

VIDEO

Before you watch

Introduce the topic of the video, and tell students to read the exercise. In pairs, ask them to complete the exercise. Remind students that there are no correct answers at this stage and that they are simply generating ideas and working to predict what the content of the video might be. This will help them apply any knowledge they already have when they watch the video.

While you watch

Give students time to read the questions before playing the video. Play the video for them to choose the correct answers. Students check in pairs and feedback to the class. If necessary, play the video a second time.

Extension activity

Post the video on the class blog so that students can watch it in their own time, outside of college.

ANSWERS

- 1 F (It only looks similar to a watch.)
- 2 F (You can use it to change your mood.)
- 3 T
- 4 T
- 5 F (And, so, it's kind of ... not a lot of data, but we're using it very smartly.)

See pages 106–107 for the video script.

After you watch

Students work in pairs to discuss questions 1–3. After a few minutes, open up the discussion to include the whole class. Encourage students to think of arguments for both sides, as a way to develop critical thinking by exploring different viewpoints. Go through their answers as a class.

READING 1

Social identity

Warm-up

Students will benefit from learning to use a good monolingual dictionary. If you have class sets, bring them into class. Otherwise, direct students to where they can buy one. Another alternative is an online dictionary such as <http://www.macmillandictionary.com/>. If you have a projector, go to the site and use it as needed during the lesson. There is the option to change the default dictionary to American English—this will ensure that the spellings and pronunciation are in American English.

This warm-up draws students' attention to the benefits of using the online dictionary. Display the dictionary using the projector. Type in the word categories. Put students into pairs to answer the following questions:

- 1 What part of speech is the word? (verb)
- 2 What is the noun form of categorize? (categorization)
- 3 Which of the following can you do on this dictionary page:
 - find a synonym? (yes)
 - hear the pronunciation? (yes)
 - see a definition? (yes)
 - get information about how to use the Thesaurus? (yes)
 - read blogs about other words? (yes)
 - share the definition on social media? (yes)

Discuss with students why a dictionary such as this is useful and if they have a similar dictionary that they use. Play the pronunciation and ask students to repeat.

A Vocabulary preview

Students work alone to complete the sentences, using dictionaries to look up words they don't know. They check in pairs. Extend the learning of the new words through discussion. For example, ask: *Do you agree that girls mature quicker than boys? Why do you think that? What other qualities are desirable in a friend?* Monitor the activity and help with pronunciation where needed. Ask them to say how many syllables are in each word, and to identify the stressed syllable. Tricky words include: *consequences* (four syllables, stress on the first syllable) and *desirable* (four syllables, stress on the second syllable).

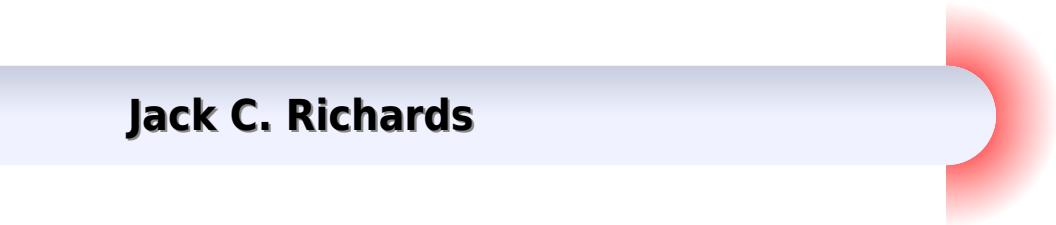
Students can also complete the *Vocabulary preview* section as homework before class.

ANSWERS

- 1 mature 2 desirable 3 tensions 4 consequences
5 define 6 debate 7 categorize 8 confirmed

Reading Unit 1 2 Teachers Edition

Jack C. Richards



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