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| **Task: A family choosing a Restaurant in Tangier, Morocco** | |
| **Learning Standard** | Communication and learning about world cultures through food |
| **Function** | Description |
| **Duration** | 50 minutes |
| **Target Level** | First Year MSA |
| **Objectives** | At the end of this lesson, students will be able to:   1. Describe two contexts using vocabulary related to the countryside and the seaside. 2. Interact and communicate preferences using appropriate grammar, such as the feminine/masculine forms, cause/effect/purpose of action, singular and plural forms, prepositional phrases, “gerund” and direct object in Arabic, predicate/verbal sentences. 3. Successfully accomplish the task by drawing comparisons between the two situations, narrating preferences of others, and expressing personal preferences. |
| **Warm-up (10 minutes)** | |
| **Task** | ***Where have you traveled or wish to travel to during the summer holidays? With whom? Why/for which purpose(s)***   * ***Step 1*.** If the class is on site, students walk around asking at least 3-4 classmates. If the class is online, assign breakout rooms of 3-4 students for 5 minutes (see exercise 1 below). * ***Step 2*.** Students share with the class. Each classmate reports about another classmate, using the third person. * ***Step 3.*** |
| **Presentation (40 minutes)** | |
| 1. **Grammar & Vocab (10 minutes)** | Introduce new vocabulary and phrases through listening - speaking drill., Match the vocabulary with the images in the slides  (see exercise 2 below) |
| 1. **Interaction (20 minutes)**   **(teacher-facilitated, guided practice)** | First, the teacher and the student engage in role play - a conversation between a brother and a sister.  Second, two students engage in role play to assimilate the new vocabulary and conversation. |
| 1. **Free Practice (10 minutes)**   **(learner-learner)** | Students engage in dialogue expressing their preferences - being by the seaside or the countryside, preferred outdoor activities in these particular contexts, and preferred dishes - as modeled by the teacher. |
| **Evaluation (at home)** | |
| 1. Accuracy (writing): You are back to school or college, write a descriptive narrative about your travels. Whether it is a local or an international trip, reflect on what you have learned from your travel experiences.   Communication (monologue): Tell us about your trip, when did you start planning for it, how much budget did you need to allocate to food, hotel, transportation and gifts. Share any additional information or travel recommendations which you would like to share with your classmates. | |

**Supplemental material:**

1. **Ask your classmates about places which they traveled to and places which they wish to travel to during their summer holidays**

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| --- | --- | --- | --- |
| **Student name** | **traveled to** | **wish to travel to** | **with whom, purpose of travel or visit** |
|  | … | … | with …  for … |
|  | … | … | with …  for … |
|  | … | … | … |
|  | … | … | … |

1. Match the vocabulary with the images in the slides

in the farm في المزرعة

see the sunset رؤية غروب الشمس

sightseeing in the prairies التنزه في البراري

walking by the seashore المشي على شاطئ البحر

picking up flowers قطف الزهور

picking up seashells الـــتـــقــــاط أصـــداف بحرية

enjoys the breeze يستمتع برائحة الورود

listening to the sound of waves سماع أصوات الأمواج

eating fresh vegetables تناول الخضروات الطازجة

eating fresh salmon أكل طجين السلمون

With mixed vegetables مع الخضار المشكلة

with black olives مع الزيتون الأسود

1. **Match the English with the Arabic words**

|  |  |  |  |
| --- | --- | --- | --- |
| seashore | salmon | eating | sightseeing |
| waves | vegetables | walking | sunset |
| farm | breeze | listening | olives |
| picking up | seashells | prairies | flowers |

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| تناول | أصـــداف بحرية | شاطئ البحر | الـــتـــقــــاط |
| المشي | أمواج | سماع | البراري |
| غروب الشمس | الزيتون | النسيم | المزرعة |
| الزهور | السلمون | التنزه | الخضروات |

1. **Game: Write some scrambled words from the Arabic chart in exercise 3 on the board and students work in groups of two or individually to unscramble them.**

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