# Unit 7 Eating at a Restaurant

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 4**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

Part 1: TLW discuss meals, dishes and ingredients

Part 2: TLW describe food and service and order meals

## Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influence our society, its institutions and products.

Food brings together the people of a culture.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How do foods reflect cultural differences?

How are the popular foods/meal times of the United States different from other countries?

## Content

***Content for Part 1 can be found in Unit 5.1 in Avancemos 2 textbook***

***Content or Part 2 can be found in Unit 5.2 in Avancemos 2 textbook***

**Vocabulary**:

Part 1: Preparing and describing food-oil, garlic, etc. (p.254)

Part 2: Ordering meals in a restaurant-broth, pork chop, etc. (p.278)

**Structure**:

Part 1: Formal (Ud./Uds.) commands (p. 259) & placement of pronouns with commands (p. 264)

Part 2: Double object pronoun placement (p. 288) & affirmative/negative words (p. 283)

**Recall:**

Part 1: Food vocabulary from Spanish 1, tu commands, present, present progressive, preterite, imperfect and future tenses

Part 2: Restaurant vocabulary from Spanish 1, tu commands, present, present progressive, preterite, imperfect and future tenses

**Suggested Readings:**

Part 1: Telehistoria Escena 1 (p. 257), Comparación cultural: la naturaleza muerta (p. 260), Telehistoria Escena 2 (p. 262), Comparación cultural: Las tapas (p. 264), Telehistoria Completa (p. 267) & Dos odas de Pablo Neruda p. 270-271)

Part 2: Telehistoria Escena 1 (p. 281), Comparación cultural: la inspiración artística (p. 284), Telehistoria Escena 2 (p. 286), Comparación cultural: Las horas de comer (p. 290), Telehistoria Completa (p. 291) y Lectura Cultural: Dos tradicionales culinarios p. 294)

## Skills

Part 1: Identify food vocabulary

Express likes and dislikes of foods and restaurants and ask others their preferences

Classify foods into groups (meats, fruits, vegetables, etc.)

Identify and describe ingredients to talk about food preparation and recipes

Identify the forms and uses of formal commands to give instructions and make recommendations

Part 2: Identify table setting vocabulary

Describe food and service

Ask for and order food and drinks in a restaurant

Compare and contrast popular foods in the United States with other countries

Identify the placement of double object pronouns

Use double object pronouns in order to make recommendations about things and people previously mentioned

## Resources

Textbook Avancemos 2

Ancillary Sources: Avancemos 2 website; Avancemos 2 cuaderno, lecturas para todos, audio (CDs)

Spanish 1-restaurant vocabulary

Vocabulary- Preparing and describing food-oil, garlic, etc. (p.254)

Vocabulary- Ordering meals in a restaurant-broth, pork chop, etc. (p.278)

Grammar- Formal (Ud./Uds.) commands (p. 259) & placement of pronouns with commands (p. 264)

Grammar- Double object pronoun placement (p. 288) & affirmative/negative words (p. 283)

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

## Standards

| | |
|---|---|
| 7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 7.1.NM.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |
| 7.1.NM.IPERS.2 | Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.IPERS.3 | Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| 7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| 7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| 7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |