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## **Spanish III Unit 4 Survival Skills**

### **Essential Questions:**

What does it take to survive in a foreign culture?

### **What students should be able to do:**

#### **Elements**

- MLIII.IP1A Express needs and desires.
- MLIII.IP1C Exchange opinions and preferences.
- MLIII.IP1D Give detailed descriptions.
- MLIII.IP1E Give and follow detailed descriptions and instructions.
- MLIII.IP2B Begin to participate in oral and written activities reflecting the future and past.
- MLIII.INT1B Understand culturally authentic materials and information.
- MLIII.INT1D Follow instructions given in the target language.
- MLIII.P2B Prepare and present original essays, poetry, skits or stories in the target language.
- MLIII.P1C Write short, organized compositions in the present.
- MLIII.P1D Begin to prepare presentations in the past and future.
- MLIII.IP2F Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges.
- MLIII.INT1A Identify main ideas and supporting details when reading and listening.
- MLIII.INT1F Demonstrate Novice-High to Intermediate-Low proficiency in listening, viewing and reading comprehension.

### **What students should know:**

Vocabulary related to body parts, injuries, illnesses, community, directions, weather terms, and transportation.

Interrogatives

Descriptive adjectives

Prepositions

Time and Numbers

Future and Near Future Tenses

Past Tense of regular and high frequency irregular verbs

### **Possible Suggestion for this unit:**

If you would like to make this unit more challenging, try a real game of **Survivor**. Separate the class into teams and you may take away or award points as the teams experience the “survival” obstacles.

## **Summative Performance Based Assessment 1**

**Elements:** MLIII.IP1D, MLIII.P1D, MLIII.IP2F

### **Surviving Abroad 101: Be Prepared!**

1. You and your friends from school are going to Spain for two weeks in the summer. You are getting together this Saturday to plan the trip. Before the meeting, each person will plan an excursion based on his or her interests. At the meeting, you will all decide the order of the excursions and organize the remaining details of the trip. You will give your itinerary to your teacher.
2. The teacher loves how you designed your trip so much; she wants you all to create a brochure for next year’s trip. It will need to be appealing to the eye. Include pictures (some found on the internet or magazines) and eye-catching fonts.

**Variation:** A commercial could replace the brochure.

Objective:

**You have plenty of time on the plane to plan.**

**Choose a scenario and create an itinerary that includes:**

- ✓ What your projected budget is.
- ✓ Where you will exchange your money.
- ✓ In which hotel you will stay.
- ✓ Where and what you will eat.
- ✓ What you want to see and do. For how long.
- ✓ How you will travel from place to place.
- ✓ Where you can find maps and schedules (museums, bus, métro, stores, etc.)
- ✓ When (day or date) and what time you plan to do these activities.

<http://www.frommers.com/destinations/Madrid/0062010002.html>

## **Scoring Rubrics**

### **Exceeds Expectations**

- Addresses seven or more of the required elements in complete sentences.
- Errors in spelling and usage do not impede comprehensibility.
- Includes 4 or more elements of time.

### **Meets Expectations**

- Addresses at least 5 of the required elements in complete sentences.
- Makes some errors in spelling and usage, but does not impede basic comprehensibility.
- Includes 3 elements of time.

### **Approaches Expectations**

- Addresses at least 3 of the required elements in sentences.
- Makes errors in spelling and usage that impede comprehensibility.
- Includes 1-2 elements of time.

### **Does Not Meet Expectations**

- Addresses few of the required elements in fragmented sentences.
- Makes many errors in spelling and usage that severely impede basic comprehensibility.
- No elements of time included in the itinerary.

## **Summative Performance Based Assessment 2**

**Elements:** MLIII.IP1A, MLIII.IP2B, MLIII.IP2F

### **Surviving Weather Conditions**

Before leaving to explore the rest of the country, you listen to or read the weather forecast and jot down some notes. You realize that you need some additions to your wardrobe. You go to the store to buy these items. Tell the salesperson 4-5 items that you need or want. Since you are an overachiever in French and love to practice, you choose to tell her why you need these items, also. Speak to the teacher as if she is the salesperson.

**To the teacher:** How you administer this assessment is based on availability of technology or personal choice. Students could read a single weather report and present their part to the class, or record it. If you choose class presentations, I suggest using a wider variety of weather forecasts.

### Sample weather forecasts.

- Las tormentas se moverán al suroeste del país. El tiempo estará severo. En el norte y el este estará soleado y caluroso y las tormentas no llegarán todavía, pero todos los modelos del tiempo no indican lo mismo. En las áreas del norte hará calor con temperaturas entre los 25 y 30 grados.

*The storms should gradually invade all the south-west of the country. Weather will be heavy. In the north and east, weather should be sunny enough and hot, and the storms should not arrive yet, but you should know that all the weather models do not agree. Heat will move into the northern areas again, with temperatures often ranging between 25 and 30°.*

- El lunes, estará nublado sin lluvia. El martes estará soleado, pero por la tarde, estará nublado en el oeste y una tormenta se desarrollará. El miércoles hará fresco, pero la temperatura permanecerá alta en una gran parte del área. Sin embargo, habrá una temperatura máxima de 31 grados.

*Monday, clouds will remain, without precipitation. Tuesday, the day will be sunny, but in the afternoon, clouds will develop to the west, and one will expect an unstable storm. Wednesday, the temperatures will be rather fresh; they will remain rather high on a big part of the area, however heat will know a light respite, with a maximum of 31°.*

### Scoring Rubric

#### **3 Exceeds Expectations**

- Includes more than five items.
- Pronunciation is free of major errors and is easily understood.
- Very few errors in usage may occur, but do not impede comprehensibility.
- Uses more than five complete sentences without hesitation.

#### **2 Meets Expectations**

- Includes four to five items.
- Pronunciation errors occur, but do not impede comprehensibility.
- Some errors in usage may occur, but do not impede comprehensibility.
- Uses at least 6 complete sentences with slight hesitation.

#### **1 Approaches Expectations**

- Includes 2 items.
- Pronunciation impedes comprehensibility.
- Errors in usage impede comprehensibility.
- Uses at least 4 sentences. Sentence fragments and hesitation are noted.

### 0 Does Not Meet Expectations

- Includes less than 2 items.
- Pronunciation greatly impedes comprehensibility.
- Errors in usage greatly impede comprehensibility.
- Uses mainly sentence fragments and hesitation is frequent.

## Summative Performance Based Assessment 3

**Elements:** MLIII.IP1A, MLIII.IP1D, MLIII.IP2B

### A Medical Mishap

While out sightseeing, your friend has an accident or becomes ill. He is unable to speak and you are responsible for his well-being. At the moment, there is no one else that can help. Relate the steps and actions that you took to see him through his hospital stay. You may choose from the following injuries/maladies and may use the model below as a suggestion of how to organize your own thoughts.

#### English

- a sprained ankle
- a broken bone
- a cut
- a concussion
- a back injury
- food poisoning
- allergic reaction
- migraine
- sunburn
- diabetic

#### Spanish

un tobillo torcido  
un hueso roto  
una cortadura  
una conmoción cerebral  
una lesión de la espalda  
intoxicación alimentaria  
una reacción alérgica  
una migraña  
una quemadura de sol  
diabético

Emergency telephone numbers: [http://www.creapharma.ch/urgence\\_numero.htm](http://www.creapharma.ch/urgence_numero.htm)

## **Suggested Emergency Dialogue**

### **English**

- 1- I called/dialed 112./I asked someone to call 112.
- 2- I told her that my friend fell and possibly broke his arm.
- 3- The operator asked me if he was conscious.
- 4- I told her that he was not conscious.
- 5- I waited for the ambulance.
- 6- About 5 minutes later the paramedics arrived.
- 7- I went with my friend to the hospital.
- 8- The doctor x-rayed his arm and said that it was broken.
- 9- He put a cast on his arm.
- 10- My friend spent the night at the hospital for observations.

### **Scoring Rubric**

#### **3 Exceeds Expectations**

- Uses 8-10 complete sentences without hesitation.
- Makes slight errors in vocabulary and pronunciation, but does not impede comprehensibility.
- Some errors in grammar may occur but do not impede comprehensibility.

#### **2 Meets Expectations**

- Uses at least 6 complete sentences with slight hesitation.
- Some errors in vocabulary and pronunciation may occur, but do not impede comprehensibility.
- Errors in grammar may occur but do not impede comprehensibility.

#### **1 Approaching Expectations**

- Uses at least 4 sentences with fragmentation and hesitation.
- Errors in vocabulary and pronunciation impede comprehensibility.
- Errors in usage impede comprehensibility.

#### **0 Does Not Meet Expectations**

- Uses 3 sentences or less with many fragments and hesitations.
- Errors in vocabulary and usage greatly impede comprehensibility.
- Errors in usage greatly impede comprehensibility.

## Summative Performance Based Assessment 4

Elements: MLIII.IP1D, MLIII.IP2B, MLIII.IP2F

### Mistaken Identity

After getting settled into your hotel, several students are venturing out to find something to eat and see the sights. While sitting at a sidewalk café, a police officer suddenly takes you away to the station leaving your friends behind. At the station, other officers come in and ask you preliminary questions such as your name, age, and nationality. Later, you are informed that there was a robbery the day before, and witnesses described a suspect matching your description. You must recount the past 24 hours in writing to prove your innocence. Be sure to include when you arrived at the airport, went through customs, traveled to your hotel, and went out with your friends.

### Scoring Rubric:

#### 3 Exceeds Expectations

- Includes 10 or more complete sentences.
- Recounts 6 or more activities.
- Makes slight errors in vocabulary and spelling, but they do not impede comprehensibility.
- Errors in grammar are minimal and do not impede comprehensibility.

#### 2 Meets Expectations

- Includes at least 8 complete sentences.
- Recounts at least 4 activities.
- Some errors in vocabulary and spelling may occur, but do not impede comprehensibility.
- Some errors in grammar may occur, but do not impede comprehensibility.

#### 1 Approaches Expectations

- Includes at least 4-5 sentences with some fragmentation.
- Recounts 2-3 activities.
- Errors in vocabulary and spelling impede comprehensibility.
- Errors in usage impede comprehensibility.

#### 0 Does Not Meet Expectations

- Includes less than 4 sentences with some fragmentation.
- Recounts less than 2 activities.
- Errors in vocabulary and spelling greatly impede comprehensibility.
- Errors in usage greatly impede comprehensibility.

## Summative Performance Based Assessment 5

**Elements:** MLIII.IP1C, MLIII.IP1D, MLIII.INT1B, MLIII.P1C

### Let's Go Spain!

One of the police officers thought you did so well describing your alibi, he told his wife, who is an editor for a company that publishes travel books for young people. She has hired you (freelance, of course) during your stay in Spain. She makes things even better by paying all of your expenses. (Her husband feels really badly about taking you into custody.) She has given you a rail pass and has sent you to the destination of your choice. She, your new boss, would like you to create a travel guide article/itinerary for a city, town, or region in a Spanish speaking country. Your job is to guide travelers safely through this area. You will need to provide information about avoiding certain places, must-see places, a list of hotels, restaurants/cafés and cultural landmarks with their ratings, prices, a brief description and operating hours, and directions to and from selected places. Insert between 4 and 5 photos of your choice. Since you are critiquing these places, include your opinions and preferences respectfully. Don't forget to include helpful phrases and a detailed map.

#### Scoring Rubric

##### **3 Exceeds Expectations**

- Composition includes all or more of the required topics.
- Includes more than 5 pictures.
- Makes slight errors in vocabulary and spelling, but does not impede comprehensibility.
- Makes slight errors in usage, but does not impede comprehensibility.

##### **2 Meets Expectations**

- Composition includes most of the required topics.
- Includes at least 4-5 pictures.
- Some errors in vocabulary and spelling may occur, but do not impede comprehensibility.
- Some errors in usage may occur, but do not impede comprehensibility.

##### **1 Approaches Expectations**

- Composition includes some of the required topics.
- Includes 2-3 pictures.
- Errors in vocabulary and spelling impede comprehensibility.
- Errors in usage impede comprehensibility.

## **0 Does Not Meet Expectations**

- Composition includes few of the required topics.
- Includes less than 2 pictures.
- Errors in vocabulary and spelling greatly impede comprehensibility.
- Errors in usage greatly impede comprehensibility.

## **Interdisciplinary Instructional Tasks**

### **Interpersonal Communication Tasks**

#### **1. Travel Agent role-play [Language Arts]**

Part 1: It is your first day on the job as a new travel agent. Your mentor asks you to come up with questions you think a good travel agent would ask a client. These questions should include preferences and opinions about hobbies or favorite activities, weather, food, normal daily routine, transportation, accommodations, and budget.

#### **2. Travel Agent role-play [Language Arts]**

Part 2: You have yet to practice your questions on a client. Finally, someone walks in while on the other agents are busy. Here is your chance! Ask the client (partner from class) your questions and gather information based on their responses.

#### **3. Travel Agent role-play [Language Arts]**

Part 3: You will create two itineraries for your client (partner) and present it to them. The client will make a choice or make requests for small changes. In the end, the client must be satisfied with the final itinerary.

#### **4. Travel Agent role-play [Language Arts]**

Part 4: As the client, you must complete a comment essay in order to receive a special discount on your vacation. Give some reasons for choosing the itinerary you ended up with. Disclaimer: In order to receive the full discount, you must write at least 10 sentences.

#### **5. Next Family Vacation [Language Arts, Social Studies]**

You have complained so much to your parents about past vacations that they have put you in charge of planning this year's trip. At the travel agency you find several itineraries of satisfied clients. Feeling smug, you start to walk out the door when you see a questionnaire titled "How do you know if a vacation is right for you?" You take it home feeling even smugger than before because now you can backup your decision. Complete the questionnaire according to the vacation itinerary choices you made.

Sample questions for the questionnaire:

1. Do you like to travel by plane, train, or bus?  
¿Prefiere viajar por avión, tren o autobús ?
2. How long will you be staying?  
¿Por cuánto tiempo va a estar en el país?
3. Do you have any allergies or other health problems?  
¿Tiene alergias u otros problemas de salud ?
4. Are you traveling alone?  
¿Viajará solo ?
5. Will you be traveling with children?  
¿Va a viajar con niños ?
6. Do you have pets that will travel with you?  
¿V a viajar con mascotas ?
7. Do you prefer a hotel, apartment, or house?  
¿Prefiere un hotel, un apartamento o una casa ?
8. Do you like to play sports? Which ones?  
¿Le gustan los deportes ? ¿Cuáles ?
9. Do you like to see plays or films?  
¿Le gustan las obras de teatro o las películas ?
10. Do you prefer camping?  
¿Le gusta acampar ?
11. Do you like vacationing in the mountains or at the beach?  
¿Le gusta ir de vacaciones a las montañas o a la playa ?
12. Would you like a quiet or adventurous vacation?  
¿Le gustaría unas vacaciones tranquilas o de aventuras ?

6. **You are Johnny Depp’s Personal Assistant! [Science, Technology, LA]**  
Johnny Depp is going to the Tenerife International Film Festival and wants you to prepare his wardrobe. Since he is on location in Australia, he is going to fly non-stop to Cannes and pick up his wardrobe at the hotel. He can only get away for a few days, but would like for you to give him a variety of choices. Check the weather before you begin shopping. Then create at least 5 outfits for him to choose from. His favorite designer is Oscar de la Renta. Send the designer an e-mail of what Johnny needs for the festival. Don’t forget to send Johnny a message, via the hotel, of what his choices to wear on each day.

7. **Dueling Hypochondriacs [Health]**  
You and your friend are very competitive. While talking on the phone the night before a school day, you tell him that you are going to be absent tomorrow because you feel sick. His competitive nature kicks in, and he is sicker than you are. The two of you begin a duel when one complains about his malady or injury. Then, the other complains, and you continue to duel until someone runs out of complaints.

**8. Personal Medical History [Language Arts, Health]**

You and some other students are going on a tour in Spain with your teacher to see some of the sights you have been studying . Before you leave for your trip, you must complete a Medical History form. Answer the questions on the form truthfully. (SPIII-4 Act 8)

**9. The Doctor Is In!**

**[Health]**

You have been feeling badly for three days. You go to the doctor and s/he needs to know all of your symptoms in order to make a diagnosis. The doctor will ask you questions about what hurts, how long you have been felling badly, and any medications that you are allergic to.

**Teacher Preparation:** Write a variety of illnesses and injuries on cards or strips of paper to distribute to the class. Have some scripted questions available for the “doctor” to ask.

Scripted Questions: (el medico)

- |  |  |
|--|--|
| • <i>Respire profundamente.</i>                        | (Breathe deeply.)                      |
| • <i>¿Le duele aquí ?</i>                              | (Does this hurt ?)                     |
| • <i>Abra la boca.</i>                                 | (Open your mouth.)                     |
| • <i>Saque la lengua.</i>                              | (Stick out your tongue.)               |
| • <i>Tosa.</i>   | (Cough.)                               |
| • <i>¿Qué ha comido ultimamente / bebido ?</i>         | (What have you been eating/drinking ?) |
| • <i>¿Cuánto tiempo hace que está enfermo ?</i>        | (How long have been sick ?)            |
| • <i>Tenemos que hacerle un análisis de la sangre.</i> | (We’ll have to do a blood test.)       |
| • <i>Necesita una operación.</i>                       | (You’re going to need an operation.)   |
| • <i>Tome dos tabletas 3 veces al día.</i>             | ( Take two tablets 3 times a day.)     |

Illnesses, Injuries, and other Phrases (le patient)

- |                            |                       |
|----------------------------|-----------------------|
| • una alergia              | <i>an allergy</i>     |
| • asma                     | <i>asthma</i>         |
| • dolor de espalda         | <i>backache</i>       |
| • una quemadura            | <i>a burn</i>         |
| • la varicela              | <i>chicken pox</i>    |
| • un resfriado             | <i>a cold</i>         |
| • la influenza             | <i>the flu</i>        |
| • una conmoción cerebral   | <i>a concussion</i>   |
| • mareos                   | <i>dizziness</i>      |
| • fiebre                   | <i>a fever</i>        |
| • intoxicación alimentaria | <i>food poisoning</i> |
| • nausea                   | <i>nausea</i>         |
| • sangrando por la nariz   | <i>nosebleed</i>      |
| • erupción                 | <i>a rash</i>         |
| • dolor de garganta        | <i>sore throat</i>    |
| • torcedura                | <i>sprain</i>         |
| • quemadura del sol        | <i>sunburn</i>        |

## Interpretive Communication Tasks

### 10. “Help! Does anyone here speak Spanish?” [Health]

While in the school cafeteria enjoying your lunch, someone yells, “Help! Does anyone here speak Spanish?” The foreign exchange student from Bogotá passed out at the table. She is regaining consciousness when you arrive. The nurse arrives at the same time as you and would like you to interpret for her. Please interpret the following questions and answers. (SPIII-4 Act 10)

Q: Do you have a headache?

A : No, pero me duele el estómago. (No, but my stomach hurts.)

Q: Where does it hurt?

A: Me duele mucho a la derecha. (I have a sharp pain on the right.)

Q: How long has your stomach hurt?

A: Desde esta mañana. (Since this morning.)

Q: I believe you have appendicitis.

A: ¿Es grave? (Is it serious ?)

Q: I am not sure yet. We need to take you to the hospital. Can you stand?

A: Sí, me siento un poco mejor. (Yes, I feel a little better.)

### 11. CLOZE activity [Language Arts]

You are on a plane to Mexico, and the flight attendant is going over the safety instructions. Right after you retrieve the booklet from the pouch in front of you another passenger accidentally spills coffee on your instructions. Listen to the flight attendant and fill in the missing words or phrases. **Need this script**

### 12. Taking Dictation [Social Studies]

You have arrived in Mexico. You are not sure of the exact location of your hotel. Call the hotel for directions. **Need the directions that can be recorded.** Write down the directions so you do not forget them.

### 13. Driving Test [Social Studies]

Before you rent a car in Spain, you must pass an exam on the roads signs and signals. Match the signs and symbols to their meanings.

<http://www.drivingabroad.co.uk/content.aspx?page=french-road-signs&navid=45>

Excellent source: <http://cartables.net/grenier/route/signroute.htm>

*Teacher Note:* Choose the signs you feel are appropriate. There are a lot!

### 14. Incomplete Weather Report [Science]

You are waiting to hear the weather report on the radio in your hotel room. The radio does not have good reception, and when the weather is finally reported you cannot hear it all. You write down as much as you can understand. Later, you are able to hear it again and fill in all the information you missed the first time.

(SPIII-4 Act 14, SPIII-4 Act 14A)

<http://www.radiofrance.fr/chaines/france-info/services/meteo/ville.php?id=07643>

## Presentational Communication Tasks

### 15. **Las vacaciones de la Señora Pérez [Language Arts]**

La Sra. Pérez is planning a vacation to las Islas Canarias. She has made a recording and displayed some pictures describing where she is going and what she will be doing while she is there. As you listen, write the activity in the appropriate column according to whether you like to do it or not. Then, using these activities, write about your favorite vacation destination and the activities you will do there the next time you go. Include what the weather will be, where you will be staying, what you will eat, what you will see and do. NOTE Teacher will create the recording of the vacation plans.

### 16. **Tarjeta Postal (Post Card) [Art, Language Arts]**

You are an art major visiting Madrid. Instead of buying a post card with pictures of famous landmarks, you find a blank one and decide to draw a masterpiece of your favorite place in Madrid. When you finish, write a small message to your mom describing what you have done and seen so far.

### 17. **I will sing for money! [Music]**

Your mom is sending you some money, but you will not receive it until tomorrow. You really would like to go to this great restaurant with your friends but cannot afford it. You see a street performer and think that you could do something like that. Your Spanish teacher taught you many songs. Start singing and watch the Euros drop in your hat.

*Teacher Note: Give your students some fake money and they can determine how well each other perform by the amount of money dropped in the hat.*

### 18. **Univisión en Miami [Language Arts]**

You and your friends are stopped on the street in Miami by a television reporter asking you to talk about a day in the life of a tourist. You and your friends proceed to describe, in order, everything you have done today. Wow! You got to be on TV!