

Introducción a guías de trabajo para ESP Gastronomía

Las actividades propuestas en estas guías pretenden cumplir con los siguientes objetivos:

1. Ayudar a los profesores a sintetizar la información cubierta en cada unidad.
2. Motivar a los alumnos a usar las herramientas educativas o materiales, sean estos glosario, guías de trabajo, páginas web o revistas especializadas.
3. Incentivar a los alumnos a usar la L2 en un contexto real o lo más cercano a la realidad usando actividades interactivas como disertaciones individuales o grupales, presentaciones powerpoint o trabajos de investigación.

UNIT 1: Silverware, Chinaware and kitchen equipment

Suggestion to the teacher: You can use this activity with the students in groups, pairs or even individually.

- I. Discuss these questions with your partner:
 1. What are the positions that you find in the kitchen of a restaurant?
 2. What are the areas that are found in the kitchen?
- II. Create a powerpoint presentation. Include the following information:
 - areas in the kitchen.
 - position in charge of this specific area.
 - equipment found in this specific area.
 - photographs and pictures.

UNIT 2: Food nutrition and manipulation

Suggestion to the teacher: students can use their notes or do some research if necessary.

- I. Complete the food chart.

food	examples (6)	daily amount	benefits (2)
grains			
fruits and vegetables			
milk products			
oils			
Meats			

- II. Describe which diet would be the ideal one for the following persons. Explain why.
 - a. 6 year-old child
 - b. pregnant woman
 - c. overweight 38 year-old businessman
 - d. 65 year-old woman
 - e. 15 year-old man (athlete)

Suggested activity: Students create dialogues using the same information in II. (e.g. nutritionist and mother, teacher and student, doctor and patient, etc.).

UNIT 3: Understanding, explaining and preparing recipes.

I. Memory game: the students have 1 minute to write down all the verbs they can remember.

II. Group activity

The objective of this activity is to create a menu for a formal dinner, national or international, and to apply the verbs already studied by the students explaining the different dishes on it.

Instructions:

1. work in groups (4)
2. each group must work on a different dish (appetizer, starter, main dish, side order and dessert.)
3. translate the recipe from Spanish into English.

Suggested activity:

- Create a cooking TV program explaining the dishes and the preparation.

Suggested activity 2: they are the teachers today!

- Students must teach how to prepare the dishes.

UNIT 4: History and type of restaurants

1. Work in pairs. Look up the definition of the following words in the glossary.

- automat
- cafe
- cafeteria
- diner
- fast-casual restaurant
- fast-food restaurant
- greasy spoon
- restaurant chain

- restobar
- sit-down restaurant
- smoke-free restaurant
- take-out
- drive-in

2. Restaurant Guide

1. Choose a district (Nuñoa, la Florida, las Condes, Bellavista, downtown, etc.).
2. Create a restaurant guide for tourists, young people, senior citizens, families with children. Choose 6 restaurants, classify them and write a short review of each of them. Make comments on the price, location, service quality, food quality, etc.
3. Rate the restaurants. You can use stars, forks or happy (sad) faces.