

I've never heard of that!

Cycle 1, Exercises 1–7

In Unit 4, students discuss food, recipes, and cooking methods. In Cycle 1, they talk about personal experiences using the past tense and the present perfect. In Cycle 2, they describe recipes using sequence adverbs.

1 SNAPSHOT

Learning objective: talk about food and ethnic dishes

- Books closed. Ss discuss food.

In a heterogeneous class: Ask for names of some popular dishes that people like to eat in the Ss' countries. Elicit additional information about the dishes Ss mention. Ask: "What's it made of? Do you eat it only on special occasions?"

In a homogeneous class: Ask Ss about their favorite ethnic foods (e.g., *Japanese sushi, Italian pizza, Korean kimchi, Indian curry, Mexican tacos*).

- Books open. Give Ss a few minutes to look over the information in the Snapshot. Explain any unknown words or expressions.

- Go over the questions. Then have Ss discuss them in pairs or groups.
- Option:** To prepare Ss for vocabulary in the unit, have the class brainstorm in groups: four kinds of meat, fish, vegetables, and fruit. This could be done as a race against each other or against time.

Possible answers

Meat	Fish/seafood	Vegetables	Fruit
chicken	shrimp	(chili) pepper	banana
pork	salmon	onion	avocado
beef	tuna	carrot	tomato
ham	lobster	eggplant	lime

2 CONVERSATION

Learning objectives: practice ordering food in a restaurant; see the simple past and the present perfect in context

A [CD 1, Track 21]

- Ask Ss to look at the picture. Ask: "Where are these people? What do you think they are they eating? How do they look?" Accept any reasonable answers.
- Elicit or explain any new vocabulary.

Vocabulary

snails: small land animals with a hard round shell and no legs

garlic: a plant used in cooking to give a strong taste

appetizer: a small dish served at the beginning of a meal

brains: the organ found in the head of an animal

scary: frightening

- Books closed. Write these questions on the board:
 - Has the man eaten snails before?
 - Has the woman eaten snails before?
 - Has the woman eaten fried brains before?
- Play the audio program. Ss listen for answers to the questions on the board. Elicit Ss' answers. (Answers: 1. no 2. yes 3. no)
- Books open. Play the audio program again. Ss listen and read silently.
- Option:** Focus Ss' attention on the word *have* in the conversation. Explain that we don't stress the word

have in *Have you ever . . . ?*, when it's an auxiliary verb, but we do stress *have* in *I'll have . . .* when it's the main verb. Play the audio program again, this time pausing so Ss can practice the difference in pronunciation.

- Ss practice the conversation in groups of three. Encourage them to use facial expressions and to have fun.
- Option:** Books closed. Have Ss act out the conversation in front of the class. Tell them that they can substitute any food words they want.

For another way to practice this Conversation, try **Disappearing Dialog** on page T-151.

B

- Read the questions and then play the rest of the audio program. Ss listen for the answers.
- After Ss compare responses in pairs or groups, elicit and check answers as a class.

Audio script (See page T-225.)

Answers

Steve didn't like the fried brains (at all). He ordered a (nice, juicy) hamburger (medium rare), french fries, and a large soda.

3 PRONUNCIATION

Learning objective: notice and practice saying common consonant clusters

A [CD 1, Track 22]

- Play the audio program. Ss listen and notice how two consonants at the beginning of a word, called *consonant clusters*, are pronounced.
- Play the audio program again, pausing after each word.

4 GRAMMAR FOCUS

Learning objective: ask and answer questions using the simple past and the present perfect

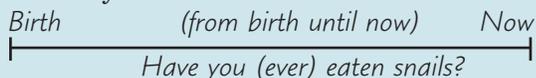
[CD 1, Track 23]

Simple past and present perfect

- As a review, write these sentences on the board:
 1. We use the _____ for completed events at a definite time in the past.
 2. We use the _____ for events that happened at an indefinite time in the past.
 3. We use the _____ for events that began in the past and continue up to the present.
 4. We usually use the _____ with *ever* and *never*.

- Ask Ss to complete the sentences with either *simple past* or *present perfect*. Then elicit answers from the class. (Answers: 1. simple past 2. present perfect 3. present perfect 4. present perfect)

- Draw the following time line on the board to show how we use the past perfect to describe events that occur any time between birth and now.



Present perfect

- Have Ss circle the past participles in the Conversation on page 22. (Answers: eaten, decided, heard) If necessary, refer Ss to the list of participles in the appendix at the back of the book.
- Explain that when the present perfect is used to

B Pair work

- Refer Ss to page 22 and have them find examples of each consonant cluster. Check answers as a class.

Possible answers

scary, strange, small, snails, spices, brains/fried, black

introduce a topic, it becomes a definite event and the simple past is used.

- Play the audio program. Ss read the Grammar Focus box as they listen and repeat.

A

- Read the instructions and model the first dialog with a S. Ss complete the task individually. Check responses before pairs practice together.

Answers

1. A: Have ever **been** to a picnic at the beach?
B: Yes, I **have**. We **cooked** hamburgers.
2. A: Have you **tried** sushi?
B: No, I **haven't**, but I'd like to.
3. A: Did you **have** breakfast today?
B: Yes, I **did**. I **ate** a huge breakfast.
4. A: Have you ever **eaten** Mexican food?
B: Yes, I **have**. In fact, I **ate** some just last week.
5. A: Did you **drink** coffee this morning?
B: Yes, I **did**. I **had** some on my way to work.

B Pair work

- Explain the task. Encourage Ss to give their own information. Then model the task with a S.
T: Have you ever been to a picnic at the beach?
S: Yes, I have. We ate chicken and . . .
- Ss work in pairs. Go around the class and give help as needed. Go over problems when Ss finish the task.

For a new way to practice past participles, try **Participle Concentration** on page T-156.

5 LISTENING

Learning objective: develop skills in listening for specific information and making inferences

[CD 1, Track 24]

- Set the scene. People are talking in a restaurant. Explain the task and the listed items.
- Ss work in pairs to guess what words they might hear for each item. For example, for *water*, the

speakers might mention *glass*, *thirsty*, *drink*, or *ice*. For *bread*, they might mention *hungry*, *sandwich*, *slice*, *butter*, or *jam*.

- Play the audio program. Ss listen and then compare answers with a partner. Check answers as a class.

Audio script (See page T-226.)

Answers

6 SPEAKING

Learning objective: talk about experiences using the simple past and the present perfect

Pair work

- Explain the task. Ss practice asking questions using the present perfect, and responding using the simple past.
- Present the questions and model the example conversation. Ss make up four more questions to ask a partner.

- Ss complete the activity in pairs. Go around the class and give help as needed.
- **Option:** Set this up as a competition. The pair that continues talking the longest, wins!

! For more speaking practice, try the **Onion Ring** technique on page T-151.

7 INTERCHANGE 4

See page T-117 for teaching notes.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–3 on pages 19–21	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 1–6 on page 7	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 8–14

8 WORD POWER

Learning objective: learn vocabulary for discussing ways to cook different types of foods

A

- Focus Ss' attention on the six pictures above the chart. Say the words and have the class repeat.
- Explain the task. Then read the words in the chart and have Ss repeat. Explain any words that Ss don't know.
- Model how to check (✓) the most common cooking method(s) used for each food in the chart. Read aloud the first food: fish. Ask: "How do people cook fish in your country? Do they usually bake it, fry it, roast it, boil it, barbecue it, or steam it?"
- Ss work individually to check (✓) the cooking methods that are most common in their country. Go around the class and give help as needed.
- Stop the activity after a few minutes and have Ss compare their charts in pairs. Then ask a few Ss to write their ideas on the board.

Possible answers

(The answers given here generally reflect North American cooking techniques.)

fish: bake, fry, barbecue, steam
shrimp: fry, boil, barbecue
eggs: fry, boil
chicken: bake, fry, roast, barbecue
beef: roast, barbecue
potatoes: bake, fry, roast, boil
onions: fry, roast
eggplant: bake, fry
bananas: bake in bread or pies, fry

B Pair work

- Ask two Ss to read the example conversation. Have Ss work in pairs or groups. Then use a show of hands to find out which cooking method is the favorite for each of the foods in part A.

! To practice the vocabulary, play the **Chain Game** on page T-145. Have Ss make sentences like this:
S1: Last night I baked bread.
S2: Last night I baked bread and boiled fish.
S3: Last night I baked bread, boiled fish, and fried some potatoes.

9 PERSPECTIVES

Learning objectives: read about Elvis Presley's favorite recipe; see sequence adverbs in context

- Books closed. Ask: "What do you know about Elvis Presley?" Elicit ideas. Then tell Ss that his favorite sandwich was peanut butter and banana!

A [CD 1, Track 25]

- Set the scene. Someone is describing how to make Elvis's favorite sandwich. Write these questions on the board:
 - What food do you need to make the sandwich?
 - How many steps are there?(Answers: 1. peanut butter, banana, bread, and butter 2. five)
- Play the audio program. Then check Ss' answers to the questions on the board. Ask: "What do you think of the sandwich? Is it easy or difficult to make? Does it sound delicious, OK, or scary?"

- Books open. Play the audio program again. Ss listen and read along silently.
- Option:** Ss list the kitchen tools that a person needs to make the sandwich (e.g., *plate, tablespoon, toaster, fork, bowl, frying pan*). This could be done as a race.

B Pair work

- Explain the task. Ss number the pictures from 1 to 5. Elicit answers.

Answers

2, 5, 3, 1, 4

- Option:** Have Ss describe how to make the sandwich from memory. Don't expect Ss to use sequence adverbs at this point.
- Ask Ss: "Would you like to try the sandwich? Why or why not?" Elicit responses.

10 GRAMMAR FOCUS

Learning objective: describe how to prepare food using sequence adverbs

[CD 1, Track 26]

- Play the audio program to present the sentences in the box. Ss listen and repeat. Explain that these sequence adverbs – *first, then, next, after that, and finally* – are connecting words that show the order of steps in a process or events in a story.
- Point out that *then, next, and after that* are interchangeable. In other words, after *first* and before *finally*, they can be used in any order.

A

- Go over the task. If necessary, use the pictures to explain new vocabulary. Then model the first part of the task by using the first picture.

T: In the first picture, someone is lighting charcoal for a barbecue. Look at the mixed-up sentences in the list for the one that matches it. Can anyone find it?

S: Yes, it's the second sentence, *put charcoal in the barbecue and light it*.

T: That's right. So write *1* in the box to the left of that sentence.

TIP To get Ss' attention while you explain the instructions, vary your technique and position (e.g., give the instructions from the back of the classroom sometimes).

- Ss complete the first part of the task individually. Check answers before Ss begin the second part.

Answers

(Answers here are for both parts of the task.)

- First**, put charcoal in the barbecue and light it.
- Then** cut up some meat and vegetables. Marinate them for 20 minutes in your favorite barbecue sauce.
- Next**, put the meat and vegetables on the skewers.
- After that**, put the kebabs on the barbecue and cook for 10 to 15 minutes, turning them over from time to time.
- Finally**, take the kebabs off the barbecue and enjoy!

- Ss complete the second part of the task. When they finish, go over answers (see above).

B Pair work

- Explain the task. Ss cover the recipe in part A and look only at the five pictures showing how to barbecue kebabs. Ss take turns explaining each step to a partner. They do not need to use exactly the same words. Remind Ss to use sequence adverbs.

-  For more practice with sequence adverbs, play **Mime** on page T-148. Ask Ss to act out a sequence of actions, such as changing a flat tire.

11 LISTENING

Learning objective: develop skills in listening for details

- Ask: “Does anyone know what *tempting* in the exercise title means?” (Answer: A *tempting* snack looks or sounds so delicious that it’s hard to refuse.)
- Set the scene. Four people are describing their favorite snacks. In pairs, Ss look at the pictures and predict some of the words they are going to hear (e.g., *toasted bagel – spread, cheese, cut*).

A [CD 1, Track 27]

- Explain the task. Read the names of the four snacks (guacamole: /gwak•e’mou•li/) and have Ss repeat.
- Play the audio program, pausing after each speaker. Ss listen and match the picture of each snack with the number of the speaker who described it. Then go over answers with the class.

Audio script (See page T-226.)

Answers

3, 2, 4, 1

B Pair work

- Read the instructions. In pairs, Ss decide which recipe each is going to describe. They should choose different snacks. If any Ss want to hear the audio program again, play it for the whole class. Ss can take notes if they wish.
- Ss take turns explaining how to make one of the snacks from part A. Go around the class and give help as needed.

12 SPEAKING

Learning objective: describe how to make snacks using sequence adverbs

Group work

- Model the activity by having three students read the example conversation.
- Give Ss time to think about their favorite snacks. Some Ss may need to check a dictionary or ask you for specialized vocabulary.
- Ss form groups and take turns describing how to make their favorite snacks. Set a time limit of about ten minutes for this. Encourage group members to ask follow-up questions. Go around the class and give help as needed.

TIP To stop an activity, silently raise your right hand and keep it there. When Ss see your hand up, they should also put their right hand up and stop talking. Alternatively, count down from five to zero, giving Ss a chance to finish their sentences.

- Finally, groups take turns telling the class about the most tempting or unusual snack they discussed.
- **Option:** Regroup Ss and have them share ideas.

TIP It’s important to give Ss feedback on their speaking. If possible, try to include both praise and correction.

13 WRITING

Learning objective: write a recipe using cooking methods and sequence adverbs

A

- Go over the instructions and example recipe. If necessary, explain how to read fractions used in recipes. Answer any vocabulary questions.
- Point out that recipes usually have two separate parts: a list of ingredients and a series of steps, usually written as imperatives.

B

- Ss work individually to write a first draft. Go around the class and give help as needed. Alternatively, let Ss come to you with their questions and drafts.

- **Option:** If Ss need more time to prepare, this part can be assigned as homework.
- When Ss are finished, have them read their drafts to check their grammar and spelling, and to make sure they didn’t leave out any important ingredients or directions.

C Group work

- Explain the task. Ss take turns discussing their recipes in groups.
- Have each group share one recipe with the class.
- **Option:** Post the recipes on the walls for the whole class to read. Alternatively, turn this into a project. Put Ss’ favorite recipes together in a class cookbook.

14 READING

Learning objectives: read an article about how food affects the way we feel; develop skills in reading for details

- Books closed. Ask: "What foods do people eat to make themselves feel happy? relaxed? energized? Are these foods healthy?" Ss discuss in small groups.
- Books open. Set a time limit of one to two minutes. Ss skim the article and check (✓) the main idea of the text. (Answer: Certain foods affect the way we feel.)
- Option:** Pre-teach some vocabulary in the article with the game "Odd Man Out." Write this on the board:
 - depressed low have the blues calm
 - stressed angry anxious nervous
 - relaxed happy secure tired
- Ask Ss to find the word that does not mean the same as the others in the list. (Answers: 1. calm 2. angry 3. tired)

A

- Ss read the article silently. Encourage Ss to guess the meaning of words they don't know before checking their dictionaries.
- Go over any new vocabulary.

Vocabulary

calm down: relax
cheer up: feel happier
powerfully: strongly
influence: have an effect on
as well as: in addition to
soothing: gentle
irritable: angry
the blues: a feeling of sadness or depression
lean meat: meat without fat on it
turn to: try
comfort foods: foods that make you feel happier

- Go over the instructions and point out that all the sentences are false. Ss reread the article to correct the statements.
- Have Ss compare answers in pairs or small groups. Then go over answers with the class.

Possible answers

- We often eat when we feel stressed or depressed.
- You shouldn't drink coffee to relieve stress.
- Foods like chicken and seafood are high in selenium.
- Carbohydrates cause the brain to release serotonin.
- Serotonin makes you feel better.
- People usually eat comfort foods when they're feeling low.
- You should eat one Brazil nut a day.
- Chocolate will make you feel better at first, but later you may feel worse.

- Option:** To review the main ideas of the article, divide the class into two groups: stress and depression. Have Ss read the article again and find out what is good and bad for each. Then go over answers with the class. (Answers: **Stress(+):** bread, rice, pasta **(-):** coffee; **Depression(+):** lean meat, chicken, seafood, whole grains, Brazil nuts **(-):** sweet desserts, chocolate)

B Pair work

- Go over the questions. Then Ss discuss the questions in pairs.
- Option:** As a class, Ss take turns sharing some interesting ideas they discussed in pairs.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4–8 on pages 22–24	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercise 7 on page 7	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 4	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 4	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 3 and 4 with the quiz on pages T-202 and T-203.

OVERMATTER PAGE T-23

1. water
2. a meal
3. pasta
4. the meat
5. coffee
6. the check