

**Spanish Phone Net Project**  
**Lesson Plan Template 7**  
**Higher Level (Abstract)**

**Phone Conversations Lesson Template**

***Where Does the Conversation Take Place?***

(For use as a lesson in inference.) Choose one conversation that does not reference specific geographical areas or cities.)

**Preparation**

Note length of listening text and divide by four to determine length of lesson segments.

Obtain SmartBoard or worksheet map of Latin America, showing areas where different Spanish dialects are spoken.

**Objectives**

1. Learners review/become familiar with major Spanish dialects and regions of use.
2. Learners become aware of linguistic properties that differentiate major Spanish dialects.
3. Learners demonstrate ability to pinpoint dialect based on phonemic, lexical, idiomatic and sociolinguistic cues.

**Warm Up (10 Minutes)**

Students are introduced to/review the basic dialect regions of Spanish. Ask students to brainstorm and come up with as many Spanish dialects as they can list and place them correctly onto a map of Latin America. This can be accomplished via worksheet or SmartBoard drag and drop. Ask them what they know about pronunciation, vocabulary, idiomatic expressions, greetings, leave taking, etc. in any of the dialects and write it in the correct areas as preparation for the listening activity.

**Transition**

Instructor tells students they will be playing a game, called *Where Does the Conversation Take Place?* They will listen to four (approx. 3 minute segments) of phone conversation, each time noting different things. The goal is to guess where the conversation takes place, but nobody is allowed to answer until the very end.

**Listening Segment One (6 Minutes)**

Play 3-4 minutes of conversation. Ask students to listen for pronunciation only. Have them make notes about any sounds or patterns that they notice as being different from Spanish. Discuss briefly and compile class list. Ask if students notice any pattern to pronunciation differences between Spanish dialects.

**Listening Segment Two (6 Minutes)**

Play 3-4 minutes of conversation. Ask students to listen for vocabulary only. Have them make notes about any words that are different from Spanish. Encourage them to use contextual cues and to guess. Discuss briefly and compile a class list. Ask if students notice any key vocabulary that marks the dialect.

**Listening Segment Three (6 Minutes)**

Play 3-4 minutes of conversation. Ask students to listen for idioms only. Have them make notes about any phrases that they notice as being different from Spanish. Discuss briefly and compile class list. If no idioms came up in the phone segment, supply students a couple of idioms from the dialect that they can learn.

**Listening Segment Four (6 Minutes)**

Play 3-4 minutes of conversation. Ask students to listen to how speakers interact, including formality, greetings and leave taking, etc. Have them make notes about anything that they notice as being different from Modern Standard Spanish. Discuss briefly and compile class list. Ask if students notice any pattern to how speakers interact in dialect that is different from MSA.

**Wrap Up (10 Minutes)**

Students suggest where (in which country) they think the conversation took place and give reasons for this from their notes. All options are written on the board and a vote is taken. Instructor reveals answer. Discuss listening experience and strategies with students. Stress importance of phonetic, vocabulary, idiomatic, and interactional information in helping to understand information in dialect. Encourage them to continue to use the LingNet website and resources to practice listening to Spanish dialects.