## Unit 4 Supplementary Resources Overview

|         | After the following SB exercises | You can use these materials in class               | Your students can use these materials outside the classroom                                  |
|---------|----------------------------------|--|--|
|         | 1 Snapshot                       |  |  |
|         | 2 Conversation                   |  | SSD Unit 4 Speaking 1–2  |
| _       | 3 Pronunciation                  |  | ARC Consonant clusters   |
| CYCLE 1 | 4 Grammar Focus                  | TSS Unit 4 Extra Worksheet                         | SB Unit 4 Grammar Plus focus 1 SSD Unit 4 Grammar 1 ARC Simple past vs. present perfect 1–2  |
|         | 5 Listening                      |  |  |
|         | 6 Speaking                       |  |  |
|         | 7 Interchange 4                  |  | WB Unit 4 exercises 1–3  |
|         | 0 W 1D                           | TOO IT I AND I I AND I I                           | CCD XX 12 AXX 1 1 1 1 2  |
|         | 8 Word Power                     | TSS Unit 4 Vocabulary Worksheet                    | SSD Unit 4 Vocabulary 1–2 ARC Cooking methods  |
|         | 9 Perspectives                   |  |  |
| 7       | 10 Grammar Focus                 | <b>TSS</b> Unit 4 Grammar Worksheet                | SB Unit 4 Grammar Plus focus 2<br>SSD Unit 4 Grammar 2<br>ARC Sequence adverbs               |
| CYCLE:  | 11 Listening                     | <b>TSS</b> Unit 4 Listening Worksheet              |  |
| Ç       | 12 Speaking                      |  |  |
|         | 13 Writing                       | TSS Unit 4 Writing Worksheet                       |  |
|         | 14 Reading                       | TSS Unit 4 Project Worksheet VID Unit 4 VRB Unit 4 | SSD Unit 4 Reading 1–2 SSD Unit 4 Listening 1–3 SSD Unit 4 Video 1–3 WB Unit 4 exercises 4–8 |

| With or instead of the following SB section | You can also use these materials for assessment                        |  |
|---|--|--|
| Units 3-4 Progress Check                    | ASSESSMENT CD Units 3–4 Oral Quiz ASSESSMENT CD Units 3–4 Written Quiz |  |

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site VID: Video DVD VRB: Video Resource Book WB: Workbook

## My Plan for Unit 4

Use the space below to customize a plan that fits your needs.

| With the following SB exercises             | I am using these materials in class       | My students are using these materials outside the classroom |
|---|---|---|
|   |   |   |
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|   |   |   |
| With or instead of the following SB section | I am using these materials for assessment |   |
|   |   |   |
|   |   |   |
|   |   |   |

# 4

# I've never heard of that!

## 1

## **SNAPSHOT**



Sources: Fodor's South America; Fodor's Southeast Asia; www.globalgourmet.com

Which dishes are made with meat? with fish? Have you ever tried any of these dishes? Which ones would you like to try? What ethnic foods are popular in your country?

## 2

## **CONVERSATION** Have you ever ...?

## A Listen and practice.

Steve: Hey, this sounds strange – snails with garlic. Have you ever eaten snails?

Kathy: Yes, I have. I had them here just last week.

Steve: Did you like them?

Kathy: Yes, I did. They were delicious! Why don't

you try some? Steve: No, I don't think so.

Server: Have you decided on an appetizer yet? Kathy: Yes. I'll have a small order of the snails,

please.

Server: And you, sir?

Steve: I think I'll have the fried brains.

Kathy: Fried brains? I've never heard of that!

It sounds scary.



## I've never heard of that!

Cycle 1, Exercises 1-7



## **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.

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.

- 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  |
| lamb    | salmon       | onion          | avocado |
| beef    | tuna         | carrot         | tomato  |
| pork    | lobster      | eggplant       | lime    |



## **CONVERSATION**

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



- Ask Ss to look at the picture. Ask: "Where are these people? What do you think they are 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

garlic: a plant used in cooking to give a strong taste appetizer: a small dish served at the beginning of

**brains:** the organ found in the head of an animal scary: frightening

- Books closed. Write these questions on the board:
  - 1. Has the man eaten snails before?
  - 2. Has the woman eaten snails before?
  - 3. 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. Have 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 download it from the website.

### **B (2)** [CD 1, Track 28]

- 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 answers and check them as a class.

#### **AudioScript**

See page T-166.

#### Answers

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

## **PRONUNCIATION**

**Learning Objective:** notice and practice saying common consonant clusters

### A 💿 [CD 1, Track 29]

- 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.

#### **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



## **GRAMMAR FOCUS**

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

## (CD 1, Track 30)

#### Simple past and present perfect

- As a review, write these sentences on the board:
  - 1. We use the \_\_\_\_\_ for experiences at a definite time in the past.
  - 2. We use the \_\_\_\_\_ for experiences that happened at an indefinite time in the past.
  - 3. We use the \_\_\_\_\_ for experiences that began in the past and continue up to the present.
  - 4. We usually use the \_\_\_\_\_ with <u>ever</u> 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 present perfect to describe experiences that occur any time between birth and now.

| Birth | (from birth until now)        | Now |
|-------|-------------------------------|-----|
|       | Have you (ever) eaten snails? |     |

#### Present perfect

 Have Ss circle the past participles in the Conversation on page 22. (Answers: eaten, decided, heard) If necessary, copy and give the Ss the appendix on page T-164 so Ss can use more irregular participles.

■ Play the audio program. Ss listen and repeat.

#### A

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

#### **Answers**

- 1. A: Have you ever **been** to a picnic at the beach?
  - B: Yes, I have. My family and I had a picnic on the beach last month. We **cooked** hamburgers.
- 2. A: Have you ever **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.
- 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 over problems when Ss finish.

## 5

## LISTENING

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

## [CD 1, Track 31]

- Set the scene. People are talking in a restaurant. Explain the task and the listed items.
- Play the audio program. Ss check ( ) the correct item and then compare answers with their partner. Check answers as a class.

### **AudioScript**

See page T-167.

#### Answers

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

| 3 | PRO | NUNC | CIATION                         | Con | sonant c | lusters       |     |
|---|-----|------|---------------------------------|-----|----------|---------------|-----|
|   |     |      | d practice. No<br>ord are prono |     |          | isonants at 1 | the |
|   | /k/ | /t/  | /m/                             | /n/ | /p/      | / <b>r</b> /  |     |

smart

smile

**PAIR WORK** Find one more word on page 22 for each consonant cluster in part A. Then practice saying the words.

snack

snow

## **GRAMMAR FOCUS**

start

step

skim

scan

## Simple past vs. present perfect 💿

**LISTENING** What are they talking about?

Listen to six people ask questions about food and drink in a restaurant. Check (✓) the item that each person is talking about.

3. soup

pasta

2. a meal

Use the simple past for experiences at a definite time in the past.

Use the present perfect for experiences within a time period up to the present.

spare

speak

Have you ever eaten snails?

Yes, I have. I tried them last month.

Did you like them?

1. water

Yes, I did. They were delicious.

**Have** you ever **been** to a Vietnamese restaurant? No, I **haven't**. But I **ate** at a Thai restaurant last night.

/1/

brown

gray

blue

play

Did you go alone?

No, I went with some friends.

| A  | Complete these conversations. Then practice with a partner.   |  |
|----|---|--|
| 1. | A: Have you everbeen (be) to a picnic at the beach?  B: Yes, I My family and I (have) a picnic on the beach last month. We (cook) hamburgers. |  |
| 2. | A: Have you ever (try) sushi? B: No, I, but I'd like to.  | STATE OF THE PARTY |
| 3. | A: Did you (have) breakfast today?  B: Yes, I (eat) a huge breakfast.   |  |
| 4. | A: Have you ever (eat) Mexican food? B: Yes, I (eat) some just last week.   |  |
| 5. | A: Did you (drink) coffee this morning? B: Yes, I (have) some on my way to work.  |  |
|    | <b>PAIR WORK</b> Ask and answer the questions in part A. Give your on information.  |  |

4. coffee

meat

6. the check

the menu

5. cake

coffee

## **6 SPEAKING** Tell me more!

**PAIR WORK** Ask your partner these questions and four more of your own. Then ask follow-up questions.

Have you ever drunk fresh coconut juice? Have you ever been to a vegetarian restaurant? Have you ever had an unusual ice-cream flavor? Have you ever eaten something you didn't like?

A: Have you ever drunk fresh coconut juice?

B: Yes, I have.

A: Did you like it?

B: Yes, I did. Actually, I ordered a second one!



## 7

## **INTERCHANGE 4** Is that so?

Find out some interesting facts about your classmates. Go to Interchange 4 on page 117.

## 8

## **WORD POWER** Cooking methods

A How do you cook the foods below? Check ( $\checkmark$ ) the methods that are most common in your country. Then compare with a partner.



| Methods | Foods |        |      |         |      |          |        |          |         |
|---------|-------|--------|------|---------|------|----------|--------|----------|---------|
|         | fish  | shrimp | eggs | chicken | beef | potatoes | onions | eggplant | bananas |
| bake    |       |        |      |         |      |          |        |          |         |
| boil    |       |        |      |         |      |          |        |          |         |
| fry     |       |        |      |         |      |          |        |          |         |
| grill   |       |        |      |         |      |          |        |          |         |
| roast   |       |        |      |         |      |          |        |          |         |
| steam   |       |        |      |         |      |          |        |          |         |
|         |       |        |      |         |      |          |        |          |         |

- **PAIR WORK** What's your favorite way to cook or eat the foods in part A?
- A: Have you ever steamed fish?
- B: No, I haven't. I prefer to bake it.

## **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 download it from the website.



## **INTERCHANGE 4**

See page T-117 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 8-14

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



## **WORD POWER**

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

#### Δ

- 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, boil it, fry it, grill it, roast 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, grill, steam shrimp: boil, fry, grill eggs: boil, fry chicken: bake, fry, grill, roast

beef: grill, roast potatoes: bake, boil, fry, roast

onions: fry, roast eggplant: bake, fry, roast

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* download it from the website. 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 grilled peanut butter and banana!

### A 💿 [CD 1, Track 32]

- Set the scene. Someone is describing how to make Elvis's favorite sandwich. Write these questions on the board:
  - 1. What food do you need to make the sandwich?
  - 2. How many steps are there?

(Answers: 1. peanut butter, banana, bread, and butter 2. five)

- Elicit answers from the class.
- 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 33]

- 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.

#### Δ

- 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 grill. 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 grill and light it.*
  - T: That's right. So write *1* in the box to the left of that sentence.

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.)

- 1. First, put charcoal in the grill and light it.
- 2. **Then** cut up some meat and vegetables. Marinate them for 20 minutes in your favorite sauce.
- 3. **Next,** put the meat and vegetables on the skewers.
- 4. **After that,** put the kebabs on the grill and cook for 10 to 15 minutes, turning them over from time to time.
- 5. **Finally,** take the kebabs off the grill and enjoy!
- Ss complete the second part of the task. When they finish, go over answers (see above).

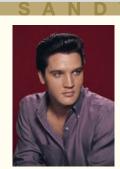
#### **B** Pair work

- Explain the task. Ss cover the recipe in part A and look only at the five pictures showing how to grill 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 download it from the website. Ask Ss to act
  out a sequence of actions, such as changing a flat tire.

## **PERSPECTIVES** Family cookbook

A 💽 Listen to this recipe for Elvis Presley's favorite sandwich. Do you think this is a healthy snack?



### **Peanut butter** and banana

3 tablespoons peanut butter

- 1 banana, mashed
- 2 slices of bread
- 2 tablespoons butter, melted

First, mix the peanut butter and mashed banana together. Then lightly toast the slices of bread. Next, spread the peanut butter and banana mixture on the toast.

After that, close the sandwich and put it in a pan with melted butter. Finally, fry the bread until it's brown on both sides.

**PAIR WORK** Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try Elvis's specialty?











## GRAMMAR FOCUS

## Sequence adverbs 🕟

**First**, mix the peanut butter and banana together.

**Then** toast the slices of bread.

**Next**, spread the mixture on the toast.

**After that**, put the sandwich in a pan with butter.

**Finally**, fry the sandwich until it's brown on both sides.

A Here's a recipe for grilled kebabs. Look at the pictures and number the steps from 1 to 5. Then add a sequence adverb to each step.

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

**PAIR WORK** Cover the recipe and look only at the pictures. Explain each step of the recipe to your partner.



## **III** LISTENING Tempting snacks

A 💿 Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos from 1 to 4. (There is one extra photo.)



**PAIR WORK** Choose one of the snacks you just heard about. Tell your partner how to make it.

## **2 SPEAKING** My favorite snack

**GROUP WORK** Discuss these questions.

What's your favorite snack? Is it easy to make? What's in it? When do you eat it? How often do you eat it? How healthy is it?

"My favorite snack is ramen. It's very easy to make. First, ..."



## **| WRITING** A recipe

A Read this recipe. Is this an easy recipe to make?

## Spicy Salsa

half an onion 2 chili peppers

5 tomatoes a small bunch of cilantro

salt and pepper 1 lemon

First, chop the onion, chili peppers, tomatoes, and cilantro. Put in a bowl. Next, add salt and pepper. Then squeeze some fresh lemon juice in the bowl. After that, mix everything together and refrigerate for one hour. Enjoy with tortilla chips.

Now think of something you know how to make. First, write down the things you need. Then describe how to make it.

**C GROUP WORK** Read and discuss each recipe. Then choose one to share with the class. Explain why you chose it.



## **LISTENING**

**Learning Objective:** develop skills in listening for details

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

### A 🕡 [CD 1, Track 34]

- 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.

### **AudioScript**

See page T-167.

#### **Answers**

1. popcorn 2. guacamole 3.

3. a bagel

4. pizza

#### B Pair work

- Read the instructions. In pairs, Ss decide which snack each is going to describe. They should choose different ones. 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 SF

## **SPEAKING**

**Learning Objective:** describe how to make snacks using sequence adverbs

### **Group work**

- Model the activity by having a S ask you the questions.
   Tell the class how to make your favorite snack.
- Give Ss time to think about their favorite snacks.
   Some Ss may need to check a dictionary or ask you for specialized vocabulary.
- Put Ss into groups. Ss take turns asking and answering questions about 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.

• *Option:* Regroup Ss and have them describe their favorite snack again but without saying the name of it. The others try to guess what it is.

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



## WRITING

**Learning Objective:** write a recipe using cooking methods and sequence adverbs

#### A

- Go over the instructions and example recipe. 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.  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. Have Ss explain why they chose that recipe.
- 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**

- 1. We often eat when we feel stressed or depressed.
- 2. You shouldn't drink coffee to relieve stress.
- 3. Foods like chicken and seafood are high in selenium.
- 4. Carbohydrates cause the brain to release serotonin.
- 5. Serotonin makes you feel better.
- People usually eat comfort foods when they're feeling low.
- 7. Brazil nuts contain a lot of selenium.
- 8. 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 have Ss discuss the questions in pairs.
- *Option:* As a class, have Ss take turns sharing some interesting ideas they discussed in pairs.

### **End of Cycle 2**

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



Skim the article. Then check (/) the main idea.

Certain foods cause stress and depression.
Certain foods affect the way we feel.

We often eat to calm down or cheer up when we're feeling stressed or depressed. Now new research suggests there's a reason: Food changes our brain chemistry. These changes powerfully influence our moods. But can certain foods really make us feel better? Nutrition experts say yes. But what should we eat, and what should we avoid? Here are the foods that work the best, as well as those that can make a bad day worse.

#### **To Outsmart Stress**

**What's good?** Recent research suggests that foods that are high in carbohydrates, such as bread, rice, and pasta, can help you calm down. Researchers say that carbohydrates cause the brain to release a chemical called serotonin. Serotonin makes you feel better.

**What's bad?** Many people drink coffee when they feel stress. The warmth is soothing, and the caffeine in coffee might help you think more clearly. But if you drink too much, you may become even more anxious and irritable.



#### To Soothe the Blues

**What's good?** Introduce more lean meat, chicken, seafood, and whole grains into your diet. These foods have a lot of selenium. Selenium is a mineral that helps people feel more relaxed and happy. You can also try eating a Brazil nut every day. One Brazil nut contains a lot of selenium.

**What's bad?** When they're feeling low, many people turn to comfort foods – or foods that make them feel happy or secure. These often include things like sweet desserts. A chocolate bar may make you feel better at first, but within an hour you may feel worse than you did before.



A Read the article. The sentences below are false. Correct each sentence to make it true.

- 1. We often eat when we feel calm.
- 2. You should drink coffee to relieve stress.
- 3. Foods like chicken and seafood are high in carbohydrates.
- 4. Carbohydrates cause the brain to release selenium.
- 5. Serotonin makes you feel more anxious and irritable.
- 6. People usually eat comfort foods when they're feeling happy.
- 7. Brazil nuts don't contain much selenium.
- 8. Chocolate will make you feel better.

**PAIR WORK** What foods do you eat to feel better? After reading the article, which of the suggestions will you follow?

# Units 3–4 Progress check

### SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

| I can   | Very well | OK | A little |
|---|-----------|----|----------|
| Describe a house or an apartment (Ex. 1) Express opinions about houses or apartments; agree and disagree (Ex. 1) Understand and express personal wishes (Ex. 2) Ask and answer questions about past actions and personal experiences (Ex. 3) Describe recipes (Ex. 4) |           |    |          |

## **SPEAKING** Apartment ads

A PAIR WORK Use the topics in the box to write an ad for an apartment. Use this ad as a model. Make the apartment sound as good as possible.



age windows parking size bathroom(s) cost location bedroom(s) noise

**GROUP WORK** Join another pair. Evaluate and compare the apartments. Which would you prefer to rent? Why?

- A: There aren't enough bedrooms in your apartment.
- B: But it's convenient.
- C: Yes, but our apartment is just as convenient!

## **2 LISTENING** I really need a change!

| $lack Q$ Listen to three people talk about things they wish they could change. Check ( $\checkmark$ ) the topic each person is talking about. |                       |                                 |  |  |
|---|-----------------------|---------------------------------|--|--|
| <ol> <li>free time</li> <li>skills</li> <li>family</li> </ol>   | school hobbies travel |                                 |  |  |
| B 💿 Listen again. Wr  | ite one change e      | each person would like to make. |  |  |

**C GROUP WORK** Use the topics in part A to express some wishes. How can you make the wishes come true? Offer suggestions.

## Units 3-4 Progress check

### SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  - 1. Ask Ss to complete all the exercises.
  - 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



## **SPEAKING**

**Learning Objective:** assess one's ability to describe and express opinions about a house or an apartment

#### A Pair work

- Explain the task. Ss write a short ad for an apartment.
   Read the example ad and the topics in the box.
- Have Ss form pairs. Remind them to make the apartment sound as good as possible. Set a time limit of about ten minutes. Go around the class and give help as needed.

### **B** Group work

 Each pair joins another pair to evaluate and compare the apartments. Remind Ss that an evaluation is a statement based on an opinion (e.g., *It's very cheap.*), while a comparison measures one thing against another (e.g., *It's not as cheap as the other apartment.*). Ask three Ss to read the example conversation aloud. Point out that after making their evaluations and comparisons, Ss should say which they would prefer to rent and why.

- Ss complete the task. Go around the class, paying particular attention to Ss' use of comparisons with nouns and adjectives.
- Write a list on the board of some comparisons you heard. Include some incorrect comparisons for the class to correct.



## LISTENING

**Learning Objective:** assess one's ability to understand and express personal wishes

## 

- Set the scene. Three people are talking about things they wish they could change.
- Play the audio program. Ss listen and check (✓) the topic each person is talking about. Then go over answers with the class.

### **AudioScript**

See page T-167.

#### Answers

1. free time 2. skills 3. travel

## **B (CD 1, Track 36)**

- Read the instructions. Then play the audio program again. Ss listen and write the changes.
- Go over answers with the class.

#### **Possible answers**

- 1. She wishes she belonged to a club or sports team.
- 2. He wishes he could type better.
- 3. She wishes she could take a short trip to a beach.

### C Group work

- Ss form groups and use the topics in part A. Each person expresses at least three wishes. The rest of the group offers suggestions on how to make the wishes come true.
- Ss take turns talking about their wishes. Go around the class and listen to Ss' use of *wish*.

## **SURVEY**

**Learning Objective:** assess one's ability to ask and answer questions about past actions and personal experiences

#### A

- Explain the task. First, Ss complete sentences with their own opinions and experiences. Read the five sentences aloud. Then Ss complete them individually.
- Now explain the second task. Ss use the information from the sentences they wrote to make questions.
   Model the first question with a few Ss:
  - T: What are your first sentences, Sonia?
  - S: "I've eaten octopus. I liked it."
  - T: OK. Can you turn those into questions to ask someone else?
  - S: "Have you ever eaten octopus? Did you like it?"
- Ss work individually to write their five questions. Go around the class to check Ss' questions, or ask Ss to

read their questions aloud. Make sure Ss check their questions before moving on to part B.

#### **B** Class activity

- Explain the task and go over the example conversation with the class. If necessary, have two Ss model the second question in front of the class.
- Point out that Ss write a classmate's name only if they share the experience or opinion (e.g., Student A didn't like peanut butter, and Student B didn't either.). If the experience or opinion is different, Student A asks another S the same question. Remind Ss to write a classmate's name only once.
- Encourage Ss to stand up and move around the room.
   They continue to ask and answer questions until they complete the list of classmates' names in the Name column.
- **Option:** Ask a few Ss to tell the class some interesting things they found out about their classmates.



## **ROLE PLAY**

**Learning Objective:** assess one's ability to describe recipes

#### **Group work**

- Explain the meaning of the title. Tell Ss that *Iron Chef* is the name of a TV program in which celebrity chefs compete against each other. They race against the clock to make the best dish using the same ingredients.
- Divide the class into groups of four. Assign roles. In each group, two Ss are judges and two Ss are chefs.
- Tell the judges to write down three ingredients for the chefs to use. While the judges are making their lists, go over the task with the chefs. Explain that they will have to make a recipe using the three basic ingredients (from the judges) and others of their own. Use the example sentences to model how to explain the recipe.

- Tell the judges to give their lists to the chefs. Then the chefs have a few minutes to think of a recipe and name it.
- Chefs take turns telling the judges about their recipes, using sequence markers. Go around the class and listen to the descriptions without interrupting. Make a note of common errors or ways that the role plays could be improved.
- When both chefs have explained their recipes, the judges explain what they liked and didn't like about each one. Then they declare a winner (or not).
- Give feedback to the class on their performance and language. Make suggestions on how they could improve their role plays. Give examples of good communication that you heard.
- Ss change roles and perform the role play again.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review.
   Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

## **SURVEY** Food experiences

A Complete the survey with your food opinions and experiences. Then use your information to write questions.

| Me            |                          | Name |
|---------------|--------------------------|------|
| 1. I've eaten |                          |      |
| 2. I've eaten |                          | 7    |
|               | . But I wa               |      |
|               | . I enjoy                |      |
|               | for my friends. They lov |      |
|               |                          |      |

**CLASS ACTIVITY** Go around the class and ask your questions. Find people who have the same opinions and experiences. Write a classmate's name only once.

A: Have you ever eaten peanut butter?

B: Yes, I have.

A: Did you like it?

B: No, not really.



## 4

## ROLE PLAY Iron Chef

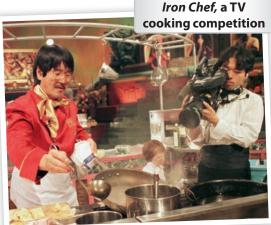
**GROUP WORK** Work in groups of four. Two students are the judges. Two students are the chefs.

Judges: Make a list of three ingredients for the chefs to use. You will decide which chef creates the best recipe.

Chefs: Think of a recipe using the three ingredients the judges give you and other basic ingredients. Name the recipe and describe how to make it.

"My recipe is called .... To make it, first .... Then .... Next, ... "

Change roles and try the role play again.



## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?