

Film and TV

TV / Cookery TV series

Teacher's notes



Age: Teenagers/Adults
Level: Pre-intermediate (A2)
Time: 80 minutes (plus an optional 30-minute writing exercise for homework)
Activity: In this lesson, students will:

1. practise speaking about food and cooking;
2. improve listening comprehension of real-life English from two video clips related to food and its preparation;
3. focus on useful vocabulary for talking about food and cooking;
4. utilise new language from this lesson to negotiate and plan an imaginary dinner.

Language focus: speaking, listening, vocabulary, writing
Materials: one copy of the worksheet per student, one set of the two *Who is coming to dinner?* worksheets per pair of students, blank paper (minimum one piece per pair of students), a PC or projector, an internet connection in the classroom

preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

1. Vocabulary and speak (15 minutes)

Aims: to create interest in the topic of the lesson, to identify 'food' vocabulary that students already know, to incorporate this vocabulary into a brief conversation
Procedure: Students work in groups of three. Read aloud the task instructions from the worksheet, then refer students to the example in the box. Tell students that every group needs a pen and paper and ask them to choose which group member is going to write the words. Make sure everybody is clear about the instructions before you begin. Mention two important rules:

- Students must write the name of each category above their suggested words so as not to cause confusion between categories.
- Brand names are not allowed.

Start the competition by writing the first category on the board. For the sake of simplicity, the first category could be 'Fruit', as in the example. Allow 30 seconds for groups to write their suggested words. Then, immediately (without correcting) move onto the next category and allow another 30 seconds. Repeat this procedure for as many categories as you wish to include (three or four categories is a good number). Some suggestions for categories: *fruit, vegetables, types of meat, types of dairy, breakfast food, ice-cream flavours, drinks, fast food, etc.*

Once the groups have completed the final category, ask them to swap their page with a different group for correction. Monitor the groups as they correct each other's suggested words and help them to resolve doubts. Then, ask groups to add up the total number of correct words for the other group. Finally, write some of the correct words that have been suggested on the board and announce the winning group.

Next, refer students to Task 1B and allow them a few minutes to discuss the questions in pairs. Remind them that they could use some of the food vocabulary on the board from the previous task. Monitor the class as they do this. Provide brief feedback, possibly eliciting

Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'hospitable', 'sprinkle') are from a higher level. Let students know that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.
2. This lesson contains exercises which focus on listening, speaking, vocabulary and some brief reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the reading and vocabulary exercises as



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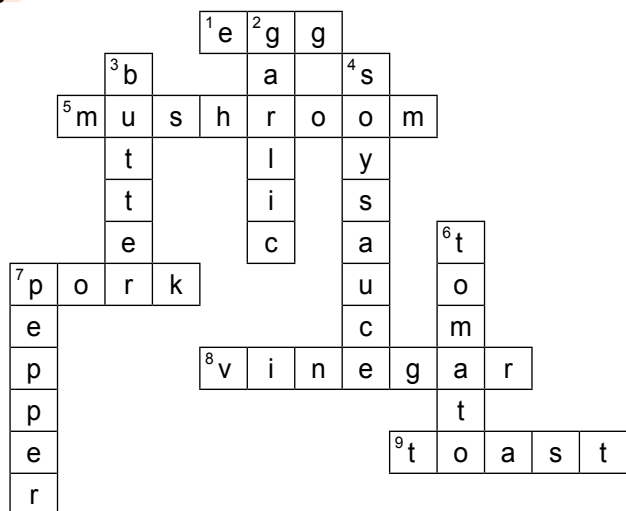
more information about any cookery TV programmes that students may have mentioned.

2. Vocabulary (10 minutes)

Aims: to study new 'food' vocabulary that will help students to understand the videos in later tasks

Procedure: Point out to students that 'food' vocabulary is obviously a very broad area. They are going to do a crossword that contains specific vocabulary related to food which will be mentioned in the video tasks from this lesson. Ask students to complete the crossword in pairs. Monitor as they do this, helping weaker students by elaborating on the crossword clues or providing some of the missing letters in the crossword grid. If all students are stuck on certain words, allow them to use a dictionary. Finally, elicit the correct answers.

Key:



3. Vocabulary, listen and speak (25 minutes)

Aims: to study vocabulary which will help students to understand a short video, to provide listening practice, to understand a TV clip, to provide speaking practice of topics related to cooking and national cuisine

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary Task 3A. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Vocabulary	Definition
1. a dish	(6) very friendly to visitors
2. a recipe	(3) a food or liquid which you need to make a certain meal
3. ingredient	(4) extremely good; very surprising
4. amazing	(1) food which is prepared in a specific way (e.g. lasagne, borscht, etc.)
5. to feed	(5) to give food to somebody (or to an animal)
6. hospitable	(2) instructions for how to prepare a specific food

Read aloud the initial worksheet instructions for Task 3B, until the point where students are asked to tick the foods they hear. Play the video ('Anthony Bourdain 'Filipinos love feeding people' – CNN' www.youtube.com/watch?v=hWcjcbjN3Sk) and then elicit the answers.

Key:

garlic	onion	pork	sugar	chicken	lemon	vinegar	soy sauce
✓		✓		✓		✓	✓

Before playing the video for a second time, ask students to work in pairs and to read sentences a–e. They might be able to remember some of the answers at this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

Key:

a. 5, b. the same, c. delicious and amazing, d. mother, e. giving people food and singing

Ask students to work in pairs and discuss the questions in Task 3C. Give feedback. Focus on language that students have used which will be relevant to the following activity (verbs related to cooking).

4. Read and vocabulary (5 minutes)

Aims: to read a short recipe and study useful 'cooking' verbs that will help students to complete the remaining tasks in this lesson

Procedure: Tell students that they are going to read a very short recipe. First, ask them to scan the recipe and to identify the ingredients for the sauce. Elicit the ingredients

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(tomatoes, garlic, fresh herbs, salt, pepper, oil). Then ask them to read the text again and fill in the verbs in the exercise underneath. Once they have done this, ask them to compare answers in pairs and then check the correct answers as a class.

Key:

- a. to cool down, b. to season, c. to sprinkle, d. to heat, e. to stir, f. to chop

5. Vocabulary, listen and speak (25 minutes)

Aims: to study vocabulary that will help students to understand a short video, to provide listening practice, to understand a TV clip, to provide speaking practice on topics related to cooking certain dishes and working as a chef

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary task, 5A. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Vocabulary	Definition
1. to overcook	(2) a metal container which people use to cook food
2. a pan	(4) with a lot of water inside (for food, this usually means that it has no flavour)
3. a stove	(6) light and not hard (because it contains a lot of air)
4. watery	(5) a type of cream
5. crème fraiche	(1) to cook something too much
6. fluffy	(3) a machine with fire (or electricity) which you use to cook food

Read aloud the initial worksheet instructions for Task 5B, until the point where students are asked to tick the foods they hear. Play the video ('Gordon Ramsay's perfect scrambled eggs tutorial' – Good Morning America' www.youtube.com/watch?v=VhJFyyukAzA) and then elicit the answers.

Key:

milk	tomato	vinegar	mushroom	butter	cheese	toast	ham
	✓		✓	✓		✓	

Before playing the video for a second time, ask students to work in pairs and to read the true or false sentences. They might be able to remember some of the answers at this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

Key:

- a. False – the pan needs to be cold at the beginning.
- b. True
- c. False – the eggs will go rubbery
- d. True
- e. True

Ask students in pairs to discuss the questions in Task 5C. Give feedback. Focus on language that students have used which will be relevant to the following activity (preparing a meal).

6. Speak and write (30 minutes, divided between this lesson and the next)

Aims: to study adjectives that will help students to understand a short video, to practise listening to and understanding a TV clip, to provide speaking practice on topics related to homes, furniture and design

Procedure: Ask students to work in pairs. Tell them that they are going to plan a dinner for six people. For each pair, hand out the two *Who is coming to dinner?* worksheets (one for Student A and one for Student B). Tell the students that they must not show this page to their partner. Instead, they need to talk so that they can complete the missing information on their page. Allow students about five minutes to do this. Monitor the class as they speak and complete the gaps, helping weaker students. When the time is up, ask students to show each other their pages so that they can make sure they have filled in the gaps correctly.

Refer students to the www.amazingsupermarket.com page at the end of their worksheets. Read aloud the worksheet instructions from Step 2 and Step 3, then allow students a few minutes to negotiate and choose how best to spend



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their €50, taking into account the preferences of all the dinner guests (including the students' own preferences). Remind them that, as well as selecting ingredients, they must also decide how they are going to prepare the dinner. The dinner can have as many courses as they wish. Monitor the class as they do this, helping them to understand vocabulary from the list of foods.

Once the pairs have decided what to prepare for dinner, read aloud the worksheet instruction for Step 4. Tell them that when they are writing, they should use as much new vocabulary as possible from this lesson. Point out that their written plan for the dinner should correspond to the plan that they have discussed in pairs during this lesson. They will submit their written work for correction in the next class.

In the next class, ask each pair to give a very short explanation of the dinner that they have planned. This could be done as a simple mini-presentation (just for a minute or so). The class should then vote on which pair has planned the best dinner. At the end of the activity, make sure to collect the written descriptions so that you can correct them.

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Worksheet

1a. Vocabulary

Work in groups. Your teacher will tell you different food categories. For each category, you have 30 seconds to write related vocabulary.

Example:

Category = Fruit

banana

apple

peach

...

1b. Speak

Discuss with your classmate:

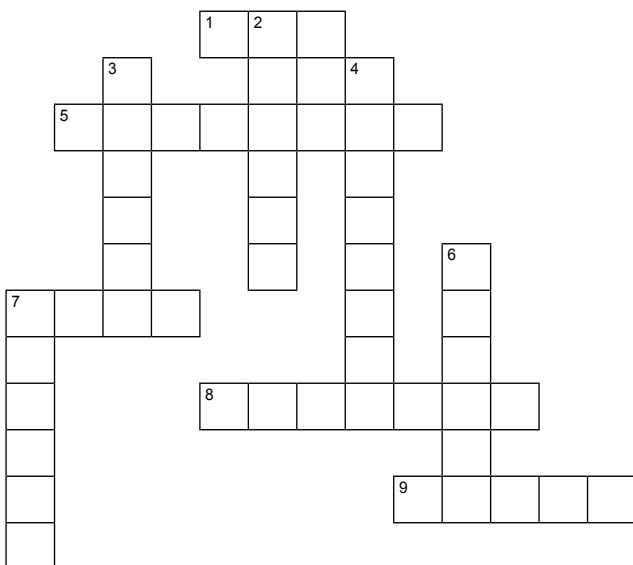
Describe a nice meal that you have eaten recently. (a meal = breakfast, lunch, or dinner)

Describe a food that you don't like.

Do you know any TV programmes related to food? Describe them.

2a. Vocabulary

Complete the crossword. All the words are types of food which you will see again in this lesson.



Across

1. a small, round food which is produced by a chicken (it's yellow and white)
5. a type of plant which is small and brown (it grows in places with a lot of rain)
7. the meat from a pig
8. a very acidic liquid which gives flavour to food
9. bread which is cooked so that it is brown and hard (common for breakfast)

Down

2. a small, white vegetable which gives a very strong flavour to food (in some countries, it is also used as a medicine)
3. a solid, yellow food which is common to put on bread (you keep it in the fridge)
4. a dark brown liquid which gives flavour to foods and is common in Asia (two words: 3,5)
6. a round, red fruit which a lot of people think is a vegetable (common in salads)
7. salt and _____ (a black powder which gives extra flavour to food)



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Worksheet

3a. Vocabulary

In the next task, you will watch a video about food and eating. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. a dish	(6) very friendly to visitors
2. a recipe	() a food or liquid which you need to make a certain meal
3. ingredient	() extremely good; very surprising
4. amazing	() food which is prepared in a specific way (e.g. lasagne, borscht, etc)
5. to feed	() to give food to somebody (or to an animal)
6. hospitable	() instructions for how to prepare a specific food

3b. Listen

Watch this clip from the TV series Anthony Bourdain: Parts Unknown (CNN). In this clip, the presenter (Anthony) travels to the Philippines to meet a local music group and taste a typical Filipino dish called adobo.

www.youtube.com/watch?v=hWcjcbjN3Sk

Watch the video for the first time and tick (✓) the foods which they mention:

garlic	onion	pork	sugar	chicken	lemon	vinegar	soy sauce

Now watch the video for the second time. Decide the correct option(s) to complete the sentence (some sentences have more than one option!).

- The music group is _____ years old.
 - 4
 - 5
 - 6
- In the Philippines, everybody has _____ basic ingredients for adobo.
 - different
 - the same
- Anthony describes the adobo as _____.
 - delicious
 - different
 - amazing
- The cook says that his adobo recipe comes from his _____.
 - grandmother
 - father
 - mother
- The music group say that Filipino people like _____.
 - giving people food
 - singing
 - cooking

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Worksheet

3c. Speak

Discuss with your classmate:

Would you like to eat adobo? Explain.

Describe a typical dish from your country.

Apart from your country, which country do you think has the best food? Explain.

4. Read and vocabulary

Read the recipe. Then use the 6 verbs **in bold** to complete the definitions below.

A simple sauce for pasta

*Heat a pan and put in some oil and a little garlic. **Chop** some tomatoes and put them in the pan. **Season** them with salt and pepper and then **stir** everything together. Cook this for about five minutes. Then give the sauce a few minutes to **cool down**. Finally, **sprinkle** some fresh herbs on the sauce. Bon appétit!*

Verbs about cooking

- a. to become colder = to _____
- b. to give food more flavour by putting in salt, pepper, or herbs = to _____
- c. to put small pieces of something onto another thing = to _____
- d. to make something hot = to _____
- e. to use a spoon to move food around while you cook it = to _____
- f. to cut something into pieces = to _____

5a. Vocabulary

In the next task, you will watch a video about cooking. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. to overcook	(2) a metal container which people use to cook food
2. a pan	() with a lot of water inside (for food, this usually means that it has no flavour)
3. a stove	() light and not hard (because it contains a lot of air)
4. watery	() a type of cream which is not sweet
5. crème fraiche	() to cook something too much
6. fluffy	() a machine with fire (or electricity) which you use to cook food



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5b. Listen

Watch this clip from *Good Morning America*. Gordon Ramsey is one of the most famous chefs in the world. In this scene, he shows people how to cook scrambled eggs. This is a simple recipe which is very common in the UK, the USA and many other countries.

www.youtube.com/watch?v=VhJFyyukAzA

Watch the video for the first time and tick (✓) the foods that Gordon mentions.

milk	tomato	vinegar	mushroom	butter	cheese	toast	ham

Now watch the video for the second time. Decide if the sentence below are true or false.

- First, heat the pan and then put in the eggs.
- If you season the eggs at the start, they change colour.
- If you overcook the eggs, they become very hard.
- If you remove the pan from the heat, the eggs don't usually overcook.
- Gordon likes scrambled eggs to be fluffy.

5c. Speak

Discuss with your classmate:

Would you like to eat scrambled eggs? Explain.

Think of a food or dish which is very easy to cook (e.g. rice, potatoes, soup). Explain how to cook it

Does your country have any famous chefs? Describe them.

Would you like to work as a chef? Explain.

6. Project: Plan a dinner

Work in pairs. You need to plan a dinner for this weekend.

Step 1: Your teacher will give you a page with information about some people who will come to dinner. The page is missing some information. Your classmate has a page with different information. Talk to your classmate to complete the missing information.

Step 2: Now it's time to plan the dinner. It isn't possible for you to go to the supermarket. The only way to buy ingredients for the dinner is to use a website (amazingsupermarket.com). Look at the food and drinks which you can buy (see final page of this worksheet).

Step 3: The maximum that you can spend is €50. With your partner select the items that you want to buy. Remember, you need to select the best items for the 6 people who will be at dinner. Then decide how you will cook/prepare these items.


Step 4: For homework, write a short description of this dinner and how to prepare it. In the next lesson, the class will decide who has the best plan for the dinner.

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Worksheet

www.amazingsupermarket.com



MEAT AND FISH

Whole chicken	Pork legs (1 kilo)	4 big beef steaks	6 pieces of fresh salmon
€7.00	€7.00	€16.00	€16.00



STAPLES

Bag of rice (1 kilo)	Big bag of pasta (1 kilo)	Bag of corn polenta (1 kilo)	Big piece of fresh bread
€2.00	€2.00	€2.00	€5.00



VEGETABLES

Bag of fresh potatoes (3 kilos)	Mushrooms (500 grams)	Bag of onions	Small bag of garlic
€2.50	€3.00	€1.00	€1.00
Big bag of spinach	Large cabbage		
€2.00	€2.00		

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www.amazingsupermarket.com

FRUIT

10 big tomatoes €3.00	4 big avocados €3.00	Bag of apples €1.50	Bag of oranges €2.00
Bag of mangoes €4.00			

DAIRY

Pack of butter €1.50	Crème fraiche €2.00	Big piece of cheese €6.00	Strawberry ice cream €8.00
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DRINKS

2 bottles of wine €18.00	12 bottles of beer €18.00	6 big bottles of water €4.00	2 big bottles of fizzy drink €3.00
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OTHER

6 eggs €1.50	Big bar of chocolate €4.00	Bottle of vinegar €2.00	Bottle of soy sauce €3.50
Salt and pepper €1.00	Fresh herbs (basil / coriander / parsley) €2.50		

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Worksheet

Who is coming to dinner? – Student A
Person 1 = Greg



Information: Greg doesn't eat a lot of meat. He much prefers to eat fish and vegetables and he loves salty food.

Person 2 = Ally



Ally likes _____.
 She loves _____.
 She doesn't like _____.

Person 3 = Trina



Information: Trina can't eat a lot of bread or pasta because they make her feel bad. She loves sweet foods.

Person 4 = Simon



Simon likes _____.
 He doesn't like _____.

Person 5 = Your classmate



My classmate loves _____.
 He/She doesn't like _____.

Person 6 = You



You love _____.
 You don't like _____.



Who is coming to dinner? – Student B

Person 1 = Greg



Greg likes _____.

He loves _____.

He doesn't like _____.

Person 2 = Ally



Information: Ally doesn't eat many fruits or vegetables. She prefers simple food like meat, fish, eggs and rice. She loves alcoholic drinks like beer and or wine.

Person 3 = Trina



Trina loves _____.

She can't eat _____.

Person 4 = Simon



Information: Simon likes to stay healthy. He eats lots of fruit and vegetables and always drinks water. He never eats sweet food like ice-cream.

Person 5 = Your classmate



My classmate loves _____.

He/She doesn't like _____.

Person 6 = You



You love _____.

You don't like _____.