Title: Labelling a car engine
Time: 20 minutes + T feedback
Class: Teenage Arabic speakers: post-beginner.
Task summary: Students work in pairs and exchange information to complete a labelled diagram of a car engine.
Task type: Information gap
Task objective: Students have gapped texts and complete them by means of asking and answering questions.

Language Objectives:
Vocabulary: Parts of a car engine: Intake valve, rocker arm, spring, valve cover, intake port, head, coolant, engine block, oil pan, oil sump, camshaft, exhaust valve, spark plug, exhaust port, piston, connecting rod, rod bearing, crankshaft
Functions: Asking for and giving information.
Asking how words are spelt and pronounced.
Checking understanding.

*The teacher will make careful notes during the activity and feedback stage and then revise/clarify any language problems.

Grammar: present simple questions and answers

Communicative authenticity: The students can only complete the diagram by asking their partner for information.
Materials: Two handouts

Task breakdown

INPUT: Talk about cars and how they work.
TASK: Exchange information using task sheets.
OUTPUT: A complete labelled diagram of a car engine.
**Lesson Plan**

S= individual student  Ss= more than one student or whole class  T= teacher  
Red= pre-task  Blue= task  Green = post task  

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| **Input**  | Pictures of cars                                         | Elicit what class know about cars. Do they know how the engine works? Make sure they understand what a 'cross-section' is. Check how to ask about spelling 'How do you spell...'
If necessary revise the English alphabet.                                                      | T- Ss       | 5-10 mins|
|            |                                                          |                                                                                                                                                    | Ss-T        |          |
| **Task**   | Handout Student A and Student B. Monolingual dictionaries if possible. (English-English).  * It would also be a good idea to have a list of the engine parts in Arabic. | Explain task and make sure class understand that they each have the same diagram but different information.  
* It would also be a good idea to have a list of the engine parts in Arabic.  
Put students in pairs. They do task by asking and answering questions.                       | T-          | 3 mins   |
|            |                                                          |                                                                                                                                                    | S-S         | 10 mins  |
| **Teacher feedback** | Board                                                | Go through the complete handout using the OHP and unmasking technique. Ask for the spelling of each part before you unmask it.  
If there is any extra time, students can test each other on the new vocabulary in pairs.    | T           | Remainder of lesson.                                                                      |