

Repaso Conversation practice:

1. Start off the class by practicing conversation either with volunteers at the front, passing around an object or in pairs. Another fun idea is to play Around the World to review past words.
2. Review the meaning of the builder phrase(s) from last week *¿Cómo se llama ____?* *Se llama _____* and give examples.
3. Introduce vocabulary related to food and restaurant and have the students write them down.

New Conversation and Vocabulary practice:

Bring flash cards or play food to introduce the food vocabulary. Say the word and pass the flash card on so each participant can repeat the word for practice.

| Vocabulary: Food | | |
|--|------------------------------|------------------------------|
| Desayuno | Sándwich | Café (drink) |
| Comida | Papas fritas | Jugo |
| Cena | Sopa | Helado |
| Bebida | Ensalada | |
| postre | Bistek | Restaurante |
| Huevos | Pollo | Café (place) |
| Pan | Arroz | Y -and |
| Conversation: | | |
| Builder Phrase(s): | ¿Cuánto cuesta(n)___? | |
| | Explain singular and plural. | |
| | | |
| Grammar: Gustar (to be pleasing to) | | |
| | ¿Te gusta ___? | |
| | Me gusta/No me gusta. | Me gustan. No me gustan. |
| | Me gustaría | |
| Grammar: Hay/No hay | | |
| | ¿Hay ____? | Sí hay _____. |
| | | No, no hay _____. |
| Grammar: SER to be | | |
| Describing food | Es | Son |
| | Ej: La ensalada es grande. | Ej: Los desayunos son caros. |

Below are some suggestions of activities and cultural notes that you can incorporate into your class #3

Ordering in a Restaurant

| Futura Language Professionals futuraadventures.com



Conversational Adult Spanish Outline Class #3

-Give each participant one menu (homemade or find one on the internet to print that has similar vocabulary) role-play being in a restaurant. Invite each participant to write down what he/she would order and the instructor will play the role of the server taking the order. *Teacher can also teach, "Para mi ___" to order food. Give an example together to ensure students understand.

Me gusta/No me gusta

Write two columns on the white board, or individually ask participants to write these two phrases on a sheet of paper. Then hold up each flash card and invite

Food Descriptive Activity

Choose one adjective and one food/restaurant vocab word, say the word out loud and see which participant can guess the translation the fastest. You could also have two decks of flash cards: one food word and one pile the adjective and invite participants to put the words together.

Which Meal Exercise

Bring in flash cards of different foods and ask the participants to separate them (or shout out) which category the food belongs in. {Desayuno, Almuerzo, Cena, Bebida}

¿Qué Hay?

Introduce the phrase, Que hay, to describe, "Are there any___" and "There are ___." Set out some different food flash cards and ask the participants the question, "¿Hay pollo y pan?" They will need to answer the question in a complete sentence affirming or negating the question.

Notas Culturales:

-Discuss times of day for eating meals and how they differ from US.

-Discuss how the main meal in other countries is often lunch, often followed by a siesta in smaller towns and more traditional communities.

-El Gallo Pinto is a food commonly found in Costa Rica and Nicaragua:

[Recipe for Gallo Pinto](#)

[History of Gallo Pinto](#)