

20: 7th_WorldLanguage_Salsa_Main

Teacher: Okay. If you can hear me touch your head. If you can hear me touch your knees. If you can hear me touch your nose. If you can touch your head. If you can hear me a straight line. Show me a straight line.

Student: Straight line guys.

Teacher: Okay. Today we do have a cooking day but we need to make sure that we are clean and we are ready to start. So, [inaudible 00:00:23]. Young men. [inaudible 00:00:31]. You guys can come in but wash your hands first.

No. Yep. Go wash your hands. Okay. When you come in you're going to have your card, put your things down, and then find your area.

Hola. Buenes stardas. Hola. Could you please let Student-1 in.

Student: Thank you.

Teacher: De Nada.

Wait you're right here.

Student: What is this?

Teacher: Okay. This is your number. Your hands are already washed, go find number seven. Hovenes. Student-2. Under the table or on the chair. Student-3 has a great example, she's at her area behind the table. So were going to stand on the outer side of the circle today. [00:02:00] If you do not have your cards yet ...

Thank you. Go ahead.

You can head to uno.

Okay. So start to observe while you're waiting. Student-4, on the other side of Student-5. Start to observe what does your Student-3 on look like. Go ahead and take off the pot and set it down.

Good job Student-6. But flip it ... You can flip it Student-6. Were going to use our bowl. Okay.

You can work at seven, right here. No he's fine, go ahead.

Seven. If this one is too full then I'm going to send you to another group.

Okay ladies, let's take one more minute to finish washing your hands.

Huh? It does? Oh Student-4, this group might be filled already then. Three is fine, yeah.

Okay. Student-7 is starting to ask us a really great question. She, I can tell, is starting to look at what is in front of her, and she is starting to think about what is this? What ... Who remembers what were making?

Student: Salsa.

Teacher: Salsa. Okay. Muy bien. So, these are the typical ingredients that you would find in salsa. Point to the cebolla. Cebolla. [00:04:00] Si. La cebolla. De qué color es la cebolla? Blan ... La cebolla es ...

Student: Blanca.

Teacher: Blanca. Muy bien. La cebolla es blanca. Point to el tomate. Muy bien. de qué color es el tomate? Rojo. El tomate is rojo. Find the cilantro. De qué color es el cilantro?

Student: Verde.

Teacher: Verde. Go ahead and take a little piece of the cilantro. Huelelo. Si. That's cilantro. Okay, let's put it back down. Repeat after me ... Cilantro ... Cebolla ... Tomate ... Okay. Can anyone guess some of the ingredients we haven't said yet. Student-12.

Student: Garlic.

Teacher: It is garlic. Ajo. Ajo. What could this be? It is cut up. Oh, pepper? Jalapeno? Muy bien. No it's not a pepper. In spanish a pepper is pimento.

Huh? If you don't like jalapeno's, then you can pass on them in making your salsa. So maybe your group to add jalapeno's, your going to scoop yours out before. W going to save the jalapeno's addition for the end. That is a personal choice. Okay, Student-4, I'm actually going to have you join group four. Th is really only supposed to be three at a table. Okay? Mucho gracias Student-4.

Okay. All right. One of the very important jobs that I have, besides of teaching you, is to do what. It actually is my very first job. [00:06:00]

Student: Safety.

Teacher: Safety. It is important that I keep each of you safe. So, thank you. What did you say Student-8?

Yes. One of the safest things that we need to do today is be very careful with the food that were handling. A lot of colds and flu's are happening now. So thank you for washing your hands. Make sure you're not touching your faces or touching other things as much as possible. Student-8, can you leave that on the table please.

The second thing that were going to be working with today, that is somewhat dangerous, is the knife. You have not received your knives yet. As we work today, whoever is using the knife, needs to be the one in front of the cutting board or that cutting area. If someone is cutting, it is your responsibility to make sure that you're not reaching over them. That's rude anyways, to reach over someone. You need to go around and behind of them.

The next thing you need to do is that if you want them to change what their doing, use your words and try not to touch them. Right? We want to keep our hands clean. We don't need to touch each others arms today. Were just going to use quiet, calm words and make sure that were not horse playing in any way.

All right. There ... We can only have one person cutting at a time. There are a lot of items to cut, lets review them again. Que esto?

Student: Tomate.

Teacher: Si. Esto es un tomate. Que esto?

Student: Cebolla.

Teacher: Muy bien. Esto es una cebolla. Repeat after me. Cebolla.

Student: Cebolla.

Teacher: Que esto?

Student: Cilantro.

Teacher: Cilantro. Muy bien. Que esto?

Student: Garlic.

Teacher: Garlic. It does end in an o. Ajo.

Student: Ajo.

Teacher: Ajo. Okay. [00:08:00] Como se amo esto?

Student: Jalapeno.

Teacher: Jalapeno. Okay, and then the other two ingredients is going to be lime juice, el jugo de limon and la sal. Si. So, another part of today's lesson is picking up from yesterday. Yesterday we started working from which verb?

Student: Ede.

Teacher: Ede. That is correct. Voy, va. We talked yesterday in our partners what are you ... Where is someone going? Al donde ba guan. And we started practicing saying different places. Today were going to use the word ede to explain our future plans or what were are going to do. So when I ask you, que vamos al se. Were going to answer vamos al and were going to fill it in with different infinitives saying what were are going to do. Lets practice the question first. Que.

Student: Que.

Teacher: Repeat me. Que.

Student: Que.

Teacher: Vamos.

Student: Vamos.

Teacher: Al se.

Student: Al se.

Teacher: Hoy.

Student: Hoy.

Teacher: Vamos.

Student: Vamos.

Teacher: A.

Student: A.

Teacher: Cocina.

Student: Cocina.

Teacher: La salsa.

Student: La salsa.

Teacher: So what are we doing today?

Student: Were making salsa.

Teacher: Cooking salsa. Vamos al se la salsa. Okay. I'm going to pass out the cuchillo. Repeat me. Cuchillo.

Student: Cuchillo.

Teacher: Okay. When you do get your chucillo, go ahead and begin to vamos al corte el tomate premaro. Reapat me. Vamos.

Student: Vamos.

Teacher: Al corte.

Student: Al corte.

Teacher: El tomate.

Student: El tomate.

Teacher: So tell your partner, what are you going to do when you get your knife? Say it in Spanish.

Student: Vamos al corte el tomate.

Teacher: Muy ... I hear tomate. Vamos al corte el tomate.

Who's cutting first? [00:10:00]

Student: Garcias.

Teacher: De nada.

Okay. Vamos al corte ... Oh, Student-2 has a great example. He started right here and he cut it down. Yep, you can choose to cut out the middle at whatever time you want and were going to dice it. Were going to make cubes or little squares. Okay. Go ahead, right in the middle.

Very good Student-9. You guys okay. Okay, that's more stable, there you go. Okay, very good. Now if you want to put it down and that's safer.

Nice Student-10.

It might be easier Student-5 if you flip it. Oh, that works too.

Como la tolno. How's everything going?

Student: Good.

Teacher: Okay.

Student: Are we going to end up putting them ...

Teacher: Mm-hmm (affirmative).

Nope, that's good. Were kind of making a chunky salsa.

Making some cubes. [00:12:00]

Nice. Okay, so make little cubes.

I appreciate the way you guys are cutting. In a very safe way. You need to speed it up just a little bit. Because we need time to clean and we need time to eat.

All right. Let's switch cutters. If haven't cut yet, let's take the chance ...

That's okay. We have a lot of things. Were going to have a lot turns to cut.

Good job Student-6.

Okay. Group tres is almost ready to al nave el tomate.

[inaudible 00:13:33] vamos anja ve el tomate. Were going to add the tomato next.

Yep, you got to get it cut up.

You guys have goo team work the way you're helping each other and being clean and neat.

Nice. [00:14:00] This group has a great example of team work. The way they are helping each other put it into the bowl. Okay we need to be onto the cebolla. So I think those cubes look great.

Okay, one more minute and were going to definitely add the tomato, whatever you have, and were going to mix into cutting the onion.

That looks great.

Okay. Let's add our tomato, to the bowl and then we can move onto the cebolla. Some of the bigger pieces if we have time at the end you guys can finish cutting those up.

Very good. Okay let's add the tomato.

Awesome group three. You guys are setting the pace for us.

Okay, we should all be adding the tomate. Vamos al ena tomate.

Okay. Vamos al de leon.

That's right, we need to help each other.

[00:16:00] Very good. Thank you for putting the knife down while we are adding the tomato.

Vamos al de leon. Si. That's your pan to stir. Vamos al la cred echon. Good teamwork. And here's a spoon.

Okay. Al da, que vamos al se. Repeat me. Que vamos al se.

Student: Que vamos al se.

Teacher: Vamos al corte la cebolla. Vamos al corte la cebolla. Repeat me. Vamos.

Student: Vamos.

Teacher: Al corte.

Student: Al corte.

Teacher: La cebolla.

Student: La cebolla.

Teacher: You guys can ask that in Spanish now. Quien. You know how to say who. Quien ba al corte.

Student: Okay I got to walk away.

It like burns.

Teacher: La cebolla.

Here go on the other side.

Si, por favor. Vamos al corte la cebolla. Let's keep your cutting tray more so on the table. Okay. Vamos al corte la. Do you cook at home Student-2? No? Sometimes you seem to have experience with cooking. Good job Student-11. That's a good job.

Okay. Those of you who are waiting ...

Okay. Cut what you're cutting [00:18:00], don't look at me.

Okay. Let's finish up the cebolla. We need to finish cutting the cebolla. Vamos al ana se la cebolla.

That looks great.

It's cubed, its not mushed.

Muy bien Student-1.

Okay. The cilantro, if your group wants to start. You're going to peel off the leaves and break them apart in your fingers. But Student-12, were not going to reach over her, so walk around. I'm going to move the bowl. So you and Student-5 can work right here. Put the cilantro on this side. And then you can add it.

Yep. Take off the leaves. You're just going to put them in like that.

Okay. Excellent. Okay, we also need to cut up the jalapeno. Vamos al corte jalapeno and ajo. Those of you who are waiting can start to break off the leaves of the cilantro.

But you know, Student-12. It is going to get covered in cilantro.

Okay, put your knives down. Eyes on me. [00:20:00] If you can hear me, say hi.

Student: Hi. Hola.

Teacher: If you can hear me lift up both your hands. So knives are down. Student-4, your group needs to look over here. Okay, were going to take a temperature check. We should have been done with our tomate, we need to be done cutting up our cebolla. Now, there's two other things that need to be cut, we need to cut the jalapeno and we need to get the ajo. We also need to break up the leaves of the cilantro. So, the one person that is using the cuchillo, the one person using the knife ...

Wait Student-1.

Can be over, around the cutting area. Those of you who are breaking apart the leaves can do that on the side like Student-5 and Student-12.

Okay. Go back to work. Vamos al ter menad. Were going to finish. Vamos al ter mendad.

Yeah, okay. So you guys are just ... Do you guys want jalapeno?

Student: Personally, I don't care.

Teacher: Okay. So what you should do then because Student-2 does not like jalapeno's, cut up the garlic, cut up the cilantro, add your limon and sal and then at the very, very end Student-11, you can add the jalapeno, okay?

With your fingers. So one person is using the knife for the jalapeno and the ajo, and the ... Two of you are breaking up the leaves of the cilantro.

That's great team work. The way you're dividing up the tasks. You can eat the stems, you don't have to though. It doesn't always taste nice in your [00:22:00] mouth but ...

It's kind of crunchy.

Has everyone been able to cut?

Student: Yep.

Teacher: Okay. Does anyone else want another turn? I've seen Student-13 cutting for awhile now.

Student: I'm a professional.

Teacher: I know, but we get to be professionals by practicing.

Okay. The cilantro is getting cut really well with our fingers. Finish up the ajo and the jalapeno. Don't forget to add your limon and sal, your salt and lime juice. No you can do taste tests, if you don't want all of that salt.

Yes, I'm going to be passing out ... I'll pass out the chips now.

No, were not going to with the knife. But you are correct, a lot of families do start the garlic that way. It's okay if you don't. So, you have to cut it.

That's my fault ...

Sie why don't you grab the lime and just ... A little bit, a little layer of it will fill the bottom. You don't need a lot of lime juice.

I wouldn't want to be in this group, the way you speak to each other.

[00:24:00] Okay, add your limon and your sal.

Okay, Student-5. Do you want a chance to cut?

Student: Sure.

Teacher: No. Stand up.

Mm-hmm (affirmative). Cambarico.

Student: Smells so good.

Teacher: Si. Muy bien.

I really appreciate the way you guys communicated and didn't argue about not adding the jalapeno.

You guys are just mixing it. If you make this again at home, you would have more time to cut the tomato up, even a little bit smaller squares.

No, they're jalapenos.

But, when I ... Some of the, yeah. The seeds did fall out. But it's a little bit safer. It can get too spicy for some people.

Okay, all our cutting should start to come to an end.

But make sure you scoop Student-2's out first so he doesn't get the jalapeno inside.

[00:26:00] All right. If you can hear me, say hi.

Student: Hi.

Teacher: If you can hear me, put your things down, hands up.

If you can hear me, hands by your side. Look at me. Okay, let's take a temperature check. All of our cutting should be done. Right now, vamos a les clide. Vamos a les clide. After we're done mixing up the salsa, you can go ahead and serve yourselves on your plates and you can eat. But, when we eat, how do we start off our meal? Okay. A lot of times, families start off with grace, who

speak English. In Spanish speaking families, they'll start off with saying Bien Puvecho. Okay. So make sure than you Bien Puvecho each other before you start to dig in.

There are hundreds of types of salsa. This is more of a pico de gallo style. It's very simple. [00:28:00] Some families do make it. Sometimes salsa's take about two days to make, depending on how you're going to marinate it. You guys can serve it now. Bien Puvecho.

Sure. Are you waiting Student-7. You're right. You have very good manners, not eating in front of others.

Okay. Bien Puvecho.

Student: Bien Puvecho.

Teacher: Si. Te gusto la salsa. Si. Too much?

Bien Puvecho.

Why?

Les gusta. Si. Muy bien.

Bien puvecho. Les gusta?

Student: Si.

Teacher: Muy bien.

How is it? Good?

[00:30:00] Siemno.

Student: Student-1.

Teacher: Te gustaStudent-6? Te gusta?

Si. Al Jaline.

I'm sorry to rush you guys. I know it's not nice manner to make you eat quickly. But we do need to save a few minutes to clean up. So, as you are eating, listen to your instructions. If you haven't said bien puvecho to your group, take a moment and tell them bien puvecho.

When we clean up, we are going to take the food stuff and put it outside, in the outside trash can. The bowl ... You can fill up the bowls with all of the extra cilantro stems or any extra tomato's, onions, that you didn't use and that's what's going to get thrown outside. Take the spoon, the bowl, the food things, scrape it in the trash can outside. Then bring it back in and set it by the sink. For the cutting board and the knives and the spoons, make sure those get wiped off so we don't have any food inside of the sink. So Student-12 has a good example, he's scraping off the food, so that as much goes in the trash and not in the sink.

That looks good.

Leave the knives in the classroom. So, this would go in the sink, this would go in the trash.

That looks good.

[00:32:00] Okay, I can ... If anything when we come into class tomorrow, we'll just go over it together. And we can just complete it together in class because it is the first time I gave you a logic ...

Try it. Try it. When you come to class tomorrow, I'm going to ask and make sure you understand part of it and then I'll show you how to do the other part.

Yep, you can go.

If you're done eating, one person goes outside, knives stay on top of the cutting board, and one person's going to get some napkins and start to wipe off the knife and the cutting board.

Yep, go ahead.

Thank you. One of you can ... Yep. Dump it. One ... The others can grab some towels and you guys can wipe off the cutting board, the knife and just set it in the sink once it's ... As much of its been wiped into the trash.

Mm-hmm (affirmative). If it's only the juice, yep. That's fine. Just as long as the big food doesn't get into the sink.

Student: What do you want us to do with these?

Teacher: Trash and this one goes in the sink.

Yeah. [00:34:00] Okay, make sure you guys wipe off your areas where you are.

You can leave it in the sink.

Okay. I need to find out what time it is. You can leave it on top of the number.

Student: I've never had so much salsa in my life.

Teacher: Your mom doesn't cook salsa?

Okay. You guys did an amazing job. We actually have about ten minutes that I didn't expect to have. Student-7, what is this with these? No, use the clean napkins. Yep, you can wipe it off with that. Because its all dirty, I still have to wash it after.

Okay. With our time left, go ahead, once your food has been ... Your food areas have been cleaned up, go ahead and sit down in the chairs and were going to do some [00:36:00] review.

I set this up based on your parking lot. We'll wait a few more minutes.

Okay, so, this group ... I organized it into groups. One student said, or quite a few of you said, I need more help on congregating verbs. Some of you said, I need clarification on ir. You are confused on ir. We need more help with infinitives with this group, and how is vos soltros and no soltros different. I'll quickly go ahead and answer this one. No soltros means we. Vos soltros means if you are talking to someone else ... I am honestly not an expert on vos soltros. It is confusing to me but if you ever do visit Spain, that is a lot of the words you're going to hear them using is in vos soltros. Where I learned Spanish in Puerto Rico, it is not ever used. Okay. So the most important word that you do need to know is nos soltros. You don't really need to know more about vos soltros. Nos soltros means we.

Okay. Let's ... Were going to start here with conjugating verbs. What's an easy definition for conjugation? I'll give you a little bit of wait time. Think about it. If you had to tell your mom at home what conjugation is how would you explain [00:38:00] it or what would you say? Okay. Tell the person beside you.

You guys are tired.

Angel I see you guys talking, what would you say that conjugation is to your family.

Change. A word. Yes, you're changing a word so that it fits to a different type of audience. So our audience, you can call that the subject pronouns and the word that we are specifically changing is the verb, its your action. You have your infinitive that always end r in Spanish, and it means to go or to run, to jump. But if I said, I to eat salsa today. Would that ... Well it kind of makes sense, but does it sound intelligent?

Student: No.

Teacher: No. It doesn't give ... It doesn't make the people who hear me speaking have as much confidence in me as they could have if I had spoken more clearly, right? So, you cannot ... Just like you cannot say in English, I to eat salsa, you have to say I eat and the same thing happens in Spanish. So you're going to take this word, your infinitive that will mean to plus the verb and you're going to conjugate it so that it matches these different subject pronouns. There's six groups of subject pronouns so that means you always going to have six different endings. Okay? When I say I go, [00:40:00] it's going to be *yo voy*. Okay. I go or I am going to eat. How do we say run? To run?

Student: Correr.

Teacher: Correr. Right? So how would we say, I am going to run?

Yo voy. Okay I heard a couple of things. I hear *yo voy correr* or just *correr*. If you're saying *corro*, you're saying I'm running and you did a conjugation. That means you took your *er* off *correr* and you added on the ending *o*. *Yo corro*.

No, if you wanted to say I'm going to run because you're trying to express plans. If you just said *corro* that means I run or I'm running right now. That's what I'm doing. But the very important thing about *ir*, to go, is that you want to express your future plans. So you would say *yo voy a correr*. I'm going to run. Okay. So were actually going to pick up with this lesson and all of the things that you want help with after Thanksgiving break. Okay. Were going to pick up with studying our conjugation more. What were the parts of the salsa that we made today?

Student: Tomate

Teacher: Tomate.

Student: Cilantro

Teacher: Cilantro.

Student: Jalapeno.

Teacher: Jalapeno.

Student: Garlic.

Teacher: Garlic. Who can remember how to say garlic?

Student: Ajo.

Teacher: Ajo. Ajo. Okay. What else was there? I heard four of the ingredients. Tomote, cebolla, cilantro, ajo, [00:42:00]

Student: Onions.

Teacher: Salt.

Student: La sal.

Teacher: La sal, yes. La sal. Limon. Muy bien. Limon. Is there a last ingredient? Did we say jalapeno?

Student: Yeah.

Teacher: We did? Chips. Yeah, garlic.

Student: What about onions.

Teacher: Cebolla, la cebolla. Okay. Huh? Good question. So today we just made salsa. How do you have good manners about when you eat?

Student: Bien puchavo.

Teacher: Bien puchavo. That's something very important. I noticed a couple of groups, I know ... And Student-7's family, she didn't even start eating until everyone around her had been served. That's a really good manner to remember and if you notice that other people are not eating yet, then usually you're just going to wait and see what they do. Bien puchavo. I heard a great conversation at Student-2's group, Student-2 really didn't care for jalapeno's and he wasn't inappropriate about it. He just said oh no thank you, they're too spicy for me and his group didn't add them until they first served Student-2 and then they cut up the jalapeno's and added it in later because the other two were interested in trying it. There are ways that you can handle different situations and part of the reason why we're in class is so that before you go out into a foreign country or even if you were in a part of the United States that uses a lot of Spanish ... Wait. Then you can be a little bit more ready. Okay. Have a wonderful rest of the day. Hasta luego.

Student: Adios.

Teacher: Adios.

[00:44:00] Hasta luego.

Adios.

Hasta luego.

Adios.

Hasta luego.

Student: Adios.

Teacher: Adios. Adios.

Same as yesterday. So you guys don't have to write it down again, just look at what you wrote down yesterday.

Adios. Hasta Luego.