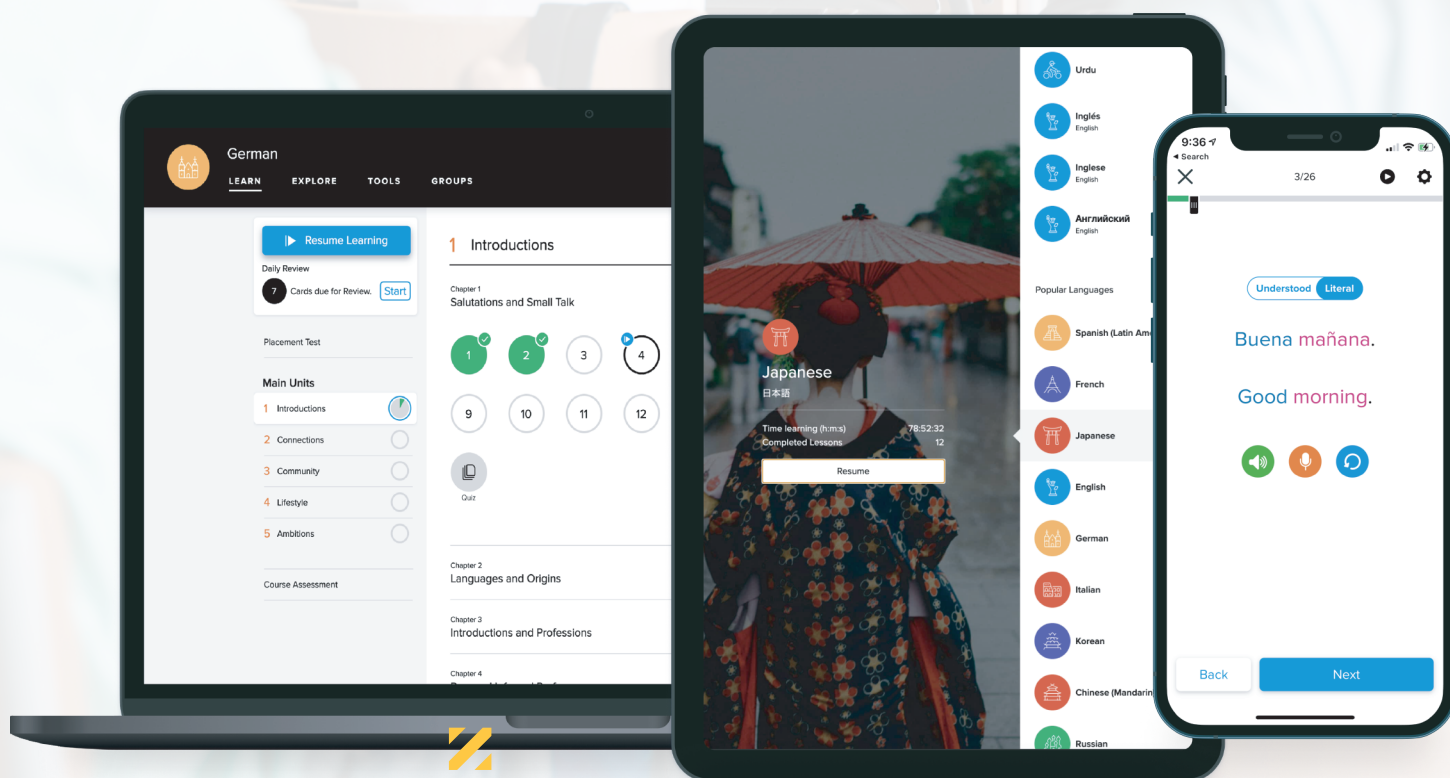


MANGO CLASSROOM

# Supplemental Material Samples

These samples offer a glimpse into one chapter within our curriculum.





## OVERVIEW

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Overview

The lesson plans for each chapter are developed to supplement the Mango online lessons with useful, targeted vocabulary, grammar, and cultural activities in order to help students reinforce chapter material, build confidence in the language, and develop their fluency. Each workbook contains worksheets with a variety of

individual tasks and group activities, from conversation scenarios and writing prompts to quizzes and discussion points. The lesson content is also aligned with internationally recognized standards, thus allowing students to make connections and draw comparisons between languages and cultures. These lessons are an invaluable resource for any teacher looking to reinforce the content of Mango's online lessons and even provide additional material centered around the focus of each chapter.

**BONUS:** Please note that any worksheet labeled “Extra” provides additional vocabulary that has not been introduced in the software, but supplements the content of the chapter with relevant words and phrases, their translations, and even transcriptions where necessary.

### Teaching order

You may choose which worksheets to use and in which order. The files are listed in a logical progression but you may also vary them based on your students' needs.

Chapter 3  
Food and Drink Culture

Goals



Listening



Reading



Recap



Quiz

## Student Learning Objectives

## Completion Time

### Chapter 3. Food and Drink Culture

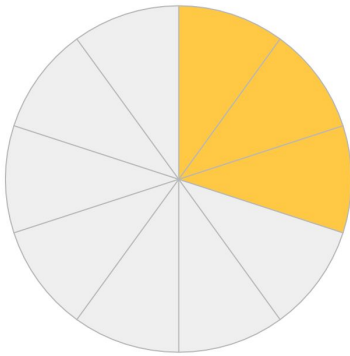
#### Mango Chapter Conversational Goals

- ☐ Gain insight into the Latin American food culture
- ☐ Order drinks and meals
- ☐ Talk about likes and dislikes
- ☐ Tell how to prepare something simple to eat
- ☐ Understand common phrases used at restaurants

#### Mango Chapter Grammar Goals

- ☐ Convey future tense using **ir a**
- ☐ Learn the prepositions **con**, **sin**, and **para**
- ☐ Recognize the position of adjectives in a sentence
- ☐ Use the conditional verb form **podría**
- ☐ Use the impersonal form of the verb **haber**

Progress toward Mango Beginner 2 (Unit 2)\*



\*To see how the Mango Languages Proficiency Scale compares to ACTFL and CEFR, see the Mango Proficiency Scale document included in your Lesson Plans or visit the [Educator Resources on our website](#).

### Mango Conversations Chapter 3:

(Total 260-360 minutes)

- |  |                 |
|--|-----------------|
| <input type="checkbox"/> 15 lessons:   | 225-300 minutes |
| (15 to 20 min per lesson)              |                 |
| <input type="checkbox"/> Listening:    | 10-20 minutes   |
| <input type="checkbox"/> Reading:      | 10-20 minutes   |
| <input type="checkbox"/> Recap:        | 15-20 minutes   |
| <input type="checkbox"/> Chapter Quiz: | Optional        |
| <input type="checkbox"/> Review:       | Optional        |

### Mango Lesson Plan for Chapter 3:

(Total 100-235 min)

- |  |               |
|--|---------------|
| <input type="checkbox"/> Dialogue practice:        | 10-20 minutes |
| <input type="checkbox"/> Chapter vocab review:     | 10-20 minutes |
| <input type="checkbox"/> Extra vocabulary:         | 20-40 minutes |
| <input type="checkbox"/> Speaking practice:        | 10-30 minutes |
| <input type="checkbox"/> Vocab practice:           | 5-15 minutes  |
| <input type="checkbox"/> Vocab practice (extra):   | 5-15 minutes  |
| <input type="checkbox"/> Grammar practice:         | 5-15 minutes  |
| <input type="checkbox"/> Grammar practice (extra): | 5-15 minutes  |
| <input type="checkbox"/> Culture discussion:       | 20-45 minutes |
| <input type="checkbox"/> Writing practice:         | 10-20 minutes |

# End of chapter student evaluation matrix

Student Name:

Date:

Achievements		Student demonstrated this quality		
		Strongly	Marginally	Missed
Student can understand basic phrases used to order food and drink	Mango B2 ACTFL NH CEFR A2			
Student can use basic vocab related to food and drink	Mango B2 ACTFL NM CEFR A2			
Student can express what kind of food or drink they like/prefer and do not like	Mango B2 ACTFL NM/H CEFR A2			
Student can use vocab to describe what they will have for the three meals of the day	Mango B2 ACTFL NM CEFR A2			
Student uses the right phrases to ask for something that is missing	Mango B2			
Student can follow simple instructions to make a recipe	Mango B2 ACTFL IL			
Student correctly forms verbs in the near future tense	Mango B2			
Student can use the imperative to give instructions	Mango B2 ACTFL IL			
Student correctly uses the prepositions “con,” “sin,” and “para”	Mango B2			
Student creates sentences with “hay” and “podría”	Mango B2			
Score				
Total				





DIALOGUE PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Student Printables



-----

Buenas tardes.

-----

¿Qué va a tomar?

-----

Jugo de mango, por favor.

-----

No hay jugo de mango. ¿Quiere jugo de piña?

-----

Sí, gracias.

-----

¿Está listo para ordenar?

-----

Sí. ¿Podría traerme la paella, por favor?

-----

Claro.

-----



## DIALOGUE PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Teacher Guide

In this exercise, students will see dialogue fragments in isolation which they have to put into the correct order. Students will then read the dialogue out loud.

#### Activity

- ☐ 10 - 20 min
- ☐ Groups of 2+
- ☐ Uses Mango chapter audio
- ☐ Optional: Uses Mango chapter visual
- ☐ Printing and cutting required prior to activity

#### Skills

- ☐ Reading
- ☐ Listening
- ☐ Speaking
- ☐ Pronunciation
- ☐ Vocabulary

### Modification options

#### Easy

- ☐ Do the dialogue exercise after students have completed at least 50% of the corresponding Mango Conversations chapter.
- ☐ Play the Mango Conversations Chapter dialogue to the class twice from the Mango app or desktop.
- ☐ Accompany with visual supports by projecting the conversation slide onto a board while it plays.

#### Medium

- ☐ Do the dialogue exercise after students have completed at least 50% of the corresponding Mango Conversations chapter.
- ☐ Play the Mango Conversations Chapter dialogue to the class twice from the Mango app or desktop.
- ☐ Auditory input only. No visual supports by projecting the conversation slide onto a board.

#### Difficult

- ☐ Do the dialogue exercise before students begin study of the corresponding Mango Conversations chapter.
- ☐ Play the Mango Conversations Chapter dialogue to the class once from the Mango app or desktop.
- ☐ Auditory input only. No visual supports by projecting the conversation slide onto a board.



## DIALOGUE PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Setup

- Print a sufficient number of copies of the chapter conversation lines (at least half of the number of students in the class).
- Place students into groups of two.
- Play the Mango Conversations chapter dialogue with or without visual aids.

-----  
Buenas tardes.

-----  
¿Qué va a tomar?

-----  
Jugo de mango, por favor.

-----  
No hay jugo de mango. ¿Quiere jugo de piña?

-----  
Sí, gracias.

-----  
¿Está listo para ordenar?

-----  
Sí. ¿Podría traerme la paella, por favor?

-----  
Claro.

### Class work

- Students work together in groups of two to put individual conversation lines in the right order. **Please note:** Dialogue may have multiple valid sorting options.
- Students read their solutions out loud to the class. Each pair of students narrates the speakers in the dialogue.
- Support pronunciation where needed. If applicable, take note of common mispronunciations and incorporate them into additional practice.
- Additional option: Students practice and rehearse the dialogue in groups and then present to the class (without any visual or auditory aids).



## CHAPTER VOCABULARY REVIEW

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Vocabulary Quiz

Write the translation.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. ordenar \_\_\_\_\_
2. están \_\_\_\_\_
3. esperar \_\_\_\_\_
4. espere \_\_\_\_\_
5. ahora \_\_\_\_\_
6. estamos \_\_\_\_\_
7. desayuno \_\_\_\_\_
8. almuerzo \_\_\_\_\_
9. cena \_\_\_\_\_
10. podría \_\_\_\_\_
11. traer \_\_\_\_\_
12. traerme \_\_\_\_\_
13. paella \_\_\_\_\_
14. botella \_\_\_\_\_
15. agua \_\_\_\_\_
16. jarra \_\_\_\_\_
17. traernos \_\_\_\_\_
18. jugo \_\_\_\_\_
19. mango \_\_\_\_\_
20. piña \_\_\_\_\_
21. darme \_\_\_\_\_

41. cenar \_\_\_\_\_
42. solo \_\_\_\_\_
43. tráigame \_\_\_\_\_
44. cuenta \_\_\_\_\_
45. mesera \_\_\_\_\_
46. mesero \_\_\_\_\_
47. menú \_\_\_\_\_
48. Claro. \_\_\_\_\_
49. ¡Buen provecho! \_\_\_\_\_
50. cuchara \_\_\_\_\_
51. cuchillo \_\_\_\_\_
52. tenedor \_\_\_\_\_
53. traiga \_\_\_\_\_
54. hijo \_\_\_\_\_
55. mesa \_\_\_\_\_
56. gente \_\_\_\_\_
57. Lo siento. \_\_\_\_\_
58. Me gusta. \_\_\_\_\_
59. pasta \_\_\_\_\_
60. queso \_\_\_\_\_
61. rallado \_\_\_\_\_

Continued on next page



**MANGO**

22. vaso	_____	62. pescado	_____
23. refresco	_____	63. ensalada	_____
24. salsa	_____	64. crema	_____
25. tomate	_____	65. leche	_____
26. sal	_____	66. batir	_____
27. azúcar	_____	67. bate	_____
28. café	_____	68. huevo	_____
29. hongo	_____	69. tazón	_____
30. sin	_____	70. verter	_____
31. pollo	_____	71. vierte	_____
32. tomar	_____	72. sartén	_____
33. va a	_____	73. caliente	_____
34. voy a	_____	74. cocinar	_____
35. vas a	_____	75. minuto	_____
36. carne	_____	76. añadir	_____
37. postre	_____	77. añade	_____
38. vamos a	_____	78. jamón	_____
39. chocolate	_____	79. pimienta	_____
40. almorzar	_____	80. servir	_____
		81. pan	_____

Score: \_\_\_\_\_ / 81



**MANGO**

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# Teacher Guide

Activity	Skills
<input type="checkbox"/> 20 - 40 min	<input type="checkbox"/> Vocabulary retention
<input type="checkbox"/> Quiz on chapter vocabulary	<input type="checkbox"/> Speaking
<input type="checkbox"/> Printing required	<input type="checkbox"/> Pronunciation

## Setup

After completing the Mango Conversations chapter, students are quizzed on the vocabulary of the chapter. See the key below and the printable quiz above.

ordenar	to order	azúcar	sugar	hijo	son
están	(you) are	café	coffee	mesa	table
esperar	to wait	hongo	mushroom	gente	people
espere	wait [imperative]	sin	without	Lo siento.	I'm sorry.
ahora	now	pollo	chicken	Me gusta.	I like (it).
estamos	(we) are	tomar	to drink	pasta	pasta
desayuno	breakfast	va a	you are going to	queso	cheese
almuerzo	lunch	voy a	I'm going to	rallado	grated
cena	dinner	vas a	you are going to	pescado	fish
podría	(you) could	carne	meat	ensalada	salad
traer	to bring	postre	dessert	crema	cream
traerme	to bring me	vamos a	we are going to	leche	milk
paella	paella	chocolate	chocolate	batir	to beat
botella	bottle	almorzar	to have lunch	bate	beat [imperative]
agua	water	cenar	to have dinner	huevo	egg
jarra	jug	solo	only	tazón	bowl
traernos	to bring us		bring me [imperative]	verter	to pour
jugo	juice	traígame		vierte	pour [imperative]
mango	mango	cuenta	bill	sartén	pan
piña	pineapple	mesera	waitress	caliente	hot
		mesero	waiter		



darme	to give me
vaso	glass
refresco	soda
salsa	sauce
tomate	tomato
sal	salt

menú	menu
Claro.	Sure.
¡Buen provecho!	Enjoy!
cuchara	spoon
cuchillo	knife
tenedor	fork
traiga	bring [imperative]

cocinar	to cook
minuto	minute
añadir	to add
añade	add [imperative]
jamón	ham
pimienta	pepper
servir	to serve
pan	bread

## Class work

Quiz students on the chapter vocabulary in your preferred game or quiz style. You may quiz on some or all vocabulary and repeat quizzing as often as needed.

### Suggestions

These quiz game suggestions can be adapted to different age groups and class sizes.

- Last Man Standing: Teacher calls out a vocabulary item (source or target language) and throws a ball to a student who will then give the translation for the term. Continue this for as many rounds as needed to quiz the desired amount of vocabulary.
- Matching: Cut source and target language parts of the vocab pairs out separately. Divide the class into small groups and give each group a complete set of vocab cards. The group who can match their cards up correctly the fastest wins. Tip: Take note of the order in which groups finish and then check for accuracy. If the fastest group didn't match correctly, check the second-fastest group, and so on.

## Assessment

### Vocabulary Quiz

Printable written quiz



## EXTRA VOCABULARY

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

la almendra	almond
la manzana	apple
el plátano	banana
la carne de res	beef
el té negro	black tea
¡Buen provecho!	Bon appetit!
la mantequilla	butter
¿Le sirvo más....?	Can I serve you some more?
¿Puede traernos la cuenta?	Can you bring us the check?
la zanahoria	carrot
el maíz	corn
el plato hondo	deep plate
delicioso	delicious
¿El plato contiene...?	Does this dish contain...?
la bebida	beverage
la comida	food
el pollo frito	fried chicken
la fruta	fruit
la taza	cup
la uva	grape
la propina	gratuity, tip

el té de hierbas	herbal tea
hecho en casa	homemade
la miel	honey
picante	spicy
la especialidad de la casa	house specialty
No he pedido esto.	I haven't ordered this.
el hielo	ice
el helado	ice cream
Guarda el cambio.	Keep the change.
el cordero	lamb
el limón verde	lime
la lima	lime
la limonada	lemonade
el plato típico	local dish
el plato fuerte	main course
las albóndigas	meatballs
la servilleta	napkin
el aceite de oliva	olive oil
la carne de cerdo	pork
la papa	potato
la comida regional	regional food

salado	salty
condimentado	savory
el aderezo	seasoning
el mozo	waiter
el acompañamiento	side dish
la sopa	soup
dulce	sweet
la cuchara	tablespoon
el té	tea
la cucharita	teaspoon
cortar	to cut
invitar	to invite
mezclar	to mix
reservar una mesa	to reserve a table
la verdura	vegetable
¿Qué bebidas tiene?	What beverages do you have?
el atún	tuna
la albóndiga	meatball
la tortilla	omelette
el plato	plate, dish



**MANGO**

## Vocabulary Quiz

Write the translation.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. (la) manzana

\_\_\_\_\_

2. (la) verdura

\_\_\_\_\_

3. salado

\_\_\_\_\_

4. (el) plato

\_\_\_\_\_

5. (la) comida

\_\_\_\_\_

6. picante

\_\_\_\_\_

7. Guarde el cambio.

\_\_\_\_\_

8. (el) plato fuerte

\_\_\_\_\_

9. (el) hielo

\_\_\_\_\_

10. (el) atún

\_\_\_\_\_

11. ¿Le sirvo más?

\_\_\_\_\_

12. (la) carne de res

\_\_\_\_\_

13. (la) almendra

\_\_\_\_\_

14. (el) helado

\_\_\_\_\_

15. (la) servilleta

\_\_\_\_\_

16. delicioso

\_\_\_\_\_

17. ¿El plato contiene...?

\_\_\_\_\_

18. (la) mantequilla

\_\_\_\_\_

19. (el) aderezo

\_\_\_\_\_

20. mezclar

\_\_\_\_\_

Score: \_\_\_\_\_ / 20



**MANGO**

## Vocabulary Quiz

Write the translation.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. banana

\_\_\_\_\_

2. pork

\_\_\_\_\_

3. corn

\_\_\_\_\_

4. homemade

\_\_\_\_\_

5. fruit

\_\_\_\_\_

6. local dish

\_\_\_\_\_

7. Can you bring us  
the check?

\_\_\_\_\_

8. cup

\_\_\_\_\_

9. tablespoon

\_\_\_\_\_

10. to invite

\_\_\_\_\_

11. tea

\_\_\_\_\_

12. deep plate

\_\_\_\_\_

13. Bon appetit!

\_\_\_\_\_

14. carrot

\_\_\_\_\_

15. olive oil

\_\_\_\_\_

16. lime

\_\_\_\_\_

17. potato

\_\_\_\_\_

18. gratuity

\_\_\_\_\_

19. to reserve a table

\_\_\_\_\_

20. soup

\_\_\_\_\_

Score: \_\_\_\_\_ / 20

# Teacher Guide

Activity	Skills
<input type="checkbox"/> 20 - 40 min	<input type="checkbox"/> Vocabulary retention
<input type="checkbox"/> Quiz on additional vocabulary	<input type="checkbox"/> Speaking
<input type="checkbox"/> Printing required	<input type="checkbox"/> Pronunciation

## Setup

After completing the Mango Conversations chapter, students are taught additional vocabulary related to the topic of the chapter. This can be applied in dialogue exercises as it builds on structures and patterns taught in the chapter and empowers students to deepen their conversational skills on the topic at hand.

See a preview below and the printable chart for students above.

la almendra	almond	el té de hierbas	herbal tea	salado	salty
la manzana	apple	hecho en casa	homemade	condimentado	savory
el plátano	banana	la miel	honey	el aderezo	seasoning
la carne de res	beef	picante	spicy	el mozo	waiter
el té negro	black tea	la especialidad de la casa	house specialty	el acompañamiento	side dish
¡Buen provecho!	Bon appetit!	No he pedido esto.	I haven't ordered this.	la sopa	soup
la mantequilla	butter	el hielo	ice	dulce	sweet
¿Le sirvo más....?	Can I serve you some more?	el helado	ice cream	la cuchara	tablespoon
¿Puede traernos la cuenta?	Can you bring us the check?	Guardé el cambio.	Keep the change.	el té	tea
la zanahoria	carrot	el cordero	lamb	la cucharita	teaspoon
el maíz	corn	el limón verde	lime	cortar	to cut
el plato hondo	deep plate	la lima	lime	invitar	to invite
delicioso	delicious	la limonada	lemonade	mezclar	to mix
¿El plato contiene..?	Does this dish contain...?	el plato típico	local dish	reservar una mesa	to reserve a table
la bebida	beverage	el plato fuerte	main course	la verdura	vegetable
la comida	food	las albóndigas	meatballs	¿Qué bebidas tiene?	What beverages do you have?
el pollo frito	fried chicken	la servilleta	napkin	el atún	tuna
		el aceite de oliva	olive oil		

la fruta	fruit
la taza	cup
la uva	grape
la propina	gratuity, tip

la carne de cerdo	pork
la papa	potato
la comida regional	regional food

la albóndiga	meatball
la tortilla	omelette
el plato	plate, dish

## Class work

Present the additional vocabulary to students in your preferred manner or style. You may also add more vocabulary of your own choosing or remove some of the supplemental vocabulary supplied in this guide.

### Suggestions

These suggestions can be adapted to different age groups and class sizes.

- **Brainstorm:** After studying the Mango Conversations chapter, ask students which additional structures or vocabulary items they would like to add to their toolkit in preparation for conversations around the topic. Provide translations as students make their suggestions.
- **Translation:** Present the target language vocabulary without translations and ask students which terms they already know. Correct as needed and ensure that students take notes on all new vocabulary.
- **Use it in a sentence:** Present one new target language item at a time and ask students to use it in a sentence. This eases students into more complex dialogue exercises and builds conversational ability.

## Assessment

### Vocabulary Quiz

See the printable written quizzes (source and target language).





SPEAKING: APPLIED DIALOGUE PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Opening:

¡Disculpe!  
¡Disculpa!  
Buenos días.  
Buenas tardes.

### Miscellaneous (quantifiers, conjunctions, etc.):

para  
con  
sin  
ahora  
solo  
claro

### Questions:

¿Qué va a tomar?  
¿Está listo para ordenar?  
¿Podría traerme/ traernos ... por favor?  
¿Podría darme ... por favor?  
¿Podría traerme ... sin / con ... por favor?  
¿Qué va a almorzar?  
¿Hay una mesa para dos?  
¿Qué te gustaría comer?  
¿Quiere crema en su café?

### Closing:

¡Muchas gracias!

### Statements:

¡Espere!  
No estoy listo para ordenar.  
No quiero ordenar el desayuno.  
Están listos para ordenar la cena.  
La salsa no tiene sal.  
Tráigame la cuenta, por favor.  
Claro. Aquí tiene.  
¡Buen provecho!  
Lo siento. No hay refrescos.  
Me gusta mucho el/la...  
Me gustaría comer...

**SPEAKING: APPLIED DIALOGUE PRACTICE**

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Teacher Guide

After practicing chapter vocabulary from the Mango Conversations chapter as well as supplemental vocabulary related to the same topic, students apply their knowledge in dialogue practice.

---

**Activity**

- ☐ 10 - 30 min
- ☐ After vocabulary study and retention
- ☐ Printing required

**Skills**

- ☐ Conversational skills
  - ☐ Speaking
  - ☐ Listening
- 

**Setup**

Students may practice dialogue skills with or without conversational aids. If you wish to provide aids for guidance, please see some suggestions below.

**Class work**

Divide class into groups of two. Have students practice dialogue with one another. If desired, have students present a dialogue to the class.

*See a preview below and the printable activity in the student copy above.*



SPEAKING: APPLIED DIALOGUE PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Opening:

¡Disculpe!  
¡Disculpa!  
Buenos días.  
Buenas tardes.

### Miscellaneous (quantifiers, conjunctions, etc.):

para  
con  
sin  
ahora  
solo  
claro

### Questions:

¿Qué va a tomar?  
¿Está listo para ordenar?  
¿Podría traerme/ traernos ... por favor?  
¿Podría darme ... por favor?  
¿Podría traerme ... sin / con ... por favor?  
¿Qué va a almorzar?  
¿Hay una mesa para dos?  
¿Qué te gustaría comer?  
¿Quiere crema en su café?

### Closing:

¡Muchas gracias!

### Statements:

¡Espere!  
No estoy listo para ordenar.  
No quiero ordenar el desayuno.  
Están listos para ordenar la cena.  
La salsa no tiene sal.  
Tráigame la cuenta, por favor.  
Claro. Aquí tiene.  
¡Buen provecho!  
Lo siento. No hay refrescos.  
Me gusta mucho el/la...  
Me gustaría comer...



## CHAPTER VOCABULARY PRACTICE

# Spanish (Latin American)

### Unit 2 | Chapter 3. Food and Drink Culture

## Vocabulary Practice

Use words from the word bank to complete the sentences (each word can only be used once).

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Word Bank

- a. agua
- b. sal
- c. almorzar
- d. tráigame
- e. gente
- f. lo siento
- g. solo
- h. desayuno
- i. huevos
- j. jarra
- k. ordenar
- l. leche
- m. salsa
- n. ¡buen provecho!
- o. tenedor

1. Mesera, \_\_\_\_\_ la cuenta, por favor.
2. Hay mucha \_\_\_\_\_ en este restaurante.
3. Una \_\_\_\_\_ de agua.
4. Un cuchillo y un \_\_\_\_\_ para mi esposo, por favor.
5. \_\_\_\_\_, no me gusta la pasta.
6. Bate los \_\_\_\_\_ en el tazón.
7. \_\_\_\_\_ de hongos.
8. Aquí tiene un café con \_\_\_\_\_.
9. Quiero un café para el \_\_\_\_\_.
10. ¿Están listos para \_\_\_\_\_?
11. ¿Te gustaría \_\_\_\_\_ en este restaurante?
12. La carne no tiene \_\_\_\_\_.
13. Me gustaría tomar un vaso de \_\_\_\_\_.
14. Aquí tiene su menú, \_\_\_\_\_.
15. No quiero cenar, \_\_\_\_\_ quiero postre.



## CHAPTER VOCABULARY PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Teacher Guide

After studying the Mango Conversations chapter, students apply their knowledge in exercises.

**Activity**

- ☐ 5 - 15 min
- ☐ Fill-in-the-blank exercise
- ☐ Printing required

**Skills**

- ☐ Vocabulary
- ☐ Critical thinking
- ☐ Reading

**Setup**

Supply each of your students with the exercise worksheet with the word bank.

**Class work**

Have students complete the exercise worksheet with words from the word bank. Students can choose to fill in the blanks using the words given or the letters that correspond to each word. The key below provides both solutions. The word bank options used in this exercise can be found in the course vocabulary list in the “Chapter Vocabulary Review” worksheet for the current chapter. Please note that multiple answers may apply.

*See the key below and the printable activity in the student copy above.*



## CHAPTER VOCABULARY PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

Word Bank	Answer Key	
a. agua	1. Mesera, <b>traígame</b> la cuenta, por favor.	1. d
b. sal	2. Hay mucha <b>gente</b> en este restaurante.	2. e
c. almorzar	3. Una <b>jarra</b> de agua.	3. j
d. tráigame	4. Un cuchillo y un <b>tenedor</b> para mi esposo, por favor.	4. o
e. gente	5. <b>Lo siento</b> , no me gusta la pasta.	5. f
f. lo siento	6. Bate los <b>huevos</b> en el tazón.	6. i
g. solo	7. <b>Salsa</b> de hongos.	7. m
h. desayuno	8. Aquí tiene un café con <b>leche</b> .	8. l
i. huevos	9. Quiero un café para el <b>desayuno</b> .	9. h
j. jarra	10. ¿Están listos para <b>ordenar</b> / <b>almorzar</b> ?	10. k / c
k. ordenar	11. ¿Te gustaría <b>almorzar</b> en este restaurante?	11. c
l. leche	12. La carne no tiene <b>sal</b> .	12. b
m. salsa	13. Me gustaría tomar un vaso de <b>agua</b> / <b>leche</b> .	13. a / l
n. ¡buen provecho!	14. Aquí tiene su menú, <b>¡buen provecho!</b>	14. n
o. tenedor	15. No quiero cenar, <b>solo</b> quiero postre.	15. g





## EXTRA VOCABULARY PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Vocabulary Practice

Use words from the word bank to complete the sentences (each word can only be used once).

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Word Bank

- a. mozo
- b. acompañamiento
- c. albóndiga
- d. aceite de oliva
- e. dulce
- f. papa
- g. uvas
- h. miel
- i. especialidad
- j. pedido
- k. tortilla
- l. manzana
- m. té de hierbas
- n. condimentada
- o. reservar
- p. bebidas

1. ¿Quiere beber más \_\_\_\_\_?
2. La \_\_\_\_\_ es típica de América.
3. La ensalada de fruta contiene plátano, \_\_\_\_\_ y \_\_\_\_\_.
4. La \_\_\_\_\_ de la casa de este restaurante es el cordero.
5. No he \_\_\_\_\_ esto. No me gusta la sopa.
6. ¿Qué \_\_\_\_\_ frías tiene?
7. ¿Le gustaría \_\_\_\_\_ una mesa?
8. La comida regional latina es muy \_\_\_\_\_.
9. La bebida está \_\_\_\_\_.
10. La \_\_\_\_\_ contiene carne de res.
11. ¿Puede traernos una \_\_\_\_\_ de atún?
12. Quiero té con \_\_\_\_\_.
13. El maíz es el \_\_\_\_\_ de muchas comidas en América Latina.
14. ¿Puede traerme \_\_\_\_\_ para la ensalada, por favor?
15. ¡\_\_\_\_\_! La comida está fría.



## EXTRA VOCABULARY PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Teacher Guide

After studying the Mango Conversations chapter, students apply their knowledge in exercises.

### Activity

- ☐ 5 - 15 min
- ☐ Fill-in-the-blank exercise
- ☐ Printing required

### Skills

- ☐ Vocabulary
- ☐ Critical thinking
- ☐ Reading

### Setup

Supply each of your students with the exercise worksheet with the word bank.

### Class work

Have students complete the exercise worksheet with words from the word bank. Students can choose to fill in the blanks using the words given or the letters that correspond to each word. The key below provides both solutions. The word bank options used in this exercise can be found in the supplementary vocabulary list in the "Extra Vocabulary" worksheet for the current chapter. Please note that multiple answers may apply.

*See a preview below and the printable activity in the student copy above.*



## EXTRA VOCABULARY PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

Word Bank	Answer Key	
<ul style="list-style-type: none"> <li>a. mozo</li> <li>b. acompañamiento</li> <li>c. albóndiga</li> <li>d. aceite de oliva</li> <li>e. dulce</li> <li>f. papa</li> <li>g. uvas</li> <li>h. miel</li> <li>i. especialidad</li> <li>j. pedido</li> <li>k. tortilla</li> <li>l. manzana</li> <li>m. té de hierbas</li> <li>n. condimentada</li> <li>o. reservar</li> <li>p. bebidas</li> </ul>	<ul style="list-style-type: none"> <li>1. ¿Quiere beber más <b>té de hierbas</b>?</li> <li>2. La <b>papa</b> es típica de América.</li> <li>3. La ensalada de fruta contiene plátano, <b>uvas y manzana/miel</b>.</li> <li>4. La <b>especialidad</b> de la casa de este restaurante es el cordero.</li> <li>5. No he <b>pedido</b> esto. No me gusta la sopa.</li> <li>6. ¿Qué <b>bebidas</b> frías tiene?</li> <li>7. ¿Le gustaría <b>reservar</b> una mesa?</li> <li>8. La comida regional latina es muy <b>condimentada</b>.</li> <li>9. La bebida está <b>dulce</b>.</li> <li>10. La <b>albóndiga</b> contiene carne de res.</li> <li>11. ¿Puede traernos una <b>tortilla</b> de atún?</li> <li>12. Quiero té con <b>miel</b>.</li> <li>13. El maíz es el <b>acompañamiento</b> de muchas comidas en América Latina.</li> <li>14. ¿Puede traerme <b>aceite de oliva</b> para la ensalada, por favor?</li> <li>15. ¡<b>Mozo</b>! La comida está fría.</li> </ul>	<ul style="list-style-type: none"> <li>1. m</li> <li>2. f</li> <li>3. g, l / h</li> <li>4. i</li> <li>5. j</li> <li>6. p</li> <li>7. o</li> <li>8. n</li> <li>9. e</li> <li>10. c</li> <li>11. k</li> <li>12. h</li> <li>13. b</li> <li>14. d</li> <li>15. a</li> </ul>



## CHAPTER VOCABULARY GRAMMAR PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

## Grammar Practice

Choose the correct word to complete each sentence.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Me gusta el café \_\_\_\_\_ azúcar.

a. solo                      b. sin                      c. sal                      d. para

2. Quiero carne \_\_\_\_\_ almorzar.

a. por                      b. para                      c. pan                      d. con

3. ¿\_\_\_\_\_ va a tomar?

a. que                      b. para                      c. qué                      d. con

4. \_\_\_\_\_ mucha gente en el restaurante.

a. hay                      b. hoy                      c. están                      d. está

5. Me gustaría comer pasta \_\_\_\_\_ queso rallado.

a. con                      b. por                      c. para                      d. que

6. \_\_\_\_\_ a cocinar paella. Me gusta mucho.

a. estoy                      b. voy                      c. hay                      d. soy

7. El desayuno está \_\_\_\_\_.

a. listo                      b. listos                      c. lista                      d. los

8. ¿\_\_\_\_\_ traerme el pan?

- |           |          |                   |          |
|-----------|----------|-------------------|----------|
| a. podría | b. poder | c. me<br>gustaría | d. vamos |
|-----------|----------|-------------------|----------|

9. ¡\_\_\_\_\_ al restaurante italiano!

- |           |          |                   |          |
|-----------|----------|-------------------|----------|
| a. podría | b. poder | c. me<br>gustaría | d. vamos |
|-----------|----------|-------------------|----------|

10. Quiero ordenar \_\_\_\_\_ pollo.

- |       |        |       |       |
|-------|--------|-------|-------|
| a. lo | b. uno | c. el | d. al |
|-------|--------|-------|-------|

11. ¿Y tú? ¿\_\_\_\_\_ a almorzar paella?

- |        |        |       |          |
|--------|--------|-------|----------|
| a. voy | b. vas | c. va | d. vamos |
|--------|--------|-------|----------|

12. Mucha gente \_\_\_\_\_ al restaurante Italiano.

- |        |        |       |          |
|--------|--------|-------|----------|
| a. voy | b. vas | c. va | d. vamos |
|--------|--------|-------|----------|

13. Yo \_\_\_\_\_ la pasta.

- |          |           |             |          |
|----------|-----------|-------------|----------|
| a. sirve | b. sirves | c. servimos | d. sirvo |
|----------|-----------|-------------|----------|

14. No \_\_\_\_\_ mesa para dos.

- |           |        |          |       |
|-----------|--------|----------|-------|
| a. podría | b. hay | c. gusta | d. va |
|-----------|--------|----------|-------|

15. Me gusta la \_\_\_\_\_.

- |                        |                       |                          |                       |
|------------------------|-----------------------|--------------------------|-----------------------|
| a. salsa por<br>hongos | b. española<br>paella | c. salsas para<br>hongos | d. paella<br>española |
|------------------------|-----------------------|--------------------------|-----------------------|

## Teacher Guide

After studying the Mango Conversations chapter, students apply their knowledge in exercises.

---

### Activity

- ☐ 5 - 15 min
- ☐ Fill-in-the-blank exercise
- ☐ Printing required

### Skills

- ☐ Grammar
  - ☐ Critical thinking
  - ☐ Reading
- 

### Setup

Supply each of your students with the exercise worksheet.

See the key below and the printable activity in the student copy above.

### Answer key

1. b.
2. b.
3. c.
4. a.
5. a.
6. b.
7. a.
8. a.
9. d.
10. c.
11. b.
12. c.
13. d.
14. b.
15. d.

### Class work

Have students complete the exercise worksheet. The vocabulary used in this exercise can be found in the course vocabulary list in the “Chapter Vocabulary Review” worksheet for the current chapter.





EXTRA GRAMMAR PRACTICE

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

### Grammar Practice

Choose the correct word to complete each sentence.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. No \_\_\_\_ cucharas.

a. ha                      b. hay                      c. hay las                      d. hayes

2. Un té \_\_\_\_ miel y \_\_\_\_ limón verde, por favor.

a. con, para                      b. para, de                      c. para, para                      d. con, con

3. Las \_\_\_\_ están listas \_\_\_\_ cortar.

a. verdura, para                      b. verduras, para                      c. verduras, de                      d. verdura, de

4. Quiero un jugo de plátano \_\_\_\_ manzana.

a. de                      b. con                      c. por                      d. a

5. ¿ \_\_\_\_ traerme una cucharita?

a. podría                      b. tiene                      c. va                      d. gusta

6. \_\_\_\_ sugerir ensalada de papa y zanahoria con aceite de oliva de acompañamiento.

a. voy a                      b. voy                      c. vamos                      d. a voy

7. \_\_\_\_\_ la fruta con la miel y añade las almendras. ¡Está delicioso!

- |           |            |           |              |
|-----------|------------|-----------|--------------|
| a. mezcla | b. mezclan | c. mezclo | d. mezclamos |
|-----------|------------|-----------|--------------|

8. Me \_\_\_\_\_ la tortilla de papa.

- |          |          |           |           |
|----------|----------|-----------|-----------|
| a. gusta | b. gusto | c. gustan | d. gustas |
|----------|----------|-----------|-----------|

9. Tráigame aceite de oliva \_\_\_\_\_ la ensalada verde, por favor.

- |       |        |         |      |
|-------|--------|---------|------|
| a. de | b. sin | c. para | d. a |
|-------|--------|---------|------|

10. ¡\_\_\_\_\_ la carne de res, por favor!

- |          |           |          |          |
|----------|-----------|----------|----------|
| a. corto | b. cuerta | c. corta | d. pasta |
|----------|-----------|----------|----------|

11. Lo siento, \_\_\_\_\_ cordero.

- |        |           |           |          |
|--------|-----------|-----------|----------|
| a. hay | b. no hay | c. si hay | d. hayes |
|--------|-----------|-----------|----------|

12. Mis amigos \_\_\_\_\_ reservar una mesa en ese restaurante italiano.

- |         |          |          |            |
|---------|----------|----------|------------|
| a. va a | b. van a | c. voy a | d. vamos a |
|---------|----------|----------|------------|

13. Mozo, una \_\_\_\_\_, por favor.

- |                     |             |             |                     |
|---------------------|-------------|-------------|---------------------|
| a. fría<br>limonada | b. té negro | c. negra té | d. limonada<br>fría |
|---------------------|-------------|-------------|---------------------|

14. ¿\_\_\_\_\_ cortar el cordero, por favor?

- |          |           |       |         |
|----------|-----------|-------|---------|
| a. gusta | b. podría | c. va | d. está |
|----------|-----------|-------|---------|

15. Me gustaría comer un plato típico, \_\_\_\_\_ una mesa en este restaurante, por favor.

- |             |            |            |            |
|-------------|------------|------------|------------|
| a. reservar | b. reserva | c. reservi | d. reservo |
|-------------|------------|------------|------------|

## Teacher Guide

After studying the Mango Conversations chapter, as well as the supplemental vocabulary, students apply their knowledge in exercises.

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### Activity

- ☐ 5 - 15 min
- ☐ Fill-in-the-blank exercise
- ☐ Printing required

### Skills

- ☐ Grammar
  - ☐ Critical thinking
  - ☐ Reading
- 

### Setup

Supply each of your students with the exercise worksheet.

See the key below and the printable activity in the student copy above.

### Answer key

1. b.
2. d.
3. b.
4. b.
5. a.
6. a.
7. a.
8. a.
9. c.
10. c.
11. b.
12. b.
13. d.
14. b.
15. b.

### Class work

Have students complete the exercise worksheet. The vocabulary used in this exercise can be found in the supplemental vocabulary list in the “Extra Vocabulary” worksheet for the current chapter.



## CULTURE DISCUSSION

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

## Teacher Guide

Provide topically relevant discussion questions, using culture notes from the course to reinforce the cultural learning that happened in the chapter and to elicit more detailed opinions.

### Chapter 3 culture notes:

- You will find that the menus in many Latin American countries are generally divided into *entradas* (starters), *plato principal* (main course), *bebidas* (drinks) and *postres* (desserts). If you choose to eat out you may find it interesting to try the *plato del día* literally, "dish of the day." If you prefer take-out food then order *comida para llevar*.
- *Paella* is a very popular dish in Spain and southern Latin American countries like Argentina. Its main ingredients are rice, vegetables, and seafood (such as lobster and shrimp). Some paellas are also cooked with meat or chicken but all of them have saffron, the ingredient that gives the paella its characteristic color.
- *Aguas frescas*, literally "fresh waters," are very common and popular beverages in many Latin American countries. The fruit ones are made by combining water, fruit, and sugar in a blender and then passing the water through a colander to remove the pulp. There is also *agua de jamaica* (Jamaican water) which is really a cold hibiscus tea and *agua de tamarindo* (tamarind water). You should definitely give these tasty drinks a try!
- Did you know that the seeds of chocolate were discovered 2,000 years ago in America? The first people known to have tasted the chocolate were the ancient cultures of Mexico and Central America. The seeds of chocolate were then taken to Spain and used in a wide variety of recipes. It was at that moment that its popularity was spread throughout Europe and it still remains as one of the world's favorite flavors.
- In Latin America, "*Salud*" (Cheers!) is the word used when you toast. It means "Good health!" So, when toasting you actually wish the others to have good health.
- In Latin America, it is very common to use the expression *¡Buen provecho!* to mean "Enjoy your meal!" mostly in informal settings.



## CULTURE DISCUSSION

# Spanish (Latin American)

## Unit 2 | Chapter 3. Food and Drink Culture

- Each country in South America has a unique cuisine due to their different history, geography, and culture. The result is a wide variety of traditions and flavors. So, if you like chicken, meat, or pasta you will find plenty of choices that will satisfy you. Don't worry if you are vegetarian! Many native foods are enhanced with vegetables and different herbs.

**Relevant discussion questions:**

1. Apart from *paella*, what other popular Latin American dishes do you know?
2. Do you prefer eating at a restaurant or at home and why?
3. What is your favorite meal of the day?
4. Have you ever tried a Latin American dish, beverage, or dessert? Did it have any distinct ingredients that you had never tried before?
5. Try to find some more information about chocolate. Who tried making it first and how did they prepare it? How was it received in other countries?
6. People in Latin America wish each other “Good health” as a toast. What do we mean when we say “Cheers!” as a toast in English?
7. Similar to Latin America, there is a variety of different cuisines in the United States. Try to find information about the traditional dishes of each Latin American country as well as the various traditional ethnic foods in the United States.



WRITING PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Writing Practice: At the restaurant

Write a short dialogue between three people: a waiter and two friends who go to a restaurant for lunch. Describe the exchanges they have as they order food and beverages. Write at least 7 to 10 lines.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Grade: \_\_\_\_\_



WRITING PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Writing Practice: Let's cook!

Write between 6 and 8 sentences about how to prepare your favorite dish.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Grade: \_\_\_\_\_



## WRITING PRACTICE

# Spanish (Latin American)

Unit 2 | Chapter 3. Food and Drink Culture

## Teacher Guide

After studying the Mango Conversations chapter, students apply their knowledge in writing exercises.

**Activity**

- ☐ 10 - 20 min
- ☐ Writing exercises
- ☐ Printing required

**Skills**

- ☐ Grammar
- ☐ Critical thinking
- ☐ Writing

## Setup

Supply each of your students with the writing exercise worksheet. Communicate any additional expectations for the writing prompt (spelling accuracy, use of specific vocabulary, etc.).





# Sample of articles aligned with the grammar goals for Spanish (Latin American) Unit 2 Chapter 3

Each chapter in Mango Classroom covers a set of grammar goals that are explored across all lessons. Mango Languages has recently created a wide library of grammar articles which are aligned with Mango Classroom's grammar goals.

## GRAMMAR GOAL 1:

### Convey Future Tense Using *Ir a*

In this chapter, students will learn how to build Spanish expressions to convey the future by using the construction *Ir + a*.

**View article:** [How to express the future in Spanish?](#)

This grammar article showcases how to express the future tense in Spanish starting with *Ir + a +* infinitive.

**Article sample:** We can express the future by using the combination of the verb *ir* ("to go") in the present tense + preposition *a* + a verb in the infinitive. The equivalent English expression of this combination is "going to" + infinitive. We usually use this combination in the following contexts.

**View Downloadables:** [Download Now >](#)

## GRAMMAR GOAL 2:

### Learn the Informal, Affirmative Imperatives

In this chapter, students will learn how to use the Imperative mode.

**View article:** [Commands in Spanish: How to form and use them?](#)

**Article sample:** Commands are used to give orders and instructions, or to make requests and recommendations. They can be affirmative: *¡Ven aquí!* ("Come here!"), negative: *No tires basura* ("Do not throw garbage"), formal: *Pase usted* ("Come in"), or informal: *Abre la ventana* ("Open the window"). Do you want to show who's the boss when giving commands? Keep reading!

**View Downloadables:** [Download Now >](#)

### GRAMMAR GOAL 3:

## Learn the prepositions *Con*, *Sin*, and *Para* & Use *Para* with Infinitives to Mean “In Order To”

In this chapter, students will be introduced to common Spanish prepositions and will focus on how to use the construction *para* + infinitives to express the idea of “in order to”.

**View article:** [What are the most common prepositions in Spanish?](#)

**Article sample:** There are more useful prepositions that you might want to learn, such as *con* (“with”) and *sin* (“without”). The preposition *con* can be translated as “with” in the following cases: to indicate relationship, to indicate the instrument used to do something, to indicate manner, to indicate company, collaboration, or mix.

**View Downloadables:** [Download Now >](#)



**View article:** [What’s the difference between ‘por’ and ‘para’ in Spanish?](#)

**Article sample:** When you want to express purpose, *para* is the word you want to use. It translates to “to” or “in order to.” One example could be: *Vino a este país para trabajar.* (“He came to this country to/in order to work.”) The purpose of his coming to this country is highlighted in blue, and it’s introduced by *para*.

**View Downloadables:** [Download Now >](#)



### GRAMMAR GOAL 4:

## Use the Conditional Verb Form *Podría*


In this chapter, students will learn how to use the conditional mood of the verb *poder* to express courtesy.

**View article:** [How to use the conditional simple tense in Spanish?](#)

**Article sample:** We use the conditional simple to express courtesy or kindness. In many Latin American countries, using the conditional is the appropriate way to request things at a restaurant or store, or to address strangers.

**View Downloadables:** [Download Now >](#)

# Cookbook Recipe

<b>Activity Category:</b>	 <b>One-on-One instruction</b>
<b>Materials:</b>	Cookbooks (one in target language, one in native language), art supplies (markers, construction paper, etc.), pencil, paper, white boards, dry-erase markers
<b>Time:</b>	30 minutes
<b>Bloom's Taxonomy Tier:</b>	Applying
<b>DOK Level:</b>	Level Two
<b>Rubric:</b>	None

## Procedure

1. Show examples of cookbooks with a variety of recipes.
2. Review recipe characteristics: ingredients, directions, measurements, illustrations, substitutions, etc.
3. After completing unit 3, chapter 2 in Mango (Food and Drink Culture), students will create their own traditional recipe from the foods learned throughout the chapter.
4. Recipes can be completed on construction paper and include: the name of the food, illustration, ingredient list and simple directions to cook the food.
5. Add completed recipes to a classroom cookbook.

## Adaptation for Novice Language Learners:

For novice language learners, students can work with a small group of peers to create their recipe. Their recipe should include the name of the dish, an illustration of the food, the ingredients used to make the dish and 2-3 simple steps to cook the recipe. Vocabulary words from the unit should be included in the recipe, in the target language (phonetic spelling is acceptable). All other supporting words can be in the native language.

## Adaptation for Intermediate Language Learners:

For intermediate language learners, students can work with a partner to create their recipe. The recipe should include the name of the dish, an illustration of the food, the ingredients and measurements used to make the dish and 4-5 steps to cook the recipe, in complete sentences, using vocabulary from the target language (phonetic spelling is acceptable), while the remaining words can be in the native language.

## Adaptation for Intermediate High/Advanced Low Language Learners:

For intermediate high/advanced low language learners, students can work independently to create their recipe. The recipe should include the name of the dish, an illustration of the food, the ingredients and measurements used to

make a dish (in a sentence format), and 6+ steps necessary to cook the recipe (in complete sentences). The entire recipe should be written in the target language (phonetic spelling is acceptable).

#### **Mango Integration:**

For Mango integration, complete of unit 3, chapter 2 (Food and Drink Culture).

#### **Remote Learning Adaptation:**

For remote learning, the creation of the recipe can be done during an asynchronous learning time frame. Students can work independently or in a breakout room with a partner or small group of peers.