



### Segment 7 (Units 13–16)

#### *How do you get to work?*

##### **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 14. (Both the Student Book unit and the video segment are about commuting.)
2. Tell students what the genre is (newscast) 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 *New York* on the board and tell them that the city is divided into five boroughs: Manhattan (an island that is the center of the city), The Bronx (the only borough on continental soil), Brooklyn, Queens (both Brooklyn and Queens are part of Long Island, which is separated from Manhattan by the Harlem River—also called the East River), and Staten Island.

##### **Step 2: Previewing: Picture Off**

*Suggested time: 10 minutes*

1. Hand out the Video Activity Worksheet.
2. Play the video with the picture off or uncovered 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: Picture On**

*Suggested time: 10 minutes*

1. Show the video segment again but with the picture 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:

- Discussion: Have students work in groups of three or four to discuss transportation and commuting problems. What do they like about commuting? What don't they like about commuting?
- Survey: Have each student create a personal experience question related to public transportation (for example, *How often do you take the bus/subway? What other forms of transportation do you use?*). 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:

- Survey: Have students ask 10 people before the next class, *How do you get to work or school?* Tally the results for the whole class.
- Expository writing: Have students write a guide to the local transportation options in their city or town. If possible, students should compare the different options in terms of commuting time, cost, and convenience.