

Waste: Teacher's notes and tips

1 Pre-reading tasks

a. Get the students to talk about cooking – encourage anyone who likes cooking to explain why.

b. Do the vocabulary exercise. What other food can they slice (e.g. cake), or fry (e.g. eggs)? How do they usually cook their food – boil, fry, steam, something else?

Tip: involve students in the subject

Even if the students don't like cooking they usually like eating! The more involved they are in the subject, the more interested they'll be in the readings.

c. Divide the class into groups of three.

- Revise the alphabet.
- Elicit / give the vocabulary for punctuation: capital letter, full stop and comma.

d. Below is the first paragraph of the reading. It has been written in 9 lines. Photocopy and cut up the lines so that each group has one set each, and place them, jumbled up, face down in the middle of each group of three students. Don't tell the students it's a paragraph. Just ask each student, one by one, to pick up a line and read it out to the other two in their group. The other two students have to listen and write down what they hear on their worksheet. For example:

it tastes lovely comma but

If the listeners don't understand the reader has to spell or repeat. The reader also has to write down the line too. At the end of the exercise all three students have all 9 lines written down on their worksheet. This is a 'mutual reading dictation'.


e. Take away the lines and get students to self correct each other's work.

f. Then tell them it's a paragraph and they have to put the lines into a logical order. Ask them to tell you what the first line is (*My friend Ben is not a...*) and to work in their groups together.

g. As soon as most groups have finished hand out the reading and get them to check the first paragraph *only*. (Print or photocopy the reading double-sided).

Tip: try this 'mutual reading dictation' with other readings

Along with practising all four skills at the same time it promotes good pronunciation. Students are also acutely aware if they have any problems (if nobody understood what they said, if they couldn't spell any of the words). It also focuses students on text organisation. A great activity!

My friend Ben is not a	sometimes it tastes
good cook, but he likes	horrible. I am very
cooking. He cooks many	nervous when I go
different things. Sometimes	to his house.
it tastes lovely, but	

2 Reading tasks

- Ask students to read the text (first side only) and to guess where Ben got the food from. Encourage as many different answers as possible.
- Students then turn over the page to read the rest of the text and to see if they guessed correctly.

Tip: get students involved with the reading

Encourage students to react to the text, even at elementary level if they are surprised or shocked or disappointed, they'll want to express that.

- Students read the text again more slowly. The answers aren't obvious so encourage students to work together and decide what they could be.

Tip: provide thought-provoking questions

Comprehension questions found in course books usually only test students' language. If the students can answer these questions it also shows comprehension.

3 Post-reading tasks

a. So what do the students think of Ben? They choose an appropriate adjective or provide another one they prefer.

b. Now ask students to spend a few minutes talking with each other. Do they have the same opinion? Can they explain their views?

Tip: link the reading to a speaking activity

Don't worry about accuracy here. Fluency is more important. Let the students chat and compare ideas, even argue if they want!

c. In the UK it's possible to find wild mushrooms and various berries to eat for free. Get the students to think about what they can find in the woods (insects?), the sea, rivers, garden (snails?) etc.

d. Once they have a number of items elicit the recipe for Ben's meal and write it on the board (*Peel and boil some potatoes and carrots* etc). Students use this model to write their own *simple* recipe (no need to worry about quantities). They can use the verbs from the reading.

e. When all the recipes are written they can be pinned up around the classroom for everyone to read – whose recipe sounds the nicest?

Tip: link the reading to an interesting writing activity

Even those not interested in cooking will be motivated to write an amusing recipe. Just make sure they're using the imperative form: *boil* the snails for 3 minutes / *clean* the fruit.