

SHOPPING IN A SUPERMARKET

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RESUMEN

En este trabajo se diseña una Unidad Didáctica para la Educación Secundaria basada en el enfoque por tareas y cuyo tema central es: "Shopping in a Supermaket".

El enfoque por tareas pretende motivar más al alumno adaptándose a sus intereses y necesidades.

Para el diseño de esta Unidad Didáctica, hemos establecido el objetivo, la Tarea Final, el contenido y las tareas capacitadoras para pasar después a la planificación de las correspondientes lecciones.

Por último, exponemos el Sistema de Evaluación a seguir.

ABSTRACT

In this work, a Didactic Unit for the Secondary School was designed. It is a task-based approach Unit and its central topic is: "Shopping in a Supermaket".

The task-based approach tries to motivate the pupils by adapting the process to their interests and needs.

For the design of this Didactic Unit, we have established the objective, the Final Task, the Content and the Enabling Tasks. Then, we follow with the Lesson Plans which make up the Unit.

Finally, we present the Evaluation System which is to be used as a follow-up.

INTRODUCCIÓN

La enseñanza del lenguaje mediante tareas (ELMT) supone un gran paso adelante en la metodología de la enseñanza de las lenguas extranjeras.

El sistema de la ELMT se revela como una propuesta de innovación educativa en esta área altamente compatible con los principios recogidos en el D.C.B. (Diseño Curricular Base).

La adopción de tareas como unidades de diseño en la enseñanza de las lenguas extranjeras presenta, no obstante, algunas particularidades que conviene señalar. En primer lugar, este enfoque se centra en el proceso de adquisición de la lengua realizado de una forma práctica y adaptada a los intereses y capacidades de los alumnos. En segundo lugar, se aleja de las especificaciones propias de otros métodos anteriores y se orienta hacia una mayor variedad e interdisciplinaridad en sus actividades. Se produce una variación también en los roles entre profesor y alumnos por cuanto que se considera fundamental la implicación activa del alumno en el proceso enseñanza-aprendizaje.

Otra particularidad reside en la necesidad de un trabajo laborioso de planificación y que habrá de realizarse, fundamentalmente, en equipo.

Creemos, no obstante, que merece la pena intentarlo ya que hemos de tener en consideración el carácter cíclico y global del proceso de Aprendizaje de una Lengua Extranjera (ALE), lo cual pone de manifiesto la necesidad de una planificación por tareas, pues de otro modo, agotaríamos los contenidos necesarios para cubrir un proceso tan complejo sin haber alcanzado el objetivo principal: LA ADQUISICIÓN DE LA LENGUA EXTRANJERA.

Por otro lado, la ELMT permitirá al alumno conseguir una competencia comunicativa derivada de un conocimiento del uso de la lengua extranjera proporcionado por las tareas posibilitadoras y de un conocimiento instrumental facilitado por las tareas finales.

El marco de diseño desde la ELMT incorpora una serie de novedades entre las que destacan:

- La articulación de toda la unidad didáctica en torno a la *tarea final* (lo que los alumnos serán capaces de hacer con la lengua extranjera al final de la Unidad que no sabían hacer con anterioridad). Hasta llegar a esta tarea globalizadora o tarea final hay todo un proceso que se desarrolla a través de tareas posibilitadoras que capacitan al alumno para la correcta realización de la tarea final.
- Se produce una gran flexibilidad y diversificación en cuanto al uso de materiales utilizados así como en la forma de trabajo (Proyectos, grupos, etc...) lo que permite adaptarse mejor a las necesidades de los aprendices.
- El alumno se implica activamente en el proceso desarrollando objetivos educativos como la responsabilidad, el trabajo cooperativo, etc...

- Finalmente la ELMT actúa como incitador para que el profesor pueda profundizar en una gran variedad de recursos y destrezas didácticas respecto a las lenguas extranjeras y a la interacción en el aula, pudiendo así enfrentarse con éxito al reto de la enseñanza de idiomas.

La Unidad Didáctica que a continuación presentamos ha sido diseñada siguiendo los principios de la enseñanza por tareas y pensada para la E.S.O. Pretendemos con este trabajo ofrecer un modelo de Unidad Didáctica para que otros profesores, si lo consideran útil, puedan tener una referencia práctica.

ABBREVIATIONS USED IN THE UNIT

S	=	Speaking
W	=	Writing
L	=	Listening
R	=	Reading
W.G.	=	Whole Group
T W.G.	=	Teacher Whole Group / From the teacher to the whole group and from the whole group to the teacher
P.W.	=	Pair Work
IND	=	Individual
T	=	Teacher
St's	=	Student's
E.S.O.	=	Educación Secundaria Obligatoria

UNIDAD DIDÁCTICA COUNTABLES AND UNCOUNTABLES

OBJECTIVE

- To be able to ask for things in a supermarket.

FINAL TASK

- To have a dialogue with different shop-assistants in a supermarket (simulated) to ask for things.

CONTENTS

1) Lexical

- Semantic field related to products you can find in different shops:

ham	cheese	bread	apples	beer
wine	cider	orange	juices	coke
meat	steak	lettuces	youghurt	pepper
haddock	cod	chops	pears	tomatoes
bananas	lemons	oranges	eggs	cherries
milk	cheese	coke	ham	sardines
sugar	chocolate	biscuits	bread	tea
aspirins	potatoes	stamps	cigarettes	

- Shop names where you can find those products:

Baker's	Tobbaconist's	Post-Office
Chemist's	Butcher's	Grocer's
Greengrocer's	Jeweller's	

- Words refering to units of different products:

loaf	bottle	can	litre	piece
slice	gram	dozen	lump	bar
jar	packet			

- Useful expressions for this context:

Can I help you?	Have you got ...?
What can I do for you?	I'd like ...
	Can I have ...?

2) Grammar

- There is/are.
- Some/any.
- A/an.
- How much/how many.
- Adjectives and adverbs of quantity:

Adjectives: – A lot of ...
 – Not many ...
 – Not much ...
 – A few ...
 – A little ...
 – No ...

Adverbs: – A lot.
 – Not many.
 – Not much.
 – A few.
 – A little.
 – None.

ENABLING TASKS

- a) Brainstorming exercise about things they can find in supermarket.
- b) Exercise consisting of making sentences with there is, are + countable/ uncountable nouns.
- c) Matching exercise between different shops and things you can find in them.
- d) Listening exercise where any, how much, how many are introduced.
- e) Reading exercise to introduce adjectives and adverbs of quantity followed by a dialogue about the Reading.
- f) Fill in the chart: a food list is given and students have to fill the chart headed with the following items: a lot, little, few and no. The teacher presents a series of partitives which expresses the quantity of mass nouns.
 - g.1) Matching exercise of units with their products.
 - g.2) Listening exercise about shopping in a supermarket.

FINAL TASK

Final task: Dialogue in groups about shopping in a supermarket.

Lesson Plan I

<i>ENABLING TASKS</i>	<i>CONTENT</i>
<p>A Brainstorming exercise about things they can find in a supermarket.</p>	<p>Lexical - Names of products you can buy in a supermarket.</p> <p>Grammar - Concept of countable and uncountable.</p>
<p>B Exercise consisting of making sentences with "there is/are", "some", "a(n)" + "countable/uncountable" nouns.</p>	<p>Lexical - Same items.</p> <p>Grammar - There is/are. - Some, a(n). - Countable/uncountable nouns.</p>

Lesson Plan I

<i>STUDENT AND TEACHER ACTIVITY</i>	<i>SKILL</i>	<i>ANNEX</i>	<i>TIME</i>	<i>GROUP</i>
<p>A.1 The teacher asks the students to say things they can buy in a supermarket.</p>	S		5m	W.G
<p>A.2 We'll write on the board each word as it's being said.</p>	W			
<p>A.3 The teacher will establish both concepts of countable and uncountable with some of the words written on the board.</p>	L			
<p>B.1 Teacher's explanation about countable and uncountable nouns and introduction of there is, there are, some, a(n) using the names of the brainstorming.</p>	L		10m	T><WG
<p>B.1.1 The teacher gives the students a model with the use of there is/are with countable/uncountable nouns.</p>	L			
<p>B.2.2 Pupils make more sentences using the above items plus the nouns of the brainstorming.</p>	S			
<p>B.2 In pairs: Each pair has twelve cards. One member of the pair has to show his/her partner six cards (two pictures showing objects which are countable singular, another two countable plural and two more uncountable) and the partner has to make a sentence using there is/are, some, a(n) with each card.</p>	S	I	5m	P.W.
<p>B.2.1 They do so changing the roles.</p>	S	I	5m	P.W.

Lesson Plan I

<i>ENABLING TASKS</i>	<i>CONTENT</i>
C Matching exercise between different shops and things you can buy in them.	Lexical - Vocabulary related to products and shop names. Grammar - Can/can't.
D Listening exercise where "any", "how much...?" and "how many...?" are introduced.	Lexical - Same items. - Expressions. Grammar - How much...? - How many...? - Any. - There is/are.

Lesson Plan I

<i>STUDENT AND TEACHER ACTIVITY</i>	<i>SKILL</i>	<i>ANNEX</i>	<i>TIME</i>	<i>GROUP</i>
C Students will have to match each product with its shop. The shops are drawn in cards as well as what you can buy in them.	S	II	10m	IND
C.1.1 The students will ask: Where can I buy...? Can I buy a... in a...?	S			WG
C.1.2 Teacher corrects if necessary.				T
D.1 Listening exercise:		III	17m	
D.1.1 The first time, students listen to the dialogue reading the text with blank spaces.	L			IND
D.1.2 The second time they fill in the blanks.	W			IND
D.1.3 Correction with role-play. Students will write the missing words on the board.	R/W			P.W
D.1.4 Teacher's explanation about "how much...?", "how many...?" and "any".	L			T><WG
D.1.5 They listen to the tape for the third time as they are reading the dialogue paying attention to the intonation.				
D.2 Then in pairs they read the dialogue, substituting the objects which are in the text by others of the matching exercise.	R		8m	P.W

Lesson Plan II

<i>ENABLING TASKS</i>	<i>CONTENT</i>
E Reading exercise to introduce adjectives and adverbs of quantity followed by a dialogue about the reading.	<p>Lexical - Products you can find in a supermarket.</p> <p>Grammar - Adjectives and adverbs of quantity.</p>
F Fill in the chart: a food list is given and students have to fill the chart headed with the following adjectives: a lot, little, few and no. The teacher presents a series of partitives which express the quantity of mass nouns.	<p>Lexical - Same items.</p> <p>Grammar - Adjectives of quantity.</p>

Lesson Plan II

<i>STUDENT AND TEACHER ACTIVITY</i>	<i>SKILL</i>	<i>ANNEX</i>	<i>TIME</i>	<i>GROUP</i>
E.1 As an introduction to the reading the teacher shows four cards with pictures and model phrases to present and explain adjectives and adverbs of quantity.	R	IV	10m	W.G
E.2 The teacher writes four questions on the board about the text.				T
E.3 Students read the text and answer them.	R	V		IND
E.4 Pupils compare their answers.	S			P.W
E.5 Pupils write the correct answers on the board. These questions with their answers are kept on the board for the next exercise.	W			W.G
F.1 The teacher presents a food list with different things and their quantities.	W	VI	18m	P.W
F.2 The teacher explains vocabulary related to the partitives. (It's useful to associate the meaning of these words with colours: E.g. Green = "a lot", Dark Blue = "little" Light Blue = "few" Red = "no")	S			
F.3 Students have to complete a chart with "a lot", "little", "few" and "no".	W			
F.4 Using this vocabulary, students make a dialogue following the model sentences which are written on the board.	S			

Lesson Plan II

ENABLING TASKS	CONTENT
G.1 Matching exercise of units with their products.	Lexical - Things you can find in a supermarket. - Words which quantify the above items.
G.2 Listening exercise about shopping in a supermarket.	Lexical - Things you can find in a supermarket. Grammar - Adjectives and adverbs of quantity. - Questions: - offering a favour. - asking for something.

Lesson Plan II

STUDENT AND TEACHER ACTIVITY	SKILL	ANNEX	TIME	GROUP
G.1 Matching exercise with products.	W	VII	5m	IND
G.2 Listening exercise: Students have to complete the table.				
<i>1st listening:</i> Students have to complete the table and they check their answers with their partners.				P.W.
<i>2nd listening:</i> Checking of the students answers.				
<i>3rd listening:</i> Correction on the blackboard.				

Lesson Plan III

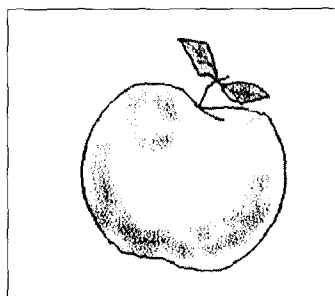
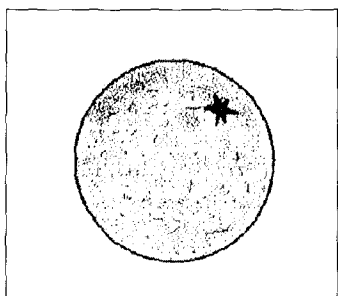
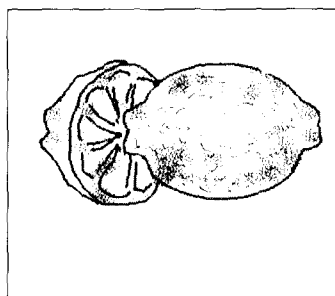
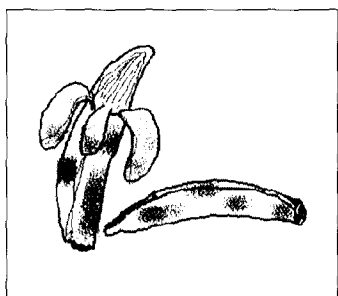
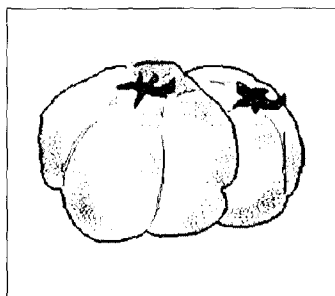
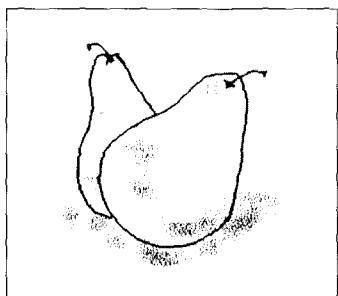
<i>ENABLING TASKS</i>	<i>CONTENT</i>
H Dialogue in pairs about shopping in a supermarket.	<p>Lexical - All words and expressions learnt during the didactic unit.</p> <p>Grammar - All grammatical items that have been learnt during this didactic unit.</p>
I Final task	

Lesson Plan III

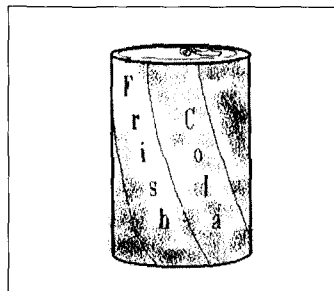
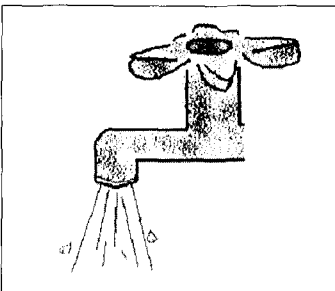
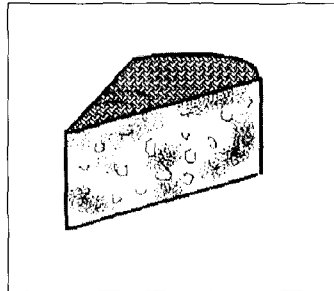
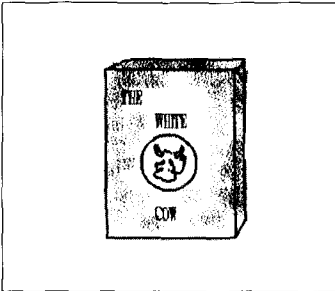
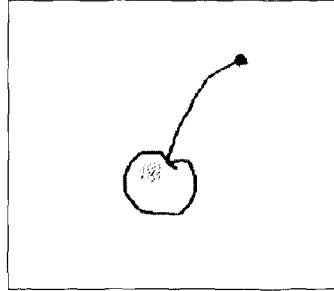
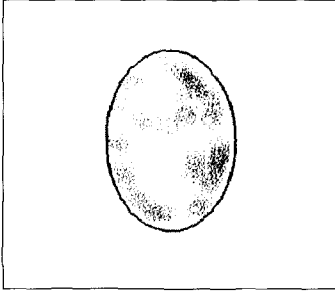
<i>STUDENT AND TEACHER ACTIVITY</i>	<i>SKILL</i>	<i>ANNEX</i>	<i>TIME</i>	<i>GROUP</i>
H.1 Fill in the blanks exercise.	W	IX	5m	IND
H.2 Role play.	S		5m	P.W.
I.1 FINAL TASK				
If there are 30 students in class, we can have five groups of six students.				
The teacher explains through a transparency the way each group has to make the list of products they want to sell and prices.				
Each group decides what they want to sell and buy. Two in the group are the sellers and four the customers. Each one of the four buyers goes to the different groups' stands to buy what he has in his list. They go back to the group and compile what they have bought and what they have sold with prices.				
		X	40m	W.G.

ANNEXES

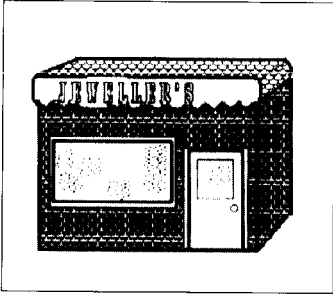
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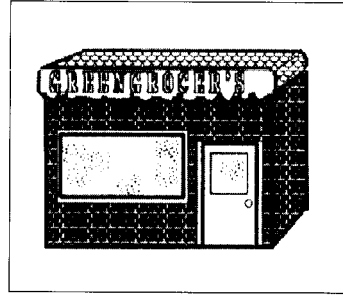
ANNEX I (2)



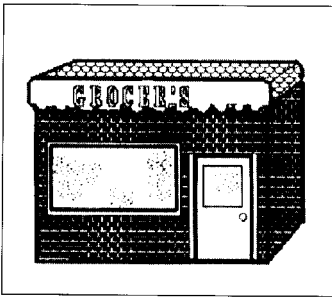
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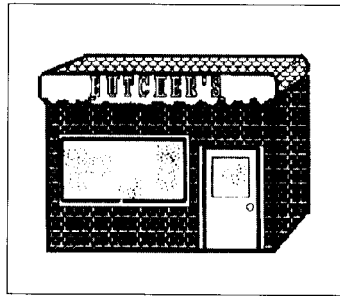
A JEWELLER'S



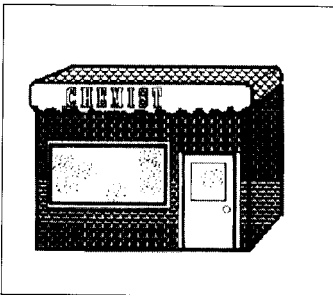
A GREENGROCER'S



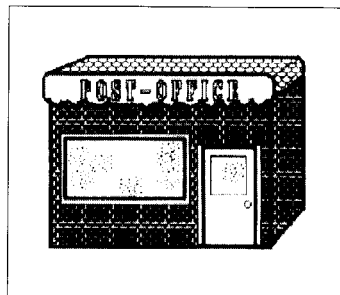
A GROCER'S



A BUTCHER'S

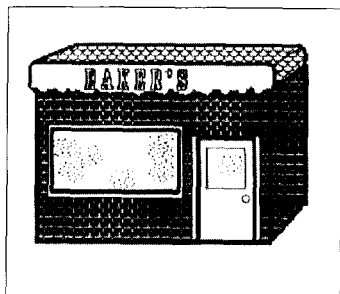


A CHEMIST'S

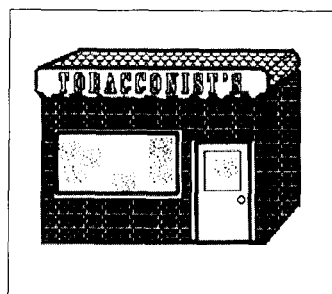


A POST-OFFICE

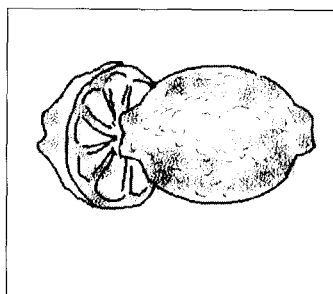
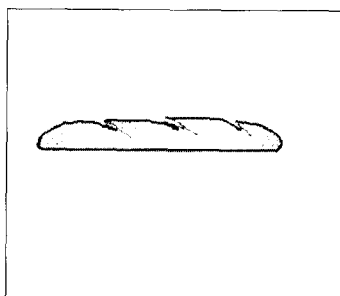
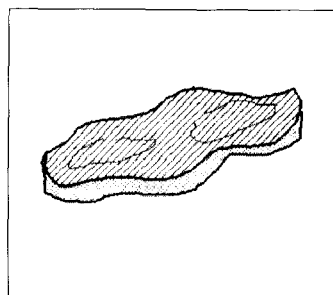
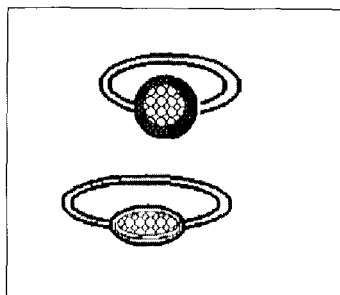
ANNEX II (2)



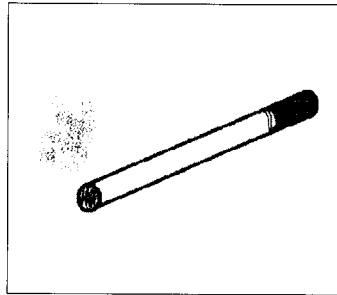
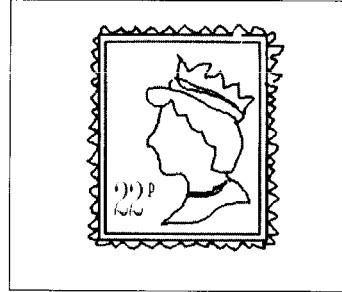
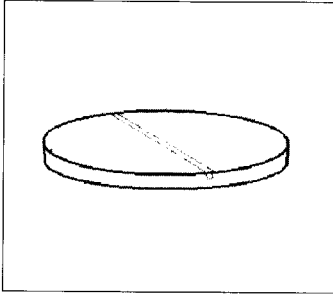
A BAKER'S



A TOBACCONIST'S



ANNEX II (3)



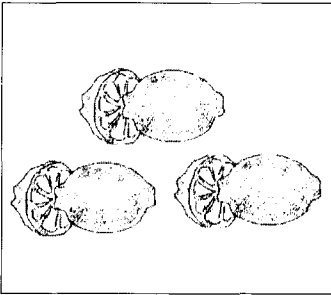
ANNEX III (a)

- Good morning, Madam. Can I help you?
- * Good morning. I'd like some meat, but...
- What would you like: some lamb chops, pork chops, sausages, hamburgers...?
- * What do you recommend me today?
- Well, everything is good but today the lamb chops are especially tender and they are not very expensive.
- * What a pity because my children are not very fond of lamb.
Well, perhaps I would prefer pork chops.
- I've got some. Which do you prefer?
- * These should be alright.
- How many do you want?
- * I want five, please.
- Anything else?
- * Have you got any mince?
- Yes of course. How much would you like?
- * About half a kilo.
- Is that all?
- * Yes, it's OK. How much is it please?
- It's £ 5.30, please.
- * Here you are, thank you. Bye.

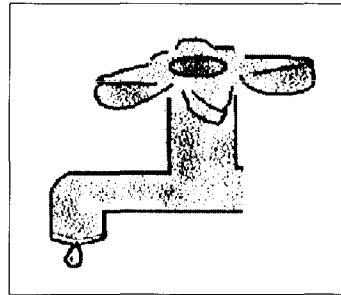
ANNEX III (b)

- Good morning, Madam. Can I help you?
- * Good morning. I'd like but ...
- What would you like: ?
- * What do you recommend ?
- Well, everything is good but today the lamb chops are especially tender and they are not very expensive.
- * What a pity because my children are not
Well, perhaps I would prefer pork chops.
- I've got Which do you prefer?
- * These should be alright.
- do you want?
- * I want five, please.
- else?
- * Have you got any?
- Yes of course, ?
- * About half a kilo.
- Is that all?
- * Yes, it's OK. ?
- It's £ 5.30, please.
- * Here you are, thank you. Bye.

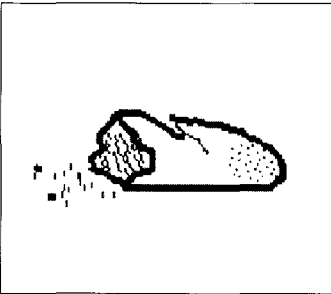
ANNEX IV



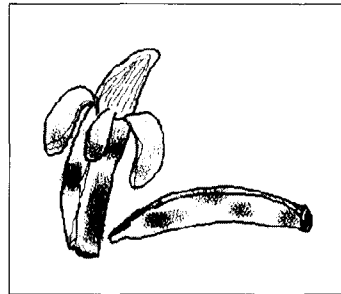
A LOT OF LEMONS



NO WATER



A LITTLE BREAD
NOT MUCH BREAD



A FEW BANANAS
NOT MANY BANANAS

ANNEX V

Reading text

The father and the mother are going to buy food and drink for their son's birthday.

Father: What do we need to buy?

Mother: Well, we have very little peanutbutter and no bread.

Father: What about coke?

Mother: We've got a lot of coke. We have three bottles.

Father: I'm going to have a look in the kitchen. We have a lot of hamburgers but we haven't got many sausage rolls and not much ketchup either.

Mother: And we need to buy a few sweet cakes as well.

Father: Well, let's go. We have to buy a lot.

Questions about the Reading

- How peanutbutter do they have?
- How coke do they have?
- How hamburgers do they have?
- How sausage rolls do they have?

ANNEX VI

Chocolate	8 bar
Eggs.....	2 dozen
Bread.....	
Milk.....	1 bottle
Apples.....	
Biscuits.....	1/2 packet
Cheese.....	3 slices
Tea.....	2 packets
Potatoes.....	
Soup.....	1 tin
Bananas.....	1 dozen
Oranges.....	2
Sardines.....	4 tins
Sugar.....	50 grammes
Ham.....	
Tomatoes.....	1

A lot	Little	Few	No

ANNEX VII

- | | | |
|--|-----------|--|
| <ul style="list-style-type: none"> 1.- A loaf 2.- A bottle 3.- A can 4.- A kilo 5.- A litre 6.- A piece 7.- A slice 8.- 100 grammes 9.- A dozen 10.- A lump 11.- A bar 12.- A jar 13.- A packet 14.- A tin | OF | <ul style="list-style-type: none"> a.- Cake b.- Bacon c.- Apples d.- Oil e.- Beer f.- Milk g.- Bread h.- Sugar i.- Eggs j.- Chocolate k.- Biscuits l.- Honey m.- Tea n.- Sardine |
|--|-----------|--|

ANNEX VIII (1)

Listening exercise

Listen to four people shopping at Bird's. Complete the table writing what they want and how much they want to buy.

What they want to buy	How much they want
MRS. WHITE	
MRS. SCOPE	
MRS. LEWIS	
MRS. BROWN	

ANNEX VIII (2)

Tapescript 1

- Hello, Peter.
- Hello, Mrs. White. What's the matter, you are in a hurry?
- Well, Yes, I have an appointment with the doctor. Could you give me some beef and eggs, please?
- How many eggs?
- Well, two dozen, and two kilos of potatoes, please.
- Here you are.
- Thank you. See you tomorrow.

Tapescript 2

- Good afternoon, Peter.
- Hello, Mrs. Scope. What would you like?
- Can I have a bag of peas and two cabagges? ... And can I have two packets of biscuits, as well, please?
- Certainly, here you are. That'll be 70 p. And that makes £ 1.10 altogether.
- Here you are.
- Thank you very much, Mrs. Scope.
- Bye, Peter.
- Bye, Mrs Scope.

Tapescript 3

- Good morning, Mr. Pickering.
- Morning, Mrs. Lewis. What can I do for you?
- I need some veal and four slices of bacon?
- How much veal?
- Four steaks and a dozen eggs too, please.
- Anything else?
- Yes, five pears and two bottles of milk, please.
- Right. Here you are. That's £ 7.80 altogether.

Tapescript 4

- Good afternoon, Mr. Pickering.
- Good afternoon, Mrs. Brown. What would you like?
- I want two pounds of mince and some pork, please.
- How much pork do you want?
- Half a pound of chopped pork, please.
- What else do you want?
- Four slices of ham and two loaves of bread, please.
- Do you want any fruit?
- Yes, five oranges and give me a pound of bananas too, please.

Measures: 1 Pound (Lb) = 16 ounces = 453.6 g.
 1 Kilo = 2.3 Lb (approximately).

ANNEX IX

Fill in the blanks / Role play

Fill in the blanks and make a Role-play with your partner.

- Shop-assistant: What can I do for you? / What do you need? / Can I help you, please? / What would you like? / What do you want?
- Customer: I need / I want / I'd like / Can I have / and
I had forgotten: Have you got some ?
- Shop-assistant: I'm sorry. I've only got How much do you need / want / would you like?
How many?
- Customer: Give me ..., please.
- Shop-assistant: Anything else?
- Customer: No, thank you / Well, that's all
- Shop-assistant: Let me see. It's
- Customer: Here you are.
- Shop-assistant: Thank you. Bye.
- Customer: Bye.

ANNEX X

Transparency

THIS MONTH'S SPECIAL BARGAINS

	APPLES	60 p. / Kg.
	BANANAS	70 p. / Kg.
	ORANGES	65 p. / Kg.
	CHERRIES	85 p. / Kg.
	SUGAR (WHITE)	£ 1.35 / Kg.
	EGGS	£ 1.30 / dozen
	CHEESE	£ 2.05 / Kg.
	BREAD (a loaf)	65 p.
FISH		
	COD	£ 3.70 / Kg.
MEAT		
	BACON (sliced)	£ 2.20 / Kg.
	VEAL STEAKS	£ 3.20 / Kg.
	PORK CHOPS	£ 2.75 / Kg.

EVALUATION OF THE UNIT

In the process of evaluation we are going to distinguish two parts:

- On the one hand, those tasks which the teacher is going to punctuate.
- On the other hand, the tasks which the teacher will take as reference only for error correction.

Following the system of continuous evaluation, we are going to evaluate the four skills: Reading, Listening, Writing and Speaking.

The tasks we have chosen to evaluate the students and give them a punctuation are the following:

Reading skill:

Lesson Plan II: Reading exercise (E)

The evaluation will be done through this observation table:

St's. NAME	FLUENCY	PRONUNCIATION	INTONATION

Listening skill:

Lesson Plan II: Listening exercise (G)

Writing skill:

We are going to evaluate the exercises related to "Fill in the blanks":
Lesson Plan I and III.

Speaking skill:

Lesson Plan III: Final Task (I)

The evaluation will be done through this observation table:

St's. NAME	FLUENCY	INTERACTIVE COMMUNICATION	STRUCTURES

All tasks – included those of them which have been mentioned to evaluate the students – are used as feedback, that is, the teacher takes notes of the main mistakes students make and in that way he knows what he has to explain again in order to make it clear.

The following tasks are specially indicated to make a feedback:

Lesson Plan I

- Exercise of making sentences with "there is/ are", "some", "a(n)" + countable/uncountable nouns (B)
- Matching exercise between different shops and things you can buy in them (C)
- Listening and Reading exercise (D)

Lesson Plan II

- Fill in the chart: students have to fill the chart headed with the following adjectives: a lot, little, few and no. (F)