

Vamos al Supermercado



La Comida en el Supermercado



La Comida en el Supermercado

(The Food at the Supermarket)

Vocabulario

LISTEN TO THE VOCABULARY

Inglés	Español	Pronunciation
the supermarket	el supermercado	ehl soo-pehr-mehr-kah-doh
the food	la comida	lah koh-mee-dah
fruits	las frutas	lahs froo-tahs
apple	la manzana	lah mahn-sah-nah
banana	el plátano	ehl plah-tah-noh
cherries	las cerezas	lahs seh-reh-sahs
grapes	las uvas	lahs oo-bahs
lemon	el limón	ehl lee-mohn
orange	la naranja	lah nah-rahn-hah
peach	el durazno	ehl doo-rahs-noh
pear	la pera	lah peh-rah
pineapple	la piña	lah pee-nya
strawberries	las fresas	lahs freh- sahs
watermelon	la sandía	lah sahn-deeah
vegetables	las verduras/ los vegetales	lahs vehr-doo-rahs/ lohs veh-heh-tah-lehs
carrots	las zanahorias	lahs sah-nah-oh-reeahs
peas	los guisantes	lohs gee-sahn-tehs
potatoes	las papas	lahs pah-pahs
corn	el maíz	ehl mah-ees
lettuce	la lechuga	lah leh-choo-gah
tomatoes	los tomates	lohs toh-mah-tehs
broccoli	el brocoli	ehl broh-koh-lee
onions	las cebollas	lahs seh-boh-jahs
cucumber	el pepino	ehl peh- pee-noh
pepper	pimiento	pee-myehn-toh
celery	el apio	ehl ah-peeoh
dairy	los productos lácteos	lohs proh-dook-tohs lahktehohs
milk / soy	la leche / la leche soya	lah leh-cheh lah leh-cheh soh-yah
yogurt	el yogur	ehl joh-goor
butter	la mantequilla	lah mahn-teh-kee-jah
cheese	el queso	ehl keh- soh
ice-cream	el helado	ehl eh-lah-doh



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Inglés	Español	Pronunciación
breads & cereals	los panes y los cereales	loh pah-nehs ee loh seh-reh-lehs
bread	el pan	ehl pahn
cereal	el cereal	ehl seh-reh-ahl
cake	la torta	lah tohr-tah
pie	el pastel	ehl pahs-tehl
crackers (saltines)	las galletas de sal	lahs gah-jeh-tahs deh sahl
cookies	las galletas dulces	lahs gah-je-tahs dool-cehs
rice	el arroz	ehl ah-rrohs
tortilla	la tortilla	lah tohr-tee-ja
Meats and Proteins	las carnes y proteínas	lahs kahr-nehs eeh pro-teh-ee-nahs
chicken	el pollo	ehl poh-joh
meat	la carne	lah kahr-neh
fish	el pescado	ehl pehs-ka-doh
hot dogs	las salchichas/ los perros calientes	lahs sahl- chee-chahs/ loh peh-rrohs kah-lyen-tehs
beans	los frijoles	loh free-hoh-lehs
peanut butter	la mantequilla de maní	lah mahn-teh-kee-jah deh mah-nee
nuts	las nueces	lahs nooe-cehs
eggs	los huevos	loh ooeh-bohs
I am vegetarian	Soy vegetariano	sohee beh-heh-tah-ryah-noh
snack time	la merienda	lah meh-riehn-dah
candy	los dulces	loh dool-cehs
chocolate	el chocolate	ehl choh-koh-lah-teh
potato chips	las papitas fritas	lahs pah-pee-tahs free-tahs
popcorn	las palomitas de maíz	lahs pah-loh-mee-tahs deh mahees
It's healthy	Es bueno para la salud.	Ehs boo-eh-noh pah-rah lah sah-lood
It's not healthy	Es malo para la salud.	Ehs mah-loh pah-rah lah sah-lood

Note to the teacher:

*In English it isn't always required to use the definite article in front of the noun. However, it is important to remember to use it in Spanish when you talk about a specific item. Example: Me gustan las uvas. Remember that the article must agree with the noun in number and in gender. Ex. el plátano- los plátanos la manzana- las manzanas



Other Helpful Expressions:

Inglés	Español	Pronunciación
What do you like?	¿Qué te gusta?	Keh teh goos-tah?
What do you like better?	¿Qué te gusta más?	Keh teh goos-tah mahs?
I like ...	Me gusta/n*	meh goos-tah / goos-tahn
I don't like	No me gusta/n	noh meh goos-tah/n
I like better...	Me gusta más...	Meh goos-tah mahs...
What's it like?	¿Cómo es?	koh-moh ehs?
What are they like?	¿Cómo son?	koh-moh sohn?
It's (they're) sweet.	Es (son) dulce/s.	ehs dool-seh
It's (they're) sour.	Es (son) agrio/s.	ehs ah-greeoh
What color is it?	¿De qué color es?***	deh keh koh-lohr ehs?
How much does it cost?	¿Cuánto cuesta or Cuánto cuestan?	Kooahn-toh kooehs-tah
It cost...	Cuesta.../ Cuestan***	Kooehs-tah
One dollar****	Un dólar	oon doh-lahr
Cents****	centavos	sehn-tah-bohs
It's expensive.	Es caro.	Ehs kah-roh
It's inexpensive or cheap	Es barato.	Ehs bah-rah-toh

* We use **gusta** (like) with singular nouns and **gustan** with plural (more than one) example: Me gusta la naranja. Me gustan las uvas.

** It would be useful to review the names of the colors. You can find this unit in Volume 2 of the Teacher Bulletin on CD-Rom. Colors:

rojo- red	verde- green	azul- blue	amarillo- yellow
negro- black	morado- purple	blanco- white	anaranjado- orange
gris- gray	marrón- brown	rosado- pink	

***Use "**cuesta**" when you talk about one thing and "**cuestan**" whenever your talking about more than one. Ex. ¿Cuánto cuesta el helado? ¿Cuánto cuestan las uvas? To quote a price- "Cuesta un dólar y veinticinco." "Cuestan dos dólares."

**** Also review numbers from one- twenty. You can find this in Volume 2 of the Teacher Bulletin on CD-Rom. I've enclosed numbers 21-99 on the next page.

Numbers 21 -99

LISTEN TO THE VOCABULARY

Inglés	Español	Pronunciación
twenty one, two...	veintiuno, veintidos	beyn-tee oo-noh,
thirty	treinta	treyn-tah
thirty one, two..	treinta y uno, dos,	treyn-tah ee oo-noh
forty	cuarenta	kooah-rehn-tah
forty- one	cuarenta y uno, dos..	kooah-rehn-tah y oo-noh
fifty	cincuenta	seen-kooehn-tah
fifty-one	cincuenta y uno, dos...	seen-kooen-tah y oo-noh
sixty	sesenta	seh-sehn-tah
sixty-one	sesenta y uno, dos ...	se-sehn-tah y oo-noh
seventy	setenta	seh-tehn-tah
seventy-one	setenta y uno, dos...	seh-tehn-tah y oo-noh
eighty	ochenta	oh-chehn-tah
eighty-one	ochenta y uno, dos	oh-cheh-tah y oo-noh
ninety	noventa	noh-vehn-tah
ninety-one	noventa y uno, dos	noh-vehn-tah y oo-noh

To give a price- Cuesta veinticinco centavos. (It costs twenty five cents.)
 Cuestan tres dólares y veinticinco (or veinticinco centavos). (They cost three
 twenty five)

It is not necessary to use centavos at the end although it is used sometimes.



Introductory Activities

Introduce the vocabulary using flashcards or plastic fruit. If using photocopies, make enough copies and distribute a set to each student. Here are several activities you can do.

1. Show each fruit. Say the name of the fruit and have students hold each fruit and repeat after you.
Say: "**Repitan, por favor- ... la pera**" "**Muy bien, clase**"
(Reh-pee-tahn pohr fah-vohr. lah peh-rah mooee bee-ehn klah-seh)
(Repeat , please- the pear) (Very well, class)
2. (For younger children) If you're using plastic fruit. Show each fruit, say the name and pass the fruit from student to student. Each holds the fruit while repeating the word. (For older grades) Use word flash cards. Read each word and have students repeat after you.
3. Name each fruit and have students put their thumbs up if they like it or put their thumbs down if they don't.
4. Sing songs. If possible illustrate them. Give each student a set of cards or plastic fruits and have them show the food as they sing.
5. Afer introducing the names of fruits you can proceed to connect with previous knowledge by asking for the color if you have already learned the names of colors.

Singular:*

Teacher: "**¿De qué color es ... (la manzana)?"** What color is the apple?

Students: "**Es ... (roja).**" It's red.

Teacher: "**¿Cómo sabe?**" How does it taste?

Student: "**Es dulce.**" It's sweet.



Plural:*

Teacher: "**¿De qué color son ... (las uvas)?"** - What color are the grapes?

Students: "**Son moradas**".



or give them a choice between two colors.

Teacher asks: "**¿Es** la manzana roja*** o amarilla*?** Is the apple red or yellow?

Students answer.... "**Es roja**" It's red.

Note to the teacher:

* You can do the same type of dialogue with other foods as well. Simply substitute the name of the fruit for another type of food.

In Spanish:

** We use "es"= is- with singular nouns and "son"= are -with plural nouns.

*** Adjectives follow nouns and they must agree in gender and in number with the noun. Since colors are adjectives if they end in **o** or **a** they must agree with the noun. Adjectives are made plural by adding " s " if the adjective ends in a vowel or "es" if it ends in a consonant.

example: La manzana es roja. (singular) Las manzanas son rojas.

Exception:

verde, azul, marrón- these only change in number that is - plural
verdes, azules, marrones.

ex. la pera es verde.

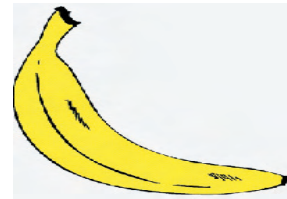
More dialogues:

Singular:

Teacher: ¿Clase, qué es esto?- Class, what is this?

Students: Es un* plátano. - It's a banana.

or Es una* manzana. - It's an apple.



Plural:

Teacher: ¿Clase, que es esto? Class, what's this?

Students: Son unas* uvas.- They are some grapes. or

Son unos* duraznos. -They are some peaches.

Always remember to praise the answers with:

Muy Bien (mooee bee-ehn), **Excelente** (ehx-seh-lehn-teh), **Perfecto** (pehr-fehk-toh), **Buen trabajo** (boo-ehn trah-bah-hoh) (good job) or **bien hecho** (bee-ehn eh-choh) (well done)

Note:

The indefinite articles in Spanish for "a" & "an", are "un, una, unos, unas."
We use "un" with words that use "el" in front of the word & "una" with words that use "la" in front of the word. We use "unos" for words that use "los" and "unas" for words that use "las." (Unos= means some)

Developing & Culminating Activities

The following are just but a sample of activities you can use in your classroom. You as the master teacher, will decide which are more suitable for your age group.

Activities	Directions	Material Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards as an activity sheet	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so looks like a window when you flip it up.	scissors glue
QUIZMO Game	Photocopy the quizmo cards or print in color. Laminate it if possible. Play like regular quizmo- using Spanish when calling the names of the foods.	Quizmo cards and chips for marking
"Tres en Raya" (Three in a row) or "Cuatro Esquinas" (Four Corners)	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the food and have students turn the card over. When they have three in a row turned over, they call "Tres." Or you could play "Cuatro Esquinas." They only turn the four corners. When they have all four corners they call out; "Cuatro Esquinas." (Kooah-troh ehs-kee-nahs)	vocabulary cards
"Spanish Bee" game	Play like a spelling bee, but instead of spelling, students translate the words into Spanish or English as you call them.	a list of food vocabulary
Drawing challenge game	Whisper a food word in Spanish to a team member. That person draws a picture of the food. The team members guess the Spanish word. The person who guesses draws the next picture. (To be played in smaller groups.)	
"Me gusta comer" game	Divide the class into two teams. In a "round robin" style, students in one team name foods they like to eat using the sentence "Me gusta comer ..." (I like to eat...) The team continues until there's a long pause or repeated item. Play passes to the other team. The team earns a point for each item.	flashcards of food vocabulary
Booklets	Students can make small booklets about their favorite foods. Have students draw, color and label each food.	scissors, markers or crayons, stapler



More Games:

Find it Poster Game	Divide students into teams. Ask each team to find pictures of seven or more food words, glue them onto the paper, and label the pictures with the correct Spanish words.	large pieces of poster paper, newspaper food ads scissors, glue sticks
Find the Food Game	Teacher says a food word in Spanish. The student digs into the basket and finds the food and says its name.	basket of plastic food
Guess What Game	Teacher thinks of a food. Students are given three clues (such as: es roja, es dulce and soon) and students guess the food by saying the word in Spanish.	

More teaching ideas for older students.

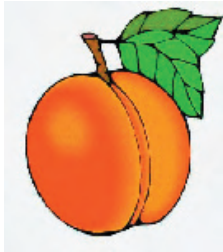
After teaching the numbers and "cuesta/ cuestan", create a market with different types of play foods or pictures and price them. Have students write dialogues about purchasing an item. Look the following example:

Example:

Store keeper: Hola, ¿qué desea?	(Hello, What do you desire?)
Customer: Busco manzanas.	(I'm looking for apples.)
Store keeper: Sí, aquí están.	(Yes, here they are.)
Customer: ¿Cuánto cuestan?	(How much do they cost?)
Store keeper: Cuestan cincuenta centavos.	(They cost fifty cents)
Customer: Bien, Quiero una. *	(Well, I want one.)
Store keeper: Cincuenta centavos, por favor.	(fifty cents. please)
Customer: Gracias.	(Thank you)
Store keeper: Gracias a usted.	(Thanks to you)

Vocabulario- 1

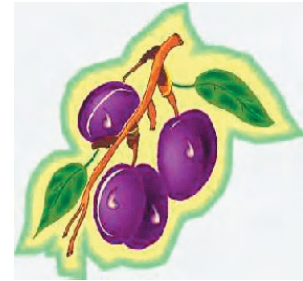
Las frutas



el durazno



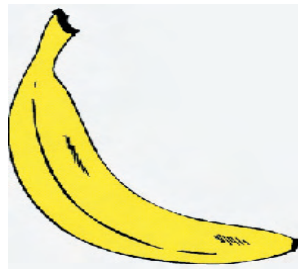
la naranja



las ciruelas



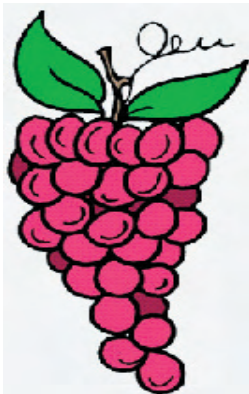
las cerezas



el plátano



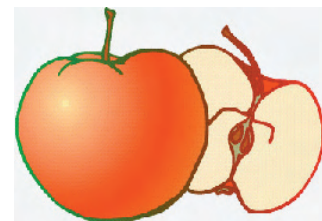
la piña



las uvas



la pera



la manzana



la sandía

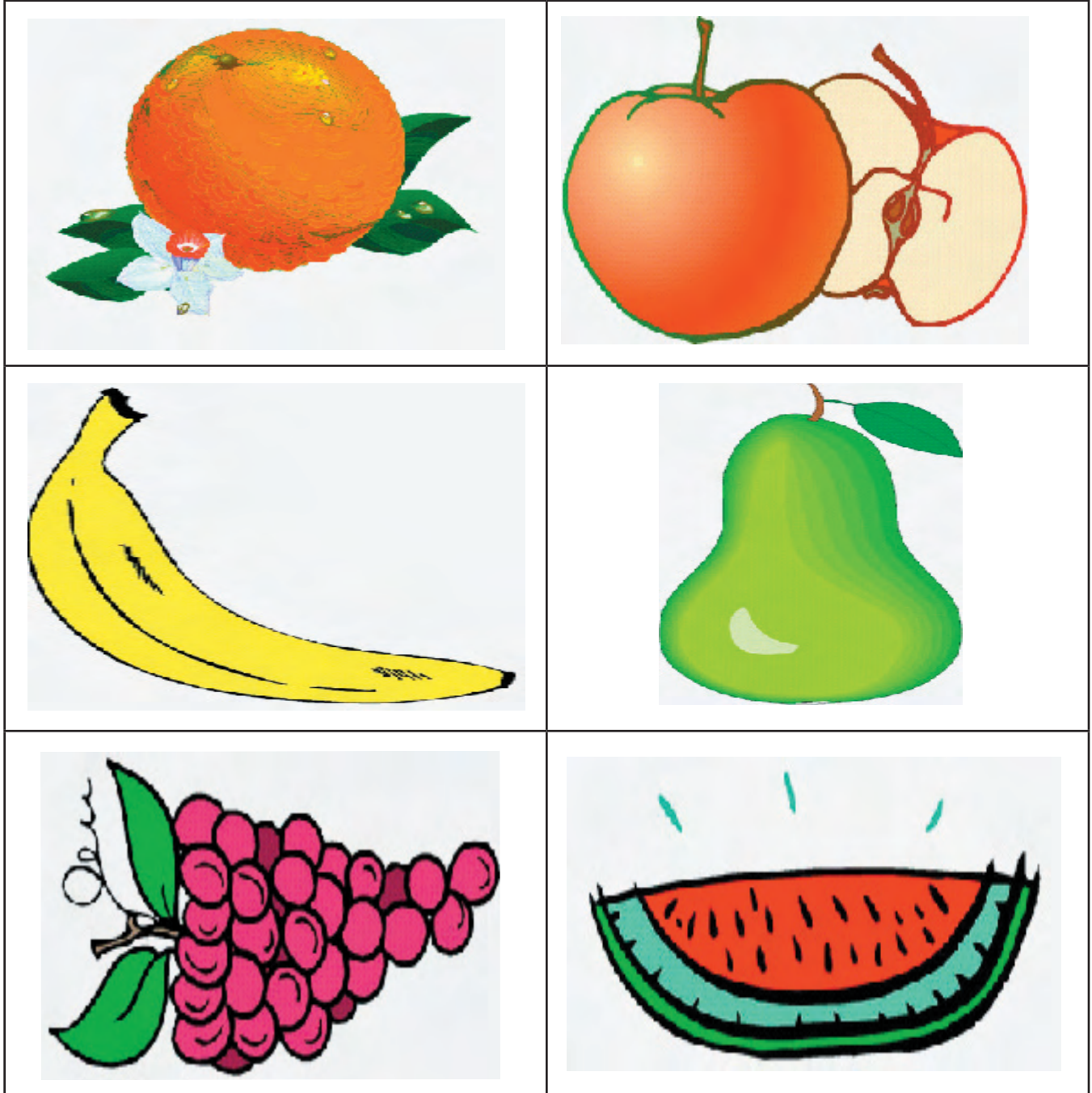


las fresas

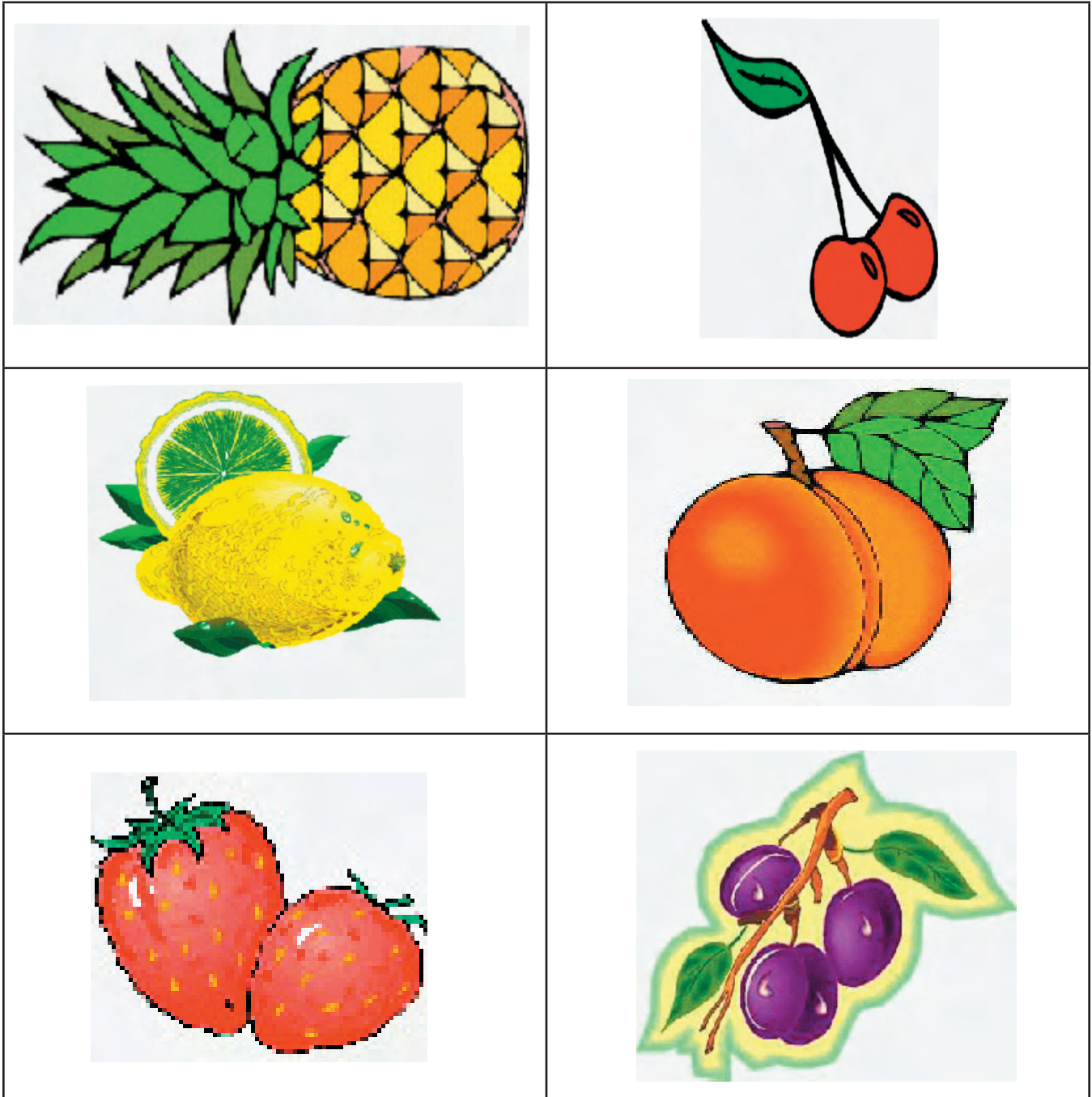


el limón

Vocabulario 1- Las Frutas



Vocabulario 1- Las Frutas



Vocabulario 1- Las frutas

la naranja	la manzana
el plátano	la pera
las uvas	la sandía

Vocabulario 1- Las frutas

la piña	las cerezas
el limón	el durazno
las fresas	las ciruelas

Vocabulario 1 - Las frutas

orange

apple

banana

pear

grapes

watermelon

Vocabulario 1- Las frutas

pineapple

cherries

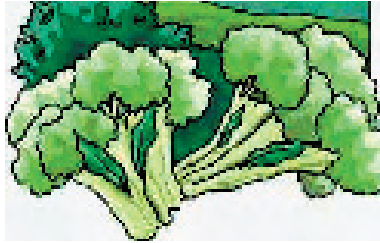
lemon

peach

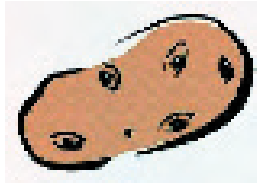
straw-
berries

plums

Vocabulario 2- Los vegetales



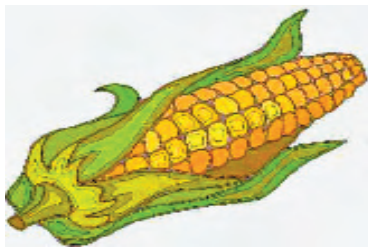
el brocoli



la papa



las zanahorias



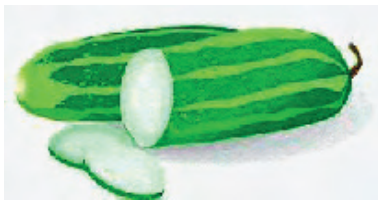
el maíz



los guisantes



la lechuga



el pepino



el apio



el tomate



las cebollas

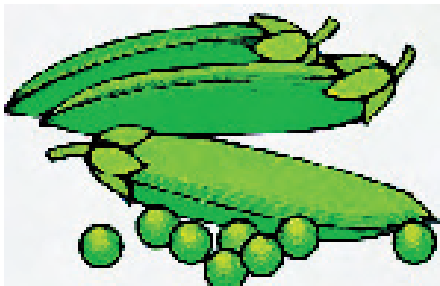
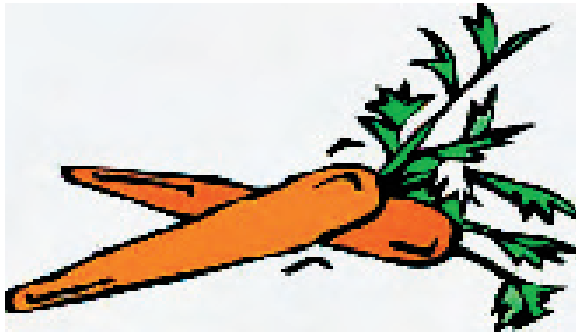
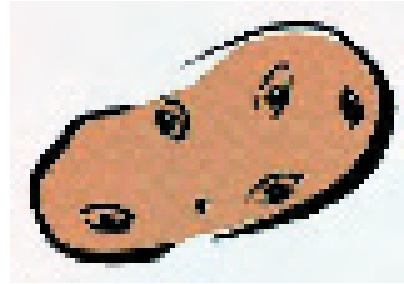
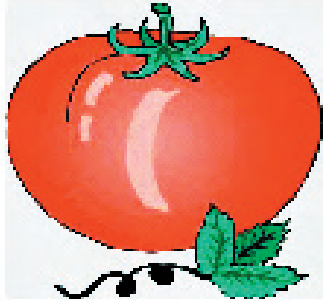


las calabazas



el pimiento

Vocabulario 2- Los Vegetales



Vocabulario 2- Los vegetales



Vocabulario 2- Los vegetales

<p>el tomate</p>	<p>la papa</p>
<p>las zanahorias</p>	<p>el brocoli</p>
<p>la lechuga</p>	<p>el maíz</p>
<p>los guisantes</p>	<p>el pepino</p>

Vocabulario 2- Los vegetales

el apio	la cebolla
los pimientos	la calabaza

Vocabulario 2- Los vegetales

tomato

potato

carrots

broccoli

lettuce

corn

peas

cucumber

Vocabulario 2- Los vegetales

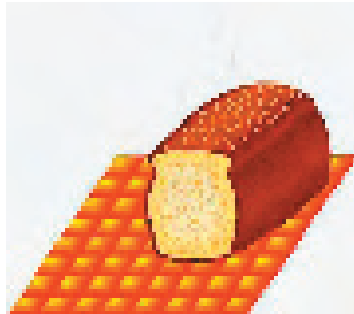
celery

onions

peppers

squash

Vocabulario 3- Los panes y los cereales



el pan



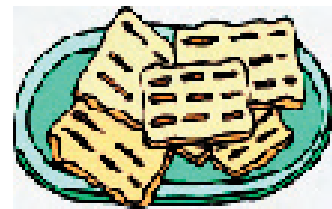
el cereal



la tortilla



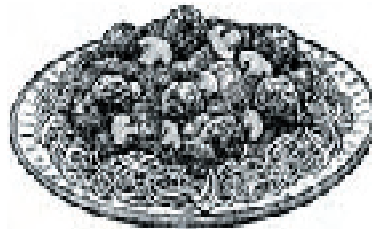
el arroz



las galletas de sal



la torta



la pasta

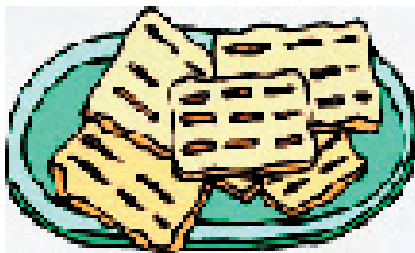
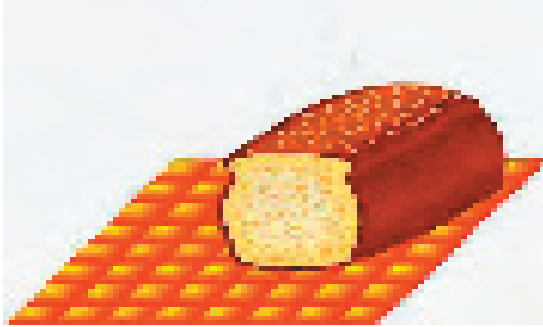


las galletitas



el pastel

Vocabulario 3- Los panes y los cereales



Vocabulario 3- Los panes y los cereales

el pan

el cereal

el arroz

la tortilla

**las galletas
de sal**

la pasta

la torta

el pastel

Vocabulario 3- Los panes y los cereales

bread

cereal

rice

tortilla

crackers

cookies

cake

pie

Vocabulario 4- Las carnes y proteínas



los frijoles



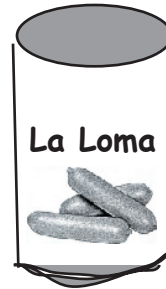
las nueces



los huevos



las salchichas



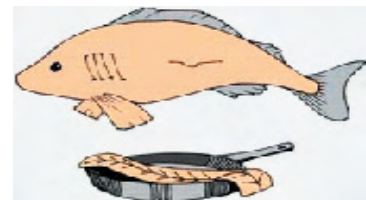
la carne vegetal



la mantequilla
de maní



el bistec



el pescado

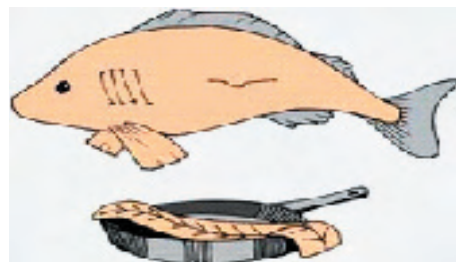
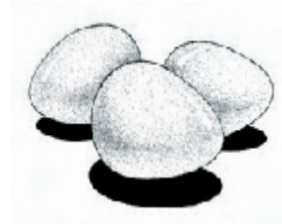


el pavo

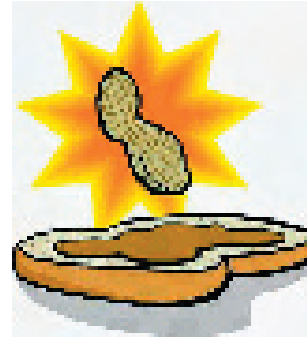


el pollo

Vocabulario 4- Las carnes y proteínas



Vocabulario 4- Las carnes y proteínas



Vocabulario 4- Las carnes y proteínas

las nueces

los huevos

los
frijoles

las
salchichas

el
bistec

el pescado

Vocabulario 4- Las carnes y proteínas

la carne
vegetal

la
mantequilla
de maní

Vocabulario 4- Las carnes y proteínas

nuts

eggs

beans

sausage

steak

fish

chicken

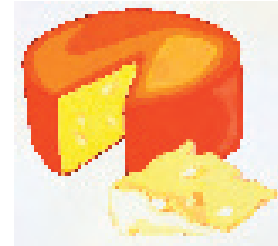
turkey

Vocabulario 4- Las carnes y proteínas

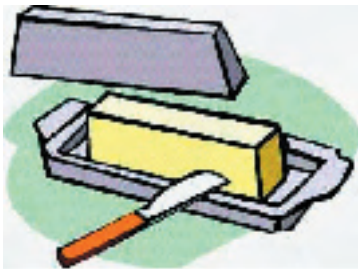
**vegie-
meat**

**peanut
butter**

Vocabulario 5- Los productos lácteos



el queso



la mantequilla



el yogur

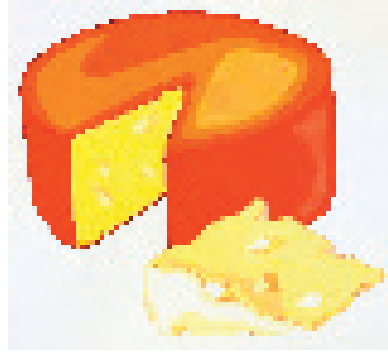


el helado



la leche

Vocabulario 5- Los productos lácteos



Vocabulario 4- Los Productos Lácteos

la mantequilla

el queso

el yogur

la leche

el helado

Vocabulario 5- Dairy Foods

butter

cheese

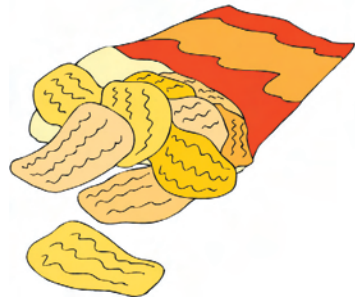
yogurt

milk

ice-cream

Otras comidas para merendar

(Other foods for snacking)



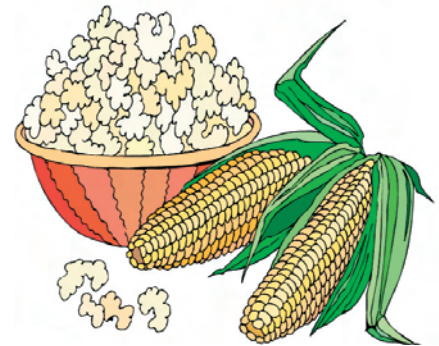
las papitas fritas



los dulces



el chocolate



las palomitas de maíz



el refresco



las galletitas

Otras comidas para merendar

las papitas fritas	los dulces
el chocolate	las galletitas
el refresco	las palomitas de maíz

Other snack foods

french fries	sweets
chocolate	cookies
refreshment	popcorn

Nombre _____

¿Qué es bueno para la salud?

Look at the lists of food you've learned. What do you think is "bueno para la salud" (good for your health) or malo para la salud (bad for your health).

Bueno para la salud

Malo para la salud



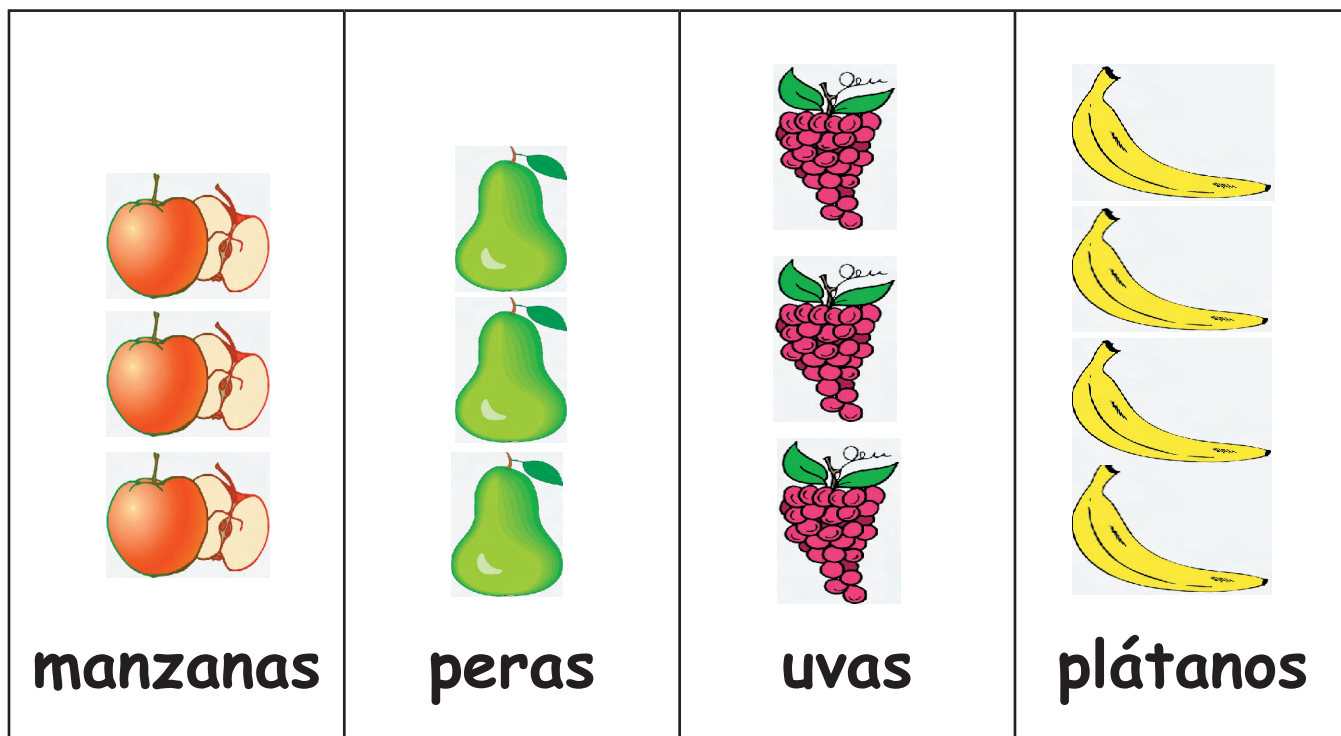
Las Frutas Favoritas

(Favorite fruits)

After students become acquainted with the names of fruits, tally up the students favorite fruits and write the results on the board. Have each child color their favorite fruit and cut out the picture, writing his/her name on the back. Then use the picture to make a picture graph of the class favorites.

Draw a graph on the board allowing one column per fruit. Give the children each a piece of tape and have them put their fruits on the correct columns. Then review the information shown on the graph, asking questions such as "How many students chose apples as their favorite fruits? (You can count in Spanish or ask them to tell you the number in Spanish.) What fruit was chosen the most? What fruit was chosen the least?"

Las Frutas Favoritas



You could also use this as a bulletin board entitled "**Nuestras Frutas Favoritas**" (**Our favorite fruits.**) Make a much larger graph and have children place pictures of their favorite fruits in the graph.

Nombre _____

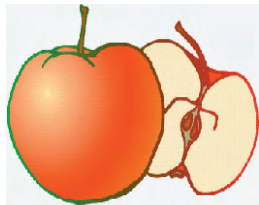
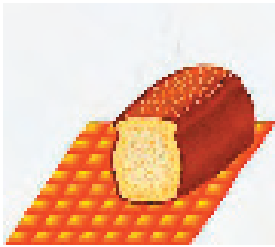



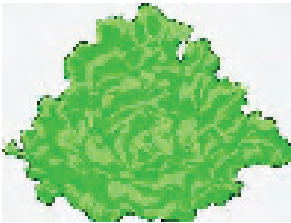


Student A

En el Mercado

You are at the market buying some foods and your job is to ask the storekeeper how much each of these items cost. Write down the prices below each item.

(Remember to ask: ¿Cuánto cuesta or cuánto cuestan?)

¿Cuánto cuesta la manzana?

			
_____	_____	_____	_____
			
_____	_____	_____	_____



Nombre _____

Student B

En el Mercado

You are the storekeeper at the market. Your job is to tell the customer (your partner) how much each of these items cost. You may want to review your numbers. (Remember to answer: _____ cuesta or cuestan _____.)

Example: La manzana cuesta cincuenta centavos.

 <p>la manzana</p>	 <p>el pan</p>	 <p>los huevos</p>	 <p>el helado</p>
<p>50¢</p>	<p>\$2.00</p>	<p>\$2.25</p>	<p>\$1.00</p>
 <p>el pastel</p>	 <p>la lechuga</p>	 <p>la leche</p>	 <p>la sandía</p>
<p>\$3.00</p>	<p>\$1.50</p>	<p>\$3.50</p>	<p>\$4.00</p>

Las Frutas Songs

Frutas

English translation

(Sing to the tune
of "Day-o (The Banana song)

Frutas, fruuutas,
tengo frutas, las tengo yo.

Fruits, fruits.
I have fruits, fruits have I.

La piña, la pera y la manzana.
tengo frutas, las tengo yo.

The pineapple, the pear and the apple.
I have fruits, fruits have I.

El plátano, el durazno y el limón.
tengo frutas, las tengo yo.

The banana, the peach and the lemon.
I have fruits, fruits have I.

Frutas, fruuutas,
tengo frutas, las tengo yo.

Fruits, fruits.
I have fruits, fruits have I.

Las fresas, las uvas y las naranjas.
tengo frutas, las tengo yo.

The strawberries, the grapes and the
oranges.

Frutas, fruuutas,
tengo frutas, las tengo yo.

Fruits, fruits.
I have fruits, fruits have I.

LISTEN TO THE SONG

