



### Segment 1 (Units 1–4)

#### *Hi, how have you been?*

##### **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 3 Unit 1. (Both the Student Book unit and the video segment are about running into people from the past.)
2. Tell students what the genre is (situation comedy) 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 easy to understand from the context.

##### **Step 2: Previewing: Sound Off**

*Suggested time: 10 minutes*

1. Hand out the Video Activity Worksheet.
2. Play the video with the sound off 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: Sound On**

*Suggested time: 10 minutes*

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

- **Summary:** Have students work in pairs to summarize the content of the segment, either orally or in writing. In the summary, they should include the thoughts of the three people, not only the actions and the conversation. Have pairs present their summaries to the class.
- **Character interviews:** Divide the class into pairs. One student is a reporter, and the other is Dana. Have the pairs improvise interviews, asking and answering questions about the action in the scene as well as how Dana felt. If time permits, you may want to call on a few volunteer pairs to act out their interviews for the whole class.

### Step 7: Homework (Optional)

Assign one of the following projects for homework:

- **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.
- **Scene:** Have students write a scene for another episode of this TV show between three people, set in the same coffee shop. Encourage them to use humor and unlikely situations.