**Lesson 12**

# In the Kitchen En la cocina

## In this lesson you learn to

* Discuss cooking and recipes
* Understand and talk about measurements
* Describe in which manner you are doing things
* Learn the numbers from 100 - 1000



**Vocab Canvas**



# Talking

# Talk about a recipe of your grandma

After the dinner of the previous lesson you and your friends have a conversation about your favorite dishes. You remember that one place where you always went with your parents which served a dish which you liked incredibly back then.

|  |  |
| --- | --- |
| http://www.glovico.org/syllabus/images/think.png | Thinking* Think about the dish that you liked.
* Also think about how it was prepared.
 |
| http://www.glovico.org/syllabus/images/talk.png | Talking* Share the story of your favorite dish with your friends (make sure to use the past).
* Also tell them about the way in which it was prepared.
 |
| http://www.glovico.org/syllabus/images/optional.png | Optional* Describe the kitchen of the place in which you grew up (again of course, use the past).
 |

# Story telling



# Writing

# Translate your favorite recipe

The Palulauloaians have left their isolation and become amazingly fond of good food from around the world. Therefore they are now collecting recipes from around the globe and ask you to translate your favorite one.

|  |  |
| --- | --- |
| http://www.glovico.org/syllabus/images/prepare.png | Preparation* Consider your favorite dish and find its recipe.
* Find out about measurements in the language that you are translating to (is it cups or ml, cm or inch, etc.).
 |
| http://www.glovico.org/syllabus/images/write.png | Writing* Translate your recipe.
* Give some hints for how one can the recipe even further.
 |
| http://www.glovico.org/syllabus/images/review.png | Review* Check your spelling.
* Check whether you applied a broad variety of the grammatical structures you learnt so far and included usage of as many kitchen items as possible.
* Once you are happy with your recipe, send it to your teacher so he or she can review it
 |

# Reading

# Una barbacoa

# http://www.glovico.org/syllabus/images/lesson12_1.jpg

Todos los domingos la familia Peña hace una barbacoa en la casa de los abuelos de la familia. Viven fuera del centro de Santiago de Chile. Los padres normalmente traen una ensalada y las bebidas y los abuelos preparan la barbacoa, pasta y el postre. Los niños vienen con mucha alegría porque sus abuelos siempre tienen muchas golosinas en casa.

**Abuela:** Lo siento. Nuestra cafetera está rota, no puedo preparar café.
**Madre:** No pasa nada. Voy a preparar unos expresos. Tengo una máquina de mi hermano.
**Abuela:** Gracias, tomo un expreso. Pero tienes que usarla con cuidada, ya está muy antigua.
**Padre:** Tomo un expreso también. ¿Puedes traer una botella de vino tinto y el sacacorchos?
**Madre:** Claro. ¿Quién más quiere un expreso?
**Abuelo:** No gracias.
**Abuela:** ¿Saben cuánto cuesta una cafetera nueva?
**Padre:**He visto una por 30,000 pesos, pero si quieren una con muchas funciones puede ser unos 50,000 pesos.
**Abuela:** Es muchísimo. ¡Qué suerte que casi es Navidad!



**Gazpacho andaluz**

Hay muchas recetas diferentes del gazpacho andaluz. Algunas incluyen pan, otros no quitan la piel de los tomates. Algunos incluyen ingredientes más exóticos como manzanas. Hoy vamos a ver un típico gazpacho andaluz, con tomate, pepino, pimiento y ajo.

**Ingredientes**

* 2 latas a 800g de tomates
* 1 pimiento rojo
* 1 cebolla
* 1 pepino pequeño
* 4 dientes de ajo
* 1 panecillo
* 1 cuchara de pimentón
* Vinagre
* Sal
* Aceite de oliva
* Una pizca de azúcar
* Una taza de agua fría

**Preparación**

Primero: Pon el panecillo en un cuenco. Cubrelo con agua.
Segundo: Lava, pela y trocea el pepino y el pimiento.
Tercero: Trocea el ajo y la cebolla.
Cuarto: Pon las verduras en un cuenco, añade una cuchara de vinagre, dos cucharas de aceite y un poco de sal. Mezcla bien y dejalo (mínimo dos horas).
Quinto: Quita la piel de los tomates y añadelas a la mezcla de verduras. También añade el panecillo.
Sexto: Toma una batidora para hacer una crema de las verduras y del panecillo.
Séptimo: Añade el agua de los tomates, el pimentón, la pizca de azúcar y agua frío (a gusto). Pon el gazpacho en el frigorífico.

## Servir

Para servir el gazpacho, trocea tomates frescos, pepino, pimiento y cebolla. Las personas pueden añadir las verduras frescas a la sopa a su gusto. ¡Disfrute!

# Culture

# http://www.glovico.org/syllabus/images/lesson12_culture.jpg

# Ceviche

One of the strong points of Latin cuisine - apart from being delicious of course - is that sometimes its dishes also are very simple to prepare. While drawing on a lot of fresh stuff and very little processed food, Latin American cooking also has a healthy touch. One famous dish which is enjoyed in particular in the coastal regions of Nothern South America is Ceviche.

The basic idea behind a Ceviche is to take fresh fish and instead of cooking it, putting it into fresh lemon juice. In that way it is marinated and keeps its freshness. Obviously, as the fish is not cooked, only fresh fish is to be used in order to prevent food poisoning. While not being fully confirmed most sources agree that Ceviche is of Peruvian origin (and also most present there, particularly in coastal Lima).

Throughout Latin America various versions of the Ceviche exist. The classical Peruvian version has chunks of raw fish which are put into limo juice and has some chopped onions, chilis and spices added. Sometimes it is served with the marinate (called leche de tigre). Ecuador on the other hand uses shrimps instead of fish and adds some tomatoes whereas Chile uses fish again but adds garlic, mint and cilantro. Central America uses a broad variety of seafood in Ceviche and is sometimes served with crackers or tostadas. Once in a while one can even find it with Ketchup or Tabasco.

While a good ceviche is a great delight and in addition easy to prepare, when dining out always make sure that the fish that's used is fresh!

# Grammar

**Adverbs**

Adverbs describe or modify verbs, adjectives, sentences or other adverbs. For example,
I walk **slowly.** Slowly describes the verb **walk** in more detail.
I am **very** sad. Very describes the adjective **sad** in more detail.

There are three main groups of adverbs in Spanish: simple adverbs, adverbs formed by adding **-mente** to adjectives and adverbs formed by using **con + noun.** You already know many simple adverbs: for example **muy, demasiado, pronto, nunca, mal, siempre, poco.**

**Adverbs ending in -mente**

Many Spanish adverbs are formed by adding **-mente** (corresponding to the English **-ly**) to the feminine singular form of adjectives that end in **-o** and in **-a.**

|  |  |
| --- | --- |
| rápido | rápidamente |
| atento | atentamente |

For adjectives that only have one form, you add **-mente** to that form.

|  |  |
| --- | --- |
| alegre | alegremente |
| fácil | fácilmente |

**Adverbs formed by con + noun**

Another way to form adverbs, is by using **con** and the singular of a noun. For example, the following adverbs can be used instead of the corresponding **-mente** form.

|  |  |
| --- | --- |
| con alegría | alegremente |
| con dificultad | difícilmente |

**Use of adverbs**

Adverbs usually follow the verb that they modify.

|  |  |
| --- | --- |
| Me levanto alegremente. | I get up happily. |
| Me levanto con alegría. | I get up with joy. |
| Leo el libro pronto. | I read the book soon. |

To emphasize you can also use the adverb before the verb.

|  |  |
| --- | --- |
| ¡Pronto lo leo! | I will read it soon. |

If an adverbs modifies an adjective or another adverb it precedes it.

|  |  |
| --- | --- |
| Muy bien. | Very good. |
| Es demasiado difícil. | That is too difficult. |

In case an adverb modifies an entire sentence, it has no fixed position in the sentence. It can be placed in the beginning, end or the middle of the sentence.

|  |  |
| --- | --- |
| Afortunadamente el tren ha llegado a la hora. | Luckily the train arrived on time. |
| El tren ha llegado a la hora, afortunadamente. | The train arrived on time, luckily. |
| El tren, afortunadamente, ha llegado a la hora. | The train, luckily, arrived on time. |

**Express commands: Imperative**

To give instructions or commands, you can use the imperative. In Spanish it is frequently used, for example for giving instructions in cooking recipes. There are five different versions of the affirmative imperative in Spanish: informal you (singular and plural), formal you (singular and plural) and the "we" form.

In this lesson, you will learn how to form the **informal you imperative.** It takes the same form as the third person singular indicative present tense.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Third person singular indicative** | **Second person singular imperative** | **English** |
| -ar verbs | él habla | ¡Habla! | Speak! |
| -er verbs | él bebe | ¡Bebe! | Drink! |
| -ir verbs | él escribe | ¡Escribe! | Write! |

There are a few verbs that have an irregular imperative form for the second person singular.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **decir** | **hacer** | **ir** | **poner** | **salir** | **ser** | **tener** | **venir** |
| ¡Di! | ¡Haz! | ¡Ve! | ¡Pon! | ¡Sal! | ¡Sé! | ¡Ten! | ¡Ven! |

**Numbers**

**Numbers from 101 to 1,000,000**

|  |  |
| --- | --- |
| cien | 100 |
| ciento uno/a | 101 |
| doscientos/as | 200 |
| trescientos/as | 300 |
| cuatrocientos/as | 400 |
| quinientos/as | 500 |
| seiscientos/as | 600 |
| setecientos/as | 700 |
| ochocientos/as | 800 |
| novecientos/as | 900 |

For the number 100 you use **cien**, in combination with other numbers, this becomes **ciento.** From 200 onwards, **ciento** agrees in number and in gender with the noun it modifies.

|  |  |
| --- | --- |
| He leído **cien** libros este año. | I have read a hundred books this year. |
| Tengo **ciento treinta** CD. | I have 130 CDs. |
| Invitan **doscientas** personas a su boda. | They invite 200 people to their wedding. |

|  |  |
| --- | --- |
| mil | 1,000 |
| dos mil | 2,000 |
| diez mil | 10,000 |
| cien mil | 100,000 |
| quinientos mil | 500,000 |
| millón | 1,000,000 |

**Mil** does not change its form.

|  |  |
| --- | --- |
| Hay mil libros en mi casa. | There are a 1000 book in my home. |
| Hay más de mil ciudades en el país. | There are more than a 1000 cities in the country. |

If **millón** or **millones** directly precedes a noun, they need to be followed by **de.**

|  |  |
| --- | --- |
| La ciudad tiene un millón **de** habitantes. | The city has one million inhabitants. |
| La ciudad tiene un millón doscientos mil habitantes. | The city has 1,200,000 inhabitants. |

**Ordinal numbers**

In Spanish the ordinal numbers are used to express the order or to enumerate different items.

|  |  |
| --- | --- |
| He llegado la tercera. | I came third. |
| Primero, vamos a llamar a Ana. Segundo, a Teresa. | First, we will call Ana. Second, Teresa. |

The ordinal numbers from first up to tenth are commonly used in Spanish and take the following forms.

|  |  |
| --- | --- |
| primero/a | first |
| segundo/a | second |
| tercero/a | third |
| cuarto/a | forth |
| quinto/a | fifth |
| sexto/a | sixth |
| séptimo/a | seventh |
| octavo/a | eighth |
| novena/a | ninth |
| décimo/a | tenth |

Note that the ordinal numbers agree in gender and in number with the noun they modify.

|  |  |
| --- | --- |
| Es la **tercera vez** que yo lo intento. | It is the third time that I try it. |
| Han llegado los **primeros días**de febrero. | They arrive in the first days of February. |

Primero and tercero become **primer** and **tercer** if they stand before a masculine noun in the singular.

|  |  |
| --- | --- |
| Vivo en el tercer piso. | I live on the third floor. |
| Es mi primer viaje a Chile. | It is my first journey to Chile. |

Ordinal numbers above **décimo/a** are rarely used in Spanish. A cardinal number that follows the noun replaces them.

|  |  |
| --- | --- |
| Vivo en el piso once. | I live on the eleventh floor. |

# Vocabulary

|  |  |
| --- | --- |
| **Spanish** | **English** |
| cocido/a | cooked |
| la olla | pot |
| la taza | cup |
| el hervidor | water boiler, kettle |
| la batidora | mixer |
| el cuenco | bowl |
| el plato | plate |
| la cuchara | spoon |
| la botella | bottle |
| el sacacorchos | bottle opener |
| el microondas | microwave |
| el vaso | glass |
| la toalla | towel |
| la cafetera | coffee machine |
| congelado/a | frozen |
| el frigorífico | fridge |
| el lavabo | sink |
| el armario | cupboard |
| el lavavajillas | dishwasher |
| la basura | garbage dump |
| el horno | oven |
| la receta | recipe |
| quitar | to remove |
| la piel | skin |
| el ingrediente | ingredient |
| típico/a | typical |
| el ajo | garlic |
| el diente de ajo | garlic clove |
| la lata | can |
| la cebolla | onion |
| el panecillo | bread roll |
| el pimentón | paprika (spice) |
| el vinagre | vinegar |
| el aceite (de oliva) | (olive) oil |
| la preparación | preparation |
| cubrir | to cover |
| pelar | to peel |
| trocear | to cut up |
| mezclar | to mix |
| la mezcla | mix |
| añadir | to add |
| la crema | cream |
| ¡Disfrute! | Enjoy! |
| la vajilla | dishes |
| el cuchillo | knife |
| el tenedor | fork |
| la cucharilla | teaspoon |
| el mantel | tablecloth |
| el congelador | freezer |
| la tostadora | toaster |
| el kilo | kilo |
| el litro | liter |
| el pedazo | piece |
| la pizca | pinch |
| la alegría | joy |
| atento/a | attentive, thoughtful |
| el expreso | espresso |
| la máquina | machine |
| el cuidado | care |
| usar | to use |
| el vino tinto | red wine |
| el vino blanco | white wine |
| nuevo/a | new |
| antiguo/a | old |
| la funcionalidad | functionality |