Spanish 3 Unit 2: Teacher Instructions

Instructions the student will see:

You are preparing for your trip to Spain and looking for a rooming situation that will fit your needs. You have been communicating with your Spanish friend in Barcelona about some apartments you and your classmates could rent there. Your friend has sent you a website that has apartments for rent.   <http://www.apartmentsbcn.com/es/apartamentos-barcelona/barcelona-rentals> .  Look at all the descriptions and tell your parents about the apartment.  Take turns with your partner playing the role of yourself and your parents.  Some suggestions for questions are….

How much is the monthly rent?

How many bedrooms? Bathrooms?

How many people can stay there?

Where is it located?

What sites are nearby?

What kind of public transportation is available?

After your conversation, email your friend in Barcelona to tell him what you have found and which apartment or apartments you would like to look at.

*Teachers:*

* *At the beginning of the unit:*
	+ *Hand out the Target Language Task document and go over with students.*
	+ *Inform the students of the date of the assessment*
* *Throughout the unit:*
	+ *Give the students many opportunities to practice each element of the assessment. Separate the Target Language Tasks into different tasks on multiple days.*
	+ *Review the PBA rubric that you are using with the students.*
	+ *If using a digital format (digital voice recorders, LingtLanguage, Audacity, Language Lab, etc.) Use the same format for at least one quiz prior to the test day.*
* *Several days prior to testing:*
	+ *Practice the method of testing with the practice quiz provided.*
* *On the day of testing:*
	+ *Put students in groups of two. Students will be going through the activity twice, once as a practice with the “practice quiz” and then to complete the actual test.*
	+ *Allow time for students to listen to their practice recordings and to do a practice peer score. This is an optional step, but may be helpful to allow students to understand the process prior to actual testing.*
	+ *Prior to the actual assessment, share the following with the students:*
		- *Go over the rubric and talk about how much of the rubric is based on them saying SOMETHING that is comprehensible.*
		- *Remind them that a good portion of their score is about them extending the conversation and using as much vocabulary as they can. They should not worry so much about perfection as getting the meaning across and making sure the other person understands them.*
		- *Remind students NOT to try to use structures that they don’t know. At the Novice Low to Mid level, students are really only expected to be at the TEXT level – words. They may know some memorized phrases and should use as many of those as they can, but if they end up using lots of lists of words, that is ok.*
* *After the assessment:*
	+ *Ask each student to make sure his or her recording actually recorded. If you are recording on LingtLanguage or in a Language Lab, you will need to check to make sure that all recordings “took”.*
	+ *Score using the rubric provided. You are allowed to use any of the rubrics that are posted on the Weebly.*

Target Language Tasks addressed in this assessment:

* I can read about descriptions of living arrangements and determine suitability.
* I can answer questions about what I am looking for in an apartment.
* I can make living arrangements such as renting an apartment and expressing what amenities I want.
* I can write a letter or email to an apartment owner stating needs and wants.

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How much is the monthly rent?

How many bedrooms? Bathrooms?

How many people can stay there?

Where is it located?

What sites are nearby?

What kind of public transportation is available?

Your friend has offered to share your needs in an apartment with the father of a friend of his, who is a realtor and has promised to help you find something. Write an email to your friend to describe what you are looking for.

You will have two minutes to prepare for this conversation with your partner. Then you will have two to three (2-3) minutes to record the assessment. The dialogue should last for at least 2 minutes, but may last as long as 3 minutes.