

**Crawford County School-to-Work Partnership**  
**2003 Educator-in-the-Workplace Program**  
**Act 48 Lesson Plan**

**Name:** Beth A. Sanner

**School:** French Creek Valley Christian School

**Subject Area:** Spanish

**Lesson:** Polite conversation in Spanish in the context of an interdisciplinary unit on Small business.

**Date:** July 10, 2003

**Business/Agency Visited:** Tussey Mountain Custom Kitchens

- A. Academic Standards Addressed: \*\*Advanced Speaking (ACTFL) The student is able to satisfy the requirements of everyday situations and routine school and work requirements. The student can handle with confidence but not with facility complicated tasks and social situations such as elaborating, complaining, and apologizing.
- B. Objectives: \*\*The student will use a variety of syntax and vocabulary to express fact and opinion in sustained conversation and discourse. (Suggested content: subjunctive mood after wishing and wanting)
- C. Introduction / Motivation:
1. Introduce the objectives of the lesson and the scoring rubric.
  2. Review general vocabulary (phrases using the subjunctive after wishing and wanting, polite greetings, specific vocabulary related to business/product)
  3. Set up the scenario of the conversation: At your place of business, a customer has come in to complain about the quality of your product. You must respond to the complaint and try to find an amicable solution to the problem.
- D. Activity / Procedure:
1. (Day One) In small groups, brainstorm possible complaints for an item listed on the top of newspaper. Each group will then choose one of the complaints listed and write the formal complaint in Spanish. Groups will choose a representative to orally present the complaint to the class. The other groups will have 5 minutes to compose a possible reply to the complaint. Share responses. (Responses may be oral or written/read.)
  2. (Day Two) Each student will choose a product to use in his/her business. Each will develop a company name and motto. (In Spanish) Students will write a brief description of their products in Spanish.
  3. (Day Three) Choose partners based on similarities of products. Each pair will compose a dialogue in which a customer enters a business to register a complaint regarding a product or service. The manager must respond in a business-like manner to the complaint. The conflict will be resolved by the end of the dialogue.

4. (Day Four) Students will prepare and practice the dialogue. It is important that students work in class so that they can use the dictionaries in the classroom. It also curtails getting awful translations from the Internet!
  5. (Day Five) Presentations (videotape to be shared later)
- E. Materials: Newsprint and markers, scoring rubric, miscellaneous props from the prop box
- F. Assessment: Scoring Rubric – student and teacher score the presentation
- G. Related activities/Modifications: Write a letter of complaint, create an advertisement, write and present a commercial (videotape)