



Segment 6 (Units 9–12)

Kitchens of the future

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 10. (Both the Student Book unit and the video segment are about future inventions and technologies.)
2. Tell students what the genre is (commercial) 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.

Step 2: Previewing:

Activate Background Knowledge

Suggested time: 10 Minutes

1. Hand out the Video Activity Worksheet.
2. Read the questions on the Video Activity Worksheet. Have students work in groups of three to discuss the questions.
3. Call on students to share their answers to 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

Suggested time: 10 minutes

Show the video segment. Have students work in their groups to compare what they discussed with what they saw in the video and then share their comparisons as a whole class.

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:

- Have students work in groups of three or four and pretend they are a group of interior designers who have to come up with a design for the home that integrates the latest technology. Each design team will have 15 minutes to come up with a presentation to the class. The class then votes on whose design is the most creative and innovative.
- Survey: Have each student create a personal experience question related to technology and the future (for example, *What new electronic device would you like to have? Why?*). Have students circulate and ask each other their questions and then report their results to the whole class.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Letter: Have students write a letter to a science magazine or an Internet newsgroup describing how a specific technology could improve people's homes. They must show how the benefits of this effort make it worth its price.
- Research: Have students search in the library or on the Internet for more information about "automated" homes controlled by computers and prepare an oral or written report.