



new interchange

Video Teacher's Guide Level 1

Sample pages

CAMBRIDGE
UNIVERSITY PRESS

Topics/functions: Describing past events; expressing opinions

Structures: Past tense

Summary

The sequence opens with Phyllis waiting for her friend Yoko, who is giving her a ride to work. When Yoko's car pulls up, Phyllis gets in, and Yoko asks about her trip to San Francisco. As Yoko continues to ask questions and Phyllis describes what she and her husband Bill did in San Francisco, the video sequence scene shows Phyllis and Bill there – riding a cable car, shopping at Ghirardelli Square, eating lunch at Fisherman's Wharf, walking in the Japanese Tea Garden in Golden Gate Park, and exploring Chinatown. The scene ends with the two women arriving at the office building where they work.



Preview

1 CULTURE

In this sequence, Phyllis and Yoko ride to work together. They probably “carpool” every day, an arrangement in which they take turns driving each other to work. While the topic of car pools is not a focus of this unit, students may be interested in knowing that car pools are quite common in the United States and Canada as people try to save gas and other expenses and reduce traffic on busy city streets. In fact, many companies strongly encourage their employees to carpool, especially if parking spaces around their buildings are limited.

The culture preview in the Video Activity Book presents some interesting background information about San Francisco, the city described and depicted in this sequence.

■ Books closed. Tell students that in this unit they will learn more about San Francisco, a famous city in California. Ask, “Do you know anything about San Francisco?” Have students share what they know before you go to the next step. If students are not familiar with San Francisco, prepare students to read the culture preview in the text by saying, “Well, let’s learn about San Francisco.”

■ Books open. Have students read through the culture information silently and underline one new thing they learn about San Francisco. When they finish, ask, “What did you learn?” and have a few volunteers answer.

■ Answer any content or vocabulary questions. Then have students work in pairs or small groups to answer the questions as you circulate around the class.

2 VOCABULARY *Places in San Francisco*

This activity introduces the names of famous places and attractions in San Francisco that students will see and hear described in the video.

■ Books open. For each photo, ask students, “What do you see in this picture?” Do not have students name the scene but rather describe it, with sentences such as, “I see a bridge.”

■ **Pair work** Explain the task, and have students match the captions to the photos.

■ Go over the answers with the class by holding up your book and asking, as you point to a photo, “What’s this?” or “Where’s this?” Have students call out answers.

Answers

- 1) A cable car
- 2) Fisherman’s Wharf
- 3) Chinatown
- 4) Ghirardelli Square
- 5) The Japanese Tea Garden
- 6) The Golden Gate Bridge

3 GUESS THE STORY

In this activity, students prepare to watch the sequence by making predictions, based on visual information, about the things Phyllis and her husband see.

- Books open. Have students work individually or in pairs to look at the photos in Exercise 2 on page 30 again, and mark an ✕ next to each thing they would like to see. Ask a few students to share opinions with the class.
- Ask students to look at the photo, and explain that the sequence is about a professional woman in her mid-thirties who visits San Francisco with her husband. Then have students return to the photos in Exercise 2 and this time write a check (✓) next to the things they think the couple sees. Have students work alone to make predictions and then compare them with a partner.
- Play the entire sequence without sound, as students watch and check their predictions.
- Tell students that they will find out if their predictions are correct in the next activity.

Optional activity

Books closed. Play the sequence without the sound, stopping the video after each section that shows a place where Phyllis and her husband visit (Ghirardelli Square, Fisherman's Wharf, the Japanese Tea Garden, Chinatown). Have students list all the things they see in each place. (10 minutes)

Possible answers

Ghirardelli Square: stores, a fountain, chocolate, postcards, people, flowers
 Fisherman's Wharf: food stands, a crab stand, people
 Golden Gate Park: The Japanese Tea Garden, trees, plants, a footbridge
 Chinatown: statues, people, shops, fruit, signs, restaurants, buildings



Watch the video

4 GET THE PICTURE

In the first activity, students watch and listen to check the predictions they made in the preceding exercise. In the second activity, they watch and listen for the information needed to correct errors in Phyllis's travel diary.

A Books open. Explain the task, and make sure that students turn to Exercise 2 on page 30 to check their predictions as they watch the sequence.

■ Play the entire sequence with the sound on, as students complete the task. Then have selected students provide the answers, and replay the sequence as necessary.

Answers

The couple sees all the things pictured in Exercise 2 *except* the Golden Gate Bridge.

B Books open. Explain the task, and review the information in the travel diary, making sure students understand the sample correction under "Friday."

■ Books closed. Play the entire sequence with the sound on. Tell students to watch and listen for the things Phyllis and her husband did on Friday, on Saturday, and on Sunday.

■ Books open. Have students work alone to correct the errors in the travel diary, and then have students compare answers in pairs or small groups.

■ Ask if anyone needs to watch the sequence again, and replay if necessary before going over the answers with the class.

Answers

Friday: *sight-seeing* should be *work*

Saturday: *work* should be *sight-seeing*

Notes: *Fisherman's Wharf* should be *Chinatown*

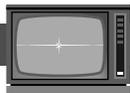
5 WATCH FOR DETAILS

In this activity, students watch and listen for specific information about what Phyllis and her husband bought or did at the places they visited.

- Books open. Explain the task, and lead students through the information in the chart. Have students, working individually or in pairs, predict the answers before watching.
- Play the entire sequence with the sound on. Have students complete the task as they watch and then compare answers with a partner or around the class.
- Check if anyone needs to watch the sequence again, and replay as needed.

Answers

- 1) They bought some postcards.
- 2) They had lunch.
- 3) They visited a tea garden.
- 4) They walked for hours.



Follow-up

6 A DAY IN SAN FRANCISCO

In this exercise, students first express their opinions and discuss the things in San Francisco they think are most interesting. Then they use the information they have learned about the city to plan an afternoon there. Since students will be working in small groups, they may need to negotiate and compromise as they make their plans.

- A** Books open. Lead students through the photos and have them read each caption.
- **Group work** Explain the task, and then put students into groups of three or four. Before they begin, remind students that they must number the photos in order of interest as a group.
- Ask students from various groups to say which of the places their groups think are most and least interesting – and why.

B Books open. Explain the task. Tell students that their group must decide where to visit or what to do.

- Give the groups approximately 5 minutes to complete the task, and then ask each group to share their plans with the class.

Optional activities

A Group work Books open. Tell students, “I’m sorry, but you only have time to do two things in San Francisco. With your group, decide which two of the three activities you really want to do. You have three minutes.”

- Have groups share their plans with each other, and then say, “I’m sorry, but you’ll only have enough time in San Francisco to do one thing. You have two minutes to decide. Go!”

- When time is up, ask each group to share their final decision with the class. (10 minutes)

B Group work Books open. Have students plan a day trip for Phyllis and her husband to the city where your school is located. Follow the same procedure described in the preceding activity. (10 minutes)

7 WHAT’S YOUR OPINION?

In these activities, students relate their real-world knowledge and experience to what they have learned in this unit by talking about the things they like to do when visiting a new city.

A Books open. Explain the task, and lead students through the five items on the list.

- **Pair work** Have students, working in pairs, number the five items in order of preference and then add three more items to the list (e.g., walk around, go to museums, go to a park).
- Ask one student from each pair to say what they like to do most when visiting a new city, and ask other students to share what additional activities they listed.
- Alternatively, have students work alone to rank the items, and then put students in groups and say, “This is a group trip. You all must agree on what you like to do. Work together until you all have the same order. Then add three more activities you all agree on.”

B Books open. Explain the task, and model the sample conversation.

- Have pairs of students work together, asking and answering questions similar to the example.



Language close-up

8 WHAT DID THEY SAY?

This cloze activity has students focus on specific language in the first part of the conversation between Yoko and Phyllis.

- Books open. Have students, working individually or in pairs, read the conversation and fill in any blanks they can before watching the sequence. Then have pairs compare predictions around the class.
- Play this segment of the video through once. Have students check their predictions and fill in the blanks as they watch.
- Ask students to compare answers with a partner, and then have them watch the segment again to check their answers.
- Check answers by having selected students read aloud one line of the dialogue at a time.
- Model the dialogue or, if you wish, lead a choral or individual repetition of it before putting students into pairs to practice.

Answers

Yoko: Hi, Phyllis.
 Phyllis: Hi, Yoko. **How** have you been?
 Yoko: Oh, **fine**. How **about** you?
 Phyllis: Great! Just **great**!
 Yoko: So, **how** was your **trip** to San Francisco?
 Phyllis: Fantastic! We really **enjoyed** it.
 Yoko: Well, that **doesn't** surprise me. I love to **visit** San Francisco. Uh, so, your **husband** went with you?
 Phyllis: Yes. I **worked** on Friday, and Bill had business to do in the **city**, too.
 Yoko: Oh, that's **nice**. So, what did you do over the **weekend**?
 Phyllis: We went **sight-seeing** together all day Saturday and Sunday **morning**.
 Yoko: Oh, really? **Tell** me about it.

Optional activities

A Pair work Books open. Have students continue the conversation by taking turns playing the role of Phyllis and telling what she and her husband did in San Francisco. (5 minutes)

B Pair work Books closed. Have students talk about their own weekends. (5 minutes)

9 PAST TENSE Describing a trip

In these activities, students practice the simple past tense by filling in the correct verb forms in conversations from the sequence and by having similar conversations of their own.

A Books open. Explain the task, and have students work alone to silently read through each conversation and fill in the correct verb forms.

- Then have students compare answers with a partner or around the class.
- Check answers around the class, and review the past tense as necessary.
- Have students work in pairs to practice the conversations.

Answers

1) Yoko: Tell me about your trip to San Francisco.
 Phyllis: Well, we did a lot of interesting things. Naturally, we started Saturday morning with a ride on a cable car.
 Yoko: Naturally! And then?
 Phyllis: Then we went straight to Ghirardelli Square to do some shopping.
 Yoko: Isn't it wonderful? I went there the last time I was in San Francisco.
 2) Yoko: Did you visit Alcatraz Island?
 Phyllis: No, we didn't have time.
 Yoko: Oh, what did you do then?
 Phyllis: We took a cab to Golden Gate Park.
 Yoko: Great! Did you see the Japanese Tea Garden?
 Phyllis: Oh, yes, it was really beautiful. But, to tell the truth, the thing we liked best was Chinatown.

(procedure continues on next page)

Unit 7

B Pair work Books open. Explain the task, and read through the model conversation with students. Then have students form pairs and have similar conversations.

■ Circulate to help, and when students seem satisfied, either have them change partners to have another conversation or have several pairs perform their conversations for the class.

Optional activity

■ **Group work** Books closed. Have students form groups of five or six. Then say, “You are going to tell the story of a trip to San Francisco. Each of you must repeat what the students in front of you said and then add a sentence of your own.”

■ Demonstrate with the class:

A: We went to San Francisco and we saw the Japanese Tea Garden.

B: We went to San Francisco and we saw the Japanese Tea Garden and bought some postcards . . .

■ Ask a few students to provide example sentences, and then have the groups continue on their own.

■ Have groups continue until each group member has a turn. (10 minutes)