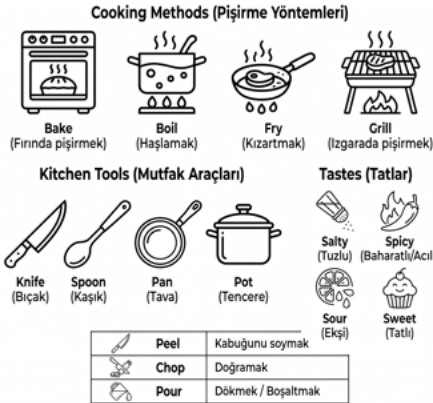


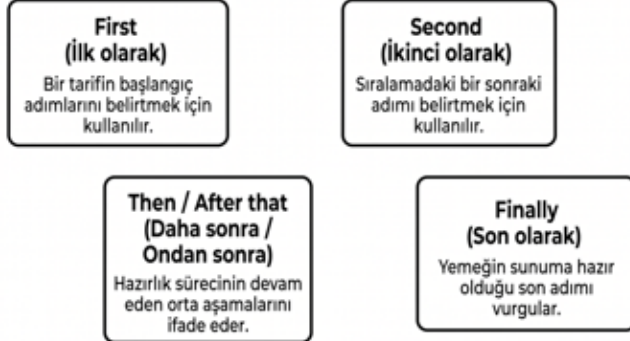


DYK WORKSHEET by BİLGE.SİMURG / UNIT 3 - IN THE KITCHEN

SECTION 1: VOCABULARY & STRUCTURES



DESCRIBING A PROCESS (SÜREÇ SIRALAMA)



Word	Turkish Meaning	Synonym / Antonym*	Example Sentence
Bake	Fırında pişirmek	Syn: Roast	I bake cookies for my buddies every Sunday.
Chop	Doğramak	Syn: Cut into pieces	First, chop the onions into small pieces.
Ingredients	Malzemeler	Syn: Materials	What are the ingredients for the pasta?
Peel	Soymak	Ant: Cover	Peel the potatoes before you boil them.
Pour	Dökmek	Syn: Tip, empty	Pour the mixture into the hot pan.
Salty	Tuzlu	Ant: Sweet / Sugar	This soup is too salty; I need some water.
Spicy	Baharatlı / Acılı	Syn: Hot, peppery	I love spicy food like Adana Kebab.
Tasty	Lezzetli	Syn: Delicious, Yummy	This apple pie is very tasty, thank you!
Whisk	Çırpma	Syn: Mix quickly	Whisk the eggs and sugar in a bowl.
Healthy	Sağlıklı	Ant: Unhealthy / Greasy	Steaming vegetables is a healthy method.

*Ant: zıt; syn: eş anlam

Useful Structures from Unit 3:

- Describing a Process: First, Second, Then, After that, Finally.
- Expressing Preferences: I prefer cooking pizza to pasta. / I'd rather bake than fry.
- Asking for Details: How much sugar do I need? / What should I use to cook soup?
- Inquiry/Clarification: What do you mean by that? / Can you repeat that?

Find The Given Structures Below in the Sample Dialogues and then Underline them



Sample Dialogues:

Dialogue 1: Preparing Pizza in the Kitchen

Leo: Mom, I'm hungry! What are we having for dinner? Can we make pasta?

Sally: Actually, I prefer cooking pizza to pasta. What do you think?

Leo: Oh, I love pizza! I'd rather bake than fry our dinner anyway, so pizza is perfect. How do we make it?

Sally: It's very easy. First, we make the dough. Second, we roll it out. Then, we spread the tomato sauce over it. After that, we add the ingredients like cheese, olives, and peppers. Finally, we bake it in the oven for twenty minutes.

Leo: Sounds tasty! What should I use to cook soup as a starter, though?

Sally: You should use a large pot and a wooden spoon.

Leo: Got it. And how much sugar do I need for the sauce?

Sally: Just a teaspoon of sugar to block the sour taste of the tomatoes.

Leo: What do you mean by that?

Sally: I mean, tomatoes can taste too sour sometimes. Sugar makes the sauce taste sweet and delicious.

Leo: Oh, I see! Can you hand me the flour?

Sally: Oh, wait. Can you repeat that? I didn't hear you.

Leo: Sure! I said, can you hand me the flour so we can start?

Sally: Of course, here you go. Let's get to work!

Dialogue 2: Making Fresh Lemonade

Tom: It is very hot today! I want to drink something cold. I prefer drinking lemonade to cola.

Meg: Me too! Actually, I prefer making homemade lemonade to buying it. It is healthier.

Tom: Great idea! How do we make it?

Meg: It is so simple. First, we squeeze the lemons. Second, we pour the lemon juice into a big jar. Then, we add water and sugar. After that, we mix it well. Finally, we put some fresh mint leaves and ice cubes.

Tom: Perfect! What should I use to cook soup for dinner later, by the way?

Meg: You should use a large pot and a spoon.

Tom: Okay. Back to the lemonade, how much sugar do I need for this jar?

Meg: Just half a cup of sugar.

Tom: What do you mean by that? Is it too much?

Meg: I mean, lemons are very sour, so we need enough sugar to make them sweet.

Tom: Ah, okay, I understand now. Can you pass me the knife to slice the lemons?

Meg: Oh, sorry. Can you repeat that? I didn't listen to you.

Tom: No problem! I said, can you hand me the knife, please?

Meg: Sure, here it is. Be careful with your fingers!

SECTION 2: CONTEXTUAL GAP FILLING

Read the text and fill in the blanks with the correct words from the box.

ingredients / tasty / whisk / then / bake / pour / finally



“Hi! I’m Mark. Today we are making a (1) _____ chocolate cake. First, prepare the (2) _____; you need flour, sugar, four eggs, and cocoa. Second, (3) _____ the eggs and sugar in a large bowl. (4) _____, add the flour and cocoa, and mix them well. After that, (5) _____ the mixture into a tray. (6) _____ it in the preheated oven for about 35 minutes. (7) _____, serve it with a glass of milk. It’s my favorite! Enjoy it!”



SECTION 3: CONTEXTUAL MULTIPLE-CHOICE QUESTIONS – LGS 2025- 2026 STYLE

1. (LGS 2026 Style - Dialogue Completion)

Sam: What are the ingredients of a vegetable soup?

Mert: First, you need some onions, potatoes, and carrots.

Sam: _____?

Mert: You should use a large pot and a wooden spoon.

Which of the following completes the dialogue above?

- A) How often do you cook it
- B) What should I use to cook it
- C) Do you prefer spicy or salty soup
- D) How much salt do I need

2. (Contextual Vocabulary)

Mary: I love making apple pie. I usually (1) _____ the apples first. Then, I (2) _____ them with sugar. Finally, I (3) _____ it in the oven.

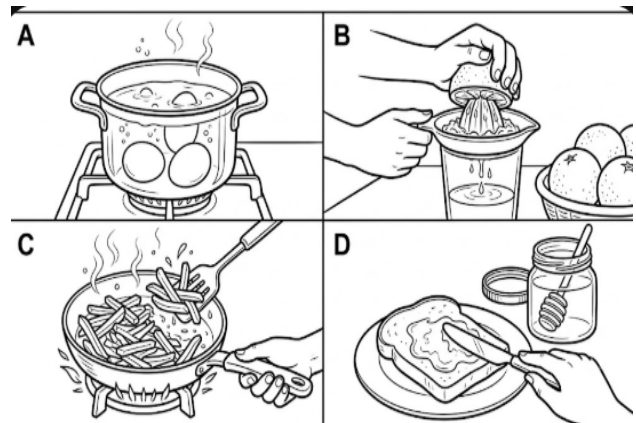
Which of the following completes the text in the CORRECT order?

- A) peel / mix / bake
- B) boil / pour / fry
- C) chop / slice / grill
- D) whisk / mash / steam

3. (LGS 2026 Style - Visual Analysis)

Tommy is in the kitchen to prepare breakfast. First, he boiled some eggs. Second, he peeled and sliced some cucumbers. Then, he squeezed fresh orange juice. Finally, he spread some honey on the bread.

According to the text, which of the following shows a step that Tommy DID NOT do?



4. (Preference & Reason)

Sarah: Do you prefer cooking pizza or pasta?

Jack: I'd rather cook pasta because it is _____ than pizza. I can prepare it in just ten minutes.

Which of the following completes the dialogue above?

- A) easier
- B) more difficult
- C) more expensive
- D) unhealthier

5. (Graph Analysis - LGS Style)

A researcher asked 100 teenagers about their favorite cooking methods. Here are the results:

Cooking Method	Percentage (%)
Grilling	45%
Frying	30%
Boiling	15%
Steaming	10%

According to the results, which of the following is CORRECT?

- A) Most teenagers prefer healthy methods like steaming.
- B) Nearly half of the teens prefer grilling their food.
- C) Frying is more popular among teens than grilling.
- D) Teens find boiling their food unbearable.

6. (Identifying Opinions)

Ece: The pasta is very tasty and easy to eat.

Zeynep: I think the soup is too salty. I can't stand it.

Kaan: The grilled chicken is impressive and healthy.

Who says something NEGATIVE about the food?

- A) Ece
- B) Zeynep
- C) Kaan
- D) None of them

7. (Inquiry/Clarification)

Emma: To make pancakes, first whisk the eggs and milk.

Tom: _____?

Emma: I mean, you should mix them very quickly in a bowl.

Which of the following completes the dialogue above?

- A) Do you prefer pancakes or omelettes
- B) What do you mean by that
- C) Is it a healthy breakfast
- D) What are the ingredients

8. (LGS 2026 Style - Table Analysis)

Four teenagers are talking about their cooking preferences:

Name	Favorite Meal	Cooking Method	Key Ingredients
Amy	Pizza	Bake	Flour, Tomato, Cheese
Tom	Omelette	Fry	Eggs, Milk, Salt

According to the information, which of the following is CORRECT?

- A) Amy needs a pan to cook her favorite food.
 - B) Tom uses eggs and milk to make his meal.
 - C) Amy doesn't need an oven.
 - D) Tom doesn't like adding any salt to his omelette.
-

SECTION 4: WORD HUNT



BAKE



CHOP



PEEL



POUR



MIX



TASTY



SPICY



SLICE



SECTION 5: COMMUNICATIVE TASK-BASED SPEAKING & WRITING

CHEF FOR A DAY - CLASSMATE INTERVIEW



B) LISTENING TASK

Work in pairs. Look at the chef partners, ask your classmate these questions:

- 1 Q: What is your favorite dish to cook? (Draw a quick sketch of the dish:)
- 2 Q: What are the ingredients? (List them:)

- [ingredient]
 - [ingredient]
 - [ingredient]
 - etc.
- 3 Q: How do you make it? Use these words for steps:

1. _____
 2. _____
 3. _____
 4. _____

First,
Then,
Next,
Finally,
- 4 Q: Do you prefer healthy cooking methods like steaming?
 (Answer YES/NO and why:) _____

OUR COMMON GROUND



- 1 We both enjoy: [shared food interest] _____
- 2 We have this cooking habit in common: [habit] _____
- 3 We both know how to use: [shared cooking tool/method] _____



UNIT 3 IN THE KITCHEN

B) WRITING TASK: YOUR FRIEND'S OMELETTE REPLY

WRITING TASK

REPLY TO A RECIPE REQUEST

- **Goal:** Write an email responding to an invitation to a cooking workshop or a recipe request.
- **Task:** Your friend wants to know how to make an omelette. Write a short email (25-30 words).
- **Include:** Ingredients, process linkers, and your opinion.
- Use at least 5 target words from Unit 3.
- **Start with:** "Hi! It is very easy to make an omelette..."

B I U S A A [text formatting icons]

SUBJECT: Omelette Recipe

Hi! It is very easy to make an omelette...

WORD COUNT: []

TASK COMPLETION CHECKLIST

- ☒ 1 Include Ingredients
- ☒ 2 Use Process Linkers
- ☒ 3 Your Opinion

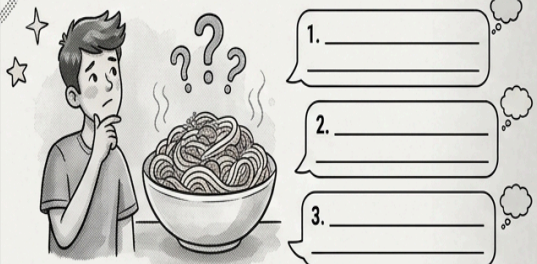
UNIT 3 TARGET WORDS Used:

- peel
- fry a pan
- butter.
- eggs and
- black pepper.
- Delicious!



SECTION 6: SONG ACTIVITY - "PASTA" by New Rules

A) PRE-LISTENING: The Song is Called 'Pasta'.
What do you think the title means?



B) WHILE-LISTENING: What is the main message?

() Cooking pasta is fun.

() Teenagers feel pressure to be perfect.



C) POST-LISTENING: Complete the sentence with Unit 3 words:

I (1) _____ cooking at home

because the food is more (2) _____

_____ and healthy.

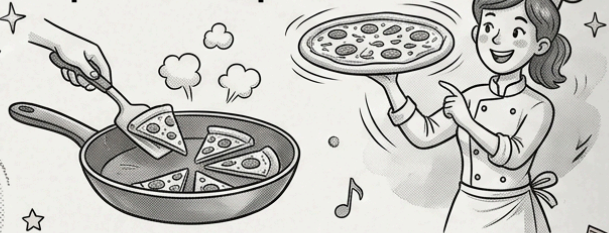
Check Unit 3 for vocabulary if you're stuck!

**The Song Pasta by New Rules – please listen to the official song*

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SECTION 7: TONGUE

1) Patty puts pizza pieces in the pan



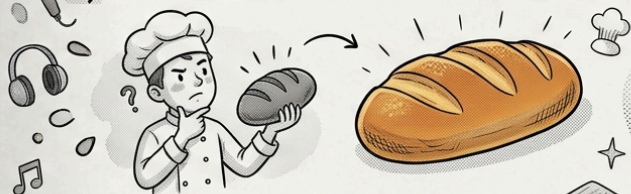
2) Fresh food fried in a frying pan is fantastic.



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TWISTER CHALLENGE!

3) Black bitter bread – bake it better!



4) Chop cheese, cut carrots, cook carefully



Try saying them five times fast!

TEACHER'S ANSWER KEY & PEDAGOGICAL GUIDE

Worksheet Title: DYK WORKSHEET by BİLGE.SİMURG / UNIT 3 - IN THE KITCHEN

Level: Pre-Intermediate (A2)

Target Language: Kitchen Vocabulary, Cooking Methods, Process Descriptions, Preferences, and Inquiry/Clarification Structures

INTRODUCTION FOR THE TEACHER

This comprehensive answer key is designed to support you in delivering an effective and engaging lesson based on the "In the Kitchen" worksheet. Each section includes:

- Correct Answers with clear explanations
- Pedagogical Notes on how to present activities
- Common Student Errors with suggestions for correction
- Concept Checking Questions (CCQs) to ensure student understanding

The worksheet integrates vocabulary acquisition, contextual grammar practice, reading comprehension, visual analysis, and communicative tasks—all centered around the theme of cooking and kitchen activities. This approach aligns with communicative language teaching principles, ensuring students not only learn the language but also use it meaningfully.

SECTION 1: VOCABULARY & STRUCTURES

A. Vocabulary Table

Teacher's Notes:

- Objective: To introduce and consolidate key kitchen-related vocabulary.
- Method: Present the words in context first (using the sample dialogues), then use this table for reference and consolidation.
- Strategy: Have students create their own example sentences using the words after the table is completed.

Answer Key:

Word	Turkish Meaning	Synonym/Antonym	Example Sentence
Bake	Fırında pişirmek	Syn: Roast	I bake cookies for my buddies every Sunday.
Chop	Doğramak	Syn: Cut into pieces	First, chop the onions into small pieces.
Ingredients	Malzemeler	Syn: Materials	What are the ingredients for the pasta?
Peel	Soymak	Ant: Cover	Peel the potatoes before you boil them.
Pour	Dökmek	Syn: Tip, empty	Pour the mixture into the hot pan.
Salty	Tuzlu	Ant: Sweet / Sugar	This soup is too salty; I need some water.
Spicy	Baharatlı / Acılı	Syn: Hot, peppery	I love spicy food like Adana Kebab.
Tasty	Lezzetli	Syn: Delicious, Yummy	This apple pie is very tasty, thank you!
Whisk	Çırpamak	Syn: Mix quickly	Whisk the eggs and sugar in a bowl.
Healthy	Sağlıklı	Ant: Unhealthy / Greasy	Steaming vegetables is a healthy method.

Pedagogical Tips:

- Pronunciation: Pay attention to:
 - "Ingredients" /In 'gri:diənts/ – the stress is on the second syllable.
 - "Whisk" /wɪsk/ – the 'h' is silent; students may mispronounce it as "wishk".
 - "Salty" /'sɔ:lti/ – the 'l' is pronounced, unlike in "walk" or "talk."

- Concept Checking Questions (CCQs):
 - For "Bake": "Do you use an oven or a pan?" (Oven). "Is it a dry or wet method?" (Dry).
 - For "Chop": "Do you cut it into big pieces or small pieces?" (Small pieces).
 - For "Salty": "Does it have a lot of salt or sugar?" (Salt).
 - For "Peel": "Do you remove the skin or the seeds?" (Skin).
 - Common Errors:
 - Students may confuse "bake" and "roast." Explain that both use an oven, but "roast" is typically used for meat, while "bake" is for bread, cakes, and pastries.
 - Students may use "spicy" to mean "hot" but confuse it with "sour" or "salty." Use taste tests (imaginary or real) to differentiate.
-

B. Useful Structures from Unit 3

Teacher's Notes:

- Objective: To help students identify and understand functional language used in recipes and kitchen conversations.
- Method: Have students read the sample dialogues first. Then, ask them to find and underline the target structures.

Answer Key (Underlined in the provided dialogues):

Dialogue 1: Preparing Pizza in the Kitchen

- Describing a Process:
 - "First, we make the dough. Second, we roll it out. Then, we spread the tomato sauce over it. After that, we add the ingredients like cheese, olives, and peppers. Finally, we bake it in the oven for twenty minutes."
- Expressing Preferences:
 - "Actually, I prefer cooking pizza to pasta."
 - "I'd rather bake than fry our dinner anyway."
- Asking for Details:
 - "What should I use to cook soup as a starter, though?"
 - "And how much sugar do I need for the sauce?"
- Inquiry/Clarification:
 - "What do you mean by that?"
 - "Oh, wait. Can you repeat that? I didn't hear you."

Dialogue 2: Making Fresh Lemonade

- Describing a Process:
 - "First, we squeeze the lemons. Second, we pour the lemon juice into a big jar. Then, we add water and sugar. After that, we mix it well. Finally, we put some fresh mint leaves and ice cubes."
- Expressing Preferences:
 - "I prefer drinking lemonade to cola."
 - "Actually, I prefer making homemade lemonade to buying it."
- Asking for Details:
 - "What should I use to cook soup for dinner later, by the way?"
 - "Back to the lemonade, how much sugar do I need for this jar?"
- Inquiry/Clarification:

- "What do you mean by that? Is it too much?"
- "Oh, sorry. Can you repeat that? I didn't listen to you."

Pedagogical Tips:

- Process Language: Use a visual timeline on the board (First → Second → Then → After that → Finally) to help students visualize the order.
- Preference Structures: Contrast "I prefer X to Y" (more formal) with "I'd rather X than Y" (more colloquial). Model both with examples: "I prefer tea to coffee" vs. "I'd rather have tea than coffee."
- Inquiry Language: Drill these phrases with varying intonation to show politeness and confusion. Role-play situations where students ask for clarification (e.g., when they don't understand a recipe step).

SECTION 2: CONTEXTUAL GAP FILLING

Teacher's Notes:

- Objective: To practice using vocabulary in a meaningful context (a recipe).
- Method: Students should read the entire text first for gist, then fill in the blanks.
- Strategy: Encourage students to use the pictures on the worksheet and the vocabulary list as clues.

Answer Key:

Blank	Word from Box	Explanation
1	ingredients	The text begins by listing what is needed for the recipe. "Ingredients" is the most logical choice.
2	pour	This follows "Then" in the process description. You pour the mixture into a bowl.
3	whisk	This is an action you do with eggs or liquids. "Whisk" fits perfectly with "eggs and milk."
4	then	This is part of the sequence words. It connects "whisk" to the next step.
5	bake	The final step involves using an oven, so "bake" is correct.
6	finally	This is the last sequence word, marking the final step.

Completed Text (Reconstructed):

Title: How to Make [Recipe Name]

First, gather all the (1) ingredients for the recipe. You need flour, eggs, milk, sugar, and some butter. Second, (2) pour the flour and sugar into a large mixing bowl. Then, crack the eggs and (3) whisk them together with the milk. (4) Then, add the melted butter to the bowl and mix everything well. (5) Bake the mixture in the oven for 25 minutes at 180°C. (6) Finally, let it cool before serving.

Pedagogical Tips:

- Contextual Clues: Teach students to look for surrounding words to help them guess the missing word. For example, if the blank is before "them together with the milk," the action must be a mixing verb ("whisk").
- Sequence Words: Use a gesture or visual cue (raising fingers to count steps) to reinforce "First, Second, Then, Finally."
- Common Errors:
 - Students may confuse "pour" and "whisk." Clarify: "Pour" is for liquids (moving them), while "whisk" is for mixing quickly (using a tool).
 - Students may use "after that" instead of "then." Both are acceptable, but consistency with the word box is required.

SECTION 3: CONTEXTUAL MULTIPLE-CHOICE QUESTIONS (LGS 2025-2026 STYLE)

Question 1

Answer: B) What should I use to cook it

Explanation:

- The dialogue asks for ingredients first, then tools. Mert's response mentions "a large pot and a wooden spoon," which are tools/equipment.
- Sam's question must, therefore, be about what to use (tools) to cook the soup.

Teacher's Notes:

- Objective: To practice functional language for asking about kitchen equipment.
 - Common Error: Students might choose A (How often do you cook it) because they see "you" and "cook." Remind them that the answer is about tools, not frequency.
 - Strategy: Have students underline the keywords in Mert's response ("large pot," "wooden spoon") and match them to the question type.
-

Question 2

Answer: A) peel / mix / bake

Explanation:

- The recipe for apple pie involves:
 1. peel the apples (remove the skin).
 2. mix them with sugar (combine ingredients).
 3. bake it in the oven (final step).
- The other options do not make sense for making apple pie (you don't "boil" an apple pie or "grill" it).

Teacher's Notes:

- Objective: To sequence recipe steps correctly based on logical order.
 - Common Error: Students might choose "chop" instead of "peel." Clarify the difference: "Peel" removes the skin; "chop" cuts into pieces. Both are possible, but the most logical first step is peeling.
 - Visual Support: Use the image on the worksheet (if visible) to show a person peeling an apple. Ask: "What is the person doing first?"
 -
-

Question 3

Answer: (Based on the visual analysis—see teacher's note below)

Teacher's Notes:

- Objective: To match textual information with visual representations.
- Method: Students read the text describing Tommy's breakfast preparation and compare it to the images provided.
- Strategy: Have students create a checklist from the text:
 - Boiled eggs
 - Peeled and sliced cucumbers
 - Squeezed orange juice
 - Spread honey on bread

Then, they look at the images (A, B, C, D) and identify the one that shows a step Tommy DID NOT do. For example:

- If one image shows "Tommy is frying eggs," that would be the correct answer because the text says he boiled eggs.

Common Error: Students may confuse "boiled eggs" with "fried eggs." Use CCQs: "Did Tommy boil the eggs or fry them?" (Boil them). "Which picture shows boiled eggs?" (A picture of eggs in a pot of water).

Question 4

Answer: A) easier

Explanation:

- Jack says he prefers pasta because "I can prepare it in just ten minutes." This indicates that pasta is faster and therefore easier to prepare than pizza.

Teacher's Notes:

- Objective: To understand preferences and reasons.
 - Common Error: Students may choose "more difficult" because they misunderstand "just ten minutes." Clarify: "If something takes ten minutes, is it easy or difficult?" (Easy).
 - CCQ: "Is ten minutes a long time or a short time?" (Short). "So, is cooking pasta easy or difficult?" (Easy).
-

Question 5

Answer: B) Nearly half of the teens prefer grilling their food.

Explanation:

- The graph shows: Grilling: 45%, Frying: 30%, Boiling: 15%, Steaming: 10%.
- 45% is nearly half (50%). Therefore, "Nearly half of the teens prefer grilling their food" is correct.
- A is incorrect because steaming (a healthy method) is only 10%.
- C is incorrect because grilling (45%) is more popular than frying (30%).
- D is incorrect because the graph does not show attitudes (unbearable), only preferences.

Teacher's Notes:

- Objective: To interpret simple graphical data and draw conclusions.
 - Common Error: Students may misread percentages or confuse "nearly half" with "exactly half." Clarify: "What is half of 100?" (50). "Is 45 nearly 50?" (Yes).
 - Strategy: Teach comparative language: "more popular than," "less popular than," "as popular as."
-

Question 6

Answer: B) Zeynep

Explanation:

- Ece: "The pasta is very tasty and easy to eat." (Positive)
- Zeynep: "I think the soup is too salty. I can't stand it." (Negative)
- Kaan: "The grilled chicken is impressive and healthy." (Positive)

Teacher's Notes:

- Objective: To identify opinion (positive/negative) based on keywords.
- Common Error: Students may think "too salty" is neutral. Clarify: "'Too salty' means it has more salt than you want. Is that good or bad?" (Bad).

- CCQ: "Can Zeynep eat the soup?" (She can't stand it, so no). "So, is her opinion positive or negative?" (Negative).
-

Question 7

Answer: B) What do you mean by that

Explanation:

- Emma gives a step ("whisk the eggs and milk"). Tom asks for clarification.
- Emma responds with "I mean, you should mix them very quickly in a bowl." This matches the clarification structure "What do you mean by that?"
- The other options are unrelated to clarification.

Teacher's Notes:

- Objective: To practice inquiry/clarification language.
 - Common Error: Students might choose A (Do you prefer pancakes or omelettes) because it's a question. Clarify: "Is Tom asking about a choice or about the meaning?" (About the meaning).
 - Strategy: Role-play this dialogue with exaggerated confusion to make the function clear.
-

Question 8

Answer: B) Tom uses eggs and milk to make his meal.

Explanation:

- For Tom: Favorite Meal = Omelette, Key Ingredients = Eggs, Milk, Salt.
- Therefore, "Tom uses eggs and milk to make his meal" is correct.
- A is incorrect because Amy's food (Pizza) requires baking (oven, not a pan).
- C is incorrect because Amy does need an oven (to bake pizza).
- D is incorrect because the table shows Tom does like adding salt to his omelette.

Teacher's Notes:

- Objective: To extract specific information from a table.
 - Common Error: Students may misread "Tom" as "Amy." Emphasize reading the names carefully.
 - Strategy: Model how to scan the table for specific information (e.g., "Look for Tom. What does he use?").
-

SECTION 4: WORD HUNT

Teacher's Guide:

- Objective: To reinforce spelling and word recognition in a fun, engaging way.
- Method: This is a great activity for fast finishers or as a warmer.

Instructions for the Teacher:

1. Preparation: Before the lesson, it is helpful to give students the list of words they need to find. This provides a clear goal.
2. Activity: Students search for the words in the grid. The words can be horizontal, vertical, or diagonal, and they can be forwards or backwards.
3. Differentiation: For lower-level students, you can allow them to work in pairs. For higher-level students, you can make it a competition to see who finishes first.
4. Follow-up: After the hunt, have students write a sentence using 3-4 of the words they found. This moves the activity from simple recognition to productive use.



SECTION 5: COMMUNICATIVE TASK-BASED SPEAKING & WRITING

Teacher's Notes:

- Objective: To promote productive language use (speaking and writing) through engaging, real-world tasks.
- Method: These tasks should be done in pairs or small groups to maximize communication.
- Strategy: Before beginning, model the task for students. Use a "think-pair-share" approach: students think individually, discuss with a partner, then share with the class.

Task 1: Describing a Picture (Visual Analysis)

Teacher's Notes:

- Objective: To practice using present continuous and vocabulary for describing kitchen scenes.
- Method: Show the visual (image 7, 8, or 9) and ask students to describe what is happening.

Model Answer (for a kitchen scene):

"In the picture, I can see a family in the kitchen. A woman is baking a cake in the oven. A man is chopping vegetables on the cutting board. A child is pouring milk into a glass. There are some ingredients on the table, like flour and sugar. The kitchen is clean and bright. I think they are preparing a meal together."

Teacher's Guide:

- Scaffolding: Provide sentence starters for weaker students:
 - "In the picture, I can see..."
 - "There is/are..."
 - "He/She is + verb-ing..."
 - "I think they are..."
- Peer Correction: After students describe the picture, have a partner give feedback.
- Extension: Ask students to predict what will happen next (e.g., "After chopping the vegetables, he will add them to the pan.").

Task 2: Writing a Recipe (Process Description)

Teacher's Notes:

- Objective: To practice using sequence words (First, Second, Then, After that, Finally) and imperative forms to write a clear recipe.
- Method: Students can use the pictures as a guide for steps.

Model Answer (for a simple recipe like "Making an Omelette"):

How to Make a Perfect Omelette

Ingredients:

- 3 eggs
- A pinch of salt
- A splash of milk
- Butter or oil
- Some cheese (optional)

Instructions:

- First, crack the eggs into a bowl and add the salt and milk.
- Second, whisk the eggs with a fork until they are well mixed.
- Then, heat a pan over medium heat and add a little butter or oil.
- After that, pour the egg mixture into the pan and let it cook for 2-3 minutes.
- Finally, sprinkle some cheese on top, fold the omelette in half, and serve it hot.

Teacher's Guide:

- Modeling: Write a recipe together as a class before students write their own.
- Language Focus: Remind students to use the imperative form (e.g., "Crack," "Whisk," "Heat," "Pour," "Let").
- Peer Review: Have students swap their recipes and check if the instructions are clear and logical.
- Extension: Students can present their recipes to the class or create a "class cookbook."

Task 3: Listening to "Pasta" by New Rules

Teacher's Notes:

- Objective: To practice listening for specific vocabulary and overall meaning in a song.
- Method: Play the song "Pasta" by New Rules. Before listening, have students predict what the song might be about (food, love, etc.).

Suggested Listening Questions:

1. What food is mentioned in the song? (Pasta)
2. Is the song happy or sad? (This depends on the song; guide students to listen for tone.)
3. Write down any kitchen-related words you hear.
4. What do you think the song is about? (It may be a metaphor for love/relationships.)

Teacher's Guide:

- Pre-Listening: Activate schemata by asking: "What do you know about pasta? Do you like it? How do you make it?"
- While-Listening: Play the song once for gist. Play a second time with a focus on specific words.
- Post-Listening: Have a class discussion. Ask: "Why do you think the writer chose 'pasta' as a title?" "Is the song literal or metaphorical?"
- Copyright Note: Since you have not provided the full lyrics, ensure you comply with copyright laws when using the song in class. Only play the audio and avoid distributing printed lyrics unless you have permission.

FINAL TEACHER'S CHECKLIST

Section	Activity Type	Skill Focus	Completed?
1	Vocabulary Table	Vocabulary	
1	Sample Dialogues	Reading / Functional Language	
2	Gap Filling	Reading / Vocabulary in Context	
3	Multiple Choice (LGS Style)	Reading / Visual Analysis	
4	Word Hunt	Vocabulary / Spelling	
5	Picture Description	Speaking / Present Continuous	
5	Writing a Recipe	Writing / Process Language	
5	Listening to Song	Listening / Gist	

ADDITIONAL PEDAGOGICAL TIPS FOR THE TEACHER – maarif corner

Differentiation Strategies

For Lower-Level Students:

- Pre-teach key vocabulary using visuals and realia (e.g., bring a whisk, a peeler, or a bowl to class).
- Reduce the number of words in the word hunt.
- Provide sentence starters and gap-fill templates for the writing task.
- Use pair work with stronger students to support weaker ones.

For Higher-Level Students:

- Encourage students to use more complex vocabulary (e.g., "simmer," "sauté," "drizzle," "sprinkle").
- Challenge them to write a recipe with 8-10 steps.
- Ask them to create a dialogue between a chef and a customer, incorporating the unit's structures.
- Encourage them to research a traditional dish from their culture and present it to the class.

Assessment Opportunities

- Formative: Observe students during pair work and group discussions. Use a checklist to note their use of target vocabulary and structures.
- Summative: Use the multiple-choice questions (Section 3) as a quiz. Collect and grade the written recipes.
- Self-Assessment: Have students complete a self-evaluation form at the end of the lesson (e.g., "I can name 5 kitchen tools in English," "I can describe a recipe using sequence words").

Extension Activities

- Cooking Demonstration: Have students bring a simple dish (or a video of themselves cooking) to class and describe the process in English.
- Cross-Curricular: Connect to science by discussing the chemical changes that occur during cooking (e.g., boiling, baking).
- Cultural Comparison: Have students research and present a dish from another country, using English to describe its ingredients and preparation.
- Digital Literacy: Encourage students to find an English recipe online and follow it at home, documenting the process with photos.