



### Segment 8 (Units 13–16)

#### *Omelet Supreme*

##### **Step 1: Segment Introduction**

*Suggested time: 5 minutes*

1. Introduce the topic of ordering food to the students. You may want to share some of the background information about restaurants and cafés with them, or draw their attention to how this topic relates to the theme of Student Book 1 Unit 16. (Both the Student Book unit and the video segment are about ordering food in a café.)
2. Tell students what the genre is (situation comedy) and provide a short explanation or give examples of current situation comedies, if necessary.
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: Picture Off**

*Suggested time: 10 minutes*

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

*Suggested time: 10 minutes*

1. Show the video segment again but with the picture on or uncovered. 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:

- Role-play: Have students work in pairs. Have them act out the situation, using their own words.
- Share reactions: Have students share reactions and opinions of the video segment. Ask questions such as, *What do you think of this scene? What do you think of the man? . . . of the waitress? What does the waitress think of the man?*

### Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Scene: Have students write a short scene for another situation comedy, using the same theme as the segment they viewed.
- Expository writing: Have students write a paragraph describing their favorite breakfast. Tell them to answer some of these questions: *What do you eat? What do you drink? Do you have this breakfast every day, or only on special occasions? Does this breakfast have anything special about it (for example, your mother made it for you when you were little, or you eat it to have lots of energy for an important day at work)?*