

**Before you watch**

When was the last time you had a special meal?  
Why was it special? What did you eat?

**While you watch****1 Preparing the dinner party**

Watch the introduction and mark the sentences  
T (true) or F (false).

- 1 David and Anna are the chefs. ☐
- 2 Elaine and Alex are the hosts. ☐
- 3 The chefs are preparing the meal for the guests. ☐

**2 Making the main course**

Watch Elaine preparing the main course and complete  
the recipe with the words in the box.

rice onions stock cook put add fry stir

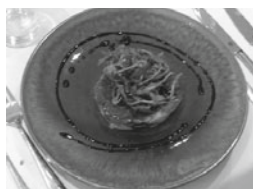
**3 The party begins**

Complete the sentences using comparative adjectives.

- 1 The kitchen on the programme is  
..... my kitchen  
at home.
- 2 The meal looked .....  
my dinner yesterday.
- 3 I think British food is  
..... food in  
my country.
- 4 The chefs on the programme are  
..... me.

**4 It looks delicious!**

Compare the three dishes. Which would you like to  
eat? Why?



Tomato Tarte Tatin



Cod and Risotto



Lemon Syllabub

**After you watch**

Imagine you are having a party at the weekend. Work  
in groups to plan your party. Think about:

- what you are having to eat and drink
- what you are celebrating

**Cod and Risotto**

Cook the 1 ..... in butter and olive oil  
for five minutes.

2 ..... the garlic.

Cook everything for five more minutes.

Add the rice and 3 ..... it for one minute.

Add the 4 ..... , a little at a time.

5 ..... the rice for about twenty  
more minutes.

Fry the cod in butter and olive oil.

6 ..... the cod in the oven for ten minutes.

When the 7 ..... is ready, add the beetroot  
and some cheese.

Add salt and pepper and some butter.

8 ..... it and it's ready.

## 5

## It's All About Me: The dinner party

## Programme overview

## SUMMARY

*It's All About Me: Part 2* is the second part of a day in the life of Elaine Day, chef and owner of Entertaining Food. This programme sees her prepare and give a dinner party in a customer's home. Catering companies are becoming increasingly popular in the UK for professional people who don't have time for or don't enjoy cooking themselves.

## LANGUAGE

This programme corresponds to Units 7 and 8 of *English in Mind* Second edition Level 1.

**Grammar:** Comparative and superlative adjectives (Unit 7)  
Present continuous for future arrangements (Unit 8)

## Before you watch

This task introduces the theme of the programme – a dinner party. Students work in pairs or small groups to discuss the questions. You could tell your class about your last special meal too. At the end of the task, ask a few students to give feedback.

## While you watch

## 1 Preparing the dinner party

Before starting this activity, check students know the meaning of guests, host and chef. As students watch Section 1, they should mark the sentences true or false. Although Question 3 is not answered until later in the video, we may presume the last sentence is true. To expand the task, ask students to correct the false sentences.

**Answers** 1 F (They are the hosts.) 2 F (They are the chefs.) 3 T

## 2 Making the main course

Before starting this task, check that students understand the words in the box. As you watch Sections 2 and 3, ask students to fill in the missing words. Then check that students understand the recipe. To expand this task, you could ask students to write instructions for a meal of their own.

**Answers** 1 onions 2 Add 3 fry 4 stock 5 Cook  
6 Put 7 rice 8 Stir

## 3 The party begins

Students will need time with the video paused to be able to do this activity properly. Watch Section 4 and pause the video at appropriate moments to give students time to complete the gaps with suitable comparative adjectives.

## Example answers

- 1 much bigger than
- 2 more delicious than
- 3 worse than
- 4 better at cooking than

## 4 It looks delicious!

This task gives students the opportunity to talk about the three dishes. Before starting the task, you may want to pre-teach useful adjectives, for example: *delicious*; *tasty*; and *disgusting*. Put students in pairs or small groups to discuss the food. Encourage them to use comparative and superlative structures.

**Answers** Students' own answers.

## After you watch

This task practises the present continuous for future arrangements. Put students into small groups. Tell them that this weekend they are having a party. As a class agree on a generous budget for the party. Each group must design the menu and decide on what they are celebrating. Then ask groups to present their ideas to the class.