

LESSON 14 LAS COMIDAS

Required Materials:

Session A: None

Session B: A whistle, 2 flyswatters

Session C: Lyrics to *El Niño Liger* from the CD “Qué Feliz Estoy”

Vocabulary:

Session A	Session B	Session C
ordenar	odiar	calentar
pedir	vomit	volver
decir	probar	freir
servir	poner la mesa	
		almuerzo (el)
comida (la)	desayuno (el)	cena (la)
bebida (la)	pan tostado (el)	inmediato
el postre (el)	mermelada (la)	zanahoria (la)
mesero (el)	avena (la)	maiz (el)
pico de gallo (el)	mantequilla (la)	ejote (el)
cebolla (la)	pan frances (el)	apio (el)
cilantro (el)	tocino (el)	ajo (el)
bistec (el)	mantel (el)	ingrediente (el)
pescado (el)	plato (el)	fideo (el)
hamburguesa (la)	cuchillo (el)	pepino (el)
papas fritas (las)	tenedor (el)	cababaza (la)
té helado (el)	cuchara (la)	mayonesa (la)
chile relleno (el)	taza (la)	lechuga (la)
tortilla de harina (la)		compote de manzana (el)
vaso de leche (el)		pastel (el)
soda (la)		detergente (el)
hielo (el)		toalla (la)
coctel de camarones (el)		
picoso/a		
cuenta (la)		

Grammar / Expressions:

Session A	Session B	Session C
conjugation of decir & pedir (present & past tenses) indirect object pronouns	ni (neither, nor)	Ya no hay... hacer [comida]

Songs: *El Niño Liger* from the CD “Qué Feliz Estoy”

LESSON 14, SESSION A	
#1	Greetings. Roll call. Check homework. Ask about the date, the day, the time, and the weather.
#2	Review Lesson 13 vocabulary with Worksheet 13I. Have 2 – 3 students volunteer their recipe and preparation for a fruit salad.
#3	Practice the conjugation of the verb <i>decir</i> and <i>pedir</i> in both the present and past tenses. Both of these verbs are irregular. Have students refer to Worksheet 14B as you conjugate these verbs in a rhythmic fashion with clapping. Do this several times. Also practice the affirmative commands shown on the bottom.
#4	Become familiar with new vocabulary with Worksheet 14A. This worksheet includes new words from the skit they will read today. Go over the sentences in class. This worksheet should be studied as homework.
#5	Read through Act 14, Skit A: El Restaurante Mexicano. Assign roles and read the skit twice. Have them define the words they do not know in the margins.
#6	Practice conversation regarding food by having a discussion about the students' favorite Mexican foods. You might begin by telling them what your favorite Mexican foods are and then get others to volunteer their preferences.
#7	<p>Introduce the concept of an Indirect Object Pronoun. Consider the sentence, “I tell him a story.” In this case <i>him</i> is the <u>indirect object</u> because it answers the question, “Who do you tell a story to?” The indirect object pronouns in Spanish are listed on Worksheet 14C. They are placed before the verb or joined to the verb if it is a command: <i>Yo le digo un cuento. Dile que quieres comer.</i> (I tell him/her a story. Tell him/her that you want to eat.)</p> <p>Get students familiar with these by stating a series of sentences in Spanish and having the students translate into English. After a few rounds, state sentences in English and have the students say it in Spanish together with you. This can also be done as a team play or a writing exercise. Allow students to refer to Worksheets 14B and 14C during this exercise. Here are some sample sentences or questions:</p> <p>I say “Hi” to John every day. <i>Yo le digo “Hola” a Juan todos los días.</i></p> <p>You told the waiter that you do not want salad. <i>Le dijiste al mesero que no quieres ensalada.</i></p>

	<p>Do you tell her the truth? <i>¿Le dices la verdad?</i></p> <p>You asked them. <i>Les pediste.</i></p> <p>He asked me yesterday. <i>Me pidió ayer.</i></p> <p>I told her, "Can you serve dinner now?" <i>Yo le dije, "¿Puedes servir la cena ahora?"</i></p> <p>What did they tell you? <i>¿Qué te dijeron?</i></p> <p>He always tell me, "I love you." <i>Siempre me dice, "Te quiero."</i></p> <p>We told you yesterday. <i>Te dijimos ayer.</i></p> <p>They ask the teacher, "Can you help us?" <i>Le piden a la maestra, "¿Puedes ayudarnos?"</i></p> <p>We tell you each Saturday. <i>Te decimos cada sábado.</i></p> <p>When did he tell us? <i>¿Cuándo nos dijo?</i></p> <p>I ask her for help. <i>Yo le pido por ayuda.</i></p> <p>They ordered the food. <i>Pidieron la comida.</i></p> <p>You always tell us, "I am going to speak in Spanish" <i>Tú siempre nos dices, "Voy a hablar en español."</i></p>
#8	<p>Assign homework.</p> <p>a) Study Worksheet 14A.</p> <p>b) Study the conjugation of the irregular verbs in Worksheet 14B. Memorize them.</p> <p>c) Translate the sentences in Worksheet 14C.</p> <p>d) Read Skit Act 14, Skit A out loud at least three times.</p>

LESSON 14, SESSION B	
#1	Greetings. Roll call. Check homework. Ask about the date, the day, the time, and the weather.
#2	Review the verbs <i>decir</i> and <i>pedir</i> and indirect object pronouns by going over Worksheet 14C together.
#3	<p>Practice <i>decir</i> and <i>pedir</i> with a modified Flyswatter Game. Write the following Spanish phrases and their point values all over a large whiteboard:</p> <p><i>Yo le pido. (5 puntos)</i> – I ask him/her. <i>Él nos pidió. (10 puntos)</i> – He asked us. <i>Nos dijeron. (10 puntos)</i> – They told us. <i>Te dicen. (5 puntos)</i> – They tell you. <i>Les dijo. (10 puntos)</i> – He/she told them. <i>Yo le digo. (5 puntos)</i> – I tell him/her. <i>Le piden. (15 puntos)</i> – They ask him/her. <i>Me dijiste. (15 puntos)</i> – You told me. <i>Nos pediste. (15 puntos)</i> – You asked us. <i>Te decimos. (10 puntos)</i> – We tell you.</p> <p>A student volunteers to come up to the whiteboard with a flyswatter. Call out a phrase in English. The volunteer attempts to slap the matching phrase in Spanish while the rest of the class counts slowly to five. If the student slaps the correct phrase in that count to five, then he/she earns those points. If not, the student does not earn any points. The student has 3 turns before relinquishing the flyswatter to a different student. When all students have had a turn, count up the points to see who won.</p> <p>Note: Because this activity can take some time, it can be set up with teams instead. Divide the class into two teams and have a member of each team come to the board. The first person to slap the correct Spanish phrase earns those points for his/her team. Do this until everyone has had a turn.</p>
#4	<p>Discuss vocabulary related to setting a table. Have students volunteer to draw items on a whiteboard with labels. Students should copy this vocabulary in the <i>Lesson 14 Notes & Writing Activities</i> page in the workbook. Here is a list of useful vocabulary</p> <p><i>el mantel</i> – the tablecloth <i>la servilleta</i> – the napkin <i>el cuchillo</i> – the knife <i>la cuchara</i> – the spoon <i>el tenedor</i> – the fork <i>el plato</i> – the plate <i>el vaso</i> – the glass <i>la taza</i> – the cup <i>la vela</i> – the candle <i>la sal y la pimienta</i> - the salt and pepper</p> <p>Any other words the students can come up with?</p>

#5	<p>Become familiar with new vocabulary with Worksheet 14D. This worksheet includes new words from the skit they will read today. Go over the sentences in class. This worksheet should be studied as homework.</p> <p>Point out the interesting use of the word <i>ni</i> which is a conjunction meaning “neither” or “nor.” Double negatives are common in Spanish, but not in English. Write the following on a whiteboard:</p> <p>I drink neither milk nor water. <i>No bebo ni leche ni agua.</i></p> <p>Now practice this by stating a few sentences in English and having the class translate together with you in Spanish:</p> <p>You eat neither chicken nor fish. <i>Tú no comes ni pollo ni pescado.</i></p> <p>We study neither in the morning nor at night. <i>No estudiamos ni en la mañana ni en la noche.</i></p> <p>They ordered neither the food nor the drinks. <i>No pidieron ni la comida ni las bebidas.</i></p> <p>He tasted neither the eggs nor the cereal. <i>No probó ni los huevos ni el cereal.</i></p>
#6	<p>Read through Act 14, Skit B: Avena. Assign roles and read the skit twice. Have them define the words they do not know in the margins.</p> <p>Do the students like oatmeal? If so, what do they like to eat it with?</p>
#7	<p>Practice conversation regarding food by having a discussion about what the students like to eat for breakfast. You might begin by telling them what your favorite breakfast foods are and then get others to volunteer their preferences.</p>
#8	<p>Go over Worksheet 14E verbally. Have students take turns attempting to translate each sentence into Spanish. Make this fun by blowing a whistle if the translation is not correct. Once you blow the whistle, the next student gets a chance to try and correct it. This will be a written homework assignment. Encourage them to try their best before looking at the Answer Key.</p>
#9	<p>Assign homework.</p> <ol style="list-style-type: none"> a) Study Worksheet 14D. b) Practice writing by translating the short essay in Worksheet 14E. c) Read Skit Act 14, Skit B out loud at least three times.

LESSON 14, SESSION C	
#1	Greetings. Roll call. Check homework. Ask about the date, the day, the time, and the weather.
#2	Practice Lesson 14, Session A & B vocabulary with an Around the World game. One student stands behind the student seated next to him/her. State a word or phrase in English. The seated student and the student standing behind her/him attempt to translate the word or phrase into Spanish. The first student to get it right wins that round. The loser sits down in that space. The winner of that round stands behind the next student. The overall winner is the student that goes all around the circle and returns to his/her own seat.
#3	Practice restaurant/food vocabulary with a Role-Play. Assign a student to be a waiter and 4 others to be customers seated at a restaurant for breakfast. Have them use their own filled out menus from Worksheet 14G to order food and drinks – all in Spanish, of course. If time, repeat this exercise twice with a different set of five students – one set ordering lunch and the last set ordering dinner.
#4	Become familiar with new vocabulary with Worksheet 14F. This worksheet includes new words from the skit they will read today. Go over the sentences in class. This worksheet should be studied as homework.
#5	Read through Act 14, Skit C: La Sopa de Don Alfonso. Assign roles and read the skit twice. Have them define unknown words in the margins.
#6	Optional: Teach the song UN NIÑO LIGERO from the CD <i>Qué Feliz Estoy</i>. Give the students a copy of the lyrics so they can sing along.
#7	Practice foods with the Worst Tasting Soup Ever activity. Give students 3 minutes to write down 6 ingredients learned in this lesson that they feel would make the worst tasting soup possible. They can write these on the <i>Lesson 14 Notes & Writing Activities</i> page in the workbook. Then get sets of 4 students to come to the front of the classroom and share their ingredients. The rest of the class votes on which soup they feel would taste the worst.
#8	Practice food/beverage vocabulary with an Explosion game. Have students write down as many foods and drinks they can think of on the <i>Lesson 14 Notes & Writing Activities</i> page in the workbook. They can work in pairs. See which pair of students can come up with the most!
#9	Assign homework. a) Study Worksheet 14F. b) Practice food vocabulary by creating a menu in Worksheet 14G. c) Practice vocabulary with the crossword puzzle in Worksheet 14H. d) Read Skit Act 14, Skit C out loud at least three times.