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| **Task 2: Climate and Tourism**  |
| **Learning Standard** | Communication |
| **Function** | Description |
| **Duration** | 50 minutes |
| **Target Level** | First Year MSA (second semester college level) |
| **Objectives** | At the end of this lesson, students will be able to:1. Describe and compare two situations using vocabulary related to climate and tourism.
2. Interact and communicate preferences using appropriate grammar (e.g. expressing possibilities using if-cause sentence, Cause, negation equivalent to ‘never’)
3. Successfully accomplish the task based on pros and cons of each situation.
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| **Warm-up (10 minutes)** |
| **Task** | ***Do you prefer….? Why? Why not? Conduct a survey.**** ***Step 1*.** Students conduct a survey in class. They must ask everyone so they can have an accurate survey.
* ***Step 2*.** Students report their findings.Students may also express reason as to why they do (not) prefer certain weather types and certain activities over others during the holiday season.
* ***Step 3.*** Use conditional train to teach expressing possibilities with the if-clause
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| **Presentation (40 minutes)** |
| 1. **Grammar & Vocab (10 minutes)**
 | Activate relevant vocabulary items about their weather and leisure activities (e.g. sports activities, adjectives to describe weather, preferences, numbers, money and currencies). |
| 1. **Interaction (20 minutes)**

**(teacher-facilitated, guided practice)** | The teacher and the student engage in the climate and tourism task as outlined in the task description. |
| 1. **Free Practice (10 minutes)**

**(learner-learner)** | Students engage in the climate and tourism task as modeled by the teacher. |
| **Evaluation (at home)** |
| 1. Accuracy (writing): You are going to create a travel brochure of your favorable place of destination for the holiday season. Use the classroom discussion, search a few more places of attractions for the destination you prefer and think about why want to visit there, and look for relevant pictures. Include a simple title in large writing. The panel that folds inside should include the pictures information and outline the description of the destination and why someone should go there during the holiday season. The back of the brochure will be used for more detailed information such a directions or prices of entry tickets to the places of attraction. Your language should be simple and persuasive.
2. Communication (monologue) Tell us about your last trip. Where did you go? What did you do? Where did you stay? How do you evaluate the trip? Is there any other information you would like to share about the trip.
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**Supplemental material:**

1. **Conditional Train**

Students are divided in three groups to create a list of related conditional statements. Students of each group review the results in reverse.

Groups will meet at the end to see how similar or different their ideas are.

Example:

If you travel to Paris, you will go see the Eifel Tower

If you go see the Eifel Tower, you will take pictures.

If you take pictures, you will put them on Instagram.

If you put them on Instagram,…etc.

1. **Survey:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name** | **prefers** | **Does not prefer** | **Reason** |
|  | Skiing | Skiing | Because (of) … |
|  | Camel riding | Camel riding | Because (of) … |
|  | Lights and Music festival | ….. | ….. |
|  | Hot weather  | ….. | ….. |

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