Title: Yoghurt Salad
Time: 10 mins + T feedback
Class: Teenage Arabic speakers: post-beginner.
Task summary: Students complete list of ingredients with vowels and then put recipe method in correct sequence.
Task type: Sequencing/argumentation
Task objective: For students to use sequencers to work out correct order.
Language Objectives:
Vocabulary: cucumber, yoghurt, salt, olive oil, garlic clove, mint, black pepper, tablespoon
VERBS: cut, remove, chop, sprinkle, mix, wash, dry
Functions: Giving opinion
I think this is the first one
Agreeing and disagreeing
Yes, I agree
No, I think this is first
Grammar:
Imperatives
Sequencers (first of all, next, then, etc)
Communicative authenticity: Students are working together to solve a problem: coming up with the right sequence.
Materials: Recipe handout. Pictures of ingredients or real ingredients.

Task breakdown
INPUT: Teach necessary vocabulary/elicit comments about recipes.
TASK: In pairs, students complete list of ingredients and put instructions in correct order.
OUTPUT: Complete recipe, which could then be made in class or at home.
# Lesson Plan

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Materials</th>
<th>Activity/T input</th>
<th>Interaction</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td>Board</td>
<td>Bring in some of the ingredients or pictures of some of the ingredients for the recipe you think they won’t know and revise/teach the vocabulary. (make sure students don’t look at their notes while doing the tasks and make sure the board is clean) OR Ask students what their favourite recipes are, do they like cooking etc.</td>
<td>T --Ss</td>
<td>3 mins</td>
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<tr>
<td><strong>Task</strong></td>
<td>Handouts</td>
<td>Set task and allow individual students a short time to read instructions and ask questions about anything they don’t understand. Students read the information on their handout then work with a partner to complete the list of ingredients. At this point you can pause and give feedback, or faster students could be allowed to come to the front and check their answer with an answer sheet. (You could also pin up a poster with the correct answers at the back of the class.) Students then read through the method and put the ingredients in the correct order. They can check their answers with an answer sheet, OHP or another pair.</td>
<td>S-S</td>
<td>1 min</td>
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<td>S-S</td>
<td>5 min</td>
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<td></td>
<td></td>
<td>S-S</td>
<td>5 min</td>
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<tr>
<td><strong>Teacher feedback</strong></td>
<td>Board</td>
<td>Give feedback on task, praising as much as criticizing. Reteach any language as necessary. If you wish/ if time, the activity can be followed up with: a) Students make the recipe b) Students roleplay a chef and trainee chef. Chef is teaching trainee how to make Yoghurt Salad.</td>
<td>T</td>
<td>Remainder of lesson</td>
</tr>
</tbody>
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Answer sheet for teacher

INGREDIENTS
half a large cucumber
salt
150ml plain yoghurt
1 tablespoon olive oil
1 garlic clove – crushed
2 tablespoons chopped fresh mint
black pepper

METHOD
1. First, cut the cucumber in half and remove the seeds.

2. Next, chop the cucumber and sprinkle with salt. Leave to drain for an hour.

3. After that, wash the cucumber with water then dry with a paper towel.

4. Then mix the yoghurt with olive oil, garlic, mint, salt and pepper.

5. Finally, add the cucumber and mix together.