

Had they really seen Bigfoot?

Aims

Practice describing an event in the past.

Language focus

Grammar

The past perfect

Set-up

Pair work or group activity

Lesson link

For use after Unit 8, Lesson A

Time

20 minutes

Preparation

Duplicate one page per pair or group of students and mount on construction paper. Cut cards apart and separate into two piles: the Main Story Cards (A-J) and the Extra Information Cards (1-10).

5. Have students begin the activity by having one student take the top card from the Extra Information Card pile and try to fit it into the story placing it next to one of the Main Story Cards. If the student can't fit that card into the story, the student places the card at the bottom of the pile. Then the next student draws a card. This continues until all of the "Extra" cards have been placed and the story is complete.

Option: If drawing the cards one by one is challenging for students, they could turn over all of the cards at once and then work together to place them in the story.

6. As students are working, walk around to monitor and help as needed. Point out that some of the cards have just parts of sentences and students need to find the other part. Punctuation and capitalization will give them clues to this.

7. When students have finished (or the time is up), invite two or three pairs or groups to read their versions of the story. Compare and discuss which version is more logical.

Answer Key

This is one possible order for the story.

A, 4, B, C, 2, 8, D, 6, E, 10, F, 5, G, 3, H, 1, I, 7, J, 9

Procedure

1. Tell students they are going to work in pairs or groups to tell a story about a couple trapped in a snowstorm.
2. Put students in pairs or in small groups of three or four. Give each pair or group a set of Main Story Cards and Extra Information Cards. Students place the Main Story Cards face up on the table and put them in alphabetical order from A to J. They place the Extra Information Cards in a pile face down between them.
3. Have students read the story on the Main Story Cards and then answer any questions about vocabulary. Tell them that they will be placing Extra Information cards in the story by putting them to the right or left of the Main Story Cards.
4. Model the activity by picking up an Extra Information Card and reading it aloud for the class. Ask students where they think it should go. Elicit suggestions, but don't confirm or deny answers at this point.

Had they really seen Bigfoot?

MAIN STORY CARDS

A

One night, Max and Dana were driving in the mountains

B

Suddenly their car stopped working.

C

It was very cold outside,

D

They thought they would have to sleep in the car.

E

They walked to the cabin.

F

They had just fallen asleep

G

It sounded like someone was trying to get in.

H

In the morning, they opened the door.

I

There were fresh scratch marks on the door.

J

Then, in the forest, they saw a large creature that looked like a hairy man.

EXTRA INFORMATION CARDS

1

It had stopped snowing, and the sun was shining.

2

and they hadn't brought extra clothes or food.

3

They called out, but no one answered.

4

when it started snowing.

5

when they heard loud noises outside the cabin.

6

Then they saw a cabin in the forest.

7

Someone or something had been there during the night.

8

They didn't know what to do.

9

Max had read stories about a creature that was called Bigfoot. Had they really seen Bigfoot?

10

There was a fireplace, warm blankets, and some food there.