

# La Cocina Peruana

**La cocina peruana** develops cultural awareness while increasing language skills.

**Objectives:** The students will:

- a) recognize and use food vocabulary, especially foods from Peru
- a) express likes and dislikes about food
- b) compare and contrast Peruvian recipes
- c) use familiar and formal forms of commands
- d) explore the Internet for recipes and cook for the class.

**I. Pre-reading:** Tell the students that the Andean peoples have different names for foods. The vegetables, meats, and fruits of Peru may have different names in different regions of Peru. Also foods, such as potatoes and corn are cooked in a variety of ways. Ask the students to remember what they have discovered about this from previous lessons in this unit. Review food vocabulary with visuals. Introduce other new vocabulary as needed with the lesson.

Distribute the activity sheet. Go over some of the names for the Peruvian foods that are on the activity sheets with props. Students will interview each other using part one on their student activity sheet. They should record their partners answers on the activity sheet. After completing the interviews, the teacher will summarize the interviews by asking general questions such as, ¿Qué aprendiste de tu pareja? ¿Quién cocina más en su casa? When the partner answers, for example, su madre, you might ask how many students said the same thing. Then record those numbers on an overhead or on the board. Do the same for most of the questions. In this way, you can have a record of information that can be referred to during the reading activity. This will personalize the following activity. (See Activity Sheet Part I)

**II. Reading:** Distribute one Peruvian recipe (tallarines would be the best). Post the color picture for all to see. Have them read the ingredient and the preparation side first. Have students write down any words they do not understand.

The teacher demonstrates the preparation of the recipe for the students. (The tallarines should be cooked in advance.) Teacher talks about the ingredients showing them to the class as she prepares the recipe. For best results, the teacher uses a Bunsen burner to heat the sauce. (I always make half the recipe as a demonstration and then had a student volunteer to make the other half. The other students tell the volunteer what to pick up and how to measure the correct quantities as well as what to do in terms of adding and mixing. I always used se mide, se agrega etc. as I demonstrated the recipe. Then the students in the class would use the tú form of the command as they told the volunteer what to do, mide, agrega, etc.) You may need to review familiar commands if you have not done this kind of activity before.

After completing this demonstration students should have figured out the meanings for the words they did not know before the demonstration. (My students write the meanings for these words in their notebooks as they figure them out.)

Distribute the other two recipes. (Or put all three recipes on the same paper, front and back in reduced size.) I recommend the Anticuchos de Corazón since they are very popular, but I include the Carne con Verduras if you are squeamish.

**III. Guided interaction:**

Decoding the ingredients: Have students read the ingredients for each recipe and find:

- a) the meanings for new words in the dictionary
- b) the spices needed for these recipes

Decoding the preparation: Do activity three on Activity Sheet individually or in pairs as they prefer. (This is guided interaction because they have to skim the texts to find answers. This not a teacher fronted activity.) Explain to the students that in order to find the synonyms in C of Part III they will need to read the directions for preparation . Summarize this part as a whole class activity.

#### **IV. Skill Building - Assimilation**

Have students change all the infinitives in the directions for preparation for one recipe to the formal commands.

**V. Personalization:** Research the Internet: Find a recipe on the Internet. Follow the rubric given on the activity sheet for La Cocina Peruana.

Have fun and don't go crazy with the cooking. Do no more than 15 in one day. Have a microwave, one or two crock pots, a skillet, or a fondue pot, paper towels, and a parent if you can get one!