

Ordering Food In A Spanish Restaurant

Adapted From a Website by David Jamieson

Introduction

You and your friends have just won a free trip to Spain! You are excited about visiting this beautiful, diverse, friendly country that is so historically and culturally rich and is the cradle of the Spanish language. You are particularly excited about the opportunity to use your newly acquired Spanish language skills, but are somewhat concerned about your ability to communicate, especially when it comes to that most important and enjoyable activity - eating! Will you be able to order food in Spanish at a restaurant or will you *starve*? What kind of food do they eat? Do they eat tacos, enchiladas and guacamole, like Mexicans do? What happens if I think I am ordering noodle soup and they bring me cow brains? Do they eat meals at the same times we usually do? What kind of currency do they use and will I know if something is too expensive?



In this project, we will explore issues such as food and restaurant vocabulary in Spanish, eating customs, currency valuation and comparing Spanish with Mexican cuisine in order to prepare ourselves to order food at a Spanish restaurant. You will research some of these topics and do a variety of activities that will help prepare you for the culminating activity: to create and act out a restaurant skit in Spanish.

¿A qué esperas? ¡Manos a la obra! ¡Vamos a trabajar!

Task

You have several tasks in this project, some of which will be done **individually** and some of which will be done **in groups** of 3-4, which will be assigned by the teacher. The culminating project is to create and perform a skit in Spanish, which is centered in a Spanish restaurant. However, there are a number of prior activities that will help you to acquire the skills and knowledge to make the skit. All of these activities will form part of your final project grade and are outlined in detail in the "Process" section of the outline.

Process

[Note: Steps 1-4 below will be completed individually. Step 5 and the skits will be completed in groups of 3-4, which will be assigned by the teacher].

1. If you read a menu in a Spanish restaurant, would you find items such as tacos, enchiladas and tamales? Click on the links in section A to read about Spanish and Mexican cuisine. Then create a Venn diagram or chart on the first page of your worksheets to compare and contrast the two cuisines.

A. Read these articles:

Spanish Cuisine- [Link 1](#)
[Link 3](#)

Mexican Cuisine- [Link 1](#)
[Link 3](#)

B. Create a Venn diagram or a chart and write at least 10 things (for each country!!) that differ about their foods. Then find 10 similarities that the two countries' cuisines share and write them on your diagram or chart. (There should be thirty entries in all)

2. In the United States, most people eat dinner at around 6:00 to 7:00 p.m. If you were to look for a restaurant in Spain at that time, would you have problems finding one open. Click on the link in section A below to read about Spanish eating customs. Then click on the link in section B and complete the Eating Customs Worksheet.

A. Read the notes below this link. Then read the article "Dining In Spain" which can be found in the resources section on the 3B page on my website.

Notes:

i. Although this article is titled "Dining in Spain", the section subtitled "Schedules" is typical of meal times not just in Spain, but in most Spanish-speaking countries.

ii. *Time references in this article use the 24 hour clock, where "13:30" means "1:30 p.m.", "16:00" means "4:00 p.m.", etc.*

B. Complete the second page of your worksheets on Spanish Eating Customs.

3. Spanish food is delicious! However, many of us are not familiar with it. If you went to a Spanish restaurant and saw dishes such as paella, jamón serrano, gazpacho and tortilla española, would you know what they were? Probably not, but you "haven't lived" until you try some of this food! Click on the link to the article on "Food Regions of Spain" in section A and read about foods from different regions of Spain. Then complete the section of your worksheet about "Food Regions of Spain".



Jamón Serrano



Gazpacho



Tortilla Española

A. Read the article "[Spanish Gastronomy](#)"

B. Complete the section of your worksheet regarding the food regions of Spain.

4. Use the following links to read about and understand some of the most typical dishes (like tortilla española and jamón serrano) that one would find in most restaurants in Spain. Then complete the section of your worksheet about Typical Spanish Dishes.

[Link 1](#)

[Link 2](#)

[Link 3](#)

[Link 4](#)

[Link 5](#)

[Link 6](#)

5. With your group you will create a menu from one of the links below and your vocabulary notes. You will need to do some navigation when you get to each site to see the menus.

Here are some other guidelines to follow.

§ Use Microsoft Word, Powerpoint, or PUblisher.

§ Currency must be converted from "euros" (the currency used in Spain and most of Europe) to U.S. dollars. That way, you will know how much dinner is going to set you back! This can easily be done by using a following [currency converter](#). *(Simply scroll down toward the bottom of the page and follow the instructions. Make sure that you make note of today's exchange rate and write it at the bottom of your English menu translation!)*

§ Some online food dictionaries that can help you with translations are:

<http://www.gomadrid.com/dict/spanish-food-dictionary.html>
<http://www.lingolex.com/spanishfood/index.htm>
<http://www.lingolex.com/spanishfood/a-bspfirst.htm#A>
<http://www.iberianature.com/spainblog/a-guide-to-spanish-food-a/>

§ Your menu will be graded on accuracy, neatness, currency conversion, completion and overall presentation.

[Casa Miguel](#)

[Puerta Caleta](#)

[San Marco](#)

[Casa Duque](#)

[Asador Ekume](#)

[Mesón Las Glosas](#)

[Restaurante Navia](#)

[Bodegas Mazón](#)

[Mesón La Brasa](#)

[Casa Alberto](#)

[Restaurante En Bandeja](#)

[El Lechuguero](#)

[Asador Olaverri](#)

[Parrilla Albarracín](#)

6. Your final task will be the creation and presentation of a restaurant-based skit. Follow this process to create your skit:

1. Pre-skit preparation.

You will receive a guide from me with helpful restaurant phrases. Study them and think about authentic sounding dialogue that you could create with those expressions. You may also find additional restaurant vocabulary at the following sites:

http://www.smartphrase.com/Spanish/sp_food-drink_voc.shtml

<http://cuip.net/~djamieson/spanrestvocab.html>

2. Skit preparation. Your group needs to create a skit based in a Spanish restaurant, which fulfills the following criteria:

- a) dialogue must be in Spanish (focus on appropriate usage of vocabulary and verbs in context)
- b) skit should last 3-4 minutes, without time gaps
- c) each group member must speak at least 8 lines

3. Skit rehearsal. Now the skit is written. What's next? You have to practice the skit! Practice makes perfect. Don't just "wing it" on the day of the performance. Think of what visuals you might need for your performance, like menus, costumes, etc. Make sure that all team members have a copy of the skit with which to rehearse. Rehearse to get feel of the flow of the performance, practicing reactions, facial expressions and body movements that are appropriate to the situation.

4. Skit performance. The teacher will set up the room like a Spanish restaurant. Your group needs to provide visuals and props for all cast members. And don't leave your enthusiasm at the door. All acting hams are welcome! One note for audience members: be quiet and respectful during the performance. Encourage each other; no negative criticism, please. I look forward to the performance!

Evaluation

The items in steps 1-4 in the process section of this assignment will be graded **individually** on a scale of 1-5 (1=poor, 2=below average, 3=fair, 4=good, 5=excellent, based on completion and accuracy) representing 40% of the project grade.

The items in steps 5-6 in the process section will be given a **group grade** and will comprise the other 60% of your total grade. See the skit rubric below to see what factors will be evaluated:

	Beginning	Developing	Accomplished	Exemplary	Score
Language Usage	Spanish mixed with considerable amount of English; considerable grammatical errors	Skit used English or in Spanish, but filled with numerous grammatical errors	Spanish used throughout skit; some grammatical errors	Spanish used consistently throughout skit; few grammatical errors	
Length of Performance	Skit lasts under 1 minute with no major gaps, or 1-2 minutes with some gaps	Skit lasts 1-2 minutes with no major gaps, or 2-3 minutes with some gaps	Skit lasts 2-3 minutes with no major gaps, or 3-4 minutes with some gaps	Skit lasts 3-5 minutes, with no major gaps	
At Least 8 lines per person/ pronunciation/ inflection	Most of skit centers around 1 member, with others having less than 8 lines, poor	2 group members had less than 8 lines, fair pronunciation and inflection	At least 1 group member had less than 8 lines, good pronunciation and inflection	At least 8 lines per person, excellent pronunciation and inflection	

	pronunciation and inflection				
Appropriate Facial Expressions/ Body Movements	Little to no usage of facial expressions/ body movements	Inconsistent usage of facial expressions/ body movement	Generally appropriate usage of facial expressions/ body movements	Excellent usage of facial expressions/ body movements	
Evidence of rehearsal	No evidence of rehearsal, uninspired performance	Some evidence of rehearsal, but considerable problems with its flow	Skit fairly well-rehearsed, but some problems with flow	Skit obviously well-rehearsed with good flow of speech, events	
Usage of Visuals	No props	Few props, poorly used	Good props, fairly well used	Excellent props, well used	
Copy of Skit	Sloppy copy of skit/ No copy of skit	Typed copy of skit turned in, but not well-organized	Untyped copy of skit turned in, clear and well organized	Typed copy of skit turned in, clear and well organized	