



new interchange

**Teacher's Edition
Level 2**

Sample pages

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4

I've never heard of that!

This unit practices the past tense and the present perfect to talk about personal experiences. It also introduces sequence markers, used in the context of talking about food, recipes, and cooking methods.

Cycle 1, Exercises 1–6

1 **SNAPSHOT** Favorite ethnic dishes

This graphic introduces the theme of food – specifically, ethnic dishes.

- Books closed. To introduce the theme of the unit, ask the Ss some general questions like these about their eating habits and food preferences. Write their responses on the board:

Did anyone eat lunch or dinner out last week?
Where did you go? What did you order?
What did you have for lunch yesterday?
What's your favorite food or dish?

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

In a homogeneous class: Ask Ss about their favorite restaurants and what they like to order there. Also ask about their favorite ethnic foods.

- Optional:** Have the class ask you about some of your favorite types of food, especially ethnic dishes (e.g., Japanese sushi; Italian lasagna; Korean kimchi).
- Books open. Give Ss a few minutes to look over the information in the Snapshot. Tell Ss to use their dictionaries to help them with the vocabulary; alternatively, give brief explanations of any words and/or expressions Ss ask about. (*Note:* The vocabulary presented here is passive in nature; i.e., it's for reading recognition and not intended for Ss' active use.)
- Go over the questions. Then use the questions to have either a whole class discussion or smaller discussions with Ss working in pairs or groups.

2 **CONVERSATION**

This exercise practices ordering food in a restaurant; it also introduces the past tense and the present perfect, which will be focused on in Exercise 3.

- Books closed. Set the scene: Two friends are trying to decide on what to order in a restaurant. Write a few pre-listening questions like these on the board:
What are the people ordering? (Appetizers)
What does the woman want? (Snails with garlic)
How about the man? (Fried brains)
- Play the first part of the audio program; Ss listen for answers to the questions on the board. Elicit responses around the class.

A 

- Books open. Play the first part of the audio program again, this time pausing it so Ss can repeat each sentence for pronunciation and intonation practice.
- Explain any new words and expressions or elicit definitions or examples from the Ss:

garlic = a plant like an onion, used in cooking to give a strong taste
appetizer = a small dish of food served at the beginning of a meal
fried brains = the organ found in the head of an animal (here, probably calf brains) that has been cooked in oil or butter

- Present the conversation line by line. Draw attention to the final consonant sounds in these words: **sounds**, **snails**, **thanks**, **please**, **brains**, and **strange**. Have Ss practice the words a few times.
- Ss practice the conversation in threes. Remind them to use the "Look Up and Say" technique.
- Optional:** Find out if there are any volunteers to act out the conversation – books closed – in front of the class. If there are, tell them that they can substitute any words they want in the dialog, especially for the food items.

B 

- Present the two questions and then play the second part of the audio program. Ss listen for the answers. (*Note:* Ss don't have to write down anything if they don't want to as the answers here are fairly short.)

Audio script (See page T-147.)

- After Ss compare responses in pairs or groups, elicit and check answers around the class.

Answers

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

3 PRONUNCIATION *Reduced forms*

 This exercise introduces the reduced forms and blendings of *did you* /'dɪdʒə/ and *have you* /'həvɪə/. It is more important for Ss to recognize reductions than to

produce them, so don't force the issue if any Ss have too much trouble or think the reduced forms sound strange.

- Play the audio program; Ss practice the four questions.

4 GRAMMAR FOCUS *Simple past vs. present perfect*

 This exercise presents the contrast between the simple past tense and the present perfect.

The most important thing for the Ss to learn is that we use the past tense to talk about a completed event at a definite time in the past; we use the present perfect to refer to an event that occurred at an indefinite time within a time period beginning in the past and continuing up to the present. This use of the present perfect is sometimes referred to as the "indefinite past."

Figure 4.1 can be useful to show Ss graphically the differences between the past tense and the present perfect.

Simple past *Did you eat snails last night?*

	Present
(last night)	
X	
Yes, I did.	
No, I didn't.	

Present perfect *Have you (ever) eaten snails?*

	Present
Your birth	
-----←-----←-----	
(from birth till now)	
-----→-----→-----	
Yes, I have.	
No, I haven't.	

Figure 4.1

The past tense with *ever* is sometimes used instead of the present perfect with *ever* (e.g., "Did you *ever* eat snails?" rather than "Have you *ever* eaten snails?"). The past tense can also be substituted for the present perfect in other contexts (e.g., "Did you see the new Tom Cruise movie yet?"). However, even though these forms are sometimes interchangeable for describing indefinite events, the past tense must be used for describing definite events in the past (e.g., "Did you eat snails at the restaurant last night?" NOT "Have you eaten snails at the restaurant last night?").

A

- Use the audio program to present the questions and responses in the boxes; Ss practice. Model the correct

stress in the questions and responses (e.g., "Have you ever **eaten snails**?" "I've **never been** to a **Greek restaurant**."), and have Ss practice them again.

- Explain that the present perfect often serves to introduce a topic (e.g., "Have you ever *eaten* snails?"), which in turn becomes a definite event and is talked about using the past tense (e.g., "Yes, I have. I *ate* snails last year.").
- Point out that the adverb *ever* is used only with questions (e.g., "Have you ever . . . ?" "Did you ever . . . ?") and the adverb *never* only with negative statements (e.g., "I have never . . ." "I never . . .").
- Explain the use of the past participle with the present perfect and ask Ss to look at the list of past participle forms in the appendix at the back of the Student's Book.
- Present the activity and do the first item as an example. Then Ss do the task individually. Check responses before pairs practice together.

Answers

- A: Have you ever **been** to a picnic at the beach?
B: Yes, I **have**. It was fun!
- A: Did you **have** dinner at home last night?
B: No, I **didn't**. I **went** out for dinner.
- A: Have you **tried** sushi?
B: No, I **haven't**, but I'd like to.
- A: Did you **have** breakfast this morning?
B: Yes, I **did**. I **ate** a huge breakfast.
- A: Have you ever **eaten** at a Mexican restaurant?
B: Yes, I **have**. The food was delicious!

B *Pair work*

- Go over the activity. Encourage Ss to give complete answers with additional information of their own whenever possible. Model the task with one or two Ss before pairs begin, like this:

T: Have you ever been to a picnic at the beach?

S1: Yes, I have. We ate chicken and . . .

- Pairs do the activity. Walk around and give help as needed. Take note of any problems Ss may be having. When pairs finish, point out the problems to the whole class and elicit suggestions on how to solve them.

Optional activity: *Verb contest*

- See page T-161.

5 LISTENING

 This exercise practices listening to short exchanges taking place in a restaurant; Ss make inferences to determine what each person is talking about.

- Books closed. Set the scene: People are talking in a restaurant. Play the audio program; Ss only listen.

Audio script (See page T-147.)

- Books open. Present the task and the listed items.

- Play the audio program again; Ss listen and do the task. Let Ss compare answers with a partner. If there is disagreement, play the audio again. Then check Ss' answers around the class.

Answers

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

6 BUSYBODIES

This exercise is an open-ended fluency activity, a perfect ending to Cycle 1 because it draws completely on what Ss have learned and practiced in Exercises 1–5.

Pair work

- Point out the exercise title, “*Busybodies*,” and explain that a *busybody* is someone who asks too many questions. The word generally has a negative meaning, but in this activity Ss can have fun being “busybodies.”
- Explain the task: Ss will practice asking questions using the past tense and present perfect. First, they ask their partner the questions given on the page and then they make up four more of their own.

- Present the questions and model the A/B dialog. Then Ss form pairs and try the activity. Go around the class and give help as needed.



INTERCHANGE 4 Risky business

See page T-109 in this Teacher's Edition for notes.



Workbook

Assign Exercises 1–3 on pages 19–21 in the Workbook. Ss compare answers in groups at the beginning of the next class. Check Ss' answers. (Answers can be found on pages T-193 in this Teacher's Edition.)

Cycle 2, Exercises 7–12

7 WORD POWER *Cooking methods*

This exercise presents the vocabulary related to various ways to cook different types of foods. Ss will use these words in other exercises later in this cycle.

A

- Go over the task. Read aloud the words in the chart; Ss practice. Find out if there are any words that Ss don't know. Then have Ss look at the six pictures above the chart. Elicit which cooking method is being used in each one. (Answers from left to right: baking potatoes; frying eggs; roasting beef; boiling potatoes; barbecuing shrimp; and steaming vegetables)
- Model how to check (✓) the most common cooking method or methods 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 commonly used in their country with each food. Walk around the class and give help as needed.
- Stop the activity after a few minutes and let Ss compare their charts in pairs. Then elicit Ss' responses around the class.

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

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

B

- Model the A/B dialog with several volunteers. Then either do this task as a whole class activity or let Ss work in pairs or groups. After a few minutes, take a quick class poll (through a show of hands) to find out which cooking method is the favorite for each of the foods in part A.

Optional activity: Crossword puzzle

- See page T-161.

8 CONVERSATION

This exercise practices describing recipes; it also introduces sequence adverbs.

- Books closed. Set the scene: Two friends are describing their favorite snacks. Write this focus question on the board:

What do you need to make the man's favorite snack?
(Two slices of bread, peanut butter, a banana, and honey)

- Play the first part of the audio program. Then check Ss' answers to the question on the board.

A

- Books open. Play the audio program again; Ss listen and look at the picture or read along silently.
- Present the conversation line by line. Point out the correct pronunciation and stress in the two-syllable words such as **favorite**, **sandwich**, and **awful**; have Ss practice.
- Point out how to say the following words and sentences, all of which end in exclamation points in the conversation. Model the correct stress and, if possible,

use an appropriate facial expression and tone of voice when saying each one. Then encourage Ss to do the same while they practice saying them several times with gusto:

It's **really** delicious!

Ugh!

Yum!

It **sounds** awful!

Yuck!

- Ss form pairs and practice the conversation. Encourage them to act it out showing enthusiasm as in the recording.

B

- Present the questions.
- Play the second part of the audio program; Ss listen and take notes. Elicit answers around the class.

Audio script (See page T-147.)

Answers

Kate's favorite snack is baked apple. (Ss' answers to the second and third questions will vary.)

9 GRAMMAR FOCUS *Sequence adverbs*

 This exercise presents sequence adverbs, also called sequence markers and connecting words. Ss will use them in narratives when talking about recipes and how to make things to eat and drink.

- Use the audio program to present the sentences in the box; Ss repeat. Explain that these sequence adverbs – *first, then, next, after that, and finally* – are connecting words that show the order of events in a story or of steps in a process. Also point out that *then, next, and after that* are interchangeable; i.e., after *first* and before *finally*, they can be mixed up in different orders.

A

- Carefully go over this two-part task. Use pictures 3 and 4 to explain the meaning of *kebob*. Then model the first part of the task by using picture 1, like this:

T: In picture 1, someone is going to light charcoal for a barbecue. Right? OK, let's look at the mixed-up sentences in the list here and find the one that matches it. Can anyone find it?

S1: Yes, it's the second sentence in the list here. It says "put charcoal in the barbecue and light it with lighter fluid."

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

- Now Ss complete the first part of the task individually. Check answers before Ss do the second part – adding a sequence adverb before each step.

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

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

- Now remind Ss to do the second part of the task – to write an appropriate sequence adverb in front of each step in the recipe. When they finish, check their 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 cook barbecued kebobs. Ss work in pairs and take turns explaining each step to their partner.

10 TEMPTING SNACKS

This exercise has three parts: Part A involves listening to four people explaining how to make different snacks, which is followed up by a matching task that requires Ss to make inferences; part B challenges the Ss' short-term memory when they have to give directions on how to make one of the snacks they heard described on the audio program; and part C is a fluency activity where Ss get the chance to describe their own favorite snack, what the ingredients are, and how to make it.

- Books closed. Set the scene: Four people are describing their favorite snacks. Play the audio program, pausing it after each speaker. Ss only listen; they do not have to take notes.
- Ask the class what kinds of things they heard each speaker talk about. Write some of their suggestions on the board; however, be careful not to let the class know if any of their suggestions are right or wrong at this point.

A

- Books open. Go over the task and read aloud the names of the four snacks (*guacamole* /gwakə'mowli/); Ss repeat. It's best not to describe or talk about any of these snacks as that might give away the answer to one of the items that has to be matched here.
- **Optional:** Does anyone know what *tempting* in the exercise title means? (Answer: A "tempting" snack is one that looks delicious, one you can't say no to.)
- Play the audio program again, this time without stopping. Ss match the picture of each snack with the number of the speaker who described it. Then check Ss' answers around the class.

Audio script (See page T-147.)

Answers

2 guacamole dip	3 toasted bagel
4 pizza	1 popcorn

B *Pair work*

- Read aloud the instructions. Divide the class into pairs and give them a minute or two to decide which recipe each partner is going to give the directions for. Tell them they should each choose a different snack. Find out if any Ss want to hear the audio program again; if so, play it again for the whole class.
- Ss take turns explaining to their partner how to make one of the snacks from part A. Go around and give help as needed.

C *Group work*

- Present the activity and model how to do it by using the A/B/C dialog with several volunteers.
- Give Ss a few minutes to think about a favorite snack and how to explain it in English. (*Note:* This is not as easy as it may appear. If Ss want more time to prepare, let them do it for homework. Then, in the following class, continue on from this point in the activity.)
- Ss form groups and take turns describing how to make their favorite snacks. Set a time limit of about ten minutes for this. Go around the class and encourage group members to ask follow-up questions.
- Finally, groups take turns telling the class about the most interesting snack they discussed.

11 WRITING *Recipes*

This exercise provides written reinforcement of the language practiced in this second cycle. Part A could be done either as homework or in class. (*Note:* You might want to bring in some recipes or cookbooks written in English to pass around the class.)

A

- Read aloud the instructions and the beginning of the model recipe.
- Make sure Ss understand that a recipe has two separate parts: First, there is a list of ingredients with the necessary amounts (e.g., 1 chicken, 1 can of coconut milk, a little oil . . .), and then the directions are written either as statements in the simple present (e.g., First, you cut up . . .) or as imperatives (e.g., First, cut up . . .).
- Ss work individually to write a first draft. Walk around the room and give help as needed. Alternatively, sit at a

desk in the front of the room and let Ss take turns coming up to you with their questions and drafts. Remember to have the S sit next to you so that you can see the writer's paper as he or she reads aloud from it or wants to ask about one particular section.

- When Ss are finished, tell them to quietly read their drafts aloud to themselves to see if the grammar "sounds good" and to make sure they didn't leave out any important ingredients or directions.

B *Group work*

- Go over the task. Then Ss form groups and exchange recipes. Alternatively, Ss could take turns reading their own recipes aloud to the group; afterward, they should find out if anyone in their group would like to try the dish.

Optional activity: *At the potluck*

- See page T-162.

12 READING *Eating for energy*

In this text, Ss read advice on eating well. The exercise practices reading for main ideas; it also involves skimming and scanning.

- Books closed. Use the pre-reading questions to stimulate a short, general class discussion on what people are eating these days and how it can help or hurt them.

Alternative presentation

- Books closed. Ask the pre-reading questions. If someone knows about the food pyramid, ask him or her to draw it on the board and then explain it to the class. If no one knows anything about it, have Ss open their books and look at the picture of the food pyramid on page 25. Now does anyone know anything about it? Has anyone ever seen one before?

A

- Books open. Go over the instructions. Ss read the article and circle or highlight any words whose meanings they can't guess from context.
- When Ss finish reading and before they do the True/False task, encourage them to check their dictionaries for any words they didn't know. (*Note:* There are quite a few scientific, medical, and technical terms used in this reading. Don't feel that you have to explain them. This is a good opportunity for Ss to strengthen their dictionary skills.)
- Now tell Ss to do the True/False task. Remind them to write the correct information for each false statement they check (✓). When they finish, have them compare answers in pairs or small groups.
- Check Ss' answers around the class.

Answers

- False – You should eat foods that are high in complex carbohydrates because they provide the body with “fuel.”
- False – Fruits and vegetables are a good source of complex carbohydrates./Milk, cheese, meat, fish, and eggs are a good source of protein.
- True
- True

B Group work

- Go over the questions. Then Ss form groups and use the questions as a basis for a discussion on nutrition and diet.
- Optional:** Groups take turns sharing some of the more interesting or important ideas they discussed.

Optional activities

1 Once in a lifetime

Time: 20 minutes. This activity provides a fun way of reviewing the present perfect. Here, Ss work in groups and prepare a questionnaire focused on unusual activities. Then Ss independently interview classmates from other groups to find out who has done any of the activities.

- Divide the class into groups. Tell the groups to make up a questionnaire that contains ten questions about unusual activities. Each S writes down the group's questions on a piece of paper (i.e., each member of the group should have his or her own copy of the questionnaire) to use later in the activity. In this practice, tell Ss to use the present perfect – for example:
Have you ever had a pet snake?
Have you ever seen a TV personality on the street or in a restaurant?
Have you ever gone skydiving?
- Ss get up and move around the class, asking the questions from their group's questionnaire. If anyone answers “Yes” to a question, Ss should write down that person's name and ask a few follow-up questions to get some more details.
- Stop the activity after about ten minutes. Ask Ss to tell the class who answered “Yes” to any of their questions and to report what the person said. Encourage the rest of the class to ask both the interviewer and the interviewee additional questions.

2 Game – What's the question?

Time: 10–15 minutes. This activity reviews yes/no questions with the simple past and present perfect.

Preparation: Each S will need three blank cards.

- Divide the class into two teams – A and B. Give each S three blank cards.
- Ss think of three statements that could be answers to questions in the simple past or present perfect (e.g., Yes, I've been to New York twice. No, I didn't have time to eat breakfast this morning.). Then Ss write one statement on each card. Walk around and give help as needed.
- Collect all the cards and put them in a pile facedown.
- Team A starts: One S picks up a card and reads it aloud to a S from Team B. That S tries to make a suitable question for it. Ss on both teams decide whether the question is correct. If it is, Team B wins a point; if it isn't, a S from Team A tries to correct it. If the correction is acceptable, Team A gets the point instead. Keep score on the board. The team with the most points wins.



Workbook

Tell Ss to do Exercises 4–8 on pages 22–24 for homework. At the beginning of the next class, divide the Ss into groups. Then assign an exercise to each group so they can compare answers. Walk around and give help as needed. Then groups take turns being the “teacher” at the front of the class; i.e., they elicit and check other Ss' responses to the exercise they are responsible for. (Answers can be found on pages T-194 of the Workbook Answer Key in this Teacher's Edition.)