

<b>Task 8: Vacation Task</b>	
<b>Function</b>	Narration (future)
<b>Duration</b>	50 minutes
<b>Target Level</b>	Second Year MSA
<b>Objectives</b>	At the end of this lesson, students will be able to: <ol style="list-style-type: none"> <li>1. Narrate in the future tense on a variety of activities.</li> <li>2. Interact and communicate preferences of future events.</li> <li>3. Successfully accomplish the task based on the pros and cons of each scenario.</li> </ol>
<b>Warm-up (10 minutes)</b>	
<b>Task</b>	<p><b>Talk about the Future (Alternative: Bingo activity)</b></p> <p><i>Step 1.</i> Divide the class into groups. Each group brainstorms a list of events that might happen in their future (e.g. get married, have children, get a degree, go to a university, buy a new home...etc.) Students can use a variety of language structures (e.g. when, will). For example, a student could say “when you become 25, you will graduate”, or “by the time you graduate, you will be 25”</p> <p><i>Step 2.</i> Students read their sentences. The rest of the group check for grammar.</p> <p><i>Step 3.</i> Daily Planner activity: Give students a copy of an empty schedule. Ask them to write one thing they are planning to do each day for the next week. For example, Sunday: I will visit my parents.</p>
<b>Presentation (40 minutes)</b>	
<b>1. Grammar &amp; Vocab (10 minutes)</b>	Activate relevant vocabulary items by asking more questions using the future tense.
<b>2. Interaction (20 minutes) (teacher-facilitated, guided practice)</b>	The teacher and the student engage in the vacation task as outlined in the task description.
<b>3. Free Practice (10 minutes) (learner-learner)</b>	Students engage in the Daily Schedule task as modeled by the teacher.
<b>Evaluation (at home)</b>	
<ol style="list-style-type: none"> <li>1. <b>Accuracy (writing):</b> You have just won an all-paid trip for two. Describe how you would like to spend your vacation, where, and with whom.</li> <li>2. <b>Communication (monologue):</b> you are trip planner who is currently in charge of planning a trip for two to a location of your choice. Give an overview of the trip and convince your clients that this is a great deal.</li> </ol>	

**Supplemental material:**

**1. Empty Schedule (Daily Planner activity)**

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**2. Alternative Bingo Activity**

**Step 1.** Go over question formation if necessary.

**Step 2.** Student go around the room asking questions as indicated by the prompts on the bingo card.

If a student answers yes, write that student’s name after the prompt.

if a student answers no, continue asking until you find someone who answers yes.

There are several ways to win:

- a. First person who gets five names in a row wins.
- b. First student who fills in the four corners wins.
- c. First student who completes the board wins.
- d. First person who makes a cross wins (3<sup>rd</sup> row down and 3<sup>rd</sup> row across)
- e. Any other variation the teacher chooses.

**Step 3.** After you have a winner, go over the tense used (present tense) and some of the answers (“ whose favorite color is green?”), “who gets up at 7:00?”)

Gets up at 7:00	Likes chocolate	Is from a small town	Is married	Has a dog
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Lives in an apartment	Plays soccer	Favorite color is green	Likes Arabic	Has more brothers than sisters
Drinks coffee	Likes to study at the library	FREE	Likes to swim	Is studying history
Stay up late	Takes a shower in the morning	Speaks more than two languages	Works on the weekend	Drinks milk at breakfast
Eats lunch at noon	Takes the bus to school	Is taking more than two classes	Has pet	Walks to school