

GRADE UNIT

7

6



Functions

- * **Making simple suggestions (Accepting and Refusing)**
- * **Making arrangements and sequencing the actions**
- * **Expressing needs and quantity**



YAZARLAR

Ali KELEŐ
Yavuz KARADAĐ
Fatma Arzu AĐAOĐLU
CoŐku AKER

EDİTÖR

Prof. Dr. PaŐa Tevfik CEPHE
Prof. Dr. Kemal Sinan ÖZMEN
Prof. Dr. Cem BALÇIKANLI

GÖRSEL TASARIM

Serkan UTLU





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| Grade | 7.6 |
| Function | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity |
| Skills | Listening Speaking: Free speaking for lead in Listening: For specific information Speaking: Focus on fluency |
| Duration | 20 mins. |
| Materials required | Track 1 for listening Posters and a chart for listening activity in Appendix A Chart for speaking activity in Appendix B |
| Aims | To recognize utterances related to suggestion, needs and quantity of things To recognize sequence the actions |
| Procedures | <ol style="list-style-type: none"> 1. The teacher asks the lead in questions. 2. The teacher asks the students to listen to the track 1 and make a list of the ingredients they hear in Appendix A. 3. The teacher asks the students to listen to the track 1 again and choose the best options in Appendix A. 4. The teacher asks the students to read the statements and decide what the statements refer to. 5. The teacher encourages the students to talk about what their favourite meal is and the process of cooking it in Appendix B. |



Lead in

Answer the questions.

* Do you watch cookery programs?

* Would you like to join a cookery program? If yes, what would you cook?

Appendix A

A. Listen to the dialogue and make a list of the ingredients you hear.



B. Listen to the dialogue again and choose the best options.

1. The name of the cookery program is

- a) Big Surprise
- b) Grand Chef

2. Steve is a/an

- a) contestant
- b) host

3. Finally, they will use

- a) flour
- b) cheese

C. Read the statements. What do they refer to?

1. How about talking about?

- a) accepting
- b) refusing
- c) suggesting

2. Sure

- a) accepting
- b) refusing
- c) suggesting

3. Shall we start....?

- a) accepting
- b) refusing
- c) suggesting

4. I'm sorry but I can't

- a) accepting
- b) refusing
- c) suggesting



Appendix B

D. What is your favourite meal? What do you need to cook it? Work in pairs and talk about the process of cooking.



PASTA

First, I get the ingredients; 4 eggs, two glasses of flour, some butter, a litre of milk and a little salt.

Second, I mix the ingredients.

Then, I make dough with using the ingredients.

After that, I cut the dough into long stripes.

Finally, I boil them and eat my pasta.





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| Grade | 7.6 |
| Function | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity |
| Skills | Speaking Reading sub-skills: Skimming Speaking: Focus on fluency |
| Duration | 20 mins. |
| Materials required | Text and photos for reading and speaking activities in Appendix A |
| Aims | To talk about arrangements and sequences of actions To make suggestions To express needs and quantity |
| Procedures | <ol style="list-style-type: none">1. The teacher asks the lead in questions.2. The teacher asks the students to make a dialogue as in the example in Appendix A.3. The teacher asks student A to act a waiter at a big restaurant and asks student B to act a customer.4. The teacher asks the student A to suggest her/his best meal and talk about the process of it.5. The teacher asks the student B to look at the menus and ask for the waiter's suggestions for a nice dinner.6. The teacher encourages the students to look at the menus and talk about which meals they prefer. |

**Lead in**

Answer the questions.

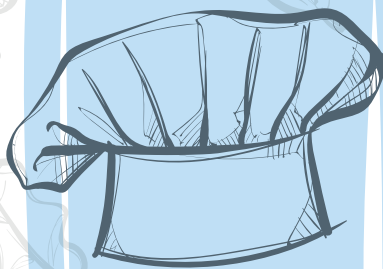
* The world is full of good food. Did you try different cuisines? Would you like to try?

Appendix A

A. Student A: You are a waiter at a big restaurant. You sometimes suggest food and drinks if the customers ask. Suggest your best meal and talk about the process of it.

Student B: You are the customer. Look at the menus and ask for the waiter's suggestions for a nice dinner.

- Waiter** : Would you like Enchiladas?
- Customer** : How do you cook it?
- Waiter** : Our chef cooks the chicken with mexican spice blend and then he adds some chilli peppers.
- Customer** : No, thanks. I don't like spicy food.
- Waiter** : How about Tanuki Udon? A kind of Japanese food with noodles, some onions and a few tomatoes. There isn't any spice in it.
- Customer** : That's nice. I will have Tanuki Udon.



Menu

RESTAURANT

SPECIAL MENU

Menu 1 - Moroccan Cuisine



- **Couscous**
(Lamb/beef, vegetables, grains...)
- **Kefta Mkaouara**
(meatball, egg, tomatoes, garlic...)
- **Harira**
(tomato, lentil, chickpeas...)

Menu 2 - Japanese Cuisine

- **Okonomiyaki**
(Lamb/beef, cabbage, eggs...)
- **Tanuki Udon**
(noodle, Japanese cucumbers, tomatoes...)
- **Sushi**
(rice, raw salmon, avocado...)



Menu 3 - French Cuisine



- **Confit de canard**
(duck, parsley, garlic...)
- **Ratatouille**
(bell pepper, onion, tomatoes, garlic...)
- **Cordon Bleu**
(Beef/chicken, paprika, cheese...)

Menu 4 - Mexican Cuisine

- **Chicken enchiladas**
(Chicken, cheese, onion...)
- **Chilaquiles**
(corn tortillas, cotija cheese, salt, red chile sauce...)
- **Enchiladas**
(chicken, salt and pepper, Mexican spice blend...)



B. Look at the menus. Which meals do you prefer? Why?



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| Grade | 7.6 |
| Function | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity |
| Skills | Reading Speaking: Free speaking for lead in Reading sub-skills: Skimming Writing Genre: Outline, Audience: Peers, Purpose: Writing about sequence of a special event. |
| Duration | 30 mins. |
| Materials required | Chat template (whatsapp) for reading activity in Appendix A Sequence list for writing activity in Appendix B |
| Aims | To write about sequence of a special event |
| Procedures | <ol style="list-style-type: none">1. The teacher asks the lead in questions.2. The teacher asks the students to read the whatsapp conversation and fill in the blanks with the suitable statements in the box in Appendix A.3. The teacher asks the students to read the whatsapp conversation again and answer the comprehension questions in Appendix A.4. The teacher asks the students to organize a surprise celebration with their friends for their teacher in Appendix B.5. The teacher asks the students what steps they should follow to organize it and to explain it with three statements in Appendix B. |



Lead in

Answer the questions.

* Do you have chatting groups? Do you organize events on social media?

Appendix A

A. Read the conversation. Fill in the blanks with the suitable statements in the box.

Shall we have barbecue?

I am sorry but I can't make it

Then we should meet at the bus stop at 9.

What time is the event?

Sunday Joy
Stacey, Nancy, Terry, Larry

Stacey
Hi, all! I am organizing a picnic this Sunday. Would you like join this event ? 13:15 PM

Nancy
That would be nice. 1.....? 13:15 PM

Stacey
At 10 in the morning. 13:15 PM

Terry
2..... I have a dentist appointment at the weekend. 13:15 PM

Larry
Where are you planning to go? 13:15 PM

Stacey
To the forest near the city. 13:15 PM

Larry
That's nice. Did you decide on the food and drinks? 13:15 PM

Stacey
No, 3.....? We can also make salad and buy some beverages. 13:15 PM

Brian
Great. What do you need for the salad? ✓

Stacey
Some tomatoes, lettuce, cucumber, a few onions and lemons. 13:15 PM

Larry
I can get them all. 13:15 PM

Nancy
I can get the other things we need. 13:15 PM

Stacey
OK, then. First, Larry and Nancy should get the necessary things, 4..... Please don't be late. Finally, we should find a nice place in the forest for our picnic. 13:15 PM

Larry
See you. 13:15 PM

Brian
Bye. ✓

Type a message

B. Read the conversation again and answer the following questions.

1. What's the event?
2. Who is/are accepting the invitation?
3. Who is/are refusing the invitation?



Appendix B

C. Imagine two days later is Teachers' Day and you are organizing a surprise celebration with your friends for your teacher. What steps should you follow to organize it? Explain it with three statements.



First,

Then,

Finally,





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|---------------------------|---|
| Grade | 7.6 |
| Function | Making simple suggestions (Accepting and refusing) Making arrangements and sequencing the actions Expressing needs and quantity |
| Skills | Writing Reading sub-skill: Skimming Writing Genre: Outline, Audience: Peers, Purpose: Writing about sequencing of the actions and quantity |
| Duration | 25 mins. |
| Materials required | Dialogue for reading activity in Appendix A Sequence list for writing activity in Appendix B Sequence list for speaking activity in Appendix B |
| Aims | To write about needs and quantity To write about sequencing of the actions To write about simple suggestions |
| Procedures | 1. The teacher asks the students to read the dialogue and fill in the chart with the steps of process in Appendix A. 2. The teacher asks the students to write a dialogue using the chart and ingredients in Appendix A. |



Appendix A

A. Read the dialogue and fill in the chart with the steps of process.



Paul : Can I help you, mom?
Mom : Sure, honey. How about making pizza together?
Paul : OK. What do we need to make it?
Mom : Well, we need some flour, 3 eggs, some yeast, a glass of milk, a little salt and sugar for the pizza dough. After preparing the dough, we also need some sausages, green peppers, tomatoes and cheese. Shall we add some mushrooms?
Paul : No, I don't like mushroom on the pizza. Why don't we put some olives on it?
Mom : Great! Let's begin with the dough. First, we should mix the ingredients to prepare the dough. Then, put the sausages, peppers and tomatoes on it. Finally, we should add some cheese and bake the pizza.
Paul : OK, let's.

| FIRST | THEN | FINALLY |
|----------------|-------|---------|
| We should..... | | |
| | | |
| | | |

B. Work in pairs and write a dialogue using the chart and the ingredients.

What do you need to make a cake?

- Three eggs
- Some flour
- A Glass of Sugar
- A little Milk
- Some oil

| FIRST | THEN | FINALLY |
|--------------------------------------|---|--------------------------|
| We should mix three eggs with sugar. | We should add flour, milk and some oil. | Bake the cake in 180° C. |

You : Can I help you , ?
 Your friend : Sure,
 You :
 Your friend :



LISTENING - (Track 1)

Appendix A

A. Listen to the dialogue and make a list of the ingredients you hear.

Track 1: *Lena: Welcome to the Grand Chef cookery program. Our 4 contestant couples are trying their bests to make delicious meals to win the contest. Our first couple is here now, let's ask some questions to them before they start. Hi, Laura and Steve. Are you ready for the contest?*

Laura: Yes, we feel very energetic and ready.

Lena: Great! What will you cook for us today?

Steve: Well, let's wait and see. That's a surprise.

Lena: Really? So, what do you need for that surprise? Shall we start with the ingredients?

Laura: Sure. We need some flour, a little cheese, a little milk, a packet of pasta, a few tomatoes, some butter, 2 eggs and some vegetable like pepper, mushroom and onion.

Lena: Would you like to tell us about the process, Steve?

Steve: I'm sorry but I can't give details. I just tell you we will cook for vegetarians. First, we will use flour, milk, butter and eggs.

Lena: Then?

Laura: Then, tomatoes and vegetables. Finally, we will use cheese.

Lena: I am sure it will be a delicious meal at the end. I wish you good luck!

Steve and Laura: Thanks!

- some flour
- a little cheese
- a little milk
- a packet of pasta
- a few tomatoes
- some butter
- 2 eggs and some
- vegetable like pepper
- mushroom and onion.

B. Listen to the dialogue again and choose the best options.

1. b 2.a 3.b

C. Read the statements. What do they refer to?

1. c 2. a 3. c 4. b

Appendix B

D. What is your favourite meal? What do you need to cook it? Work in pairs and talk about the process of cooking.

- Students' own answers.

SPEAKING

Appendix A

A. Student A: You are a waiter / waitress at a big restaurant. You sometimes suggest food and drinks if the customers ask. Suggest your best meal and talk about the process of it.



Student B: You are the customer. Look at the menus and ask for the waiter's suggestions for a nice dinner.

- Students' own answers.

B. Look at the menus. Which meals do you prefer? Why?

- Students' own answers.

READING

Appendix A

A. Read the conversation. Fill in the blanks with the suitable statements in the box.

1. What time is the event?
2. I am sorry but I can't make it
3. Shall we have barbecue?
4. Then we should meet at the bus stop at 9.

B. Read the conversation again and answer the following questions.

1. It's a picnic organization.
2. Larry and Nancy are accepting the invitation.
3. Terry is refusing the invitation.

Appendix B

C. Imagine two days later is Teacher's Day and you are organizing a surprise celebration with your friends for your teacher. What steps should you follow to organize it? Explain it with three statements.

- Students' own answers.

WRITING

Appendix A

A. Read the dialogue and fill in the chart with the steps of process.

First, we should mix everything to prepare the dough.

Then, put the sausages, peppers and tomatoes.

Finally, we should add some cheese and cook the pizza.

B. Work in pairs and write a dialogue using the chart and the ingredients.

- Students' own answers.



-----References-----

(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar). Ankara: MEB.

----- Visual References-----

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