



Segment 5 (Units 9–12)

I'll have the . . .

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 2 Unit 9. (Both the Student Book unit and the video segment are about ordering food at a restaurant.)
2. Tell students what the genre is (situation comedy) and provide a short explanation, 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. If appropriate, point out the pronunciation of the French words that are used, such as *Très chic*, *bonsoir*, *mademoiselle*, *monsieur*, and *bon appetit*.

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 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. 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: 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 Sheet.
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:

- 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 Alec? . . . of Lily? . . . of the waiter? What does Lily think of Alec? What does Alec think of Lily?*
- Point of view: Divide the class into small groups, one per character in the scene (Alec, Lily, and the waiter). Tell students to work on a summary of the scene, from their assigned character's point of view. In groups, students make notes on and rehearse their point of view. Each group nominates a speaker, who presents their character's point of view in the first person.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- Scene: Have students write a scene for another show with the same characters, perhaps showing them on another date.
- Critical review: Have students write a review of the video segment. Have them describe what they liked or didn't like, and have them explain what they would change about the segment and why.