

The logo for 'new interchange' is centered on a blue, brush-stroke style background. The word 'new' is in a smaller, orange font, and 'interchange' is in a larger, white font.

new interchange

Video Teacher's Guide Level 2

Sample pages

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4

What's Cooking?

Topic/function: Cooking; giving instructions

Structure: Two-part verbs

Summary

The sequence is set in a TV studio and opens with an announcer saying, “Live from Santa Clara, California. Welcome to ‘What’s Cooking?’ with your favorite chef, Louise Beaujolais.” After a few seconds, however, it becomes clear that nobody is on stage. Behind the scenes, Chef Beaujolais looks very sick and says, “It must be something I ate! The oysters!” The producers panic and try to think of someone who can replace Louise. One producer suggests Mark Spencer, the sports reporter, and the other reluctantly agrees. The scene shifts back to the empty stage, and soon Mark Spencer rises from behind the counter and begins the show. Mark knows nothing about cooking but does his best to lead viewers through the recipe of the day, Fast Chicken with Oyster Dressing. He makes one mistake after another, though, and the show is a disaster. The sequence ends with the announcer closing the show as Mark fans smoke away from a burning oven.



Preview

1 CULTURE

Cooking is very popular in the U.S. and Canada. People enjoy learning to cook foods from around the world, especially Italian, French, Chinese, and Thai cuisines. As evidence of this, there is almost always at least one cookbook on the best-seller list and at least one cooking show on TV. In 1993, the TV Food Network went on the air, broadcasting cooking shows 24 hours a day over cable television. The culture preview in the Video Activity Book prepares students to work with the sequence and builds interest in the topic by providing some interesting background

information about TV cooking shows and the TV Food Network.

- Books closed. To introduce the topic, ask the class the following questions and have students respond by raising their hands (these questions do not appear in the Video Activity Book).
 - 1) Who likes to cook?
 - 2) Who sometimes watches cooking shows on TV?
- If some students say they watch cooking shows, ask a few to tell the class the names or types of cooking shows they watch. If not, tell students about a few cooking shows that you know.
- Ask the class if they have ever heard of the TV Food Network. If any say yes, ask what they know about it. If no one knows about the TV Food Network, ask students to open their books and read the culture preview to find out.
- Books open. Ask, “What’s the TV Food Network?” Then have students read through the culture preview silently and underline the titles of shows on the TV Food Network.
- When students finish reading, have a few volunteers tell you what they underlined. Then answer any vocabulary or content questions.
- Lead students through the questions. Then have students answer the questions in pairs as you circulate around the class.
- Bring the class back together, and have selected pairs share their answers with the class. Accept all answers to the first question, but you may want to tell the class what the three shows are really about: “Dining Around” reviews restaurants from all over the United States; “Too Hot Tamales” features Mexican, Spanish, and South American cooking; and “Ready . . . Set . . . Cook!” is a game show in which two chefs have twenty minutes to prepare a dish using ingredients purchased by an audience member.

Optional activity

Group work Books closed. Have students work in small groups to answer these additional questions about cooking and then share their answers around the class. (5 minutes)

- 1) What type of people probably watch the TV Food Network?
- 2) Why do people like cooking shows?
- 3) Would the TV Food Network be popular in your country? Why or why not?

2 VOCABULARY Cooking

This activity asks students to categorize common kitchen items that could be used to cook chicken and encourages them to think of four additional items to categorize.

- Books open. Explain the task, and lead students through the chart headings, examples, and illustrations. If you wish, model the illustrated words and have students repeat.
- **Pair work** Have students work in pairs to write the words in the appropriate columns in the chart and to add four more words.
- Ask students to compare their answers around the class. Then have students call out their new words as you compile a class list on the board.

Answers

Kitchen appliances

a refrigerator
an oven
a stove

Cooking ingredients

bread crumbs
butter
flour
oil
salt

Cooking utensils

a frying pan
a knife
a saucepan

Possible additional words

Kitchen appliances

a dishwasher
a microwave oven

Cooking ingredients

garlic
pepper

Cooking utensils

a pot
a spoon

Optional activities

A Group work Books closed. On the board, write the following column headings: *Things you do when you cook* and *Ways to cook*. Have students work in small groups to think of as many cooking words as possible for these two categories. Ask groups to share their answers with the class by writing them on the board. The group with the most words in both categories wins. (10 minutes)

Possible answers

Things you do when you cook

boil, chop, cut, mix, peel, simmer, stir, toss, wash

Ways to cook

bake, barbecue, boil, broil, fry, grill, microwave, roast

B Pair work Books closed. Have students, working in pairs, list the things they would need to cook other dishes such as an omelet, fried rice, a hamburger, or a local dish. Then ask selected pairs to share their lists with the class. (5 minutes)

3 GUESS THE STORY

In this activity, students prepare to work with the video by using visual information to predict what happens in the sequence.

- Books open. Explain the task, and lead students through the photos and questions.
- Have students work individually to answer the three questions. Then ask them to compare answers with a partner.
- Check predictions around the class, and accept all answers. Tell students that they will find out the answers when they watch the video [1] She's the chef on a TV cooking show. 2) She gets sick. 3) He's a sports reporter.].

(see next page for an optional activity)

Optional activity

Pair work Books closed. Play the sequence without sound until the point where Mark comes up from behind the counter and begins the show. Ask students, working in pairs, to write one sentence about what they think happens and one sentence about what they think is going to happen. Have students compare their predictions around the class. Then ask a few students to share their answers with the class. (5 minutes)

**Watch the video****4 GET THE PICTURE**

In this activity, students watch and listen for gist in order to check their predictions from the previous exercise and to answer three questions about the sequence.

- Books open. Explain the task, and read through the questions and possible answers with the class. Encourage students to predict the answers to any of the items if they feel confident doing so at this point.
- Books closed. Play the entire sequence with the sound on.
- Books open. Have students work alone to answer the three questions before comparing with a partner. Then play the sequence again if necessary.
- Go over the answers with the class by asking selected students to call out answers.

Answers

- 1) The chef is sick.
- 2) He's a sports reporter.
- 3) Not very successful.

5 MAKING INFERENCES

In this activity, students watch and listen more closely in order to make inferences – reach conclusions even when information is not explicitly stated – about what happens in the sequence.

- Books open. Explain the task, and tell students that making an inference is like making a good guess based on what you know. Use statement 1 as an example if necessary. Read the statement, and then say, “Is this true or false? How do we know? Well, Louise doesn't actually say that something she ate made her sick, but she looks sick and she says, ‘It must be something I ate.’”
- Read the statements with the class, and encourage them to predict the answers before they watch the sequence.
- Play the sequence with the sound on. Have students work alone to check their predictions and mark *True* or *False* as they watch.
- Find out if anyone needs to view the sequence again, and replay as necessary. Then have students compare answers with a partner.
- Check answers around the class by asking individual students to share an answer with the class. Encourage students to give reasons or evidence from the sequence to support their answers.
- Alternatively, check answers by playing the video with the sound on and in slow motion if possible. Have students call out “Stop” when they hear or see evidence to support an answer. A volunteer then tells the class what the evidence is – for example, “Louise says, ‘It must be something I ate,’ and she looks sick.” Continue like this until you have gone over all the statements.

Answers

- | | |
|----------|-----------|
| 1) True | 6) False |
| 2) False | 7) True |
| 3) True | 8) True |
| 4) True | 9) False |
| 5) False | 10) False |



Follow-up

6 A SIMPLE MEAL

Through these extension activities, students further develop their understanding of instructions and recipes by first putting the steps involved in making a tuna sandwich in order and then writing instructions for making a simple snack of their own.

A Books open. Explain the task, and lead students through the six mixed-up steps for making a tuna sandwich. Answer any content or vocabulary questions.

- Have students work alone to number the steps in the correct order. Then ask students to compare answers with a partner.
- Check answers around the class by calling on a student to read the first step. This student then calls on another student to read the second step. Continue like this until you have covered all six steps.

■ **Pair work** When you are sure students' answers are correct, have them take turns giving each other the instructions in the right order.

Answers

- 6 Then put the other slice on top and you have a tuna sandwich.
- 2 Then open a can of tuna and put the tuna in a bowl.
- 1 First, take two slices of bread.
- 4 After that, spread the mixture on one of the slices of bread.
- 5 Put some lettuce and tomato on top.
- 3 Then add mayonnaise, salt, pepper, and spices.

B Books open. Explain the task, making sure students understand that they should write the steps in the wrong order. Then have students work alone to write out mixed-up steps for making a simple snack.

■ Circulate to help with vocabulary and check for accuracy. Then have pairs take turns reading their steps aloud and putting each other's steps in the proper order.

- Ask selected students to read aloud their mixed-up steps without saying what snack the instructions are for, while others guess the name of the snack and put the steps in the correct order.

Optional activity

Pair work Books open. In the first activity, after students have put the six steps in order, write these additional steps on the board. Tell students to work with the same partner to reorder the instructions to include these. (Answers are in italics.) (5 minutes)

- (2) If you wish, then toast the bread.
 (5) Cut up some onions and celery and mix with the tuna.
 (4) Drain the tuna.

The other steps become: 9, 3, 1, 7, 8, 6.

7 HOW ABOUT YOU?

This activity deepens students' understanding by linking the content in the unit with students' backgrounds and experiences.

■ Books open. Explain the task, and read through the questions with the class.

■ **Pair work** Put students into pairs to take turns asking and answering the questions.

■ When things begin to quiet down, bring the class back together, and ask several students to share an answer with the class. Lead class discussion as appropriate for your situation.

Optional activities

A Group work Books closed. Have groups of four or five students brainstorm three questions of their own about cooking. Then ask each group to share their most interesting question with the class. Write these questions on the board, and have students discuss them in their groups. Follow up by having selected students share an answer with the class. (10 minutes)

B Pair work Books open. Ask students to work alone to write three questions to ask Mark. Then put students into pairs to take turns playing Mark and asking and answering their three questions as well as the questions in the book. (10 minutes)



8 WHAT'S THE RECIPE?

This cloze activity has students watch and listen for specific language in order to complete the recipe for Fast Chicken with Oyster Dressing.

- Books open. Explain the task. Then tell students that the language in the video is not exactly the same as in the Video Activity Book exercise, so they should listen for the information but not necessarily for the exact wording.
- Have students, working individually or in pairs, read the recipe and fill in any blanks they can before watching. Then have students compare predictions with others.
- Play the sequence with the sound on. Have students work alone to check their predictions and complete the recipe as they watch.
- Ask if anyone needs to watch the sequence again to complete the task, and replay as needed. Then have students compare answers with a partner before you go over them with the class.

Answers

First, turn on the **oven** to hot.

Next, thoroughly **wash** the chicken and **pat** it dry.

Then make the **oyster** stuffing.

In a large **frying** pan, **melt** half a cup of **butter**.

Next, cut up a large **onion** into small **pieces** and **put** it in the pan.

Next, take three **large** oysters. **Cut** them up and **add** them to the pan.

Add one-half cup of **mushroom** caps.

After the **mushrooms**, add one and a half **cups** of water. And **mix** in three cups of **bread crumbs**.

Then add a pinch of **salt**.

Now put the **stuffing** in the bird. Then **close** the bird.

Now sprinkle **with** paprika and add **wine** to **taste**.

9 SEQUENCE ADVERBS Giving instructions

In this activity, students practice giving instructions, the functional focus of the sequence, by first putting pictures from the video in the correct order and then writing instructions for each photo.

- Books open. Explain the task. Then lead students through the photos and the verbs in the box.
- Have students work alone to number the photos in the correct order. Then have them write the correct instruction under each photo.
- Circulate to help and check for accuracy. Then have students compare answers with a partner before going over them with the class.

Answers (from left to right)

4 Then, cut up a large onion into small pieces.

7 After that, sprinkle with paprika.

8 Finally, put the chicken in the oven.

5 After that, add one-half cup of mushroom caps.

1 First, wash the chicken.

3 Next, melt half a cup of butter.

2 Then, pat the chicken dry.

6 Then, mix in three cups of bread crumbs.

Optional activity

Books open. Have students work alone to write out the steps that appear in Exercise 8 and not in Exercise 9. Then have students compare answers with a partner. (5 minutes)

Possible answers

Turn on the oven.

Make the oyster stuffing.

Cut up three large oysters.

Add one and a half cups of water.

Add a pinch of salt.

Put the stuffing in the bird.

Close the bird.

Add wine to taste.