



### Segment 8 (Units 13–16)

#### *Small talk*

##### **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 15. (Both the Student Book unit and the video segment cover the topic of small talk.)
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 understandable 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 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 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 groups of four to play the parts of the people in the scene. Tell them it's OK to improvise, but they should keep the same "character" of each person: very formal or very informal.
- Survey: Have each student create a personal experience question related to social situations (for example, *Have you ever been in an embarrassing situation? What happened? How did you react?*). 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:

- Letter: Have students write a letter about someone they know who often manages to say the wrong thing at the wrong moment or to the wrong person. Encourage students to use their sense of humor in their letter.
- Screenwriting: Have students work in pairs to write a situation comedy screenplay. The screenplay should be about one minute long and should involve two to four characters in a comic social situation. Have the students present their screenplay to the class or act it out for the class.