



new interchange

Video Teacher's Guide Level 3

Sample pages

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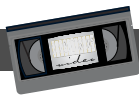
Bigfoot lives!

Topics/functions: Mysterious and unusual creatures; telling a story in the past

Grammar: Past tense verbs – past continuous, simple past, and past perfect

Summary

In this sequence, Amy, Beth, and Cristina are camping in the woods. Amy comes back from the bathhouse to tell her two friends that she's been told the story of a "Bigfoot sighting" – a couple saw a large, hairy creature near their campsite. Cristina doesn't believe the story, but Beth is nervous. As Beth walks to the bathhouse, she hears a growling sound, and then sees a mysterious, shaggy creature in the woods. She screams and runs back to the campsite alone. Cristina goes with her to look for the creature. When Beth comes back to the campsite, Amy shows her some Bigfoot tracks. Beth becomes frightened and decides to go home, but Cristina returns and announces that there is no Bigfoot. She's found a bearskin and a tape recorder that makes growling sounds in the woods. She accuses Amy of playing a joke, and Amy admits it's true. Beth forgives her, but makes her promise not to play any more tricks. But as the three girls settle around the campfire, they hear a mysterious growl.



Preview

1 CULTURE

The sequence shows Amy telling a scary story on a camping trip. Telling stories around the campfire about ghosts or mysterious creatures is a popular activity for teens and young adults. The culture preview in the Video Activity Book gives students some information about storytelling in North America.

■ Books closed. To introduce the topic, ask the class the following questions and have students respond by raising their hands.

- 1) What are some situations when people tell stories to each other?
- 2) When do people tell scary stories?
- 3) Why do you think people tell scary stories?

■ Have those who raised their hands share their responses with the class. Accept all answers, and if you wish, record them on the board.

■ Books open. Have students read the information in the culture preview silently. Answer any vocabulary questions.

■ Put students into groups of three or four to discuss the questions.

Optional activity

Group work Storytelling Books closed. Write these questions on the board:

- 1) *What makes a story scary?*
- 2) *What makes a story seem believable?*
- 3) *What makes a person a good storyteller?*

■ Then put students into small groups to discuss the questions. Call on groups to share their discussions with the class. (15 minutes)

2 VOCABULARY Descriptions

In this activity, students practice distinguishing words with similar meanings used in the sequence by matching them with a corresponding picture.

■ Books open. Explain the task. Have students look at each set of pictures. Then read through the choices for each set of pictures. Have students repeat after you to practice pronunciation.

■ Have students work individually to match the vocabulary words to the pictures, and then have

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them compare answers with a partner. Check the answers as a class.

Answers

- 1) an incredible story, a ridiculous story
- 2) a mysterious situation, a scary situation
- 3) a growl, a howl
- 4) an encounter, a sighting

Optional activity

Group work Vocabulary extension Books open. Put students into pairs, and have them write sentences that either suggest vocabulary words from Exercise 2 (e.g., *I met my friend coming home from school the other day.* [encounter]) or that use vocabulary words from Exercise 2 (e.g., *There hasn't been a Bigfoot sighting in my neighborhood.*). Write the examples of each type of sentence on the board. When pairs have finished their sentences, have them join another pair to take turns reading their sentences. The other pair tries to guess which word is being suggested. (15 minutes)

Possible sentences

- 1) *encounter*: I met my friend coming home from school the other day.
sighting: I saw a strange animal in the yard, but I don't think it saw me.
- 2) *mysterious*: I can't explain that at all! It's very _____.
scary: Whenever I see _____ movies, I have trouble falling asleep because I'm frightened.
- 3) *growl*: The dog _____ at me because it didn't know me.
howl: That dog _____ at the moon.
- 4) *ridiculous*: That's the funniest story I've ever heard! It's completely _____.
incredible: That's an _____ story. I find it hard to believe.

3 GUESS THE STORY

In this activity, students prepare to watch the sequence by making predictions, based on visual information, about who believes the Bigfoot story.

- Books closed. Ask students if they have ever heard of the creature, Bigfoot. If any say, "Yes," ask what they know about it. Then read this

passage to the class (the passage does not appear in the Video Activity Book).

"First named in the 1950s, 'Bigfoot,' or 'Sasquatch,' as it is known in Canada, is thought by some to be a large, hairy apelike creature who lives in the woods of North America. Such a creature has never been captured alive, nor has the body of a dead one ever been found. But there are thousands of reports each year from people who claim to have seen a Bigfoot or some of its tracks. Scientists, naturalists, and others still argue about whether creatures like Bigfoot really exist, or whether they are just the result of mistakes or people's imaginations."

n Read the passage again, if necessary, then ask students if they think a creature such as this could exist. Call on volunteers to offer reasons for their opinion. Then write three columns on the board labeled: Definitely, Maybe, and Absolutely Not. Point to each column and ask students to raise their hands to vote on whether Bigfoot definitely exists, maybe exists, or absolutely does not exist.

- Books open. Explain the task, and make sure students understand that more than one woman could believe the story.
- Play the first two and a half minutes with the sound off (until Beth goes to the bathhouse and the other two girls sit by the fire) as students watch and guess who believes the story.
- Have students compare answers with a partner, then ask selected students to share their answers with the class. Accept all answers at this point, and be sure not to give away the actual answer. Explain that they will find out the answer in the next activity. (The answers are given in Exercise 4 of this book.)



Watch the video

4 GET THE PICTURE

In this activity, students check the accuracy of their predictions in Exercise 3, then focus on Amy, Beth, and Cristina to decide whether statements about the three women are true or false.

A Books open. Explain the task, and have students look back at the predictions they made in Exercise 3.

- Play the sequence with the sound on, and have students check and correct their predictions while viewing.
- Have students compare answers with a partner. Then ask if anyone needs to watch the sequence again, and replay as necessary.
- Go over the answers with the class.

Answers

Amy doesn't believe the story.

Beth believes the story.

Cristina doesn't believe the story.

B Books open. Explain the task, and read through the statements with the class. Encourage students to predict whether each statement is true or false before they view.

- Play the entire sequence with the sound on. Have students work alone to check their predictions and mark each statement as true or false as they watch and listen.
- Ask students to compare their answers with others as you circulate to check for accuracy. Before going over the answers with the class, replay the sequence as needed.
- Have students work in pairs to correct the false statements. If necessary, replay the sequence. Then check answers around the class.

Answers

- 1) True
- 2) False (Beth sees Amy dressed as Bigfoot on her way to the bathhouse.)
- 3) False (Amy tells the others that she heard a story about a Bigfoot encounter.)
- 4) True

Optional activities

A Group work Storytelling follow-up

Books closed. If students did the Exercise 1 Optional activity, have them say whether they thought Amy's story was scary and/or believable, and whether they thought Amy was a good storyteller, according to the criteria they discussed before watching the sequence. (10 minutes)

B Pair work More true/false questions

Books open or closed. Have students work in pairs to write three more true/false statements like the ones in Exercise 4.

- Put two or three pairs together to share their statements. Have students predict which statements are true and false before watching the sequence again.
- Play the sequence again, then have pairs correct each other's answers. (10 minutes)

5 WATCH FOR DETAILS

In this activity, students watch and listen more closely in order to complete more detailed sentences about the story.

- Books open. Explain the task, and lead students through the example.
- Have students, working individually or in pairs, fill in as many blanks as they can at this point.
- Play the entire sequence with the sound on. Have students work alone to check their predictions and fill in the blanks as they watch.
- Ask students to compare answers with a partner or around the class. Then ask if anyone needs to watch the sequence again to complete the task. Replay the video as needed before checking answers with the class.

Answers

- 1) Canada
- 2) shower and brush her teeth
- 3) light
- 4) flashlight and towel
- 5) an animal – a small animal
- 6) footprints (tracks)
- 7) a costume (bearskin) and a tape recorder

6 MAKING INFERENCES

In this activity, students watch the women's facial expressions and body language more closely in order to make inferences about their feelings. Then they personalize the activity by discussing times when they have felt the same emotions as the women.

A Books open. Explain the task, and make sure that students understand the meaning of each word in the box. Give students time to look at the pictures, and encourage students to predict as many answers as they can at this point.

- Play the entire video with the sound on. Tell students to complete the task as they watch and then compare answers with a partner. Explain that the characters don't always say what they feel, but their facial expressions usually give away their true feelings.

- Check answers around the class, and replay the sequence as needed.

Answers (from left to right)

nervous disbelieving surprised
apologetic angry excited

B Pair work Books open. Explain the task, and read the example language. Then put students into pairs to take turns telling each other about times when they have felt the emotions described in part A.

Optional activity

Class activity or group work Emotions charades Books closed. Put students into groups of four or five. Write these cues on the board:

hearing a strange sound

watching a movie

hearing some news over the telephone

opening a letter

seeing someone you know across the street

talking to your friend

Explain to students that they are going to take turns making a facial expression in response to each of these events. Group members must guess which emotion is being portrayed. If time permits, elicit more cues from students and write them on the board. Continue the activity in groups. (10 minutes)



Follow-up

7 DO YOU BELIEVE THESE STORIES?

This extension activity gives students the opportunity to discuss the Loch Ness Monster, Alien Big Cats, and other unusual creatures.

- Books open. Explain the task, and call on students to read the paragraphs aloud, or give students time to read them silently. Go over any new vocabulary, and answer any questions students may have.

- **Group work** Point out the example language, then put students into groups to discuss each creature. Tell groups to assign a secretary to take notes during the group's discussion.

- Call on the group secretaries to present their group's discussion to the class.

Optional activities

A Group work Mysterious creatures Books closed. Put students into groups of three or four, and tell them they will create a story about a mysterious creature they have heard of, or one they make up. If possible, give each group a large piece of paper and some colored markers and encourage them to draw a picture of their animal in its habitat. Circulate to provide help and prompt groups who are stuck for ideas (e.g., "Could your creature live in the water/underground/in outer space? Does it eat plants or animals? How big is it?"). When groups have finished, have them take turns telling the class about their creature. If they have drawn a picture of the creature, have them hold it up as they speak. Encourage other groups to ask questions for additional information. (15 minutes)

B Group work Discussion questions Books closed. Write these questions on the board:

- 1) *What kind of evidence would prove or disprove the existence of Bigfoot, the Loch Ness Monster, and Alien Big Cats?*
- 2) *Why do you think people haven't been able to prove or disprove their existence yet?*
- 3) *Why are people interested in hearing about creatures like these?*

Put students into groups of four or five to discuss the questions. When groups have finished their discussions, ask for volunteers to share some of their group's answers with the class.
(15 minutes)



Language close-up

8 WHAT DID THEY SAY?

This cloze activity has students focus on specific language used by Cristina and Beth to confront Amy with evidence of her trick.

- Books open. Have students read through the conversation and, working individually or in pairs, fill in as many blanks as they can before watching.
- Play this segment of the sequence as many times as necessary. Have students work alone to check their predictions and fill in the blanks as they watch.
- Have students compare answers with a partner and then watch this segment once more as a final check.
- Model the conversation or, if you wish, lead a choral or individual repetition of it. Then put students into groups of three to practice. Have groups practice the conversation three times so that each student has a chance to play each of the three characters.

Answers

Amy: You don't think *I* did it!

Cristina: I do. First, **before** you told us **about** Bigfoot, you **had already left** a bearskin and tape recorder **hidden** in the woods. Then, when Beth **left** to take a shower, you **went** to get some **sticks** to toast the marshmallows. You were **gone** when Beth had her **encounter** with Bigfoot.

Amy: That was **just** a coincidence!

Cristina: Was it? You **didn't come** with us when Beth and I went to get her **flashlight** and things. After we left, you had **plenty** of time to reset the

recorder and to make the **footprints** before we **returned**.

Beth: Aha! Busted!

Amy: You're **pretty** good, Cristina. I **didn't think** I'd get **caught**.

9 PAST TENSE VERBS

Telling a story

In these activities, students practice both the grammatical focus and the functional focus of the unit by using three forms of past tense verbs (past perfect, past continuous, and simple past) to relate stories about sightings or encounters with mysterious creatures.

A Books closed. To review past tense verbs, ask students to call out common situations in which English speakers use the past perfect (to describe an action that occurs before another past action), the past continuous (to describe an action in progress in the past that was interrupted by another action), and the simple past (to describe a completed past action).

- Books open. Explain the task, and tell students this is a true story of a possible sighting of a *yeti*, a mysterious creature said to live in the Himalayan mountains.

- Have students work alone or in pairs to write the correct form of the verb in parentheses. Circulate to give hints (e.g., "Which action occurred first? Was that action completed?"). Answer any vocabulary questions.

- Check answers by calling on students to read a few sentences at a time out loud.

Answers

In December of 1950, mountain-climbing guide Sen Tensing **was coming** down a mountain path in Nepal when he and his friends **saw** a hairy creature in the snow. The men **hid** behind a rock. When Sen Tensing **came out**, after the creature **had disappeared** back down the trail, he found giant footprints the creature **had left** in the snow. Nearly a year later, Sen Tensing and two English mountain climbers **found** more large tracks while they **were exploring** the area around Mt. Everest. The

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men believed these tracks **had been made/ were made** by a *yeti*, which some people think is a relative of Bigfoot. Or is there another explanation?

B Pair work Books open. Explain the task, then put students into pairs to tell stories and ask questions. Circulate to provide help as needed.

■ Have each pair join another pair to take turns telling their stories and asking questions. You may want to call on volunteers to tell their stories to the class.

Optional activity

Group work Role play Books closed. Put pairs together to create role plays about a sighting or an encounter with a mysterious creature. Students can either write out a script or brainstorm ideas for a situation to act out impromptu. Encourage them to incorporate the vocabulary from Exercise 2 and the emotions from Exercise 6 into their stories. Give groups some time to practice, and then have them perform their role plays in front of the class or another group. (10 minutes)