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**Grade Level:** 9-12

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**School Subject:** Spanish

*This unit was intended to make Spanish learning a little less stressful...while thinking about McDonald's. It's like the McDonaldization of learning Spanish. [I'm not sure I like that affiliation, given what the term implies... for anything to be taken seriously] I shall, on that note, proceed with caution.*

### **ABSTRACT**

This unit is intended to be used as a supplement to the Spanish 1 class curriculum for high school students, grades 9-12. At the end of this unit students will be responsible for creating a video about McDonalds, a bodega, or ordering food at a restaurant in Spanish. The purpose of this exercise is to allow students to have a more hands-on approach, in the spirit of technology and social media, by engaging them in speaking more Spanish, and in doing so maybe even teach someone else a few words in Spanish.

This unit will provide high school students with multiple opportunities to practice Spanish, from job related experiences, ordering food in a restaurant, and even exchanging pleasantries at the local bodega or "*Papi Store*," as this corner store is commonly called here in Philadelphia, Pa.

Throughout this unit students will continue to acquire and develop basic reading, writing, listening, and communication skills. It is my hope that it will provide a more approachable way of introducing Spanish to beginning students. Students will learn Spanish through mini lessons and short videos and in the end, produce their own Spanish language content. This unit should not exceed one week.

*The Papi Store, in urban areas with a large Latino population, a small market or bodega, a corner store. 'A local convenience store; located primarily in the hood.'*

[~dfresh87 2.4.2010]

## RATIONALE

*“Languages are the central theme of communication in every aspect of human endeavor-be it in the social, economic and political sphere. Gone are the days of relying on one’s native language in communicating with people, especially in business. Modern technology has made the world a global village, and now, more than ever, the language barrier has to be broken.”*

*~Vikash Gupta, July 2018*

As a Spanish teacher and a native educated Spanish speaker, I love to encourage my students to speak Spanish. Spanish can be a fun language to learn. Learning Spanish is very useful in today’s society. It is also one of the easiest languages to learn for English speakers ‘due to its wide reach and practicality’. Besides, it’s the second most spoken language in America! [Burton. 2015] It also happens to be the fastest growing language here in the United States. According to the *New York Post*, there are 41 million Spanish speakers living in the United States today. [Perez.2015] The article further adds that the United States has more Spanish speakers than Spain.

Everywhere I go, there’s always someone in need of a translation.

Recently, at the airport, I found myself staying behind to help this stranger (instead of rushing to my gate to catch my flight) at the TSA security checkpoint. The gentleman had no clue what the TSA security agents were asking him. They needed to open and check something that was inside his bag. Something must have shown up on the security cameras. The TSA security agents said that they appreciated my help, especially once they realized that I was not traveling with the gentleman, because they had to instruct him to do things that he did not understand. The man, originally from Argentina (I was conversing with him while in the line), spoke Spanish and had no clue what they were asking him.

Regardless of the fact that there is a two credit requirement of a foreign language, which is equivalent to two years, in order to graduate in the State of Pennsylvania from high school, it isn’t enough time to teach or learn how to speak a language properly. It would suggest, then, that one needs to be very intentional and purposeful in what one teaches their students. It would certainly make sense that if they were learning purposefully and intentionally in a realistic and meaningful way, they would be more engaged and interested in being able to communicate and understand other Spanish speakers in their neighborhoods, and or traveling the world. Spanish is everywhere today. It’s in movies, commercials, music, at the airport, in neighborhoods, on the streets, and on the corners, everywhere.

In an ideal world, my students would be able to communicate with other Spanish speakers in Philadelphia, a place where they are surrounded by Spanish speaking people every time they enter a *bodega* to buy their snacks. I constantly ask my students, “Wouldn’t it be amazing to understand what the people who run the *Papi* stores are saying, in Spanish, to other Spanish speakers while you’re standing there, and, you, being able to either contribute to or understand that conversation?” Many people think that foreigners are talking about them when they speak to one another in their native tongue. *Most* times, they are not.

While reading about the world language requirements nationwide, I discovered that language is not a requirement for graduation in all 50 states here in the United States. As a matter of discovery, this policy is left up to the state, and sometimes the district. [Education Commission of the States, 2019.]

While this unit is designed to teach my students, in my Spanish 1 class, in the School District of Philadelphia, it can be taught anywhere in the United States. McDonald's restaurants are ubiquitous.

It is my hope that by the end of this seminar, Learning about America and About the World from McDonald's: An Interdisciplinary Approach, I will have identified multiple ways to engage my students in learning Spanish through McDonald's, with more acceptable, purposeful, and cognitive connections between the English and Spanish languages.

## **BACKGROUND**

A. Philip Randolph Career and Technical High School is a public school in the School District of Philadelphia, where students who attend come from all over the city. It is currently 90-95% African American, the other 5% is Latino, white and other. Most of the students who attend Randolph are interested in career and technical fields. Programs of study offered at Randolph are in Health Related Technology, Automotive, Auto Body, Construction, Dental Assistants, Fire Academy, EMTs, Culinary, Advanced Electronics and Welding. In addition to completing their requirements in their career and technical fields, they must also fulfill the requirements for graduation by The Pennsylvania Department of Education. The requirement for a foreign language is two credits. Spanish is the only foreign language offered at Randolph.

## **CONTENT OBJECTIVES**

- Students will use the common vocabulary, forms, and structures they have learned in class and through previous lessons in basic speaking and writing in order to engage in conversation as demonstrated in buying snacks at the *Papi store, a corner store*.
- Students will be able to order breakfast at a McDonald's restaurant in order to eat.
- Students will be able to use face to face interactions in order to have conversation and interaction with Spanish speakers as demonstrated by role playing in order to work at a McDonald's in a Spanish-speaking neighborhood in order to make money.
- Students will produce a McDonald's commercial, a video on how to buy something at a *Papi* store, or order at a McDonald's restaurant.

## **MATERIALS:**

- handouts
- laptop computers
- projector/smart board
- items for *Papi* Store
- smartphones
- webcams
- lighting

## **TEACHING STRATEGIES**

- Working in pairs
- Comparing and contrasting
- Video watching
- Video making/producing
- Key vocabulary
- Classroom Assessment Technique (Muddiest Point)
- Think Pair Share
- Cooperative Learning
- Peer Feedback
- Peer Review
- Rubric
- Role playing
- Teacher lead discussions with students
- Differentiated Instruction to accommodate learning styles
- Presentations
- Modeling

The following **Pennsylvania Spanish Standards** and the **American Council on the Teaching of Foreign Languages [ACTFL]** will provide guidelines for focus of goals:

### **Pennsylvania Academic Spanish Standards**

#### **12.1 Communication in a Target Language**

12.1.B Know common vocabulary, forms and structures used in basic speaking and writing.

12.1.B.1 Speak common and write vocabulary, phrases and structures during activities with the teacher and classmates.

12.1.B.1.a Greetings, farewells and courtesy expressions (S-1.M)

12.1.B.1.d Daily life skills (S-3.A)

12.1.E.1 Find words in magazines, commercials and advertisements influenced by the target language.

#### **12.5 World Languages in the Community**

12.5.A.1.a Face to face interaction  
Greeting people and saying goodbye (S-1.M)  
Listen and choose the appropriate response to basic questions (S-1.Q)

12.5.A.1.c Audio and video tapes

## 12.6 Classical World Languages in the Community

- 12.6.A.1 Know where in the local and regional community knowledge of classical language and culture is useful.
- 12.6.B.1.c Latin as the basis of two-thirds of English vocabulary

## ACTFL World Standards

### Communication

#### *Communication in Languages Other than English*

- Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Connections

#### *Connect with Other Disciplines and Acquire Information*

- Standard 3.1:** Students reinforce and further their knowledge of other disciplines through foreign language.

### Communities

#### *Participate in Multilingual Communities at Home & Around the World*

- Standard 5.1:** Students use language both within and beyond school setting

\*<http://www.actfl.org/files/public/StandardsforFLExecsummrev.pdf>

**YouTube videos in Spanish:** These YouTube commercials serve as models for what teachers may expect as a final product. Over the course of the unit, students will view different videos to help them with the composition of their own videos. Students will view these TV commercials in class. This will provide them with a visual of what they will need to demonstrate, later, in their understanding and interpretation of Spanish, to their classmates. They will have They will create brief lessons using and teaching Spanish to their classmates, thus reinforcing their own language acquisition of Spanish. They will achieve this by producing a YouTube video, on their own.

**Suggested sites for students to following steps to create a video:**

<https://www.shopify.com/blog/how-to-make-videos>

<https://m.wikihow.com/Make-a-YouTube-Vide>

\*Students are already very adept at creating videos on their own.

Teacher introduces the unit by telling the students that this unit is going to be about learning how to speak and practice Spanish in more useful and practical ways. First, they are going to practice Spanish by role playing at a McDonald's restaurant, buying at their local *Papi* store, and ordering at a restaurant. This will also be useful later for when they take their field trip to an actual restaurant to practice their Spanish by ordering in Spanish. This is the basis for which the video will be produced.

Teacher then explains that students will view different videos about McDonald's. The idea of doing this is to expose them to different videos about McDonald's and provide them with examples. [Assign homework for students to find their favorite McDonald's commercials, and share in class the next day.]

Teacher will then inform students that at the end of this unit, they will be responsible for producing a 3-5 minute video to showcase and teach their fellow classmates how to speak Spanish by doing one of these:

- order a McDonald's breakfast, and drink
- buy an item at a *Papi* Store
- work at a McDonald's taking an order

Teacher checks for understanding of the goal by asking students to explain the task to another student, who may or may not understand.

Show video: <https://youtu.be/sqkL6D0ScR0> "working a day at my first job (McDonald's)" Tyler Oakley returns to a McDonald's back home in Michigan where he once, a decade earlier, worked as a crew team member , and loved it!

## LESSONS

### LESSON 1

**Objective:** Students will use the common vocabulary, forms, and structures they have learned in class and through previous lessons in basic speaking and writing in order to engage in conversation as demonstrated in buying snacks at the *Papi store*, corner store.

**Students will be able to greet and say goodbye in Spanish in order to provide good customer service.**

Standard: PA. S.S. 12.1.B.1.a Greetings, farewells and courtesy expressions

Materials: handout (Appendix), Smart board, Time of Day poster (see below) to use as reference by students.

These lessons are presented for oral work only in the beginning.

**Write on the board:**

**"Buenos días", "Buenas tardes", "Buenas noches".**

**Tell students: "These are common greetings for any and every scenario. Friends, family, customers, strangers passing by, in a restaurant."**

**VOCABULARIO 1 [Vocabulary] Review these expressions with students.**

Buenos días.

¡Adiós!

**Buenas tardes.**  
**Buenas noches.**  
**Muy bien.**  
**señor**  
**señora**  
**señorita**

**¡Chao!**  
**¡Hasta pronto!**  
**¡Hasta mañana!**  
**Por favor.**  
**Gracias.**  
**De (Por) nada.**  
**No hay de qué.**

*Ask your students if they remember what these expressions mean from a previous lesson. Tell them that even though we have learned how to greet people before, this will be a little different because of the intention in which we will use them, business.*

### **Saludos [Greetings]**

*In these short mini lessons, students learn expressions that do not require any grammatical knowledge. They will already have exposure to greeting from prior lessons in Spanish 1 class. This lesson will provide them with a context in which to use their greeting at work. They will learn to communicate with a customer by greeting one another, saying good-bye, and using the time of day (morning, afternoon, or evening/night) when appropriate.*

*Typically, we would greet someone with ¡Hola! as we have done previously in another lesson prior. In this lesson, because we are in a work environment, we will greet more formally. This greeting would require us to be more objective and less personal.*

*Teacher: In each section explain the meaning of the sentences and questions. Then, have the students repeat after you. Students will benefit from hearing you speak and, then, hearing themselves. Have students repeat, multiple times. Have students work in pairs for practice first, then, have them move about the classroom to speak with someone else.*

Say:

**¡Buenos días!** (Good morning!) Repeat 3x. Ask students, “When do you use this phrase?” “Would you use this phrase at night?” Then repeat ¡Buenos días! This time, use a name.  
¡Buenos días, Miguel! (response) ¡Buenos días!

When speaking to a customer, you would generally not know their name. So, instead of their name you would use: señor, señora, or señorita.

Repeat this procedure using the rest of the greetings.

**¡Buenas tardes!** Good afternoon!  
**¡Buen día!** Good day!

**¡Buenas noches!** Good evening! Good night!  
**¡Buenas!\*** Greetings!/Hello!

Explain to students that this way of greeting is different from how you would greet your friends or someone familiar.

Students will repeat after you. Then, change your greeting by addressing a man, or a woman. For example, ¡Buenos días, señor! , ¡Buenos días, señorita! , ¡Buenas tardes, señor! , ¡Buenas

tardes, señorita! And so on. Explain that you haven't used "señora" yet because the only "señora" in the room is your teacher. When you address your teacher, you will address her as "señora". Señora is for a married woman. The ladies in the classroom are not yet married, and therefore, are señoritas.

Ask students to take notes.

**Write on the board.**

**Practice:** Greet the following people appropriately. You have been designated the greeter.

How would you greet them?

- a man walks into your store in the afternoon
- a married lady passes you buy in the afternoon on the sidewalk and looks at you
- a single lady enters the club where you are the bouncer
- a married lady has to return merchandise where you work as Customer Services.

### Saying goodbye

There are many more ways to say goodbye, but for purposes of formality, as in business, we shall limit these expressions to the following:

**¡Adios!**

Good-bye!

**¡Hasta pronto!**

See you soon!

**¡Hasta mañana!**

Until tomorrow!

**¡Buen día!**

Good day!

**POST somewhere in classroom in order to be able to reference at any given time.**

### Times of the day

**Por la mañana**

In the morning

**Por la tarde**

In the afternoon

**Por la noche**

At night

**Es de día**

Daytime

**Es de noche**

Nighttime

**"Buenos días"**

**"Buenas tardes"**

**"Buenas noches"**

In English, we use Mr. or Mrs. attached to a name. For example, we would say, "Hello, Mrs. Sampson." In Spanish, that would not be necessary. One could simply say, "señor", "señora", or "señorita." In English, we would have to change the way we address someone by using, "Sir" or "Madame".

\*\*\*

The expressions in this Vocabulary list 1 should be relatively easy for students. These expressions are taught in the very beginning of Spanish 1.

Students will repeat after you and can use this vocabulary list to practice proper pronunciation.



## Activity 1: Greetings and Farewells at a place of business

Here are ways in which people greet each other in Spanish at a place of business. Notice it is a little more formal than the usual "¡Hola! [Handout in Appendix]

Teacher models greeting with students.

### Saludos/Greeting people

<b>¡Buenos días! ¡Buenos días, señor!</b>	Good morning, sir!
<b>¡Buenos días! ¡Buenos días, señora!</b>	Good morning! Good morning, madame!
<b>¡Buenos días! ¡Buenos días, señorita!</b>	Good morning! Good morning, miss!
<b>¡Buenas! ¡Buenas!</b>	Greetings!

Try this exercise using *Buenas tardes*, *Buenas noches*, and *Buen día* using the titles: señor, señora, and señorita.

Have students practice with each other. Remind them that the purpose of this practice will be used later on in their videos. They are learning how to speak in their videos.

We will now practice ways to say goodbye. Explain to students that

### Despedidas/Saying goodbye

<b>¡Adios, señor!</b> Goodbye, sir!	<b>¡Hasta pronto, señor!</b> See you soon, sir!
<b>¡Adios, señora!</b> Goodbye, madame!	<b>¡Hasta pronto, señora!</b> See you soon, madame!
<b>¡Adios, señorita!</b> Goodbye. miss	<b>¡Hasta pronto, señorita!</b> See you soon, miss!

<b>¡Buen día, señor!</b> Good day, sir
<b>¡Buen día, señora!</b> Good day, madame!
<b>¡Buen día, señorita!</b> Good day, miss!

Students will repeat each expression using the model above when addressing señor, señora, and señorita. Students will practice in groups to make it interesting.

## Activity 2: Greetings and Farewells with customers at McDonalds

In this activity students will practice how to greet and say goodbye to customers as McDonald's employees.

Students will work in pairs for this activity. They will greet their classmate as if they were greeting a customer at a McDonald's Restaurant. Teacher will allow student independent practice and simply act as an overseer.

Students are given a handout the same as this model. [found in Appendix]

**Student 1** [McDonald's employee]; **Student 2** [McDonald's customer]

Student 1 will say:                    **\_¡Buenos días, señor!**                    **\_¡Buenos días, señora/señorita!**  
Student 2 will respond:            **\_¡Buenos días!**

**or**

Student 1 will say:                    **\_¡Buenas!**  
Student 2 will respond:            **\_¡Buenas!**

Student 1 will say:                    **\_¡Buen día, señor!**                    **\_¡Buen día, señora/señorita!**  
Student 2 will respond:            **\_¡Buen día!**

**or**

Student 1 will say:                    **\_¡Adios, señor!**                    **\_¡Adios, señora/señorita!**  
Student 2 will respond:            **\_¡Adios!**

**or**

Student 1 will say:                    **\_Hasta pronto, señor!**                    **\_¡Hasta pronto, señora/señorita!**  
Student 2 will respond:            **\_¡Hasta pronto!**

<p><b>*Reminder:</b> <i>señor</i>= sir; <i>señora</i>=Misses/ma'am (married); <i>señorita</i>=Miss(single)</p>
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## LESSON 2

**Objective: Students will be able to order food at a McDonald's in order to eat.**

Standard: PA 12.1.E.1 Find words in advertisements influenced by the target language.

### **VOCABULARIO: Ordering at McDonalds**

Present the vocabulary. Go over their meanings and how they are used in context. Have students repeat each word after you, several times. Try to point out that some of the words are cognates, and that this will help them to recognize some of the words that are like English.

<b>servir(le)</b>	to serve(you)	<b>comer</b>	to eat
<b>gustar</b>	to like	<b>opciones</b>	options
<b>desayuno</b>	breakfast	<b>ordenar</b>	to order
<b>almuerzo</b>	lunch	<b>escoger</b>	to choose
<b>cena</b>	dinner	<b>¿listo?</b>	ready?

\*Notice that some of the words are **cognates**. Cognates are words that are similar looking and in meaning to one language from another.

Now, let's apply some of our vocabulary in context to what would most likely occur at a McDonald's:

Teacher models ordering by role playing with a student, first.

Setting: At a McDonald's counter.

**Teacher: Crew Team Member\*:** \_\_ ¡Buenos días!

**Student: Customer:** \_\_ ¡Buenos días!

**Teacher: Crew Team Member:** \_ ¿En qué puedo servirle?

**Student: Customer:** \_ Me gustaría ordenar un desayuno.

**Teacher: Crew Team Member:** \_ Muy bien. Tenemos muchas opciones para el desayuno. Escoja, por favor, del menú.

Customer takes a look at the menu.

\*Crew Team Member: name given to a worker at a McDonald's; in this case, front end (at the counter) taking orders.

## Menú de opciones: [Menu options]

<b>McMuffin de huevo</b>	[Egg McMuffin]
<b>McMuffin de salchicha /chorizo</b>	[Sausage McMuffin]
<b>McMuffin de salchicha con huevo</b>	[Sausage and egg McMuffin]
<b>Sándwich de tocino, huevo y queso</b>	[Bacon, egg and cheese biscuit]
<b>Sándwich de salchicha y huevo</b>	[Sausage Biscuit with Egg]
<b>Panqueques</b>	[hotcakes]
<b>Panqueques con salchicha</b>	[hotcakes and sausage]
<b>Yogur con frutas</b>	[yogurt parfait]
<b>Burrito de desayuno</b>	[breakfast burrito]
<b>Tortas de papa</b>	[hash browns]

**Teacher: Crew Team Member:** \_¿Listo para ordenar?

**Student: Customer:** \_Sí. Me gustaría unos panqueques con salchicha y un jugo de naranja.

**Teacher: Crew Team Member:** \_Muy bien. ¿Desea algo más?

**Student:Customer:** No, gracias. Es todo.

**Teacher: Crew Team Member:**\_Muy bien. Pronto saldrá su orden.

Because this is a Spanish 1 class, keep the dialogue simple.

In between lessons, students begin developing their scripts for their videos. They are also beginning to record their videos on their Smartphones or laptops with cameras. They will edit as they develop their own skits or videos.

### Activity 3 Role Play ordering McDonald's breakfast

Here is an activity that can be used in class to teach your students how to order at a McDonald's in Spanish.

Students will role play this scenario by choosing a partner to practice. They will pretend they are at a McDonald's Restaurant ordering breakfast.

__ <b>Me gustaría ordenar unos panqueques con salchicha.</b>	[I'd like to order some hotcakes and sausage]
__ <b>¡Muy bien!</b>	[Very well.]
__ <b>¿Cuánto cuesta?</b>	[How much are they?]
__ <b>Cuesta \$3.50 (tres dólares con cincuenta centavos).</b>	[They are \$3.50 (three dollars and fifty cents.)]
__ <b>Aquí tiene \$5.00 (cinco dólares).</b>	[Here's five dollars.]
__ <b>¡Muchas gracias! Tenga su cambio.</b>	[Thank you very much. Here is your change.]
__ <b>¡Gracias!</b>	[Thank you!]
__ <b>¡Adios!</b>	[Goodbye]
__ <b>¡Gracias por comer en McDonald's!</b>	[Thank you for eating at McDonald's!]

Repeat activity. Practice pronunciation. Teacher will model first.

#### Short glossary

**dinero** - money  
**dólares** - dollars  
**centavos** - cents  
**uno** - one  
**dos** - two  
**tres** - three  
**cuatro** - four  
**cinco** - five  
**diez** - ten  
**veinte** - twenty

**gracias** - thank you  
**salchicha** - sausage  
**cuesta** - cost  
**muy bien** - very well  
**aquí** - here  
**tiene** - to have  
**cambio** - change (monetary)  
**por** - to

### LESSON 3

**Objective:** SWBAT use basic speaking IOT engage in conversation in buying at the *Papi* store.

**Standard:** ACTFL 5.1 Students use language beyond school setting.

#### VOCABULARIO: At the *Papi* Store

**¿Cuánto cuesta?**

*How much does it cost?*

**¿Cuánto vale?**

*How much is it worth?*

**¿Cuánto es?**

*How much?*

Items of food that you may want to buy at the bodega:

Have students translate; or you may do as a group activity.

papitas/churros chips  
dulces de chocolate chocolate candy  
helado/mantecado ice cream  
galletitas cookies

refresco(s)/soda(s) *soda*  
jugo *juice*  
café *coffee*  
leche *milk*  
leche de chocolate, de fresa  
*chocolate milk, strawberry milk*

mantequilla *butter*  
huevos *eggs*  
queso *cheese*

aceite *oil, cooking oil*  
agua *water*  
pan *bread*  
fideos *noodles*  
plátanos *plantains*  
arroz *rice*  
habichuelas *beans*

arroz y habichuelas *rice and beans*  
sánwich de jamón y queso *ham and cheese sandwich*

#### Activity 4

##### Buying at the *Papi Store*.

Here is a typical exchange at a *Papi Store* during an afternoon visit:

\_\_ ¡Buenas tardes, Don José!

“Good afternoon, Don José!”

\_\_ ¡Buenas tardes, Justin!

“Good afternoon, Justin!”

\_\_ ¿Qué desea hoy?

“What would you like today?”

\_\_ Me gustaría comprar unas papitas y un refresco. ¿Cuánto cuesta?

“I’d like to buy some chips and a drink (soda). How much is it?”

\_\_ Cuesta \$2.50. [Dos dólares con cincuenta centavos].

“It’s \$2.50.” [Two dollars and fifty cents.]

\_\_ Aquí tiene \$3.00. [Tres dólares]

“Here’s \$3.00.” [Three dollars]

\_\_ Aquí tiene su cambio, \$0.50 [cincuenta centavos]

“Here’s your change, \$0.50.” [fifty cents]

\_\_ ¡Muchas gracias!

“Thank you , very much!”

\_\_ ¡Qué tenga buen día!

“Have a nice day!”

\_\_ ¡Igualmente!

“Same to you!”

Explain to students that in Spanish to show that there is dialogue, you use \_ ( a *guión*) before speaking; In English you use “ ...” (quotation marks).

#### Short glossary

**desea:** desire, wish

**comprar:** to buy

**bodega(s):** corner store [*Papi store*]

**cambio:** change

**igualmente:** same to you

**hoy:** today

**tenga:** to have

**cuesta:** it costs

## Activity 5

Here are some key phrases to help students review and reinforce.  
[student handout in Appendix]

Using the list of items of food that you may want to buy at a bodega, use the following format:

¿ Cuánto cuestan los refrescos?      ¿ Cuánto cuestan los dulces?  
¿ Cuánto cuestan los jugos?      ¿ Cuánto cuesta el café?  
¿ Cuánto cuestan los huevos?

**Now you try.** Students will decide what items they wish to buy.

¿Cuánto cuesta(n) \_\_\_\_\_?  
¿ Cuánto cuesta(n) \_\_\_\_\_?  
¿ Cuánto cuesta(n) \_\_\_\_\_?  
¿ Cuánto cuesta(n) \_\_\_\_\_?  
¿ Cuánto cuesta(n) \_\_\_\_\_?  
¿ Cuánto cuesta(n) \_\_\_\_\_?

Don't forget the articles (el, la, los, las) when asking about prices for items.

Tell students that when the word *cuesta* ends in an /n/ as in *cuestan*, that it means the item is plural.

Students take turns buying at the *Papi Store*. This serves as great practice for students. **It's real life experience.**

**Teacher can also bring in items for the students to buy to simulate an *in school Papi Store*. Students will be able to buy merchandise only if they do so speaking Spanish. This will encourage the use of Spanish speaking and provide students with a tangible real life experience. They can also practice asking for items they would buy in their local neighborhood corner store, the *Papi store* .**



**Modeling Role Playing**

**A skit at a Papi store...**

Young man enters a *Papi* store *one morning* to buy some *papitas* and *un refresco*.

\_ ¡Buenos días, Don José?

\_ ¡Buenos días, \_\_\_\_\_!

\_ ¿Cómo está hoy?

\_ Bien gracias, ¿y tú?

\_ Bien gracias.

\_ ¿En qué puedo servirle?

\_ Don José, quiero comprar unas papitas y un refresco? ¿Cuánto cuestan?

\_ Las papitas son a \$0.75, y la soda cuesta \$1.00, un dólar. \$1.75 (uno, setenta y cinco)

\_ Aquí tiene \$2.00 (dos dólares)

\_ Su cambio es \$0.25 (veinticinco centavos)

\_ Muchas gracias, Don José.

\_ Muchas gracias.

\_ ¡Hasta pronto!

\_ ¡Hasta pronto!

Students: Now you try your hand at writing a skit for your video. Use the words you already know.

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**Student handout**  
**Activity 1**

## **SALUDOS/GREETING CUSTOMERS**

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Typically, this is how you would greet a customer in business customer service. Practice with a partner.

### **Morning**

¡Buenos días!                    ¡Buenos días!  
¡Buenos días, señor!    ¡Buenos días!  
¡Buenos días, señora!   ¡Buenos días!  
¡Buenos días, señorita! ¡Buenos días!

### **Afternoon**

¡Buenas tardes!   ¡Buenas tardes!  
¡Buenas tardes, señor!   ¡Buenas tardes!  
¡Buenas tardes, señora!   ¡Buenas tardes!  
¡Buenas tardes, señorita!   ¡Buenas tardes

### **Evening/Night**

¡Buenas noches!                    ¡Buenas noches!  
¡Buenas noches, señor!            ¡Buenas noches!  
¡Buenas noches, señora!           ¡Buenas noches!  
¡Buenas noches, señorita!        ¡Buenas noches

### **Good day!**

¡Buen día!                    ¡Gracias!  
¡Buen día, señor!            ¡Gracias!  
¡Buen día, señora!           ¡Gracias!  
¡Buen día, señorita!        ¡Gracias!

**A good greeting with a customer engages a customer in conversation. Depending on the time of day, you can say hello to a customer by greeting them with, Buenos días, Buenas tardes, or Buenas noches. How may I help you? ¿Cómo puedo ayudarle hoy? or ¿En qué puedo servirle?**

## Student handout

### Activity 2

In this lesson you will learn how to greet and say goodbye to customers as a McDonald's employee (or anywhere else).

You will work in pairs for this activity. You will greet your classmate as if you were greeting a customer at a McDonald's. You have been given two options to greet, and three options to say goodbye. Once you have become comfortable with these salutations, morning, afternoon, and evening/night, we will role play. Practice with a partner.

#### Greeting

Student 1 will say:                    **\_¡Buenos días, señor! \* \_¡Buenos días, señorita/señora!\***  
Student 2 will respond:            **\_¡Buenos días!**

**or**

Student 1 will say:                    **\_¡Buenas!**  
Student 2 will respond:            **\_¡Buenas!**

#### Farewell

Student 1 will say:                    **\_¡Buen día, señor!                    \_buen día, señora/señorita!**  
Student 2 will respond:            **\_¡Buen día!**

**or**

Student 1 will say:                    **\_¡Adios, señor!                    \_buenos días, señora/señorita!**  
Student 2 will respond:            **\_¡Adios!**

**or**

Student 1 will say:                    **\_Hasta pronto, señor!            \_buenos días, señora/señorita!**  
Student 2 will respond:            **\_¡Hasta pronto!**

**Student 1= McDonald's employee**

**Student 2= customer**

**\*Reminder: *señor*= sir; *señora*=ma'am (married); *señorita*=Miss(single)**

Student handout  
Activity 3

## SAYING GOODBYE TO CUSTOMERS

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There are more ways to say goodbye, but for purposes of formality, as in business, we shall limit these expressions. **Practice with a partner.**

**¡Adios!**  
Good-bye!

**¡Hasta pronto!**  
See you soon!

**¡Hasta mañana!**  
Until tomorrow! See you tomorrow!

For saying goodbye, there is no time of day.

**¡Adios, señor!** Goodbye, sir!

**¡Hasta pronto, señor!** See you soon, sir!

**¡Adios, señora!** Goodbye, madame!

**¡Hasta pronto, señora!** See you soon, madame!

**¡Adios, señorita!** Goodbye, miss

**¡Hasta pronto, señorita!** See you soon, miss!

**¡Hasta mañana, señor!** See you tomorrow, sir

**¡Hasta mañana, señora!** See you tomorrow, madame!

**¡Hasta mañana, señorita!** See you tomorrow, miss!

\* *Hasta mañana* would be a phrase you might use if this is a regular customer, one that you see every day or often.



hamburguesa con  
queso  
lechuga  
y  
tomate

**Student handout**  
**Activity 4**

**THE PAPI STORE**

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The *Papi Store*

**¿Cuánto cuesta?**

*How much does it cost?*

**¿Cuánto vale?**

*How much is it worth?*

**¿Cuánto es?**

*How much?*

Items of food that you may want to buy at the bodega:

Use dictionary to find the meanings of these words for your personal knowledge.

refresco(s)/soda \_\_\_\_\_

café \_\_\_\_\_

leche de chocolate, de fresa \_\_\_\_\_

huevos \_\_\_\_\_

papitas/churros \_\_\_\_\_

helado \_\_\_\_\_

galletitas \_\_\_\_\_s

pan \_\_\_\_\_

queso \_\_\_\_\_

mantequilla \_\_\_\_\_

plátanos \_\_\_\_\_

jugo \_\_\_\_\_

dulces \_\_\_\_\_

fideos \_\_\_\_\_

chocolate \_\_\_\_\_

sánwich de jamón y queso \_\_\_\_\_

arroz y habichuelas \_\_\_\_\_

aceite \_\_\_\_\_

agua \_\_\_\_\_

**Buying at the Papi Store.**

Here is a typical exchange at a *Papi Store* during an afternoon visit:

\_\_ ¡Buenas tardes, Don José!

“Good afternoon, Don José!”

\_\_ ¡Buenas tardes, Justin!

“Good afternoon, Justin!”

\_\_ ¿Qué desea hoy?

“What would you like today?”

\_\_ Me gustaría comprar unas papitas y un refresco. ¿Cuánto cuesta?

“I’d like to buy some chips and a drink (soda). How much is it?”

\_\_ Cuesta \$2.50. [Dos dólares con cincuenta centavos].

“It’s \$2.50.” [Two dollars and fifty cents.]

\_\_ Aquí tiene \$3.00. [Tres dólares]

“Here’s \$3.00.” [Three dollars]

\_\_ Aquí tiene su cambio, \$0.50 [cincuenta centavos]

“Here’s your change, \$0.50.” [fifty cents]

\_\_ ¡Muchas gracias!

“Thank you, very much!”

\_\_\_ ¡Qué tenga buen día!  
"Have a nice day!"  
\_\_\_ ¡Igualmente!  
"Same to you!"

In Spanish you use \_ to show that there is dialogue...the same as you use "... " (quotation marks) to show dialogue in English.

### Short glossary

**desea:** desire, wish

**comprar:** to buy

**bodega(s):** corner store [*Papi store*]

**cambio:** change

**igualmente:** same to you

**hoy:** today

**tenga:** to have

**cuesta:** it costs

## BUYING AT A PAPI STORE

### Activity 5

Here are some key phrases to help students review and reinforce.

Using the list of items of food in Activity 3, ask how much an item or items may cost when buying at a bodega. Follow the model below:

¿ Cuánto cuestan los refrescos?

¿ Cuánto cuestan los jugos?

¿ Cuánto cuestan los huevos?

¿ Cuánto cuestan los dulces?

¿ Cuánto cuesta el café?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

¿ Cuánto cuesta(n) \_\_\_\_\_ ?

# One Fine Morning at the *Papi* Store

## Activity 6

a skit

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### Student handout

Let's practice our visit at the *Papi* store.

Young man enters a *Papi* store *una mañana* to buy some *papitas* and *un refresco*.

\_ ¡Buenos días, Don José?

\_ ¡Buenos días, \_\_\_\_\_!

\_ ¿Cómo está hoy?

\_ Bien gracias, ¿y tú?

\_ Bien gracias.

\_ ¿En qué puedo servirle?

\_ Don José, quiero comprar unas papitas y un refresco?

\_ ¿Cuánto cuestan?

\_ Las papitas son a \$0.75, y la soda cuesta \$1.00, un dólar.

\_ Aquí tiene \$2.00 (dos dólares)

\_ Su cambio es \$0.25 (veinticinco centavos)

\_ Muchas gracias, Don José.

\_ Muchas gracias.

\_ ¡Hasta pronto!

\_ ¡Hasta pronto!

Students: Now you try your hand at writing a skit for your video.

# ASSESSMENT

NOMBRE: \_\_\_\_\_

FECHA: \_\_\_\_\_

SPANISH 1

Using the *Banco de palabras [Word Bank]* complete each sentence.

1. Para el desayuno como \_\_\_\_\_.
2. Para el almuerzo como \_\_\_\_\_.
3. Me gusta tomar \_\_\_\_\_ con mi desayuno.
4. Tomo \_\_\_\_\_ con mi hamburguesa.
5. ¿Cuánto cuesta una hamburguesa con papas fritas? \_\_\_\_\_.
6. ¿Cuánto cuesta una soda?  
\_\_\_\_\_.

7. How would you greet a customer?

- \_\_\_\_\_.
- a. in the morning?  
\_\_\_\_\_.
  - b. in the afternoon?  
\_\_\_\_\_.
  - c. in the evening/at night?  
\_\_\_\_\_.

## Word Bank

hamburguesa : hamburger  
panqueques : pancakes  
jugo de naranja: orange juice  
café : coffee  
papas fritas : French fries  
sánwich de salchicha: sausage biscuit  
soda/refresco: soda/drink  
como: I eat  
tomar: to have, to drink

8. When the customer has finished ordering and is ready to leave what do you say?

\_\_\_\_\_



## **Student Final Project**

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The purpose of this project is to create a video that shows your ability to communicate in Spanish in a realistic situation. The task focuses on the following: buying an item at a Papi store, ordering at a McDonald's restaurant or a conversation between a person working at a McDonald's and a customer. The format is a 3-5 minute commercial.

The video will teach:

- a. how to order breakfast at McDonald's**
- b. how to buy something at a *Papi* store**
- c. a fun commercial about McDonald's similar to what we've been watching**

Procedure:

- a. Develop a dialogue between two people focusing on the task chosen. (6 questions, 6 answers)
- b. You must be able to pronounce your words clearly and audibly. So, **PRACTICE!**
- c. Use your creativity, have fun with the dialogue.
- d. Check the rubric for expectations.
- e. Refer to the Spanish vocabulary that you have learned to help you with dialogue.

Here are some valuable tips on what will be needed to produce your video.

View:

**Let's Make Your Project Video**

<https://youtu.be/L3h828EtWoA>

kickstarter Apr 27, 2016

Community Education team

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**Each student is given a sheet to provide constructive feedback from what they observe in student's video presentation. They will add comments if necessary in the box provided. Circle one: 4, 3, 2, or 1 in each category. At the bottom of the sheet there is a place for a score to be tallied with a total maximum score of 30. [Scores may range from 6-30 points.]**

Student handout

**Peer Feedback**

**Rubric**

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

Video: \_\_\_\_\_

Teacher: \_\_\_\_\_

Category	4	3	2	1	Comments
<b>Interest and Purpose</b>	Video has clear purpose	Video is interesting, somewhat unclear	Video is not interesting, purpose unclear	Video is not interesting, shows no purpose	
<b>Knowledge</b>	Student shows great understanding of topic	Student shows understanding of topic	Student shows some knowledge of topic	Student showed very little knowledge of topic	
<b>Creativity</b>	Student's project shows great creativity	Student's project shows some creativity	Student's project lacks creativity	Student's project shows no effort or creativity	
<b>Speaking requirement</b>	Student speaks clearly and audibly	Student speaks somewhat clear and audibly	Student speaks barely audible or clear	Student cannot be understood or heard	
<b>Pronunciation</b>	Student pronounces all words correctly; native-like flow	Student pronounces few words incorrectly; 2-3 words missed	Student pronounces some words incorrectly; 4-7 words missed	Student pronounces many words incorrectly; >7 words missed	
<b>Length of video</b>	Video was 3 minutes	Video was 2 minutes	Video was 1 minutes	Video was < 1 minute	

## Annotated bibliography

<https://www.aibtv.com/shopaib/quehoraes.html>

Instructor Dr. Danny Evans teaches introductory Spanish (beginners) to his audience and along the way, introduces you to aspects of Hispanic culture.

<https://www.mcdonalds.com/us/en-us/careers/working-with-us.html>

'Working at a McDonald's isn't just a chance to earn money now, but an opportunity to build skills for the future.' "Getting a first-hand look at a day on the job at a McDonald's restaurant."

<https://youtu.be/3ymTr2v5Naw>

Two individuals show how their siblings inspired them to do more with their lives and how they have more in common than one would think.

Carol."Let's Make Your Project Video." YouTube. April 27, 2016. Accessed June 23, 2019.

<https://youtu.be/L3h828EtWoAS>

Follow along as Carol from the Community Education team walks through these three simple methods that you can use to create a project video with a smartphone or webcam, a little help from a friend. All you need in addition to your camera is ample lighting, clear audio, and you and what you're making, no expensive equipment.

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Oakley, Tyler. "Working a Day at My First Job (McDonalds)." YouTube. April 24, 2018. Accessed June 24, 2019. <https://youtu.be/sqkL6D0ScR0>.

Tyler travels home to Michigan and reminisces over his first job at McDonald's. He visits the McDonald's and asks the manager if he can work there one more time for a day. Watch what happens.

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