

FACT SHEET FOR TRAVELLERS

Communicative Task for Spanish as a Second Language Grade 8 (9-Year)

TASK SUMMARY

Students will create a fact sheet for prospective travellers, presenting information on various aspects of a Spanish-speaking country.

Student Focus for the Task

I can present information about a Spanish-speaking country in a simple way.

PRINCIPLE OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Applications: A-1.1: share factual information	a. provide information on several aspects of a topic
Global Citizenship: GC – 1.1: accessing/analyzing cultural knowledge	a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world

SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Language Competence: LC-2.5: written production	a. produce short, simple written texts in guided and unguided situations
Language Competence: LC-4.2: text forms	a. examine the structure of a variety of text forms

PREPARING FOR THE TASK

- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they have been able to present information about a Spanish-speaking country in a simple way. How does this type of information usually look like when it’s presented in simple ways? What types of words or phrases are used to introduce different facts and topics? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

I can present information about a Spanish-speaking country in a simple way.

I know this because...

- I selected information about a Spanish-speaking country that would be interesting to travellers.
- My facts are accurate.
- I organized my information so my fact sheet is easy to read.

- Students will need to do basic research in the Spanish language on different Spanish-speaking countries. Ensure students have access to materials, such as online encyclopedias, posters, pamphlets, etc.

INSTRUCTIONAL SUPPORT

- Explain the task to students. Remind students that the information is being presented to students in beginner Spanish lessons, so the language will have to be simple.
- Brainstorm a list of Spanish-speaking countries for students to choose from.
- Provide time for students to conduct and organize their research.

FEEDBACK FOR LEARNING

- Students could share an early draft of their work with a peer, who could provide feedback related to the I Can statement, such as:
 - Your information was easy to understand because it is:
 - well-organized
 - easy to read
 - uses simple language
- Students self-reflect, and use any teacher or peer feedback to decide whether or not they have achieved the I Can statement, based on the indicators. They use this feedback to make adjustments to their work to improve it.

This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.

FACT SHEET FOR TRAVELLERS – Student Task

A local travel agency sponsors tours to Spanish speaking countries. These tours are becoming very popular with local residents. As part of their service, the agency is planning to offer basic Spanish classes to help prepare their clients for the trips.

They have asked the students at your school to help with this project by providing fact sheets using simple language that would be appropriate for beginner learners.

Choose a Spanish speaking country for the project. Using Spanish, you will prepare a simple fact sheet presenting information about various aspects of the country and its culture.

Select some of the following topics to include in your fact sheet:

- location in the world
- map and flag
- languages spoken
- significant holidays & events
- tourist attraction(s)
- population
- foods enjoyed
- climate & temperature

Write at least 1-2 phrases in Spanish per topic. Use a combination of visuals and written phrases to express your ideas!