

# Unidad 5 *En el mercado*

## Teaching with Sueños World Spanish: a framework lesson

The purpose of this section of the *Instructor's Manual* is to familiarize you with the course book's approach and to offer suggestions on how to handle the material successfully. It aims to serve as a reference for working through all other units.

There are a number of elements which a lesson needs in order to be successful: variety, interest, structure and, most importantly for the students, it must leave them with a sense of achievement.

No two lessons are the same and there is no such thing as a model lesson. What follows is a sample of what can be done with a group of adult learners, using unit 5. Other units do not contain the same level of detailed guidance, but they do contain some specific suggestions and photocopiable materials.

### Functions

- Shopping for groceries
- Shopping for fruit and vegetables
- Finding out what things cost

### Grammar

- Present tense: *querer*
- Demonstrative adjectives
- Question words: *¿cuánto/a/os/as?*

### Vocabulary

- Food
- Shops

### Revision (Review)

- Quantities and numbers

## Así se habla



### 1

*¿Me da una barra de pan?*



### Start of lesson

#### Aim

So that students can see, from the outset, what new language they will be learning, you need to explain, in

simple terms or in English, the aim of the lesson. This is done at the beginning of each unit and is implicit in each exercise.

It is worthwhile reading the objectives with the students and reviewing what is in the unit and why and in what circumstances this language can be useful: 'Shopping for groceries is an extremely important skill to learn in any language. But the new language that we learn will also be useful in other areas of living in a Spanish-speaking country, such as cooking, going to restaurants/café or any area where we need to talk about quantities and measurements.'

It is also worthwhile making the new learning point of each activity explicit: 'In this activity you are going to learn the names of groceries and how to ask for them in a shop.'

### Review

Before introducing new language, you need to review language which the students have already covered and which reappears in the new setting. Since the new language relates to asking for quantities, prices and paying for shopping, it is useful to review numbers, food and drink, places in town and (no) *hay*. Usually, the content of the lesson suggests what review is most appropriate.

### I

#### Input

The new language needs first to be presented aurally to the students in a graded manner. The first stage of this input is provided in Activity 1, accompanied by the recording. It is important to explain to students that listening, like all other skills, needs practice. Otherwise, they can easily become demoralized when they don't understand spoken language on the first hearing.

Ask students to look at Activity 1 while you play the recording. Following the guidance given in the course book, students match up the sounds they hear with the illustrations in the book.

You will have to keep stopping the recording, establishing the link between what is heard and the illustrations and going back to listen again. This is best done on a machine with a counter, which you use to mark the point at which a new item starts, so that it can be easily found again to review the answers.

When students have had an opportunity to listen several times, you can use OHT/Flashcards 5.1 together with a series of graded questions to give practice in speaking. If you are using the flashcards, draw an outline of a shop front on the board and attach the flashcards in a suitable position.

Introduce the groceries by pointing to a flashcard and asking, for example: *¿En la tienda de comestibles hay leche?* *¿Sí o no?* When you want students to answer *no*, remove the food in question. Do this with all the foods several times and at a brisk pace.

Once this has been done, move to the next level and, after removing one of the two foods, ask alternative questions: *En la tienda de comestibles ¿hay patatas fritas o hay galletas?* Elicit the answer: *Hay galletas*. Do this with all the foods, several times, varying the food that is pointed to and the alternatives that are offered.

Next, remove one of the foods, for example *las galletas* and point at *los huevos*, saying in an assertive tone: *Hay galletas en la tienda de comestibles*. Look again at the shop front and correct your error, by announcing: *No. Hay huevos*. Repeat this tactic for all the foods, several times, chorally at first and then individually.

Finally, point at an item of food (for example, *el jamón*) and ask: *¿Qué hay en la tienda de comestibles?* to elicit the response: *Hay jamón*.

Note: Errors should be handled sensitively, so that students do not feel embarrassed about getting things wrong.

#### Feedback

After practising new language orally/aurally, revise the concept of gender in Spanish and how it differs from English. This does not need to be done using technical language – talking about *el* and *la* words can be appropriate for some students. Linking up *el* words with *un/los* words, and *la* words with *una/las* words can help clarify and consolidate students' conceptual knowledge of gender in Spanish.

Note: While the input is going on, try to ensure that all students participate, and give lots of encouraging praise.

#### Consolidation

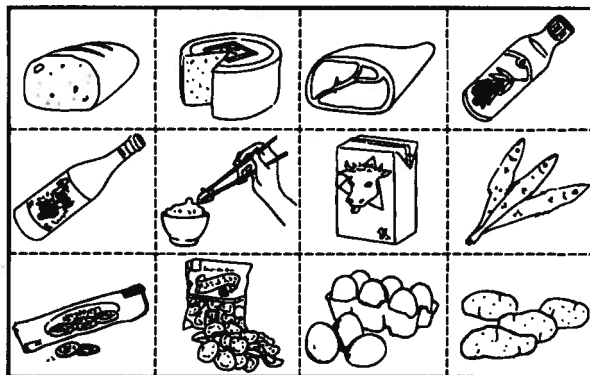
Once you have established the pattern, the transfer from aural/oral to written practice can take place. Students copy a model sentence in writing: *En la tienda de comestibles hay leche*. This is an important step towards written production and many errors will occur in copying. Use these as an opportunity to focus students' attention on the details of spelling. This provides an ideal opportunity to revise the Spanish alphabet, by asking: *¿Cómo se escribe...?*

#### Input

New language which is now input in context is: *¿Qué más?* *¿Algo más?* *Nada más*.

## 2

When the basic vocabulary has been input, you can turn to hearing it used in context. This is done by moving on to Activity 2. Play the recording through several times, using a grid like the one here to help students identify the groceries.



#### Begoña

#### Miguel

In correcting the exercise, you can ask a range of graded questions to give further practice in using the structures which have just been learned.

Note: Correction should never simply be a question of right or wrong, or of counting marks, but it is a valuable opportunity to give further practice of new language.

### *Así se acostumbra*

#### Practice/Pairwork

Students can now use their grid from Activity 2 for a short practice using the vocabulary and structures they have just learned, by taking it in turns to be the shop assistant and the customers, Miguel and Begoña. This gives additional, useful practice of the expressions: *¿Qué más?* *¿Algo más?* *Nada más*.

Now that students are familiar with the basic groceries and key structures they might encounter in the context of shopping, it is time to introduce a range of ways of asking for groceries (or anything else).

## 3

Play the recording. It is a good idea for students to listen first without reading from the book, so that they get into the habit of listening for and recognizing language they have already encountered. Once more, you should play the recording through several times, and in stages, to allow the students time to absorb the new language.

### *Así se dice*

Explore, with the aid of English, the new structures and their appropriate use in *Así se dice*. Students will want explanations for the differences between *quiero...*, *quería...* and *quisiera...* which you should explain in terms of levels of formality and elicit the means by which this is achieved in English.

Note: It is important to make comparisons with English every now and then, as this can be a useful point of reference for students. As Tolstoy said, 'one can never

know one's own language properly until one has learned someone else's language.'

#### 4 *Y ahora tú*

The range of expressions for making requests can be further consolidated here where students work in pairs, or in groups, on designing questions to ask for the groceries listed. In order to consolidate the activity, it is helpful to get students to write down their suggestions of ways of asking. This can be supplemented by doing Worksheet 5.2 where students practise using the different ways of asking for things in the shop.

While students are engaged in the activity, take advantage to circulate, monitor their performance and assist those who are having problems. At the end, it is useful to get a couple of pairs to 'perform' the pairwork for the rest of the group and to make sure that everyone has followed the activity.

This can be followed by an aural comprehension exercise in which you read a number of food items from a list of shopping and students have to tick them off in the blank row at the bottom of the grid.

#### 5

By carefully graded stages, the students have been introduced to groceries and ways of asking for items. In order to be able to function more efficiently as shoppers in a Spanish-speaking country, they need to specify quantities of each product. The aim of Activity 5 is to give them the language for this.

##### **Presentation/Input**

Before the students tackle Activity 5, it is necessary to familiarize them with common weights, measures and containers for food and drink. This can be done using OHT/Flashcards 5.3. Using a graded presentation of these items, you can input them. The stages of presentation are as follows:

**Repetition:** Point to each flashcard in turn and give the Spanish expression. Invite the students to repeat, at first in a group and then individually: *Es un litro. Es kilo y medio...*

**True/False:** Make a statement about each container/measure and invite the students to identify whether it is correct or not, by answering *sí* or *no*: *¿Es un litro – sí o no?*

**Alternatives:** Point to a measure/weight and give alternative answers, only one of which is correct: (pointing to *litro y medio*) *¿Es un litro o es litro y medio?*

**Correction:** Point to **100 gramos** and ask: *¿Es un litro?* Elicit the answer: **No. Son 100 gramos.**

**Target question:** Point to weight/measure and ask: *¿Qué medida es?* Elicit the answer: **Es medio kilo.**

This whole procedure need not take more than five minutes. You can then move on to containers and follow the same pattern.

##### **Practice**

Before students can tackle Activity 5, which tests their recognition of weights, measures and containers, they need to get some more controlled practice using the new language. This could be done by doing the pairwork activity on Worksheet 5.4.

##### **Production/Role play**

It is important that there should be a clear functional outcome to each new stage of language learning, which allows the students to combine the language they may already know with the language they have just learned. This encourages them to see that the language is real and can be used for getting things done, as well as giving them a sense of making progress – the following two activities do just that.

#### 6

This activity should be seen as a rehearsal of the core element of the role play. It should therefore be done, individually or in pairs, by the students and answers reviewed with the class as a whole, before moving on to Activity 7.

#### 7 *Y ahora tú*

Having practised the language needed to shop for food and drink, students can now work together in groups to prepare role plays of the shopping for the picnic ingredients. The language needed to build these role plays can be obtained from earlier ones involving Miguel and Begoña. Students should be encouraged to make the role play as elaborate as possible and to include as much language as possible from previous lessons. This should include greetings, asking names, where people live, occupations, etc. It might also involve some of the produce which is requested not being available and alternatives having to be suggested.

#### 8 *De tiendas*

##### **Review**

You can introduce the names of shops. It is worth pointing out to students that, while the tendency for small shops to disappear and be replaced by supermarkets exists in Spanish-speaking countries, as elsewhere, supermarket departments are still called by the names of the small shops. Review the names of groceries using OHT/Flashcards 5.1 before getting students to do the matching exercise in Activity 8. Before moving on to use the new vocabulary, students will need more practice using the names of shops. This can be done using Worksheet 5.5.

9

Play the recording and get the students to write down the name of the shop where the Spanish woman does her shopping. (You will need to assume that students can guess what *el mercado* is – it is explained later in the unit.)

10

Read over this activity with the students and get them to do the exercise. Tell them that the products referred to are in the rectangle to the right of the text.



2

## ¿Tiene pepinos?



1

### Input

Students need to learn the names of common fruits and vegetables, and to consolidate their knowledge of the plural forms. Categorize the range of fruits and vegetables to make the learning easier. This is done in Activity 1, where cognates have been isolated. Before reading the exercise, it is useful for the students to hear the new language, so read the words out and encourage them to say the English equivalents, before they look at their books. Otherwise, English pronunciation might interfere with the Spanish. The matching exercise can then safely be done following the instructions in the course book.

A similar procedure is needed for the other vegetables and fruits. Using graded presentation, introduce the new items. You may find it helpful to divide the language as follows: **manzanas, naranjas, almendras, cebollas, zanahorias, lechugas; mangos, plátanos, pimientos, pepinos, ajos.**

The presentation can be based on the fruit and vegetables on OHT/Flashcards 5.6. Uncover one at a time, in the order set out above, beginning with the feminine nouns, before moving on to the masculine nouns. Go through whatever stages you think are appropriate for your students. The stages in order of difficulty, from easiest to most difficult are:

- 1 Pointing to the OHT, you emphasize the latter half of the statement and say: **En el puesto, hay manzanas.** Students repeat: **Hay manzanas.** This is then repeated for the remaining items.
- 2 **En el puesto de Juan hay manzanas. ¿Sí o no?**
- 3 **¿En el puesto de Berta hay naranjas o peras?**
- 4 **En el puesto de Marta hay almendras.** This is a

false statement so students must supply the correct item: **No, hay...**

### 5 ¿Qué fruta hay en el puesto de Tulio?

Whatever the case, the input needs to be done using all the fruits several times and at a brisk pace, so that students get a reasonable opportunity to practise them, but do not suffer from boredom. No more than ten minutes should be spent on the input.

Take advantage to extend the students' range of language by asking other, related target questions: **¿Qué otra fruta hay en el puesto?** and when the students answer correctly, follow up with: **¿Qué más?**

2

### Consolidation

Students can now listen to the recording and complete the ticking activity. As with all listening exercises, students need more than one opportunity to hear the speaker, so you need to keep stopping the recording and going back.

When the exercise is completed, confirm what each fruit is in English and elicit information about genders. Highlight the differences in pronunciation, particularly in respect of **melón** and **limón** and other cognates. It is worth pointing out that words which end in **on** in Spanish tend to have the accent on the last syllable. Read *Así se acostumbra* so that students are familiar with the concept and importance of *el mercado* in the Hispanic world.

### Practice/Pairwork

Play the recording. Get the students to tick off the fruits, in pencil, on the picture. Remember, students need to hear the recording several times and you will have to stop the recording frequently. If they seem to be having too much difficulty, offer them alternatives yourself from which to choose. The information can be transferred to Worksheet 5.7 which introduces several market sellers and lists the produce they sell. Students take it in turns to find out who sells what. In doing this activity, students can practise asking a range of questions: **¿Qué fruta vende Paco? ¿Quién vende mangos? Marta vende plátanos. ¿Sí o no?**

This gives good practice in asking questions and practising vocabulary for produce, which students will need in the next stage when they come to asking about quantities and prices.

3

Now that students are familiar with the names of produce, you can introduce weights together with three ways of asking for things. This should not present problems, since students have encountered these elements earlier in the unit. However, you will still have to take care to stop the recording and repeat it several

times, to build students' confidence. When you are correcting the activity, it is worth highlighting the new structures in *Así se dice*.

#### 4

You can now further consolidate the new language by doing this listening activity. You could build in support for it by using a tick chart like the one below and asking: *¿Qué compra Carmen? ¿Cuánto compra? ¿Cuánto es?*

|                   | kg | precio |
|-------------------|----|--------|
| pimiento verde    |    |        |
| pimiento rojo     |    |        |
| pimiento amarillo |    |        |
| tomates           |    |        |
| cebollas          |    |        |
| pepinos           |    |        |

#### 5 *Y ahora tú*

##### Production

Now that students have practised the new language thoroughly, they can move on to activities which require them to use it in a realistic way, by making up dialogues. Encourage them to elaborate their responses, by specifying a minimum number of items which should be included in the list. Students can then use the grid from the previous activity to help them with weights.

Once more, as with all productive activities, you should encourage students to incorporate as much other language into their role plays as possible. When students have had a reasonable amount of time to work on this activity (between five and ten minutes) encourage a few pairs to perform their dialogue for the rest of the group.



### 3

#### *¿A cómo está el jamón?*



Review some numbers, using some of the activities which students are already familiar with in this context. Start with 1–20. Then do tens to 100, then 100s to 1,000 and finally 1,000s to 20,000. Among the practice activities include some calculations which require the use of high numbers.

Put a few flashcards of produce on the board and write some prices below them. Begin by pointing out the price of the tomatoes, for example, and saying: **Los tomates están a doscientos el kilo**. Invite students to repeat this and the prices of the other items on the stall, first chorally and then individually.

Now introduce other levels of grading, according to the needs of the learners. The kind of questions are on the following scale: *¿Los tomates están a trescientos el kilo? ¿Sí o no? ¿Los tomates están a trescientos el kilo o a cuatrocientos el kilo? ¿Los tomates están a cien el kilo?* (Eliciting the response: **No, están a trescientos el kilo**.) And finally, you can ask the target question: *¿A cómo están los tomates?*

#### 1

##### Input

Play the recording several times. In correcting the exercise, concentrate on the price of the goods.

#### *Así se dice*

In looking at this, you need to highlight differences between singular and plural forms of the verb. You may also be asked about the difference between *está/es* and *están/son*.

Avoid the temptation to explain all the differences between *ser* and *estar*. Limit explanations to the fact that *está* and *están* tend to refer to *ahora* or *hoy*, whereas *es* and *son* are more permanent. The extent of the explanation depends, of course, on the age and stage of the learners. Understanding the differences is something which happens over a period of time, through exposure, rather than instantly through a one-off 'golden rule'.

#### 2

##### Practice

Students need to practise asking for prices and this can be done using the information provided in the short lists in the central column of page 54 in the course book. This activity should be done in pairs. Encourage students to write down their answers, so that, when the exercise is being corrected, they can take turns to perform a short role play.

#### 3

##### Listening practice

This listening activity has built-in support for the learner, in the form of prices already written down. The task is to match the recording with the prices as they appear in writing. As with all matching activities, predicting skills play an important role. Encourage the students to try to work out, in advance, what each price is likely to sound like in Spanish. Then, play the recording several times, stopping after each price is mentioned and going back to listen again. When this has been accomplished, play the recording through one final time, stopping to correct the exercise.

Note: It is important to get feedback from students about regularities they have noticed in the language –

how to ask prices, for example. This should then be confirmed by you, using *Así se dice*.

#### 4

##### Practice

Finally, to ensure more opportunities for practice of numbers and prices, get students to do Activity 4. Check the total cost of the bill for the items asked for in Activity 2. Note that when doing the correction for this, or indeed any, exercise, try to use the opportunity to give more practice in Spanish. Copy the details of the bill on the board and get the students to provide answers in Spanish.

### Las divisas

To help students learn the currencies and their countries of origin, you could combine this new language with known language. Read out the details below and ask the students to write them down. You can develop the exercise as far as you wish by adding in more examples of your own.

| ¿Dónde está? |                 |                 |                           |
|--------------|-----------------|-----------------|---------------------------|
| Nombre       | Marco Antonio   | María Florencia | Antonia Sánchez           |
| Ciudad       | Salamanca       | Lima            | Valparaíso                |
| Tienda       | frutería        | charcutería     | pastelería                |
| Compra       | manzanas/sandía | jamón/queso     | dos pasteles de chocolate |
| Total        | 46 euros        | 2,000 sol oros  | 15,000 pesos              |
| País         |                 |                 |                           |

This is a good opportunity to ask for other question words that students know, such as: *¿Cómo?* *¿Dónde?* and to elicit meanings and a few examples of use. This can be done in Spanish, by asking simple questions, such as: *¿Qué otra pregunta se puede hacer?*

##### Production

This can be followed by a role play in which the students compose a simulation of a shopping trip to a market/shop for food.

## Temas

### El encuentro de los gustos

The *Temas* section in each unit will be of great interest to many of the students, who are interested not simply in learning the language, but also in gaining access to the vast culture which lies behind it. It is therefore extremely important to encourage this interest by exploring cultural issues, since by so doing you can enhance motivation.

*Temas* is divided into three sections. The first section looks at an issue of wider cultural significance. The second looks at an everyday aspect of Hispanic culture and the third section looks at an example of the literature which exists in Spanish.

### El encuentro de los gustos

After reading through the passage on the Latin American origins with the students and the contents of the large variety of foods and drinks, which are now taken for granted, you could give them the following *¿Verdad o mentira?* statements on it. Remember, however, that this activity should not be treated very seriously and that a sense of humour is needed so that students do not feel they are being patronized.

- 1 The Conquistadores brought the tomato to the Aztecs, who called it the *jitomate*.
- 2 Corn was the staple diet of the Aztecs.
- 3 The Incas introduced the potato to the Conquistadores.
- 4 The Incas lived in the area that we now call Peru.
- 5 The pineapple has two different names in Spanish.
- 6 There is more than one variety of hot pepper.
- 7 Tortillas are made from maize, bananas, potato and chilli.
- 8 Red wine from Spain was added to the local drink in Mexico to make tequila.
- 9 La *chicha*, the Peruvian drink, is made from corn.
- 10 Latin American food and drink has remained free from outside influence.

### Recetas de cocina

Work on the recipes can provide useful practice in using a dictionary and is the kind of activity which students can be asked to prepare at home. The activity can then be corrected briefly at the beginning of the next lesson.

### “Oda a la cebolla”

The use of authentic literature is very motivating for students. Read the poem to them. Do not get bogged down in complex explanations of the use of the preterite tense in *hizo*. Just give the students the meaning and tell them they will come to it later on in the course.

There are numerous activities which can be based on the poem, once comprehension activities have been completed. Start with students finding the Spanish equivalents of phrases as indicated in the book. Then do this short exercise on matching up definitions.

- |                |                        |
|----------------|------------------------|
| 1 tierra       | a) grupo de planetas   |
| 2 cebolla      | b) una flor bonita     |
| 3 planeta      | c) no tiene dinero     |
| 4 constelación | d) una verdura redonda |
| 5 rosa         | e) el lugar donde vivo |
| 6 agua         | f) el sol es un...     |

7 mesa  
8 pobre

g) el sitio donde como  
h) líquido transparente

### Reading

Reading, especially poetry, provides very good practice in pronunciation. Get the students to work in pairs, or in groups, preparing a reading of the poem. They could divide the poem into two or three sections and take turns at reading it, before presenting their final delivery to the class. This is good fun and very motivating.

## Veamos de nuevo

### *Gramática*

Before moving on to the next unit, it is worth reviewing what has been learned in this one and consolidating it. This can be done by going through *Veamos de nuevo* at a fairly brisk pace, since it is familiar territory.

### ■ *Un paso más* ---

#### *1 El mercado*

This activity offers extension material for the students to tackle at their own pace. Filling in information from reading the passage is the first stage in the activity. Correct the exercise orally and practise different kinds of questions as well as revising much of the new vocabulary and structures which have been learned in this unit.

#### *2 At work*

##### **Production**

This activity is an extended role play in which the students play the role of a buyer in an import company. Encourage them to experiment and to incorporate as much 'other' language as they can. The final outcome should be a demonstration for the rest of the group, as this will give a clear functional aim to the activity.

#### *3 Los menus de Arguiñano*

More practice is given here in recognizing quantities. This should be corrected in class and you should take advantage to go over questions related to asking about amounts and quantities.

#### *4 Checklist*

The checklist is very useful for enabling students to gain a sense of achievement. It is worthwhile being fairly systematic about this. Go through briefly what is meant by each category and get the students to give you examples. You may be surprised how difficult it can be for students to categorize their learning in this way and how pleased they are when they realize just how much they can actually do. Reinforcing this sense of achievement enhances the students' self-esteem and, therefore, motivation.