

Task 1: City Task	
Function	Description
Duration	50 minutes
Target Level	Second Year MSA
Objectives	At the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Describe and compare two situations using vocabulary related to city life 2. Interact and communicate preferences using appropriate grammar (e.g. “it has”) 3. Successfully accomplish the task based on pros and cons of each situation
Warm-up (10 minutes)	
Task	<p>Step 1. Students choose an adjective and write a comparison sentence. Continue until all words have been covered/matched Adjectives: clean, cold, dangerous, famous Example” Instructor says” “famous” Student write: “Mexican food is more famous than Italian food”</p> <p>Step 2. Go over the sentences by having the pairs write them on the board or read them aloud. The other students decide if the sentences are meaning and grammatical.</p> <p>Step 3. Use adjective Bingo to introduce new vocabulary</p>
Presentation (40 minutes)	
1. Grammar & Vocab (10 minutes)	Activate relevant vocabulary items about the city where students currently live (e.g. is it big/small, busy/relaxed, do they like it, why or why not).
2. Interaction (20 minutes) (teacher facilitated, guided practice)	The teacher and the student engage in the city task as outlined in the task description.
3. Free Practice (10 minutes) (learner-learner)	Students engage in the city task as modeled by the teacher.
Evaluation (at home)	
<ol style="list-style-type: none"> 1. Accuracy (writing): Describe an ideal best city you would like to settle in upon your graduation) 2. Communication (monologue): You are getting to know new friends and telling them about your hometown. Describe your hometown and what it has to offer. 	

Supplemental material: (Adjective bingo)

old	expensive	clean	crowded
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quiet	friendly	sunny	famous
cold	busy	beautiful	modern
rainy	cheap	big	dangerous

A note about Bingo games used in this and the following activities.

Note: Bingo games are not only useful for introducing or reviewing vocabulary items, but also useful for distinguishing grammar items such as singulars from plurals (e.g. chair, chairs), feminine from masculine, and even useful for minimal pair listening practice as well (e.g. bat, pat). You may use either vocabulary words or pictures depicting these vocabulary items.

Procedure:

- 1. Variation:** for this and other bingo activities that follow, you can make different tables (cards) with different arrangements, and different vocabulary items.
- 2.** Distribute cards and markers (or color stickers).
- 3.** Say a word, e.g. *rainy*. If a student has the word (or a picture of it), he/she places a marker on it.
- 4.** When a student gets three (or more) markers in a row (vertically, horizontally, or diagonally) he/she must call out “Bingo”.
- 5.** Teacher checks the card.

