

## 11M Madrid Article

*Using the 11M article found on the classroom website, complete the following tasks.*

Click [here](#) for the article.

### **Interpretive Task**

You are hosting a foreign exchange student from Spain and they were here for the 13th anniversary of the September 11th terrorist attacks. They were explaining a similar attack that happened in Madrid. You want to find out more information about this tragedy so you looked online and found an article in Spanish about the event. View the images and read the article and answer the following questions in English as best as you can.

### **Presentational Task**

After learning about this attack in Madrid, you want to write to your pen-pal in Chile about what you learned. You decide to tell your pen-pal about how the United States and Spain commemorated the 10 year anniversary of their respective attacks. Make sure you include a few sentences about how the memorials are different

Nombre: \_\_\_\_\_ Hora \_\_\_\_\_

**I. Key Word Recognition**

Find in the article the Spanish word that best expresses the meaning of the following English words.

- a. commemoration \_\_\_\_\_
- b. station \_\_\_\_\_
- c. injured \_\_\_\_\_
- d. fatal \_\_\_\_\_
- e. government \_\_\_\_\_
- f. daisy \_\_\_\_\_
- g. firefighters \_\_\_\_\_
- h. bomb \_\_\_\_\_

**II. Main Idea**

In your own words IN ENGLISH, describe the main idea of the article.

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**III. Supporting Details**

Circle the letter of each detail that is mentioned in the article (**not all are included!**)

Write the information that is given in the article in the space provided next to the detail below.

A. The number of people injured.

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B. The name of the Spanish terrorist group that was responsible for the bombings.

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C. The number of balloons released.

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D. The location of the ceremony.

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E. The names of the locations where the bombs went off.

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F. The name of a church that was bombed.

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#### IV. Organizational Features

How is the text organized? Choose all that apply and explain briefly why you selected that organizational method.

- A. Chronological
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Informational

Justification:

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#### V. Personal Reaction to the Text

Using specific information from the article, describe your personal reaction to the article ***IN ENGLISH.*** (Did you already know this information/ Did you know that this happened? How does this make you feel?)

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## Presentational Task

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- Be sure you use your notes on comparisons of inequality.

*Ej: El memorial en Madrid es menos grande que el memorial en los EEUU.*

PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS EXPECTATIONS NOVICE MID 3	MEETS EXPECTATIONS NOVICE MID 2	ALMOST MEETS EXPECTATIONS NOVICE MID 1	DOES NOT MEET EXPECTATIONS
PRESENTS PERSONALLY RELEVANT INFORMATION	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can use words, lists, and highly practiced phrases with a high degree of language accuracy	<input type="checkbox"/>	<input type="checkbox"/>
	What information students present	<input type="checkbox"/>	<input type="checkbox"/> Can present basic biographical information and topics of high interest	<input type="checkbox"/>	<input type="checkbox"/>
	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners, however many times with difficulty.	<input type="checkbox"/>	<input type="checkbox"/>
	What strategies students use	<input type="checkbox"/>	<input type="checkbox"/> Can use the following strategies: Presentational Speaking: <ul style="list-style-type: none"> <li>- Use facial expressions and gestures</li> <li>- Repeat words</li> <li>- Occasionally resorts to first language</li> </ul> Presentational Writing: <ul style="list-style-type: none"> <li>- Can use culturally appropriate writing conventions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>