

# Going Shopping



L3

**Storytelling is  
a contextual  
bridge between  
play and written  
narrative.**

**Jerome Bruner**

**This idea has been used for millennia to teach languages in 'real' contexts. But how about taking an extra 15 minutes to talk to the students about the techniques of Drama?!**

**The context of this activity explores buying basic grocery items in a store.**

# **Method**

## 1 Students will pair up

Try to suggest that they don't necessarily work with friends as this may be distracting from the task.

## 2 Decide on the context and characters

Students decide on the context of conversation;  
What are they buying?  
What type of store is it?

Students decide what characters they are going to be. For the purposes of this activity, it is a good challenge to portray someone different than themselves.

- Gender
- Age
- Social Status

## 3 Evolve your character

Using decisions regarding characters, they decide how to use the 'techniques of drama'.

- Voice
- Body
- Movement

The above need to be considered with attention to the appropriateness for their chosen characters.

## 4 Devise script

Students script an exchange between the characters in their first language. They need to keep the dialogue at appropriate complexity for their skill in the language they will be translating it into.

Students are scaffolded to translate the exchange into the target language.

## 5 Rehearse and perform

Students rehearse and present their exchange to the rest of the learners. (Possible summative assessment opportunity.)

## Techniques of drama

**Voice — Using different pitch and pace than they usually would.**

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**Body — Using a differ posture than they usually would.**

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**Movement — Moving from place to place with a different energy than they usually would.**

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**Space — Being aware of the space around you more than you usually would.**

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## Concepts

**Tenses**

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**Vocabulary**

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**Appropriate tone**

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**Situational language**

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## Sample script

<b>Shopkeeper</b>	Good morning. Lovely weather today. <i>Bonjour. Belle journée, n'est-ce pas?</i>
<b>Customer</b>	Yes. Very nice. <i>Oui. Très belle.</i>
<b>Shopkeeper</b>	How can I help you today? <i>Comment puis-je vous aider?</i>
<b>Customer</b>	I need a new pen. I am writing a story. <i>Je voudrais un nouveau stylo. J'écris une histoire.</i>
<b>Shopkeeper</b>	Really? How interesting! <i>Ah oui? Intéressant!</i>
<b>Customer</b>	Thank you. I am pleased about it. <i>Merci. Je suis content du résultat.</i>
<b>Shopkeeper</b>	What colour pen would you like? <i>Vous voulez un stylo de quelle couleur?</i>
<b>Customer</b>	Blue please. <i>Bleu, s'il vous plaît.</i>
Shopkeeper rummages in their stock.	
<b>Shopkeeper</b>	This is a good pen. <i>Voilà un bon stylo.</i>
<b>Customer</b>	How much is it? <i>Il coûte combien?</i>
<b>Shopkeeper</b>	Four dollars. <i>Quatre dollars.</i>
<b>Customer</b>	I'll take it! <i>Je le prends!</i>
<b>Shopkeeper</b>	Would you like a bag? <i>Vous voulez un sac?</i>
<b>Customer</b>	No thank you. <i>Non merci.</i>
<b>Shopkeeper</b>	Have a good day. <i>Passez une bonne journée.</i>
<b>Customer</b>	You too. <i>Merci, vous aussi.</i>

# Curriculum links

## Languages — Communication

In selected linguistic and sociocultural contexts, students will:

### **Selecting and using language, symbols, and texts to communicate**

Understand and produce information and ideas.

### **Managing self and relating to others**

Express and respond to personal needs and interests.

## Language knowledge

Students will: Recognise and describe ways in which the target language is organised.

## Drama

### **Developing Practical Knowledge**

Use techniques and relevant technologies to explore drama elements and conventions.

### **Developing Ideas**

Initiate and develop ideas with others to create drama.