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. Your objective at this point is to encourage participation and curiosity. To that end, 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 segment, either orally or in writing. Have pairs present their summaries to the class.
- Survey: Have each student create a short questionnaire related to influential historical figures (for example, *Who would you say is the most important historical figure in your country? What makes you think so?*). Have students circulate and ask each other their questions. Have them report their results to the whole class.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Essay: Have students write a brief essay about an important historical figure in their country or the world. Ask them to explain why this person deserves special recognition.
- Research: Have students search in the library or on the Internet for more information about twentieth-century South Africa and prepare an oral or written report.