

14 Ready to cook

Unit profile

Vocabulary:	Verbs for cooking
Reading:	American teen chef Flynn McGarry
Grammar:	Non-defining relative clauses
Vocabulary:	Nouns often in the plural
Listening:	Choices and decisions
Speaking:	Discussing options (2)

Warmer

Put students into small teams. Give them one minute to write a food or drink beginning with each letter of the alphabet, e.g. apple, bread, cake. Ask the fastest team to read their list. Go through suggestions as a class.

Your profile


Read the first question and take a class vote. Ask a few students to explain their reasons. Nominate a student to share their favourite meal with the class and give a reason. That student nominates another to do the same. Continue until several students have had a turn.

VOCABULARY Verbs for cooking

- 1 Put students into pairs. Direct them to the pictures and ask them which ingredients they recognise. Ask for a show of hands to indicate whether or not students know how to cook any of the dishes, and whether they have tried them.

Answers

Prawns/shrimp, rice, chicken, rosemary, peppers, yogurt, mint

- 2  2.02 Read the instructions and play the recording. Allow students to compare their answers with a partner before checking as a class. See if the class agrees before confirming each one. For more support, give them the option of listening again before checking answers.

Audioscript

- 1 Adam
My sister's vegetarian, so I try to create interesting new recipes for her. This one uses fresh chillies and Moroccan spices, which I keep in a special tin. You fry onion and garlic in oil until it's golden. Be careful not to let it burn. Then you add whatever vegetables are available – her favourites are green beans and aubergines, which I cut into slices. Add a tin of tomatoes, a couple of chillies and spices like cumin, and cook slowly for forty minutes, stirring occasionally. Serve it with rice or couscous and yogurt, and decorate it with fresh mint leaves.

2 Melissa


I'm from Louisiana, whose most famous dish is gumbo. My own recipe for gumbo has a couple of unusual ingredients – bananas and cabbage! Weird, huh? Anyway, it's got the traditional shrimp and other seafood too, as well as tomatoes and lots of chilli. A true gumbo sits on top of the stove for a whole day, cooking slowly. Make sure it doesn't boil too hard, and believe me, it's worth waiting for. You need to taste it regularly and add the right amount of salt and black pepper for flavour. When I put it in the bowls, I serve it with warm bread.

3 Ravi

This is my favourite dish, a kind of tandoori chicken like my uncle used to make, but a bit Mexican too. You leave chicken pieces in lime juice and salt overnight. The next day, you take them out and cover them with mixed spices – include cayenne pepper or paprika for a rich red colour. You can barbecue them or roast them in the oven, whatever's easier. I serve them with guacamole – that's mainly avocado – and plenty of salad. When you bite into the chicken, which should be served warm, it's spicy and delicious.

Answers

Adam c Melissa a Ravi b

- 3  2.02 Put students into mixed-ability pairs. Ask them to read the extracts from the recipes. Monitor and encourage stronger students to use the pictures to help with new vocabulary where possible. Play the recording again for students to check their answers. Invite students to give answers.

Answers

1 Ravi 2 Adam 3 Melissa

- 4 Do the first item as a class before putting students into pairs to continue. Monitor and help with new vocabulary, e.g. *spoil* (make something bad) and *charcoal* (a hard, black substance used as fuel). Check pronunciation of *barbecue* /'bɑː.bɪ.kjuː/ and *boil* /bɔɪl/. Invite students to give answers.

Fast finishers

Ask fast finishers to write definitions for *spicy* (containing strong flavours from spice), *stew* (a dish made of vegetables and meat cooked together slowly in liquid) and *stove* (something that you cook on). They can use dictionaries to help if necessary. Elicit their definitions after checking answers to exercise 4.

Answers

1 burn 2 stir 3 barbecue 4 bite 5 boil 6 roast
7 taste 8 fry

- 5 2.02 Put students into groups of three. Tell each student to follow a different recipe and play the recording so they can make a note of the ingredients.

Answers

- 1 chillies, Moroccan spices (cumin), onion, garlic, vegetables (green beans, aubergine), tinned tomatoes, rice, couscous, yoghurt.
- 2 bananas, cabbage, shrimp, seafood, tomatoes, chilli, salt and pepper, bread.
- 3 chicken, lime juice, salt, mixed spices (cayenne pepper and paprika), guacamole (avocado), salad.

- 6 Students tell each other what they remember about the recipe. Ask for a student for each recipe to share what they can remember with the class.
- 7 Model the activity by telling the class a simple recipe. Monitor and help as students write a brief recipe for something they like. Invite three or four students to share their recipes and get the class to decide if it would be easy, OK or difficult for them to cook.

READING

- 1 Do the activity as a class. Direct students to the pictures and ask for suggested answers to the questions. Write useful vocabulary on the board and check understanding.

Answers

He is cooking, possibly on a TV show. It looks like part of a Halloween celebration.

- 2 Ask students to read the title and first paragraph to answer the questions. Tell them to do this individually and to raise their hands when they have found the answer. When everyone has raised their hands, check answers.

Answers

- 1 when he was 11 2 American

Prepare for Preliminary for Schools Reading and Writing, Reading Part 4

Task description

Reading Part 4 tests students' ability to understand both the detailed and global meaning of a text. Students also need to demonstrate understanding of the writer's purpose, attitude and opinion. This part consists of a long text followed by five four-option multiple-choice questions.

Tip

Tell students to remember that the three questions focusing on detailed meaning follow the order of information in the text and are the second, third and fourth questions – there is usually one question per paragraph. One of these questions will focus on attitude or opinion.

- 3 Ask students to predict if they think Flynn has been successful. Set a short time limit for them to read the rest of the article. (*Yes, he's been very successful.*)

Note that the task in exercise 3 has only four questions rather than five as in the actual exam task (there is no writer purpose question here). Read the instructions with the class. Read questions 1–4 aloud, drawing attention to the reporting verb in each one (*says, suggested, say, say*). Do the first item as a class, pointing out that they should reread the text quickly to find direct speech related to why Flynn started to cook, and then read carefully to find the answer. Ask students to read the options carefully, before taking a vote on which is the best answer (see Answers). Nominate a student to explain why.

Put students into mixed-ability pairs to complete the exercise. Monitor and encourage stronger students to give reasons for their answers. Help them communicate their ideas. Check answers.

Answers

- 1 B. The answer is confirmed by Flynn's words 'I could do this'. A is wrong because his mother did cook sometimes; C is wrong because only his mother is mentioned in the first paragraph, and she didn't suggest cooking as a career to him; D is wrong because he bought the cookbook himself.
- 2 C. Flynn's response to his parents about converting his bedroom to a kitchen was 'Yes, I said,' showing he had no doubts. A is wrong because he didn't get rid of the desk immediately; B is wrong because the sister left for college later; D is wrong because his parents allowed him to build the test kitchen.
- 3 D. Flynn says 'I hope to keep getting better and better.' A is wrong because 'he's not doing it for the money'; B is wrong because he says 'you stop caring if you're going to be famous'; C is wrong because he also says 'you stop caring if you're going to ... do well.'
- 4 B. His sister's bedroom is on the ground floor and had more space, so he was able to put in an oven to roast food in. A is wrong because the supper club is monthly not fortnightly; C is wrong because Flynn hasn't written a cookbook; D is wrong because Flynn still cooks.

Word profile

Ask students to write a follow-up phrase or sentence to each example to help explain the meaning, e.g. so *I practise every day; This keeps them fresh; I don't want anyone else to know*. Then set the exercise on page 135. Check answers. Discuss answers to exercise 2 as a class.

Answers

- 1 kept 2 keeping 3 keeps 4 keep 5 kept

Talking points

Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Put them into different pairs to compare their ideas. Bring the class together and invite students to make suggestions. For each of the suggested benefits of cooking your own food, ask students to suggest a disadvantage.

GRAMMAR Non-defining relative clauses

- 1 Ask students to read sentences 1–3 and to underline the word or phrase the relative pronoun refers to (1 Flynn; 2 green beans and aubergines; 3 Flynn's older sister). Point out that each of the subjects is specified, and so the additional information is non-defining. Read each of the sentences in full, saying the non-defining clause in a quieter voice. Ask students to identify the extra information in each one (1 who has also cooked in top-class restaurants; 2 which I cut into slices; 3 whose bedroom had more space). Put students into mixed-ability pairs and ask them to read the sentences again and to complete the rules. Nominate individuals to give answers and see if the class agrees before confirming.

Extension activity

Put students into pairs to take turns in saying sentences 1–3. Remind them to say the non-defining clause, e.g. *who has also cooked in top-class restaurants*, in a quieter voice. Ask students to sit back to back if they can, or to close their eyes while their partner says a sentence. The other repeats the part of the sentence said at a normal volume, e.g. *Flynn says he's not doing it for the money*.

Answers

a which b who c whose

→ Grammar reference Student's Book page 158

- 2 Monitor and help as students complete the exercise in pairs. Invite students to give answers, encouraging them to say the non-defining clause in a quieter voice.

Answers

1 which 2 which 3 whose 4 who 5 whose 6 which

- 3 Do the exercise as a class. Read the instructions and example sentences, lowering the volume of your voice when reading the non-defining clause in sentence 1 to signify that it contains extra information. Read meanings a and b and elicit answers.

Answers

1 b (non-defining) 2 a (defining)

- 4 Monitor and help as students work in pairs. Encourage them to read their answers aloud to see if they sound correct, before checking as a class.

Answers

- 1 The amount of salt which is in ready meals could be reduced.
- 2 That loaf of bread which I bought isn't particularly fresh.
- 3 Sam, whose birthday is on Friday, is going to have a pizza party.
- 4 The boy who you met knows how to make fresh pasta.
- 5 Argentina, whose beef is world famous, is hoping to export more meat to Europe.

- 5 Read the instructions and example as a class. Monitor and help as students continue individually, checking they are using correct punctuation. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to write five short, simple sentences like those in exercise 5. They exchange their sentences with another fast finisher, who provides a piece of extra information. They swap again and rewrite single sentences using non-defining relative clauses.

Answers

- 1 The waiter, who comes from Barcelona, is very friendly.
- 2 My mum's soup, which is made from beans, garlic and tomatoes, is delicious.
- 3 Kim, whose uncle is a baker, will order my birthday cake.
- 4 This dessert, which has 300 gm of chocolate in it, is very rich.
- 5 The market, which/whose location is very central, sells fresh fish and vegetables.
- 6 Johnny, who has been on a diet recently, has definitely lost weight.

Corpus challenge

Put students into pairs to correct the mistake. Ask *What type of clause is the information about São Paulo?* (non-defining). Ask *Why is 'that' wrong?* (*that* cannot be used in a non-defining relative clause; it is used in a defining clause with people or things).

Answer

Or we can visit São Paulo, which has lots of great restaurants.

VOCABULARY Nouns often in the plural

- 1 Put students into mixed-ability pairs to do the exercise. Encourage stronger students to explain why a particular choice of word is correct. Ask students to give answers before checking.

Mixed ability

Put students into mixed-ability pairs. Ask stronger students to write short definitions of the words in the box for their partners to match to the words.

Answers

1 initials 2 memories 3 tears 4 arrangements
5 interests 6 ingredients 7 qualifications

- 2 Put students into same-ability pairs to discuss the questions. Encourage them to make eye contact rather than look at the book and remind them to give extra information in their answers where they can. Monitor and give positive feedback for informative answers and invite two or three students to tell the class one piece of information about their partner.

LISTENING

- 1 Put students into pairs to say what they can see in the pictures and to predict the type of conversation they will hear, e.g. 1 A discussion about where to eat (park café, restaurant, or self-service restaurant). Ask different pairs to feed back their predictions for each conversation and see whether the rest of the class agrees.

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Listening Part 1

Task description

Listening Part 1 tests students' ability to identify important information from short monologues or dialogues. It consists of seven listening texts, each with a question and three pictures. Students listen and tick the picture which best answers the question. They hear the recording twice.

Tip

The key information you need for the answer could come anywhere – not just at the start.

- 2  2.03 Read the instructions and play the recording. Remind students that they will hear each one twice. Allow them to compare their answers with a partner before checking as a class.

Audioscript

1: Where do the friends decide to eat?

Speaker 1: The film doesn't start for an hour. Let's eat somewhere – how about your uncle's restaurant?

Speaker 2: I hate to say it, but his place is really dark inside and the waiters aren't friendly. Anyway, we should sit outside in the sunshine! Why don't we go to the park café?

Speaker 1: We could, but they don't have hot food there. I know, let's try that new place near the cinema. You help yourself to whatever you want and pay at the end. It's not expensive.

Speaker 2: Fine.

2: What ingredients would the girl prefer to use in her cooking?

Speaker 3: Mum works late, so I cook our meals during the week. There are six of us – my parents and grandparents, my brother and me. I never use anything made from milk, like butter and cream, because my dad can't eat those things, though I don't mind that. Really, I'd like to cook with chillies and garlic, but my grandparents hate spicy food, so I usually cook quite plain dishes, which they prefer. I generally add lemon juice and a bit of salt, especially with fish.

3: Which product do they select for their art project?

Speaker 4: So we have to prepare a magazine advert for a food product. Shall we choose our favourite chocolate biscuits – or a packet of crisps maybe?

Speaker 5: Both pretty boring ideas! What about that juice we both like? We could show all the different fruit it contains – very colourful.

Speaker 4: Yes, but that sounds like loads of work to me.

Speaker 5: OK, let's try your first suggestion then. I don't want to do the crisps.

4: What does the boy choose for his dinner?

Speaker 6: Billy, I'm thinking of just making soup tonight. Is that OK with you?

Speaker 7: Oh, Mum! I've had football practice and I'm really hungry! Can I make some pasta instead?

Speaker 6: I suppose so, or I could get Dad to pick up fish and chips on the way home. You'd like that!

Speaker 7: But he won't be back for ages! Why don't I cook for myself now and then you two can have soup later?

Speaker 6: OK.

5: Which cake do they agree to make for Sally?

Speaker 8: I've got the main ingredients for Sally's birthday cake – eggs, flour, butter, sugar – but which recipe shall we follow? The orange cake looks interesting.

Speaker 9: Actually, it looks a bit complicated. Anyway, Sally's keen on chocolate – have you got any?

Speaker 8: No, but I could easily go out and buy some. That'd be better than a plain cake with jam in the middle, wouldn't it?


Speaker 9: Definitely. We'll go for that one then.

Answers

Refer to the underlined parts of the audioscript above.

1 B 2 A 3 C 4 C 5 B

SPEAKING Discussing options (2)


- 1 Put students into pairs to discuss the question. Get them to rank the four considerations in order of importance and to explain why. Model the activity by giving your own opinion. Bring the class together and ask for their most important consideration and reasons why.
- 2  2.04 Direct students to the picture and ask what they can see. Help with useful vocabulary and write any new words on the board. Play the recording for students to answer the question.

Audioscript

- Laura:** OK, Ben, let's talk about the food for the party. It's going to be outside, so how about a barbecue with sausages, chicken legs and burgers, that kind of thing?
- Ben:** But quite a few of our friends don't eat meat, do they? And buying meat would be expensive.
- Laura:** Good point! Well, what if we made our own pizzas then?
- Ben:** I don't know, the weather's so warm at the moment. Let's go for something fresh and cool – if we cooked something, it would be hard work!
- Laura:** I agree, but just serving a plate of sandwiches or a few bowls of crisps at a party shows very little effort!
- Ben:** Salads might be a better choice? We could make lots of different types, with separate ones for the vegetarians.
- Laura:** That's not a bad idea, although we'd need to borrow enough plates for everyone, which might get broken.
- Ben:** Hmm, and knives and forks too. Using our fingers would be so much easier, wouldn't it? Come on, it's time to decide!
- Laura:** So, why not have sushi then? It's easy to eat, we can get fish and vegetarian, and everyone loves it. Are you OK with that?
- Ben:** Yeah, that sounds good to me.

Answer

sushi

- 3**  **2.04** Ask students to read the *Prepare* box. Give them five minutes to study the phrases. Write the functions on the board (*Making suggestions*, *Considering options* and *Making a decision*). Books closed. Put students into pairs or small groups and set a short time limit for them to write as many of the phrases as they can from memory. Students open their books and check. Play the recording again for them to tick the phrases they hear. Check answers.

Answers

Laura: How about ...?, What if we ...?, So, why not ... then?, Are you OK with that?

Ben: If we ..., it would be ..., ... might be a better choice?, It's time to decide!

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Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.

Tip

Tell students to make positive contributions to the discussion and try to keep the conversation going. They should listen and respond to what their partner says, e.g. 'That's a good idea. We could also ...?' and 'You're right, but I would prefer to ...'.

- 4**  Tell students to read the instructions on page 130. Ask what words they might need to use to talk about the picture. Put students into pairs to decide on the best course. Monitor and give positive feedback when they use phrases from the *Prepare* box. Nominate a stronger pair to perform their dialogue to the class.

Cooler

Tell students to write three suggestions for food they would like to learn to make, unusual food they have tried and food that they would not like to try. Ask students to mingle and find others who share their ideas. Discuss some ideas as a class.

Project

Students use the internet to find an interesting meal that they have never tried, but would like to. The meal could be from another country, possibly made with unusual ingredients. They give a mini-presentation in the following class, including the recipe and reasons why they would like to try it. The class votes for the meal they would most like to try.

Teacher's resources

Student's Book

Grammar reference and practice page 158
Vocabulary list page 142

Video

Speaking Part 2

Workbook

Unit 14, page 56

Go online for

- Pronunciation
- Progress test
- Speaking test video worksheets
- Corpus tasks