

# SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 5

## Travel

### ANNUAL TARGET

How well are students expected to perform at the end of the year?



### Unit Performance Targets

Teach to...

**Intermediate Mid**

Lowest acceptable performance...

Novice  
High

### UNIT LEARNING TARGETS

What will students be able to do with what they know?

#### INTERPRETIVE

##### Listening

- ▣ I can understand the main idea and some details presented in a travel show, commercial, audio tour.
- ▣ I can understand the main idea when I hear people talking about places in a city and when and where events happen.
- ▣ I can follow directions to go somewhere.

##### Reading

- ▣ I can understand information about places in a city, such as maps, brochures, travel web sites, magazines, ads, etc.
- ▣ Find and use tourist information from city guides.
- ▣ Follow written directions to get from one place to another.
- ▣ Understand a note from my friend about travel plans.

#### INTERPERSONAL

##### Person-to-Person

- ▣ I can ask and answer questions about where one can go to do things in a city.
- ▣ Talk with someone else and share opinions about places in a city.
- ▣ Tell someone what to do in Memphis and/or Tennessee based on likes/dislikes.
- ▣ I can ask someone about their city and compare my city to theirs.
- ▣ I can ask for and give directions to go from one place to another

#### PRESENTATIONAL

##### Speaking

- ▣ I can describe places in a city.
- ▣ I can tell where I want to go and why.
- ▣ I can describe and express my opinion about places to visit.
- ▣ I can give recommendations about where to go in Memphis and/or Tennessee and what to do there.

##### Writing

- ▣ I can describe what I can do in different places in a city.
- ▣ I can express my opinion on places to go in Memphis/Tennessee.
- ▣ I can compare places in my city to places in another city.



## Culture

*What intercultural competencies will students be able to demonstrate with what they know?*

### PRODUCTS

- ▣ I can write a travel brochure for a target language country.
- ▣ I can write a travel journal detailing a trip I took.

### CULTURAL INTERACTIONS

- ▣ I can ask you what you want to do.
- ▣ I can tell you what I would like to do.
- ▣ I can ask you for directions.
- ▣ I can give you directions.

### PRACTICES

- ▣ I can read a travel brochure and determine if/when I want to visit that attraction.
- ▣ I can identify places around town and travel to them using a map.

## UNIT PERFORMANCE TASKS

*How will students demonstrate what they can do with what they know?*

### PRESENTATIONAL SPEAKING

You are working at the Peabody Hotel, and a group of tourists from the target language country is staying at the hotel. Since you are studying the target language, you have been asked to speak to the group about places to go in Memphis. Using your language skills, you suggest three places to go and give your opinion about which places the tourists might prefer. Also tell them how to get there.

### INTERPERSONAL

One of your Twitter friends from the target language country is thinking about coming to Memphis this summer with his family. He has sent you a message asking about places to go and things to do in Memphis. Using your target language skills, you suggest three places to go and give your opinion about which place the tourists might prefer. Also tell them how to get there.

### PRESENTATIONAL WRITING

Your next door neighbor works for a travel agency, and he has been asked by a tour group from the target language country to submit a proposal outlining places to go in Memphis and in Tennessee. Since the tour group has asked for many proposals, your neighbor wants to impress the tour director by submitting his proposal in the target language. Since you are studying the target language, he has asked you to help. Describe what the tourists can do in various places in Memphis, as well as across the state.

## VOCABULARY

*What will prepare students to demonstrate what they can do with what they know?*



**Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.**

## Language Chunks

Where is...? / It is...  
How do I get to...?  
How long does it take to get to...?  
What is your town like?  
I am looking for...  
Do you know where...is located?

Can/Could you tell me where there is a...?  
What do/would you like to do?  
What do you prefer...or...?  
I prefer...  
Where do I have to go?  
Where can I find...?



## Basic Vocabulary

Close to, by	Far from	The bridge	The least
The stop light	The street	More than	Between
Bigger than...	Smaller than	The most...(superlative)	It's on your immediate left / right.
As much as...	Less than...	The crosswalk	Go straight until...
Opinions			
I like...	I prefer...	I like (more)...	You must...
I recommend that you		I do not like...	
Places			
The shop	The paper goods store	The bank	The pharmacy
The hospital	The florist	The hair salon	The market
The post office	The church	The bus stop	The subway station

## COMMUNICATIVE STRUCTURES

- ▣ Writing sentences & paragraphs
- ▣ Giving and understanding directions
- ▣ Asking for and giving information
- ▣ Planning activities
- ▣ Using sequencing words
- ▣ Command forms (formal, informal)

