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# TAKE AWAY MY TAKEAWAY New Orleans

**CONTENT AREA: US CULTURAL STUDIES**

## LEVEL

### Common European Framework level B1

This level is suitable for teenage students who have been learning English for at least two years, and assumes a knowledge of approximately 1500 headwords. It corresponds to level 3 of the Scholastic Readers series.

## WHAT ARE THE SCHOLASTIC DVD READERS?

The Scholastic DVD Readers are a series of non-fiction graded readers with supporting DVD material. Based on popular TV factual series and documentary films, the Scholastic DVD Readers present teenage students with engaging content that covers a range of curriculum content areas.

The reader itself tells the story of the episode or film in graded language, providing students with background information and context, as well as language support, before they watch the clips that follow each chapter. The DVD clips are taken from the original TV show or film and expose students to authentic English, supported by a simplified voiceover and subtitle option, and provide an excellent opportunity for audio-visual comprehension practice.

## USING YOUR SCHOLASTIC DVD READER

The Scholastic DVD Readers are suitable for students to use autonomously or in class.

### Autonomous reading

Each student chooses a title that appeals to them personally and reads at home, watching the DVD clips after finishing each chapter and completing the activities. Teacher provides answer key for checking.

### Class / teacher-led reading

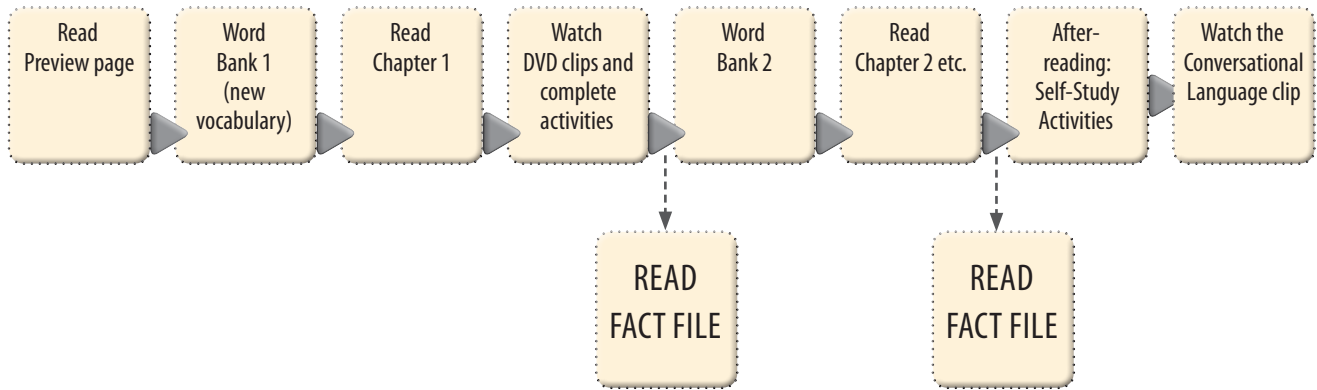
You will usually need two forty-minute classes to comfortably complete a chapter. Use the Word Bank page to introduce the new vocabulary before students read the chapter independently. Set a time limit. (Early finishers could read one of the Fact File pages.) Students watch the DVD clips together, answer the activities and discuss the chapter as a class.

### Autonomous & class reading

Choose a reader that will interest your students. Read the Preview page and watch the first clip in class, then set a class reading schedule. For example, students read a chapter for homework, then watch the DVD in class together, completing the activities.

## STRUCTURE OF A DVD READER

The structure of each DVD Reader is carefully conceived so that students gain optimum benefit from their reading and watching experience.



### PREVIEW (pages 4–5)

Students should read the Preview page before beginning the reader. This section provides background information to the TV show or film and presents the overall themes, the main characters and locations. After reading, students watch a short introductory DVD clip. The clip is accompanied by a while-watching comprehension question.

### WORD BANK

Each chapter is preceded by a Word Bank which presents the content area vocabulary that will appear in the chapter that follows and on the DVD voiceover. Students should familiarise themselves with the new words, using a dictionary if necessary to check meaning, before reading the chapter.

In later chapters, Vocabulary Review activities are provided. These act as a refresher and focus on vocabulary from the preceding Word Banks and chapters.

**CHAPTER 1**  
**WORD BANK 1**  
What are these words in your language?

**THE TAKEAWAY**

- Southern fried chicken (n) (U)
- bones (pl) (n)
- chef (n)
- corn (n) (U)
- lick (v)

approve (v)  
He doesn't approve of what I did.

chain (n)  
McDonalds and KFC are both fast food restaurant chains.

culture (n)  
I'd like to visit Japan and learn more about Japanese culture.

delicious (adj)  
She's a great cook. Her food is delicious.

festival (n)  
Every year our town has a festival when everybody celebrates.

ingredient (n)  
Some of the ingredients for this cake are very expensive.

rebuild (v)  
The roof blew off in the storm. They had to rebuild it.

recipe (n)  
Have you got a good recipe for chessecake?

safe (n)  
The money is locked in the bank safe.

slave (n)  
In the eighteenth century millions of Africans were taken to America. They worked for no money as slaves.

takeaway (n)  
On Friday nights, we always have a Chinese takeaway.

unique (adj)  
The designer only made one of these dresses - it is unique.

## CHAPTERS

Each reader is divided into four chapters. The function of each chapter is: to provide students with extensive reading practice, to enrich their understanding of the topic by giving extension material, and to act as comprehension support to students before they watch the corresponding DVD clips.

After reading each chapter, students watch one longer or two short clips from the DVD.

## WATCHING THE DVD CLIPS

The DVD clips are usually between two and three minutes long and link directly with the chapter that the students have just read. They contain a simplified voiceover containing structures and vocabulary familiar to students as well as the authentic English dialogue. The DVD menu contains a subtitle option for each clip.

We recommend playing each clip three times, twice with subtitles as students familiarise themselves with the content, and once without, depending on the confidence and overall level of the class.

Students should complete the DVD activities in the reader, as they watch the clips. The first activity is a while-watching activity; the second activity poses a slightly higher level of challenge, requiring closer attention to the content of the DVD. The section is usually rounded off by a freer activity which encourages students to think about what they have learnt and relate it to their own experience.

**Please note** As the clips contain real English, the dialogue may sometimes be fast and colloquial. Students do not have to understand every word that is being spoken and the accompanying activities are designed so that students focus on the salient points within the clip.

Do you have any feedback on your  
Scholastic DVD Reader? Let us know at:  
**readers@link2english.com**

## FACT FILES

Each DVD Reader contains two magazine-style Fact Files, with further cross-curricular or cross-cultural information on the topic. Each Fact File has a discussion question which can be used by the teacher in class. After reading the Fact Files, students answer the corresponding comprehension questions in the Self-Study Activities.

**FACT FILE**

### THE BIRTH OF NEW ORLEANS

New Orleans is one of the most unusual cities in the USA. Over the years, people from across the world have come to live here and brought a unique mix of cultures to the city.

**French Louisiana**  
New Orleans is in a good position near the mouth of the Mississippi River. Native Americans lived in this part of the country first.  
In 1718 French settlers started to build the city of New Orleans. King Louis XIV was a famous king of France, so the area was named Louisiana. Settlers from other European countries moved to the city, and the French also brought slaves from Africa - 1300 in the city's first ten years.

**Creole culture**  
In the 1700s, many different people came to live in New Orleans. Spanish settlers, French-speaking Cajuns from Canada and people from the Caribbean island of Haiti all brought very different cultures to the city. The city's French and Spanish settlers became known as 'Creoles'. At first the word was used to describe people of French or Spanish origin who were born in Louisiana. But it soon became the name for the special mix of cultures that lived there.

**SLAVES IN NEW ORLEANS**  
The first African slaves were brought to the USA around 1619. By 1793, around 20% of the country's people were African-American (born in the USA, but of African origin).  
Usually, New Orleans introduced the Code Noir (Black Code) in 1724. This gave rules for slaves in Louisiana to follow, but it also gave them some rights. Slaves could meet to play music and dance at the city's Congo Square market. Some slaves were freed after many years of work and New Orleans had thousands of free African-Americans a long time before the end of slavery in 1865.

**What's the history of your town?**

**What do these words mean?**  
You can use a dictionary.  
**settler origin rights slavery**

## SELF-STUDY ACTIVITIES (pages 46–7)

After completing the reader and watching the DVD clips, the students can complete the self-study activities. These provide further activities on the story as a whole, as well as exploiting the two Fact Files and presenting a short writing task.

## CONVERSATIONAL LANGUAGE (page 48)

The DVD clips provide a great opportunity to expose students to chunks of colloquial language in context. The final clip on the DVD pulls out a selection of conversational language from the preceding clips. Students watch the clips, then complete the activities.

PHOTOCOPIABLE 227

### CONVERSATIONAL LANGUAGE

**CLIP 8**

1 Watch the clip. What do you say in these situations? Match the situations and the conversational language.

a) You are at a party. It's the best party ever.	ii 'I can't wait!'
b) You're going to see your favourite singer in concert. You're very excited.	iii 'You're outta' there!'
c) You see that the door is open but you remember closing it.	iv 'Alright.'
d) A friend is great at dancing.	v 'Nothing's going to top this!'
e) Your friend suggests eating pizza for lunch.	vi 'That's weird.'

2 Complete the sentences with the conversational language.

a) This is the best show I've ever seen. \_\_\_\_\_

b) Lewis: Let's go to the cinema!  
Lucy: \_\_\_\_\_ What film do you want to see?  
c) \_\_\_\_\_ I'm going to the beach with my friends tomorrow.

d) Jemma: What do you think of my photos?  
Nicky: You're the best in the class. \_\_\_\_\_

e) John: There were lots of people there but nobody saw me.  
Mia: \_\_\_\_\_

\* outta = out of. This is US English.

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## ANSWER KEY

### TAKE AWAY MY TAKEAWAY: NEW ORLEANS

#### PREVIEW

(page 5)

#### ▶ CLIP 1

They stay abroad for three days.

#### CHAPTER 1, DVD ACTIVITIES

(page 14)

#### ▶ CLIP 2

- He is working in her favourite takeaway restaurant.
  - She is wearing a brown leather jacket, a black dress and boots.
  - She gets both questions almost right.
  - The ticket is in the box of chicken.
- iii
  - vii
  - viii
  - ii
  - i
  - iv
  - v
  - h
  - vi
- Students' own answers.

#### CHAPTER 1, DVD ACTIVITIES

(page 15)

#### ▶ CLIP 3

- True
  - True
  - False (Dave is in Jodie's house in Birmingham.)
  - True
  - False (Nora doesn't eat it.)
  - False (Jodie asks a lot of people where to buy good chicken!)
- Dave asks Jodie to buy some real Southern fried chicken.
  - Jodie thinks that the people of New Orleans are really nice.
  - Jodie buys the first box of chicken from a fast food chain.
  - Nora thinks that Jodie's second box of chicken is almost what they are looking for.
- Students' own answers.

#### CHAPTER 2, DVD ACTIVITIES

(page 24)

#### ▶ CLIP 4

- iii
  - ii
- wash
  - Mix
  - Cip
  - Drop
  - Shake
  - Cook

#### CHAPTER 2, DVD ACTIVITIES

(page 25)

#### ▶ CLIP 5

- early
  - farm
  - dogs
  - Louisiana
  - nervous
  - helps
- The correct order is: b, e, d, a, c, f.
- Students' own answers.

#### CHAPTER 3, WORD BANK 3

(page 29)

#### VOCABULARY REVIEW

- flour
  - float
  - chain
  - unique
  - lick
  - bones
- slaves
  - rebuild
  - dip
  - ready
  - culture

#### CHAPTER 3, DVD ACTIVITIES

(pages 34–5)

#### ▶ CLIP 6

- a fresh chicken
  - Jodie and some friends
  - with a song
  - an umbrella
  - green and purple
- ... how it's cooked,  
by whom it's cooked,  
where it's cooked  
and where it's come from.
- chicken
  - excited
  - makes a chicken noise
  - Jacques Imo's restaurant
  - Austin Leslie
  - Jacques Imo
- Nora is speaking about her friends.
  - Nora's friend is speaking about the fried chicken that she is eating.
  - The street singer is singing about fried chicken.
  - Jodie is speaking about Mardi Gras.
  - Dave is telling Jodie not to worry about cooking for Jacques Imo.
  - Jacques Imo is speaking about Austin Leslie.

## ANSWER KEY

### TAKE AWAY MY TAKEAWAY: NEW ORLEANS

#### CHAPTER 4, WORD BANK 4 (pages 36–7)

##### VOCABULARY REVIEW

- 1 a) Possible answers: chicken, flour, water, milk, egg, salt, pepper, oil  
b) Possible answers:  
Nora is a cook and teacher.  
Jacques Imo is a chef.  
Joe Dobie and Mr T are chicken farmers.  
Dave is a TV presenter.
- 2 a) soft b) light c) loud d) sad e) fun  
f) sweet
- 3 Words about food: salt, recipe, oil, spicy, takeaway, delicious, ingredient  
Words about music: instrument, trumpet, drum  
The two words that don't fit in these groups are:  
feather, approve
- 4 a) iv b) ii c) i d) v e) iii f) vi

#### CHAPTER 4, DVD ACTIVITIES (pages 44–5)

##### CLIP 7

- 1 a) twenty minutes  
b) water  
c) She decides to cook the chicken anyway.  
d) ten years old  
e) six out of ten  
f) Jacques thinks that her second piece of fried chicken is 'outta there!' (= fantastic)
- 2 The correct order is: d, e, c, f, b, a, g.
- 3 a) i and iii b) i and ii c) ii
- 4 animals and flowers
- 5 Students' own answers.

#### SELF-STUDY ACTIVITIES (pages 46–7)

- 1 a) Joe ii) He owns a chicken farm near New Orleans.  
b) Jodie i) She is a British teenager  
c) Nora iv) She teaches people how to make soul food.  
d) Jacques Imo v) He is one of the top chefs in New Orleans today.  
e) Austin Leslie iii) He made the most famous fried chicken in New Orleans.
- 2 a) Native Americans  
b) a European king  
c) Creole  
d) 1865  
e) 1800s  
f) Congo Square
- 3 a) The Big Easy  
b) Louis Armstrong  
c) European instruments and African rhythms  
d) seafood  
e) spicy  
f) Mardi Gras and Jazz Fest  
g) Because it was the first Mardi Gras after Hurricane Katrina.
- 4 hurricane, protect, floods, damaged, escaped, rebuild
- 5 & 6 Students' own answers.

#### CONVERSATIONAL LANGUAGE (page 48)

##### CLIP 8

- 1 a) iv b) i c) v d) ii e) iii
- 2 a) Nothing's going to top this!  
b) Alright.  
c) I can't wait.  
d) You're outta there!  
e) That's weird.