

CAMBRIDGE ENGLISH EMPOWER B1 Pre-intermediate

'Video Extra' – Teacher's notes

Background information

Viewing for pleasure

In addition to the video material for Lesson C of each unit – aimed at developing students' speaking skills – the **Cambridge English Empower** Class DVD contains a series of humorous short films based around Johnny Diamond ('JD'), a private detective. These films are intended to engage your students in viewing for pleasure. There are three films for A2 Elementary. There are two versions of each film:

- the complete film (10-12 minutes)
- the same film divided into three parts, as an alternative viewing option

A photocopyable worksheet for each episode is available from cambridge.org/empower and cambridgelms.org/empower – for use in class or by students at home.

Emotional engagement

Language learning often requires perseverance, dedication, and hard work. Nevertheless, students who succeed in their learning frequently refer to the learning process itself as an experience that gives them pleasure. Their pleasure can come from various sources, but it often goes beyond the satisfaction that students derive from achieving good grades or passing tests; in conversation, students frequently mention the enjoyment they get from being able to communicate successfully in the new language, from creative writing, or from being able to read a book or understand a movie. The latest findings in neurobiology stress that this kind of emotional engagement is often connected to making progress, and to a perception of – metaphorically speaking – movement. In the words of a neuroscientist:

'Success is progress towards a goal, and nothing succeeds like success. This could be one of the most important aspects of intrinsic motivation. Achievement itself is rewarding, and that may simply be because it is recognized as movement.' (Zull, 2002: 62)¹

The importance of narratives

Cambridge English Empower, with its unique approach to Learning Oriented Assessment, offers students frequent opportunities to see the progress they are making in their learning. However, despite concrete evidence of progress, the pleasure that can be gained from reading a fascinating novel or watching a good film can often remain inaccessible during the first few years of learning a new language. It is this additional sense of achievement that your students can get from watching the 'Video Extra' detective stories. Again, in the words of the neuroscientist James Zull:

'My argument is that we get enjoyment and satisfaction through anticipation of movement and imagined movement. We see this in progress towards a goal, such as when we solve a puzzle, derive an equation, or construct a work of art or a piece of furniture. And we see it in stories that lead our mind towards a goal. In fact, this is probably the most important thing that keeps us reading a good book or watching a movie. We want something to happen, or we are curious about what will happen – anticipated movement!' (Zull, 2002: 62)¹

Comprehensible input

While the video scripts for the C lessons are closely tied to the target language of each unit, the scripts for the 'Video Extra' detective stories have been written with the overall language development of A2 students in mind. They expose learners to natural speech, rather than sharply focusing on specific language points. This type of viewing for pleasure can play an important role in supporting language development, as it helps to consolidate the students' repertoire. It is often stressed that the more exposure to language students can experience – in a variety of contexts – the better their understanding of lexis, language chunks, and structures. The presentation of language in the amusing context of the detective stories makes it easier for students to decode the new lexis. Yet there is more to it than that. Just as extensive reading via simplified readers can have a positive effect on students' production of language, films that they find emotionally engaging can benefit all their language skills – not just their listening comprehension. Another important benefit is that if the protagonists of the films come across as charming or memorable, the language they use often becomes memorable too – for example in the form of key lexical chunks and phrases that are frequently used in conversation.

How to use the 'Video Extra' detective stories

We recommend using the detective stories as suggested below, but these are merely suggestions.

- One way of using these films is to play an episode to the students without any preparation and see how they get on. You can then elicit from the students what they have understood, write their ideas on the board and list the things they haven't understood, before playing the video a second time (and maybe a third, if necessary).
- If you would like to work on the videos in a more structured way, we would recommend doing some preparation before you play the video for the first time. You could, for example, write four to six content words from the video on the board (including maybe two or three that you think are important for the comprehension of the story and might not be known to your students). Ask students to read them and then call out other words that come to mind. Write all their words on the board. Then ask the students, working in pairs or small groups, to come up with a story using some or all of the words on the board. Finally, play the video to them so they can compare their ideas with the story in the film.
- Another way of leading the students into the story would be to use a few stills/images from the video (using screenshots taken on your computer). Give students a bit of time, then ask them questions about the stills, e.g. *Who are the people in the photo? Where are they? What are they about to do?* etc.
- If you decide to use the photocopiable worksheet that is provided, your students can do the following tasks for each of the three parts of the video:
 - Before you watch – a set of pre-viewing tasks based on a still from the video
 - After you watch – a set of comprehension tasks after they have watched the episode
 - Discussion – follow-up questions aimed at stimulating conversations about the video in class

Story outlines

The Case of the Pinched Painting

Use this episode after Unit 3:

- An inventor named Lewis White comes to see Johnny Diamond. He tells him about an invention of his that made him a lot of money. It's a system that makes it impossible to steal a painting from the wall of an art gallery. If anybody tries to take a painting from the wall, steel doors slam down to seal the gallery and there's no escape from it. JD finds out that Lewis was so sure of his invention that he promised everybody one million pounds if a thief ever stole a painting from their gallery. However, there's been a case of a stolen painting, and Lewis wants JD to help him. Together they go to the art gallery. As soon as they arrive, JD spots something and asks for a floor plan of the gallery ...

The Case of the Missing Man

Use this episode after Unit 6:

- JD gets a visit from a woman who is very sad because her brother disappeared. He went missing about a month before while swimming in the sea. He was a good swimmer and knew how dangerous the sea could be. The lifeguard says that on the day when her brother went missing there was a red flag out, but her brother went swimming anyway. The woman doesn't believe this, because her brother wouldn't have gone swimming with a danger flag flying. JD asks her who would have had an interest in doing harm to her brother, and she says she's sure it was his wife. Her brother had a lot of money, and she thinks his wife wanted to get hold of his money. She also says that his brother's wife got a new boyfriend only two weeks after her husband went missing. JD is sure he will be able to solve the case, and starts by talking to the lifeguard who was on duty the day the woman's brother went missing ...

The Case of the Woman Who Wasn't There

Use this episode after Unit 12:

- When JD gets to the office, he is pleased to hear that he doesn't have any clients that morning, so he decides to go to the new cafeteria around the corner and enjoy a cup of coffee and one of their delicious cakes. He starts a conversation with the waiter who, after learning of JD's profession, tells him a story of how he recently became the victim of a crime. The story involves a clever con woman who managed to trick the waiter into paying for her shopping. Unfortunately, when the waiter asks JD if he can help him find the woman and get his money back, JD says that this would be too difficult and not worth it. The waiter understands, but in a surprising ending, the viewer learns the real reason why JD was unable to help the waiter ...

CAMBRIDGE ENGLISH EMPOWER B1 Pre-intermediate

'Video Extra' – Answer key

Unit 3 'The Case of the Pinched Painting'

PART 1

- b** 1 Lewis White, 2 Inventor, 3 A system to stop art thieves, 4 Steel doors seal the gallery, and an alarm alerts the police. 5 If a thief steals your painting, I pay you one million pounds.

PART 2

- b** 1 Johnny, 2 Mike, 3 Johnny, 4 Johnny, 5 Lewis, 6 Mike, 7 Johnny, 8 Lewis

PART 3

- b** 1 Because he thinks there's a false wall and the painting is behind it. 2 Behind the false wall. Johnny knocks a hole in the false wall. 3 To hide the painting and claim the one million pounds.

Unit 6 'The Case of the Missing Man'

PART 1

- b** 1 brother, 2 Ben, 3 month, 4 morning, 5 red, 6 good, 7 after, 8 money, 9 boyfriend

PART 2

- b** 1 morning, 2 weeks, 3 scar, 4 boyfriend, 5 Lauren, 6 beach, 7 Betty and the secretary, 8 isn't

PART 3

- b** 1 The secretary goes with Betty and Johnny to the beach. 2 They meet Lauren and Kirk Eastwood, who is there with Lauren. 3 Johnny hits the file. 4 A woman in the sea screams. 5 Kirk runs into the sea. 6 Kirk comes out of the sea with Johnny's secretary. 7 Johnny says who Kirk really is. 8 The secretary catches and holds Kirk. 9 They see the scar on Kirk's shoulder.

Unit 12 'The Case of the Woman Who Wasn't There'

PART 1

- b** 1 He sold a painting of a horse. 2 She asks for a bonus. 3 His hat stays on the hat-stand. 4 He goes to a café to have a cake. 5 'No case too small, no fee too large.'

PART 2

- b** 1 The waiter gets some milk. 2 The waiter sees the old lady for the first time. 3 The waiter gets some bread. 4 The waiter helps the old lady get something of the top shelf. 5 The waiter gets some sugar. 6 The waiter pushes the old lady's trolley to the checkout. 7 The old lady tells the waiter about her son. 8 The waiter hugs the old lady.

PART 3

- b** 1 the checkout assistant, 2 the waiter, 3 the checkout assistant, 4 Johnny, 5 the waiter, 6 Johnny, 7 the old lady, 8 Johnny

Unit 3 'The Case of the Pinched Painting'

PART 1

a Before you watch – Look at the photo and answer the questions.

- 1 What do you think this man's job is?
- 2 Why do you think he needs a private detective?



b After you watch – Complete the form about the man.

- 1 Name: Lewis White
- 2 Job: _____
- 3 Invention: _____
- 4 How it works: _____
- 5 Customer promise: _____

c What do you think?

Will Lewis White have to pay the money? Why / Why not?

PART 2

a Before you watch – Look at the photo and answer the questions.

- 1 Who do you think this man is?
- 2 What's he doing? Why?



b After you watch – Who says these things: Mike, Johnny or Lewis?

- 1 'So, this is where it happened?'
- 2 'Lewis White, my favourite inventor.'
- 3 'Could I see the wall where the painting was?'
- 4 'Do you have a floor plan of the gallery?'
- 5 'What are you doing?'
- 6 'Here you are, but you can't take it with you.'
- 7 'We'll be back soon.'
- 8 'How am I going to find £1 million to pay him?'

c What do you think?

How do you think the painting was stolen?

PART 3

a Before you watch – Look at the photo and answer the questions.

- 1 What is Johnny holding?
- 2 What do you think he's going to do with it?



b After you watch – Answer the questions.

- 1 Why does Johnny measure the room?
- 2 Where is the painting and how does Johnny find it?
- 3 What was Mike's plan and how did Johnny work it out?

c Discussion – In pairs or small groups, talk about these questions.

- 1 What are your favourite art galleries and museums?
- 2 If you could 'borrow' one item from a museum or gallery, what would it be and why?

Unit 6 'The Case of the Missing Man'

PART 1

a Before you watch – Look at the photo and answer the questions.

- 1 Who do you think the woman is?
- 2 Why is she crying?



b After you watch – Write one word in each space.

- 1 Betty's _____ is missing.
- 2 His name is _____ Russell.
- 3 He went missing a _____ ago.
- 4 He went swimming every _____ in the sea.
- 5 He never swam if the _____ flag was flying.
- 6 He was a _____ swimmer.
- 7 Betty thinks the flag was put out _____ her brother went into the sea.
- 8 Betty thinks Lauren Bogart married her brother for his _____.
- 9 Betty saw Lauren with her new _____.

c What do you think?

- 1 Did Betty's brother go into the sea when the red flag was out?
- 2 Who does Johnny need to talk to now?

PART 3

a Before you watch – Look at the photo and answer the questions.

- 1 Who are the four people?
- 2 Where are they?



PART 2

a Before you watch – Look at the photo and answer the questions.

- 1 Where is Johnny?
- 2 Who is the other man, do you think?



b After you watch – Underline the correct answer.

- 1 The lifeguard in the *morning/afternoon* was Thomas Martin.
- 2 He stopped working as a lifeguard two *weeks/months* ago.
- 3 Thomas Martin had long black hair and a *scar/tattoo* on his right shoulder.
- 4 Lauren Bogart found a new *husband/boyfriend* two weeks ago.
- 5 Johnny phones *Betty/Lauren* to talk about her missing husband.
- 6 They agree to meet at a *city-centre café/beach café* at 3pm.
- 7 Johnny goes to the beach with *Betty/Betty and the secretary*.
- 8 The secretary *is/isn't* very happy when Johnny gives her an instruction.

c What do you think?

- 1 Why does Lauren agree to see Johnny?
- 2 What is Johnny planning to do?

b After you watch – Put the events in the correct order.

- A woman in the sea screams.
- Johnny hits the file.
- Johnny says who Kirk really is.
- Kirk comes out of the sea with Johnny's secretary.
- Kirk runs into the sea.
- 1 The secretary goes with Betty and Johnny to the beach.
- The secretary catches and holds Kirk.
- They meet Lauren and Kirk Eastwood, who is there with Lauren.
- They see the scar on Kirk's shoulder.

c Discussion – In pairs or small groups, talk about these questions.

- 1 What do you think happens to Lauren and Thomas/Kirk after the scene by the sea?
- 2 Who was the man in the park? What is the good news that Johnny is going to give Betty?

Unit 12 'The Case of the Woman Who Wasn't There'

PART 1

a Before you watch – Look at the photo and answer the questions.

- 1 Why do you think the receptionist looks surprised?
- 2 What else might be 'different' in this final episode?



b After you watch – Answer the questions.

- 1 Why does Johnny have £160?
- 2 What does the receptionist ask for?
- 3 Why does Johnny say 'It's my lucky day'?
- 4 How does he celebrate?
- 5 What is Johnny's slogan?

c What do you think?

What do you think happened to the waiter?

PART 2

a Before you watch – Look at the photo and answer the questions.

- 1 Where is the waiter and what's he doing?
- 2 Who do you think the old lady is?



b After you watch – Put the events in order.

- The waiter hugs the old lady.
- The old lady tells the waiter about her son.
- The waiter gets some bread.
- The waiter pushes the old lady's trolley to the checkout.
- The waiter helps the old lady get something off the top shelf.
- 1 The waiter gets some milk.
- The waiter sees the old lady for the first time.
- The waiter gets some sugar.

c What do you think?

What do you think happens to the old lady?

PART 3

a Before you watch – Look at the photo and answer the questions.

- 1 What is the waiter doing?
- 2 Why do you think he looks so shocked?



b After you watch – Who says these things: the checkout assistant, the waiter, Johnny, or the old lady?

- 1 'Have you got a club card?'
- 2 'I know prices are going up ...'
- 3 'She said you were paying.'
- 4 'It just shows, you can't trust anyone.'
- 5 'I don't suppose that's the kind of case you could solve?'
- 6 'What did you promise me?'
- 7 'I just can't help it.'
- 8 'Maybe not my lucky day.'

c Discussion – In pairs or small groups, talk about these questions.

- 1 Explain the old lady's con in your own words.
- 2 What other cons have you heard about?