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INTRODUCTION



The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "CHEFS".

The pack has been designed as a tool to help students understand the play, learn the new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will better understand both how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance. We introduce some material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed along the play.

Besides, you'll find some suggested activities we recommend you to do before the play, Pre-play activities, and some Post-play activities which have been designed to check if students understood the play correctly and that they have assimilated the vocabulary, expressions and grammatical structures they worked on. Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (Extension activity) which makes possible to study in depth the contents, depending on the group level.

Both the introductory material and the suggested activities may require the corresponding audio material to make a better use of them. In that case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we list below the track numbers with its corresponding contents from the play "CHEFS".

AUDIO - CHEFS (Track 1 to 8)

Track -1- How to develop your cooking skills.

Track -2- How to train to be a Chef.

Track -3- How to work your way up to Chef.

Track -4- The best cooking TV Shows.

Track -5- A kitchen recipe.

Track -6- Song 1. In my kitchen.

Track -7- Song 2. Let's cook.

Track -8- Song 3. Scotland vs Ireland vs England.

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefor offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

DEAR TEACHER,

IN THE TEACHER'S PACK THAT YOU HAVE NOW IN YOUR HANDS, THERE ARE ACTIVITIES FOR DIFFERENT LEVELS SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST ONE TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST ADAPTED TO THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE LISTENINGS, AND THAT YOU WORK ON THE VOCABULARY IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS UNDERSTANDING WILL BE COMPLETE. THANK YOU FOR TRUST IN US ONCE AGAIN.

SINCERELY,

FORUM THEATRE AND EDUCATION

THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER



01. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on stage later.

02. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

03. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

04. **SILENCE IS KEY**, since the actors are performing for the audience, for you. So you must avoid any distraction (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up in the middle of the audience, whispering..), out of respect for the audience and all those who are involved in the show.

05. **BE CAREFUL COUGHING AND SNEEZING**, as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

06. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

07. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

08. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

09. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE**, and try not to disturb the others as much as possible.

10. Lastly, **APPLAUSE**, not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shout

Conceptual Contents



The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs ... and other forms of communication that are essential to the teaching and learning of a foreign language process.

At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of **"CHEFS"** will allow you to study in depth the following conceptual contents.

LISTENING.

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students ear and encourage them to repeat all they here in English.

READING AND WRITING.

There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

CONVERSATION.

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials in **"CHEFS"** will allow you to study the following conceptual contents in depth:

- Present simple tense. Auxiliary verbs in negatives and questions. Third person singular.
- Descriptions: Character (anxious, nervous, expert...) and appearance (tall, thin, beautiful, strong...).
- Verbs (to cook, to eat, to drink, to prepare, etc...).
- Vocabulary: The world of the kitchen.
- Linking words: "and", "but"

Plot Synopsis



Being the best Chef in the world is a great responsibility which Carol O'Sullivan assumes this year. Although her experience as a Chef is relatively short in the world of cooking, her natural gifts, her communication skills and her spirit for innovation is what has made her worthy of the prestigious recognition she has received; it must also be said that she holds a very impressive list of several international awards.

Today is a special day for her because she has been given the honor of being the host of a new TV show called "IN MY KITCHEN". Her experience in television is zero, but even so she is very excited to be able to share her recipes with the public, as well as share her work in the world of forks and spoons... and so she has chosen a well-known place to record set in a China Town restaurant called "The Happy Duck".

The problem is, when the guest of the first program, international superstar singer Justin Bieber – who is supposed to cook with Carol – does not arrive due to personal issues. Carol, under a lot of pressure, decides to record the program anyway, even though she has to rely on the help of an unknown sound technician, who does his best to impersonate Justin Bieber himself.

A funny comedy in which the world of cooking, television and music all come together and lead to a series of fruitless situations. However, with a lot of empathy, hard work and good recipes they will succeed ... so let's cook! And good luck!



How to Develop Your Cooking Skills



-TRACK 1-

1. Practice cooking at home to build your skills.

Pick recipes that you find appealing, then make them yourself. As you get better at cooking, try recipes that include new skills that you haven't yet tried. Don't be afraid to experiment with recipes to make them your own.

2. Experiment with food to create your own recipes.

Part of the fun of being a chef is making your own special dishes. Once you're familiar with common ingredients, start playing around with recipes to make them your own. Take risks so you can create something totally new!

3. Cook for other people to get feedback on your cooking.

While it's scary to open yourself up to criticism, feedback can help you grow as a chef. Make dishes for people as often as you can, then ask them what they liked or didn't like about what you made. Incorporate the feedback that makes sense to you.

4. Watch other chefs to learn their techniques.

You can learn a lot from watching others. Watch cooking shows and online tutorials to see how other chefs work. Additionally, observe chefs or chefs-in-training who you know. Try to learn from the way they work. Read recipe books if you find them interesting there have been chefs much longer than there's been internet so doing some research off line may open you to new ideas inspired by older ones.

5. Get a job at a restaurant to build your skills and resume.

While it would be awesome to start out as a chef, it takes time to work your way up the career ladder. Start with a low-level restaurant job that will help you learn the skills you need. Apply for any restaurant jobs that you see advertised locally.

How to Train to Be a Chef



-TRACK 2-

1. Enroll in a culinary arts program for a comprehensive education.

While attending a culinary school isn't required for chefs, it may help you get a job. Most culinary programs offer a broad education in nutrition, sanitary food preparation techniques, butchery, pastry making, and other basic cooking knowledge. Research culinary programs, and then apply to your top 3-5 choices.

2. Train at home if you plan to be a self-taught chef.

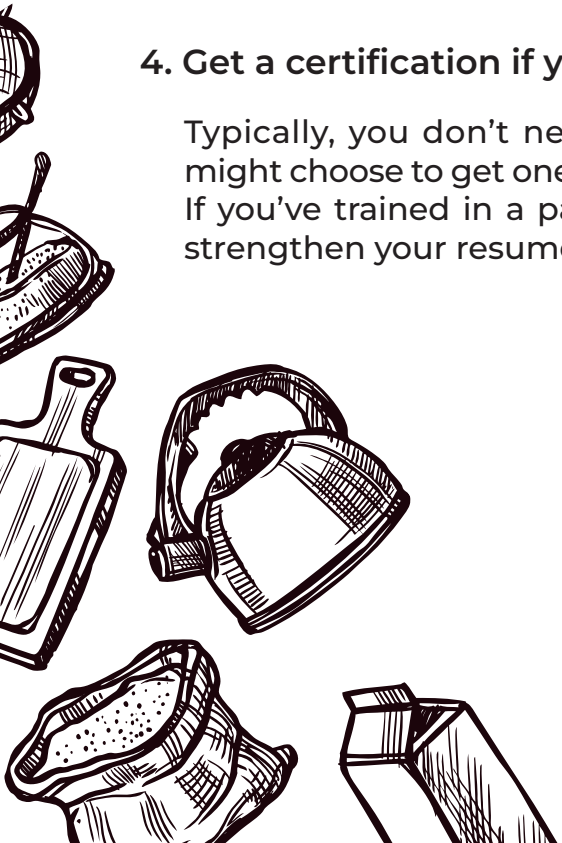
While going to a culinary school helps you learn the skills you need, you might choose to teach yourself what you need to know. Practice cooking in your own kitchen every day. Cook meals for your family or host events in your home to get more practice. Push yourself out of your comfort zone to help you learn the skills you need.

3. Find an internship at a restaurant to build your resume.

While an internship isn't very glamorous, it can open up doors to the job you want. Contact local restaurants to ask about available internships. If you can't find one, ask a local chef or restaurant owner if they'd consider taking you on as a short-term intern. During this time, watch the chef, sous chef, and line cooks to learn new skills. Additionally, follow all of the instructions they give you exactly.

4. Get a certification if you focus on a particular area.

Typically, you don't need any certifications to be a chef. However, you might choose to get one if you have a specialization that you plan to pursue. If you've trained in a particular area, take a certification test to help you strengthen your resume.



How to Work Your Way up to Chef



-TRACK 3-

1. Apply for entry-level kitchen positions at local restaurants.

When you're starting your restaurant career, be open to any position that comes your way. Look for jobs in local restaurants, then send them your application, cover letter, and resume. Send out several applications at once to increase your chances of getting a job.

2. Network with other chefs and restaurant owners to build connections.

Network with other chefs and restaurant owners to build connections. Connections might help you move up the career ladder faster. Talk to other chefs, meet restaurant owners, and attend industry events to interact with others in your field. This will help you build relationships with people who might help your career.

3. Move restaurants to build your skills and get better positions.

Don't expect to spend your entire career at the same restaurant. Instead, you'll probably have to switch restaurants to continue your rise up the career ladder. Be on the constant lookout for new positions, and apply for jobs that will help you reach your goal of becoming a chef.

4. Take a job as a sous chef to learn the skills to be a head chef.

A sous chef works directly under a head chef, which helps you build your skills and your resume. Look for a job as a sous chef after you become a line cook. Plan to work in this position for at least 1-3 years before you rise up to a head chef position.

5. Rise to the position of head chef when a position is available.

After you've reached the position of sous chef, look for opportunities to become head chef. Keep track of restaurant openings and the career paths of the head chefs in your area. Network to meet potential job contacts who might help you get your own kitchen. When a job opens up, reach out to the restaurant owner or hiring manager and offer to show them your skills.

The Best Cooking Shows



They say that tastes break genres, that's why there are all kinds of entertainment programs on television. But a cooking show usually enchants everyone. It can be from a famous chef who tries to improve small places to one of someone who decides to go and try the best dishes in the world.

With different proposals, it is how the cooking programs are shown today, incorporating gastronomic elements, culinary traditions and finger-licking dishes. It could be said that chefs are the new stars of television, taking into account that they also have a broadcast time slot for all audiences; and in addition to its programs, all kinds of versions have been made, such as proposals for families, for children or with celebrities (as an example, all the variety of programs that exist in Spain because of the popular Master Chef program).

Here we leave you, according to several accredited lists, the best cooking programs to date.

Kitchen Nightmares.- Chef Gordon Ramsay is dedicated to many more things on a professional level, in addition to serving his five-star restaurants. The program is based on the fact that he goes to restaurants that are on the verge of bankruptcy to help them be one of the best. He works with the kitchen staff of the aforementioned place to revive the business. After the performance of the chef in said restaurant, it may become a success or have to close its doors forever; that is to say, the program does not promise the future success of the restaurant even if they have had the presence of a chef as renowned as Gordon Ramsay.

Hell's Kitchen.- It is a program in which chef Gordon Ramsay is also the star. In this case he is the one who judges the food of beginner chefs. His way of being so ruthless is what can fascinate the audience and make the show more interesting.

No Reservations.- Traveling all over the world. Anthony Bourdain finds the essence of each local dish. It could be seen as a multicultural space, in which the chef lives with the locals to discover the richest and most elaborate dishes of each place. In addition to the kitchen, the program allows the environment and history of that place to be known.

Bizarre Foods.- It is a quite atypical program in the world of cooking, since there are no recipes that are prepared at the moment. In this case Andrew Zimmern -the chef and presenter of the program is in charge of finding ingredients all over the world capable of becoming an exotic dish, such as sheep eyes, hearts, legs... and other unconventional parts. Without a doubt, it is a program not suitable for all types of audiences, or rather, all types of stomachs.

Man vs. Food.- This program does not have a chef as such, the guest star is actor Adam Richman. In each episode he is in charge of visiting a city in the United States to get to know the most respected restaurants in the area. You can see the gastronomy of the place, the culinary customs and everything that makes each city have its own seal at a gastronomic level.

Oliver Twist.- It's a drastic change in the typical theme of cooking shows. In this case, Oliver invites his friends over and prepares a dinner for them. The program accompanies him from the beginning of the process, that is, when he goes to buy the ingredients to prepare dinner. Diners are also given the opportunity to ask Oliver questions, and he clarifies those doubts, providing information regarding the preparation of dinner.

Eat Street.- It is a television program produced in Canada. The comedian James Cunningham is in charge of doing a tour of the United States looking for the best inventions in Food Trucks, he also created an application that uses a GPS to tell which places that appear in the program is closest to you.

Rachel Ray Show.- A program where Rachel Ray uses her recipe book to cook nationally. It offers a bit of entertainment, information and gastronomy. Unlike other shows, she invites celebrities to help her cook that day's dish.



The cochinita pibil is declared the best food in the world.



According to the Taste Atlas 2021 encyclopaedia, this Mexican dish is king.

Officially, cochinita pibil is the best food in the world, according to the Taste Atlas 2021 gastronomic ranking. One more triumph for Yucatecan cuisine and of course Mexican cuisine. Congratulations!

Taste Atlas is an encyclopaedia of flavours that compiles traditional dishes, local ingredients and a guide to restaurants from around the world. So far it has catalogued 10 thousand different recipes and drinks, it also includes the location of each of the meals in order to discover the origin and history behind each dish.

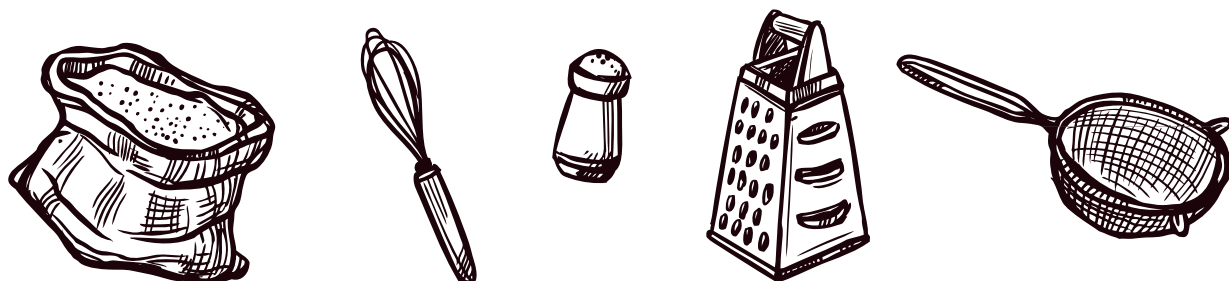
Every year the site makes the Taste Atlas Awards, a special ranking in which the best dishes from around the planet are rated and chosen. In the 2021 edition, the cochinita pibil takes first place as the best food in the world with a rating of 4.7, followed by the Picanha from Brazil.

Cochinita pibil is a Mexican dish originating in the state of Yucatan, prepared with suckling pig or pork meat, seasoned with achiote seeds, salt, garlic, black and Tabasco pepper, cloves, cinnamon, cumin, oregano, coriander seeds. And sour orange juice. The original recipe wraps the marinated meat in banana leaves, to finally bake it in a pib, an earthen oven typical of the region.

Over time, the cochinita pibil has become a classic of Mexican cuisine, being a recipe that everyone who visits Yucatan should try, enjoying its traditional presentation, accompanied by tortillas and purple onions in orange juice.

Within the Taste Atlas 2021 ranking, the recipe for the cochinita pibil and the best places to enjoy it around the world and in Yucatan are also indicated, where restaurants such as Taquería El Turix in CDMX, La Chaya Maya in Mérida and even Hugo's in Houston.

Taste Atlas awards different categories: recipes with meat, street food, sauces, breakfast, as well as techniques to prepare each of these delicacies.



A KITCHEN RECIPE



-TRACK 5-

Carol:

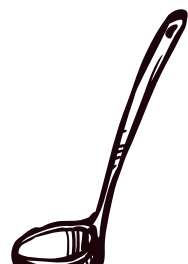
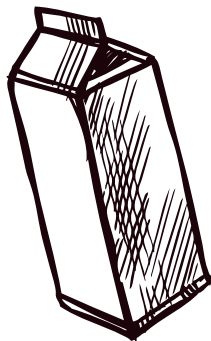
This is a recipe for cooking chocolate cookies. Some tasty and very sweet cookies. The first thing you need is your kitchen to be very clean, the oven to be very hot and all the ingredients to be prepared.

To prepare the chocolate cookies, Carol, you need:

- 1 cup of sugar
- 2 teaspoons of cinnamon
- 2 cups of flour
- 1 cup of chocolate
- 1 teaspoon of salt
- 200 grams of butter
- 2 eggs
- 1 teaspoon of vanilla

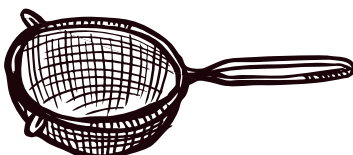
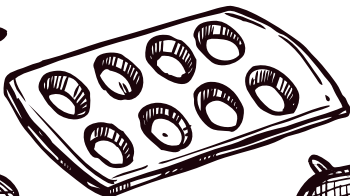
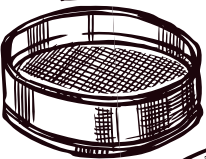
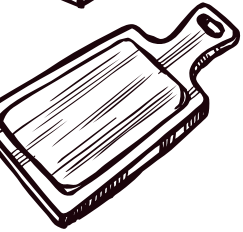
With all these ingredients you will prepare sensational chocolate cookies. To do this you must put all these ingredients in a large bowl, blend them together with a spoon, spread the dough with a rolling pin on the table, cut the dough with a knife giving it a round shape and get it ready to put into the oven.

Good luck Carol



SONG 1. IN MY KITCHEN

-TRACK 6-



Today
Is a great day
Here
In my kitchen
Because
In my kitchen
I cook all day long
I make lots of cookies
And I make cakes and tarts
I even make chocolate buns
They do sure taste great

Today
Is a great day
Here
In my kitchen
Because
In my kitchen
I cook all day long

Today
Is a great day
Here
In my kitchen
Because
In my kitchen
I cook all day long
I cook all day long
I cook all day long

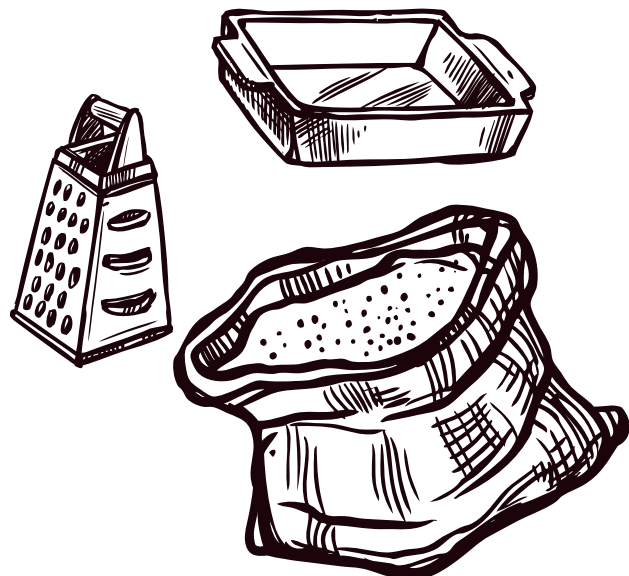
SONG 2. LET'S COOK



-TRACK 7-

IT IS TIME TO COOK
BUT THERE'S LOTS TO DO
I HOPE THAT I CAN MAKE
SOME CAKES AND COOKIES TOO
I NEED TO PREPARE
GET READY ALL I NEED
SO THAT I CAN COOK
LOTS OF THINGS TO EAT
I NEED MY APRON
AND I NEED MY HAT
I NEED MY GLOVES
I NEED ALL THAT
I NEED MY BOWL
I NEED MY PAN
I MUST NOT FORGET
TO WASH MY HANDS
IT IS TIME TO COOK
BUT THERE'S LOTS TO DO
I HOPE THAT I CAN MAKE
SOME CAKES AND COOKIES TOO
I NEED TO PREPARE
GET READY ALL I NEED
SO THAT I CAN COOK
LOTS OF THINGS TO EAT

I NEED MY APRON
AND I NEED MY HAT
I NEED MY GLOVES
I NEED ALL THAT
I NEED MY BOWL
I NEED MY PAN
I MUST NOT FORGET
TO WASH MY HANDS
IT IS TIME TO COOK
BUT THERE'S LOTS TO DO
I HOPE THAT I CAN MAKE
SOME CAKES AND COOKIES TOO
I NEED TO PREPARE
GET READY ALL I NEED
SO THAT I CAN COOK
LOTS OF THINGS TO EAT



SONG 3.

Scotland vs Ireland vs England



-TRACK 8-

In Scotland They eat Haggis
and they dance the highland fling
In Ireland It always rains,
it's so different to my home in Spain
And in England They have a Queen,
she lives in a place called Buckingham
But I have a longing for something or someone else I should say

Chorus

Because I don't care about being lost
In fact I care about something else
You know that girl who was just here
Well I like her but does she like me back?

In Scotland They speak very strange,
I hope I understand everything
In Ireland They eat potatoes
and they dress all in green
In England They love football
but I have not come here for that

Because I have a longing for something
or someone else I should say
Scotland is blue Ireland is green
And England is red, white and blue
Scotland wear kilts Ireland wear green
And England wear the Union Jack

Because
In my kitchen
I cook all day long
I cook all day long
I cook all day long

PRE-PLAY ACTIVITY 1.

TRUE OR FALSE



• Listen to TRACK 1 - How to Develop Your Cooking Skills- and say whether the following sentences are true or false.

1.- According to the text, you should not practice cooking at home, but only in bars or restaurants.

FALSE. You have to practice cooking at home to develop yours skills

2.- It is good to experiment with recipes to gradually make them your own.

TRUE

3.- Part of the fun of being a chef is preparing special dishes, but making them your own.

TRUE

4.- In the kitchen you don't have to take risks to create something new, but always play it safe.

FALSE. In the kitchen you have to take risks to be able to create new things.

5.- It is important to practice self-criticism, for this you have to prepare dishes for people as often as possible, and then ask them if they liked it or not.

FALSE. You have to practice cooking at home to develop yours skills

6.- You don't have to watch other chefs to learn their techniques.

FALSE. Observing other chefs allows you to learn a lot.

7.- Getting a job in a factory allows you to develop culinary skills and resume.

FALSE. You have to get a job in a restaurant to develop culinary skills and resume.

Extension Activity: Students should change the sentences that they have determined to be false and make them true.

PRE-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION



• Students must listen to LISTENING 2 –TRACK 2- and choose the correct answer.

1.- Enrolling in a culinary arts program offers a...

- a.- Partial education.
- b.- Comprehensive education.
- c.- Basic education.

2.- Attending a culinary school...

- a. Is an essential requirement to be a chef.
- b. Is not a requirement to be a chef.
- c. Is only a requirement if the school is private.

3.- Most culinary programs offer...

- a.- A broad education in nutrition, chemical techniques and food maintenance, butchery, pastry and other basic cooking knowledge.
- b.- A broad education in nutrition, sanitary food preparation techniques, fishmongers, pastry chefs and basic knowledge of cocktails.
- c.- A broad education in nutrition, sanitary food preparation techniques, butchery, pastry and other basic cooking skills.

4.- To be a self-taught chef you have to...

- a. Train at home, so that means, cooking every day.
- b.- Train at an eating house.
- c.- Training in a restaurant or a bar close to home.

5.- Doing an internship in a restaurant allows...

- a. The chef who works there to be observed, as well as the other chefs to learn new skills.
- b.- That the recipes that are made there be copied, so that you are not allowed to grow at a culinary level.
- c.- The possibilities of working in other higher level restaurants to be blocked.

6. It is important to obtain a specific certification if one...

- a. Wants to dedicate him or herself to an oriental type of cuisine, because for European cuisine it is not necessary.
- b. He or she wants to cook in a fast food restaurant.
- c. If one specializes in the cuisine of a particular area; certification allows you to strengthen your resume.

PRE-PLAY ACTIVITY 3.

FILL IN THE GAPS



Students must listen to track 7 – How to Work Your Way up to Chef- and put the missing words in the spaces provided.

How to Work Your Way up to Chef

1. Apply for entry-level **kitchen** positions at local **restaurants**. When you're starting your restaurant career, be open to any **position** that comes your way. Look for **jobs** in cal restaurants, then send them your application, cover **letter**, and resume. Send out several applications at once to increase your chances of getting a job.
2. Network with other **chefs** and restaurant owners to build **connections**. Connections might help you move up the career ladder faster. Talk to other chefs, meet restaurant **owners**, and attend **industry** events to interact with others in your **field**. This will **help** you build relationships with people who might help your career.
3. Move restaurants to build your **skills** and get better positions. Don't expect to spend your entire career at the same restaurant. Instead, you'll probably have to **switch** restaurants to continue your rise up the career ladder. Be on the constant **lookout** for new positions, and apply for jobs that will help you reach your **goal** of becoming a chef.
4. Take a job as a sous chef to learn the skills to be a **head** chef. A sous chef works directly under a head chef, which helps you **build** your skills and your resume. Look for a job as a sous chef after you become a line **cook**. Plan to work in this position for at least 1-3 years before you rise up to a head chef position.
5. Rise to the **position** of head chef when a position is **available**. After you've reached the position of sous chef, look for opportunities to **become** head chef. Keep track of restaurant **openings** and the career paths of the head chefs in your **area**. Network to meet potential job contacts who might help you get your own kitchen. When a job opens up, reach out to the restaurant owner or hiring **manager** and offer to show them your skills.

WORDS:

POSITION – MANAGER – LOOKOUT – HELP - COOK – BUILD – AREA – HEAD - INDUSTRY
JOBS – GOAL - SWITCH – OPENINGS - CHEFS – SKILLS - BECOME – FIELD – KITCHEN
LETTER - OWNERS –RESTAURANTS – CONNECTIONS – AVAILABLE.

PRE-PLAY ACTIVITY 4.

ANSWER THE QUESTIONS



Students should listen to track 4 and answer the following questions correctly.

1. At what broadcast times do cooking shows take place on television?

During broadcast hours for all audiences.

2.- What types of versions have been made of television cooking shows?

Apart from the adult format, there have also been proposals for families, for children or with famous people.

3.- What does the Kitchen Nightmares program consist of?

Chef Gordon Ramsay goes to restaurants that are on the verge of bankruptcy to help them be one of the best. He works with the kitchen staff of the aforementioned place to reactivate the business.

4.- What can happen to the restaurant after Gordon Ramsay – the host of the program Kitchen Nightmares- goes to it?

Said restaurant may become a success or have to close its doors forever; that is to say, the program does not predict the future success of the restaurant even if they have had the presence of a chef of the stature of Gordon Ramsay.

5.- On the cooking show Hell's Kitchen, what does chef Gordon Ramsey judge?

Food of beginner chefs.

6.- In the program Without Reservations, where does the presenter Anthony Bourdain travel?

All over the world.

7.- What does the Bizarre Foods program consist of?

Andrew Zimmern -the chef and presenter of the program - is in charge of searching for ingredients all over the world capable of becoming an exotic dish.

8.- What program has an actor and not a Chef even though it is a cooking program?

Man vs. Food.

9.- What culinary program bears the same name as that of a famous novel by Charles Dickens?

Oliver Twist.

10. On the show Eat Street, the host looks for the best inventions in Food Trucks. Know what they are? Write it.

They are itinerant food stalls – like a van- and they offer cuisines and dishes of a very different nature; its diversity is as wide as there are kitchens on the planet.

11. On the show Eat Street, who does Rachel Ray invite and for what?

She invites celebrities to help her cook that day's dish.

PRE-PLAY ACTIVITY 1.

TRUE OR FALSE



•Listen to TRACK 1 - How to Develop Your Cooking Skills- and say whether the following sentences are true or false.

- 1.- According to the text, you should not practice cooking at home, but only in bars or restaurants.

- 2.- It is good to experiment with recipes to gradually make them your own.

- 3.- Part of the fun of being a chef is preparing special dishes, but making them your own.

- 4.- In the kitchen you don't have to take risks to create something new, but always play it safe.

- 5.- It is important to practice self-criticism, for this you have to prepare dishes for people as often as possible, and then ask them if they liked it or not.

- 6.- You don't have to watch other chefs to learn their techniques.

- 7.- Getting a job in a factory allows you to develop culinary skills and resume.

Extension Activity: Change the sentences that you have determined to be false and make them true.

PRE-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION



•Students must listen to LISTENING 2 –TRACK 2- and choose the correct answer.

1.- Enrolling in a culinary arts program offers a...

- a.- Partial education.
- b.- Comprehensive education.
- c.- Basic education.

2.- Attending a culinary school...

- a. Is an essential requirement to be a chef.
- b. Is not a requirement to be a chef.
- c. Is only a requirement if the school is private.

3.- Most culinary programs offer...

- a.- A broad education in nutrition, chemical techniques and food maintenance, butchery, pastry and other basic cooking knowledge.
- b.- A broad education in nutrition, sanitary food preparation techniques, fishmongers, pastry chefs and basic knowledge of cocktails.
- c.- A broad education in nutrition, sanitary food preparation techniques, butchery, pastry and other basic cooking skills.

4.- To be a self-taught chef you have to...

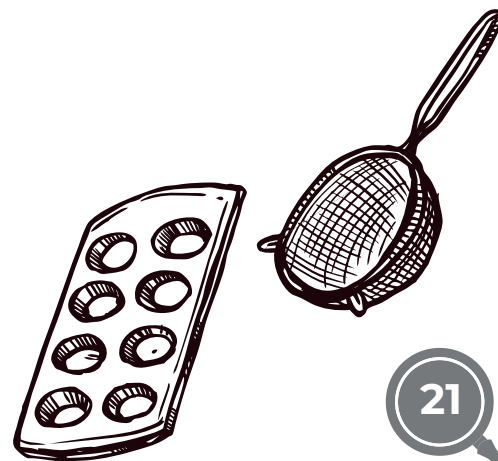
- a. Train at home, so that means, cooking every day.
- b.- Train at an eating house.
- c.- Training in a restaurant or a bar close to home.

5.- Doing an internship in a restaurant allows...

- a. The chef who works there to be observed, as well as the other chefs to learn new skills.
- b.- That the recipes that are made there be copied, so that you are not allowed to grow at a culinary level.
- c.- The possibilities of working in other higher level restaurants to be blocked.

6. It is important to obtain a specific certification if one...

- a. Wants to dedicate him or herself to an oriental type of cuisine, because for European cuisine it is not necessary.
- b. He or she wants to cook in a fast food restaurant.
- c. If one specializes in the cuisine of a particular area; certification allows you to strengthen your resume.



PRE-PLAY ACTIVITY 3.

FILL IN THE GAPS



Students must listen to track 7 – How to Work Your Way up to Chef- and put the missing words in the spaces provided.

How to Work Your Way up to Chef

1. Apply for entry-level _____ positions at local _____. When you're starting your restaurant career, be open to any _____ that comes your way. Look for _____ in _____ restaurants, then send them your application, cover _____, and resume. Send out several applications at once to increase your chances of getting a job.
2. Network with other _____ and restaurant owners to build _____. Connections might help you move up the career ladder faster. Talk to other chefs, meet restaurant _____, and attend _____ events to interact with others in your _____. This will _____ you build relationships with people who might help your career.
3. Move restaurants to build your _____ and get better positions. Don't expect to spend your entire career at the same restaurant. Instead, you'll probably have to _____ restaurants to continue your rise up the career ladder. Be on the constant _____ for new positions, and apply for jobs that will help you reach your _____ of becoming a chef.
4. Take a job as a sous chef to learn the skills to be a _____ chef. A sous chef works directly under a head chef, which helps you _____ your skills and your resume. Look for a job as a sous chef after you become a line _____. Plan to work in this position for at least 1-3 years before you rise up to a head chef position.
5. Rise to the _____ of head chef when a position is _____. After you've reached the position of sous chef, look for opportunities to _____ head chef. Keep track of restaurant _____ and the career paths of the head chefs in your _____. Network to meet potential job contacts who might help you get your own kitchen. When a job opens up, reach out to the restaurant owner or hiring _____ and offer to show them your skills.

WORDS:

POSITION – MANAGER – LOOKOUT – HELP - COOK – BUILD – AREA – HEAD - INDUSTRY
JOBS – GOAL - SWITCH – OPENINGS - CHEFS – SKILLS - BECOME – FIELD – KITCHEN
LETTER - OWNERS –RESTAURANTS – CONNECTIONS – AVAILABLE.

PRE-PLAY ACTIVITY 4.

ANSWER THE QUESTIONS



Students should listen to track 4 and answer the following questions correctly.

1. At what broadcast times do cooking shows take place on television?

2.- What types of versions have been made of television cooking shows?

3.- What does the Kitchen Nightmares program consist of?

4.- What can happen to the restaurant after Gordon Ramsay – the host of the program Kitchen Nightmares- goes to it?

5.- On the cooking show Hell's Kitchen, what does chef Gordon Ramsey judge?

6.- In the program Without Reservations, where does the presenter Anthony Bourdain travel?

7.- What does the Bizarre Foods program consist of?

8.- What program has an actor and not a Chef even though it is a cooking program?

9.- What culinary program bears the same name as that of a famous novel by Charles Dickens?

10. On the show Eat Street, the host looks for the best inventions in Food Trucks. Know what they are? Write it.

11. On the show Eat Street, who does Rachel Ray invite and for what?

POST-PLAY ACTIVITY 1.

CULINARY NEWS



Students must carefully read the text entitled “The cochinita pibil”, declared as the best food in the world.

Taking this article as a template, students must write their own text on some news related to the world of cooking, chefs..etc. To do so, they can consult the web, make use of specialized books on the subject and even carry out the corresponding interviews with professionals. about the topic.

The most important thing is that they know how to write properly, that the text is coherent, and that they use the classic slogans of journalism as a follow-up script:

WHAT... In this case I would answer that it is what I want to tell (in the example we have given it is the fact that a Mexican dish has been declared the best food in the world).

WHO... This question has a double meaning. One is when the news revolves around a specific character (such as a celebrity in the world of cooking, who, for example, has received a Michelin Star), or WHO, can also refer in our example to the subject who has awarded the title of the best meal of the year.

WHERE... It is important to locate the news in one place, the more exact the better.

WHEN... Set the date on which what we want to tell has taken place.

WHY... Why do we tell some news and not others, that is to say, the facts that we choose to reveal about certain information.

POST-PLAY ACTIVITY 2.

CLASS DEBATE AND DISCUSSION



The advantages and disadvantages of being a famous Chef
This is a group activity for GROUPS OF 3 STUDENTS.

The idea of the activity is that the groups work together having a discussion about the advantages (good things) and the disadvantages (bad things) about being a famous Chef.

1. Split the students into groups of 3.
2. Tell each group to take out a sheet of paper and divide the paper as follows:

ADVANTAGES

DISADVANTAGES

3. The students should spend at least 10-15 minutes discussing the topic and writing down the advantage.

4. DEBATE:

- a. Ask the whole class “WHO WOULD LIKE TO BE A FAMOUS CHEF AND WHO WOULDN’T”
- b. Split the class into two groups, those who would like to be a famous Chef and those who wouldn’t
- c. Match up PAIRS, one student from each group, and get the pairs to have a DEBATE, each defending their position on whether or not it is an good idea to be a famous Chef.

POST-PLAY ACTIVITY 3.

PUBLIC SPEAKING



A TOPIC FROM THE ENGLISH LANGUAGE

In this activity you will make a short presentation (in pairs) on a topic of English cuisine. You will choose from the list below. You will then develop a presentation, using materials in class and also at home (Internet, cookbooks, interviews, etc.) and be prepared to present 5-10 minutes on in front of the class in pairs.

Note: *Another option is to have you choose 2 topics, one grammatical and one historical. The teacher must feel free to add more topics that he/she thinks of (for example: grammar topics that are relevant to the class).*

The list of topics is as follows:

Grammar:

- The phonetic alphabet
- The conditionals (1st, 2nd, and 3rd)
- Prepositions in English
- Reported speech
- The perfect tenses (present and past perfect)
- Comparatives and Superlatives
- Phrasal verbs

Other topics:

- Shakespeare
- Brexit
- The Big Ben
- The English Royal Family today
- Any other English language writer, playwright, or poet of your choice
- Clothing and disguises (fashion)
- King Henry VIII
- Victorian culture in England

When you have chosen your topic, working with your partner, develop a 5-10 minute PRESENTATION on the topic. If it is a grammar point, you need to explain it to all of your classmates. (You need to research in a Grammar book). If it is a historical topic, use the Internet, Encyclopaedias, etc. to look up the topic

POST-PLAY ACTIVITY 1.

CULINARY NEWS



Carefully read the text entitled “The cochinita pibil”, declared as the best food in the world.

Taking this article as a template, students must write their own text on some news related to the world of cooking, chefs..etc. To do so, they can consult the web, make use of specialized books on the subject and even carry out the corresponding interviews with professionals. about the topic.

The most important thing is that they know how to write properly, that the text is coherent, and that they use the classic slogans of journalism as a follow-up script:

WHAT... In this case I would answer that it is what I want to tell (in the example we have given it is the fact that a Mexican dish has been declared the best food in the world).

WHO... This question has a double meaning. One is when the news revolves around a specific character (such as a celebrity in the world of cooking, who, for example, has received a Michelin Star), or WHO, can also refer in our example to the subject who has awarded the title of the best meal of the year.

WHERE... It is important to locate the news in one place, the more exact the better.

WHEN... Set the date on which what we want to tell has taken place.

WHY... Why do we tell some news and not others, that is to say, the facts that we choose to reveal about certain information.

Extension Activity: Each student will contribute their news in class so that they can all be gathered together in the same folder that can be named The CULINARY NEWS.

POST-PLAY ACTIVITY 2.

CLASS DEBATE

AND DISCUSSION



The advantages and disadvantages of being a famous Chef

Have you ever thought about being a famous Chef? If so, this is the activity for you... however, if you decide that fame is not for you, you too can defend your position below. In groups of 3, on the following table, present the advantages and disadvantages of being a celebrity. Hurry, because you only have 10-15 minutes.

ADVANTAGES

DISADVANTAGES

POST-PLAY ACTIVITY 3.

PUBLIC SPEAKING



A TOPIC FROM THE ENGLISH LANGUAGE

This is an activity that will take more than one day in class, and requires the students to do research and preparation for homework.

Just like in the play, Carol O'Sullivan -the celebrity chef- had to learn public speaking in order to host a daily television show.

In this activity each of the students will make a short presentation (in pairs) on a topic of English cuisine. Students will choose from the list below. They will then develop a presentation, using materials in class and also at home (Internet, cookbooks, interviews, etc.) and be prepared to present 5-10 minutes on in front of the class in pairs.

Note: Another option is to have the students choose 2 topics, one grammatical and one historical. The teacher must feel free to add more topics that he/she thinks of (for example: grammar topics that are relevant to the class). The list of topics is as follows:

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EXTRA-ACTIVITIES



KITCHEN ACADEMY

Gone are the days when young people stayed away from the kitchen, for fear of the dangers of fire, heat, and in general, the food handling and preparation areas.

Now, both children, young people, and parents are more interested in everyone participating in preparing the weekly recipes, designing menus and setting the table, using their creativity, their ingenuity and their desire to be a part of that daily ritual. That is why we propose to do a workshop called KITCHEN ACADEMY, which is based on the knowledge that children have about food, which includes nutritional balance, a combination of flavors, mix, colours, smells, textures and the other characteristics of each dish.

Teamwork is another plus offered by the cooking workshop, because in the development of each recipe each participant performs a task that contributes to the final dish.

It is the shared responsibilities that best speak of the behavior between friends, the socialization and success in each achievement; making an impact on the importance of order and the importance of time in preparation of the recipes.

In addition, a workshop of this type allows learning about the differences and importance of the nutrients, the combination of foods, the origin, and the need to stay well fed.

Currently, when the topic of good nutrition occupies an important place in a family, a cooking workshop offers all the information and training as regards the need to eat healthily, to respond to the challenges of the day, especially for school-going children. So this activity allows them to understand what is the required consumption daily for their best intellectual and physical performance in their daily activities and learning, as well as exercise, play, and all other kinds of jobs and challenges both in school and out of it.

Obviously, the final satisfaction will be the tasting as a result of their learning.

A FAMILY RECIPE

Everyone knows that families have their secret recipes and ways of preparing certain dishes, and that differentiates them from one another.

For this reason, we propose that each student ask his or her grandfather, grandmother, or older relative- about a family recipe, they can make it themselves and write it down, so that later everyone can make a book of FAMILY RECIPES with contributions from each student.

A practical, decisive book with a significant emotional quality. What, you think you can do it? Well, then get into the kitchen.

MORE INFORMATION



WEB

BEST CHEFS IN THE WORLD.

<https://thebestchefawards.com/top100-the-best-chef-2022/>

BEST RESTAURANTS IN THE WORLD.

<https://www.theworlds50best.com/list/1-50>

BOOKS.

On Food and Cooking, by Harold McGee

The Flavour Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs, by Andrew Dornenburg & Karen Page

How Baking Works, by Paula Figoni

Best for an Honest Take: Kitchen Confidential: Adventures in the Culinary Underbelly, by Anthony Bourdain

Culinary Artistry, by Andrew Dornenburg & Karen Page

Bread, by Jeffrey Hamelman

The Soul of a Chef: The Journey Toward Perfection, by Michael Ruhlman

FILMS

COMO AGUA PARA CHOCOLATE (1992). Dir. Alfonso Arau

EAT DRINK MAN WOMAN (1994) Dir. Ang Lee

CHOCOLAT (2000) Dir. Lasse Hallström

BELLA MARTHA (2001) Dir. Sandra Nettelbeck

RATATOUILLE (2007). Dir. Brad Bird

VOCABULARY



A.-	G.-	N.-	V.-
AUDIENCE AFRAID	GASTRONOMY GLOVES	NIGHTMARE	VARIED VALUABLE
B.-	H.-	O.-	W.-
BOOK BIZARRE BUILD (TO) BROADCAST	HISTORY HAT HOME HEAD	OWEN	WORLD WORK WHAT WHO WHERE WHEN
C.-	I.-	P.-	X.-
COOK (TO) CUISINE CHEF COOKIES CELEBRITIES COMEDIAN	INGREDIENTS IDEAS	PROGRAM PREPARE (TO) PEOPLE	XENOPHOBIA
D.-	J.-	Q.-	Y.-
DRINK (TO) DISHES DINNER	JOB JUICE	QUESTION	YAWN (TO) YEAR - YARD
E.-	K.-	R.-	Z.-
EAT (TO)	KITCHEN KNIFE KNOWLEDGE KNOW (TO)	RECIPE RESTAURANT	ZERO ZIT ZIP (TO)
F.-	L.-	S.-	
FOOD FALSE FEEDBACK FORK FOLLOW (TO) FAMOUS FINGER	LEARN (TO)	STREET SKILLS SPOON SCHOOL	
M.-	T.-	U.-	
MEAT MAKE (TO) MEAL	TASTE (TO) TRUE	UPRON	