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# UNIT 4 GOING OUT

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*Shopping for a Coat*

*Eating Out*

*Using a Pay Phone*

*Grocery Shopping*

*At the Laundromat*

*The Post Office*

*The Bank*

*A Haircut*

*A Rough Bus Ride*

*Taking the Plane*

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## EXERCISE READING AND WRITING

- Answer the questions.
1. What time?
  2. On the second floor.
  3. \$75.00.
  4. A service coat.
  5. \$50.00.
  6. It's on sale.

Have students first read the story through silently, then read it to their class. After you have read the story aloud, have students read it to you. Then, ask them to answer the comprehension questions first orally, then in writing.

Have your intermediate students change the verbs in the story from present to past tense. Give them a sentence to get them started: "When Anna Fox was 40 years old, she needed a new coat." After students have rewritten the story, ask them to rewrite the comprehension questions or write new questions in the past tense. If students write new questions, have them exchange papers so that one student answers another student's questions. In this way, students learn whether or not their questions are comprehensible.

This is the first of two pages of the story "Anna Fox" by Elizabeth Goudge. It is published by Harper & Row, New York, N.Y. 10017 and is used with the permission of the publisher.

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## UNIT 4 Model Lesson

### Shopping for a Coat

**B**efore presenting the model lesson, review the general procedure for using TPR (pp. vii-viii) to introduce the text below and picture sequence *Shopping for a Coat* (p. 54). When students are familiar with both the text and the pictures, make class copies of the reading exercise (p. 55).

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#### LESSON TEXT SHOPPING FOR A COAT\*(p. 54)

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1. You're going shopping for a new coat.
2. Look in the store window.
3. Oh! There's a nice coat. Go inside.
4. Take a coat off the rack.
5. Take it off the hanger.
6. Try it on.
7. Look at yourself in the mirror.
8. It's too big. Take it off.
9. Put it back on the hanger.
10. Hang it up.
11. Try on another one.
12. This one fits.
13. Look at the price tag.
14. How much is it?
15. Buy it.

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#### EXERCISE READING AND WRITING

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**Answers to Exercise:**

1. A new coat.
2. On the second floor.
3. \$75.00.
4. It's too big.
5. \$50.00
6. It's on sale.

Have students first read the story through silently, then read it to them aloud. After you have read the story aloud, have students read it to you. Then, ask them to answer the comprehension questions first orally, then in writing.

Have your intermediate students change the verbs in the story from present to past tense. Give them a sentence to get them started: "When Anna Ray was 16 years old, she needed a new coat . . ." After students have rewritten the story, ask them to rewrite the comprehension questions or write new questions in the past tense. If students write new questions, have them exchange papers so that one student answers another student's questions. In this way, students learn whether or not their questions are comprehensible.

\*Text for this sequence comes from page 11 of *Live Action English* by Elizabeth Romijn and Contee Seely (Hayward, Calif.: Alemany Press, 1989) and is used with the permission of the authors.



These activities are suggested for use with the *Shopping for a Coat* picture sequence. Many of them may be suitable for use with other sequences as well. For additional suggestions, see *Extension Activities* (pp. viii-x).

#### Grammar/Pronunciation

Once they have learned the text for *Shopping for a Coat*, have high beginning students repeat or read the text replacing the command form with the simple present tense and inserting the pronoun *I*, *she*, or *he*. You may want to write the sentences on the board first and rewrite the verbs and pronouns as they are replaced by other forms. Have students do this activity with you as a group and then with partners. Note the change in spelling for *try/tries*, the *s* in *look(s)*, *take(s)*, *put(s)*, and the *es* in *go(es)*. Practice pronunciation of these new verb forms. For the next to last line of the text, "How much is it?" add the words "she asks" before or after the question.

#### Roleplaying

This picture sequence is a perfect starting point for roleplaying shopping for clothes. Students will need vocabulary for talking about different kinds of clothing, sizes, and prices. Have your intermediate and advanced students develop dialogs to roleplay using such openers as "I'm looking for a . . ." "I need a . . ." "Could you tell me where the \_\_\_\_ are/is?" and so forth. Also practice ways of avoiding aggressive salesclerks: "Thank you, I'm just looking," or "I'd just like to look, thanks." Take the part of the salesclerk or assign it to a student to roleplay.

#### Vocabulary Building

When you present *Shopping for a Coat* as a TPR lesson, you can go beyond the given text to include or substitute different kinds of clothing that can be described in a variety of ways. To broaden your students' shopping vocabulary and familiarize them with American shopping customs, bring into class a bagful of clothing. Be sure to include articles of varying colors, shapes, styles, and sizes. Have students practice shopping for particular items such as striped ties, plaid shirts, long and short-sleeved blouses, polka-dotted, floral, printed, and plain dresses, full and straight skirts. Have students try on clothing for size to practice adjective forms: "This skirt's too big." "That one is smaller." "This skirt is too loose." "That one is tighter." "This dress is old-fashioned." "That one is more stylish." You can also practice pre-articles and counters with such words and phrases as *socks/pair of socks*, *slacks/pair of slacks*, *shoes/pair of shoes*, *pants/pair of pants*. The possibilities are numerous.

## Discussion

A good discussion topic for more advanced students is a comparison-contrast of shopping practices in the U.S. and in other countries. Ask students about bargaining and how they feel about fixed prices. What was their best bargain? What do they think about thrift shopping and garage sales? Why do they suppose people shop at flea markets? If students have never gone to a garage sale or a flea market, perhaps you can arrange a class field trip.

## Verb Lists

### EATING OUT (p. 56)

- |                |                    |
|----------------|--------------------|
| 1. want (to)   | 10. order          |
| 2. eat (out)   | 11. bring          |
| 3. decide      | 12. is (it's)      |
| 4. go          | 13. clear          |
| 5. follow      | 14. like           |
| 6. sit (down)  | 15. finish         |
| 7. look (over) | 16. pay (for)      |
| 8. ask         | 17. forget (don't) |
| 9. are         | 18. leave          |

### USING A PAY PHONE (p. 57)

- |                 |                |
|-----------------|----------------|
| 1. make         | 10. is (it's)  |
| 2. go (into)    | 11. hang (up)  |
| 3. check        | 12. get (back) |
| 4. pick (up)    | 13. wait       |
| 5. take (out)   | 14. whistle    |
| 6. stick        | 15. try        |
| 7. listen (for) | 16. ringing    |
| 8. hear         | 17. talk       |
| 9. dial         |                |

### GROCERY SHOPPING (p. 58)

- |                 |               |
|-----------------|---------------|
| 1. are (you're) | 7. stand      |
| 2. go           | 8. say        |
| 3. choose       | 9. pay        |
| 4. put (back)   | 10. wait      |
| 5. weigh        | 11. bag       |
| 6. is (that's)  | 12. pick (up) |

### AT THE LAUNDROMAT (p. 59)

- |               |                  |
|---------------|------------------|
| 1. do         | 7. wait (for)    |
| 2. sort       | 8. are (they're) |
| 3. put        | 9. is (it's)     |
| 4. add        | 10. take (out)   |
| 5. set        | 11. finish       |
| 6. sit (down) | 12. fold (up)    |

### THE POST OFFICE (p. 60)

- |                 |               |
|-----------------|---------------|
| 1. are (you're) | 9. give       |
| 2. going (to)   | 10. tell      |
| 3. mail         | 11. want (to) |
| 4. wait         | 12. weigh     |
| 5. smile        | 13. check     |
| 6. moving       | 14. cost      |
| 7. is           | 15. say       |
| 8. take         | 16. leave     |

### THE BANK (p. 61)

- |                        |                |
|------------------------|----------------|
| 1. cash                | 7. wait        |
| 2. walk (into)<br>(up) | 8. move        |
| 3. go (over)<br>(out)  | 9. hand        |
| 4. write               | 10. say        |
| 5. sign                | 11. take       |
| 6. get                 | 12. count      |
|                        | 13. put (away) |

### A HAIRCUT (p. 62)

- |                      |               |
|----------------------|---------------|
| 1. getting, get (up) | 9. chat       |
| 2. need              | 10. watch     |
| 3. go                | 11. work      |
| 4. is                | 12. look (at) |
| 5. have              | 13. done      |
| 6. wait              | 14. pay       |
| 7. read              | 15. give      |
| 8. sit               |               |

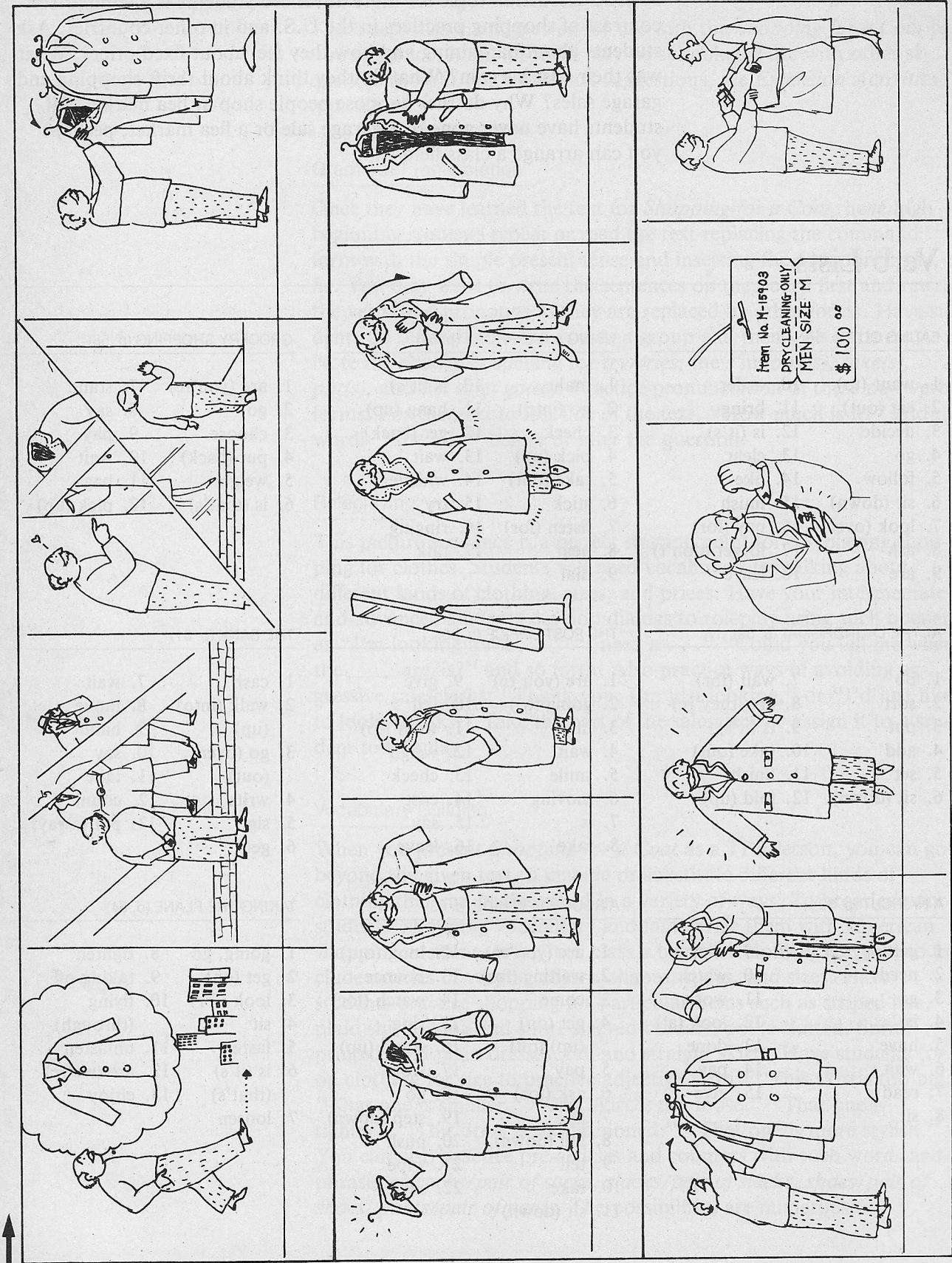
### A ROUGH BUS RIDE (p. 63)

- |                           |                 |
|---------------------------|-----------------|
| 1. are (you're)           | 12. look (out)  |
| 2. waiting (for)          | 13. bounce      |
| 3. come                   | 14. watch (for) |
| 4. get (on)<br>(up) (off) | 15. ring        |
| 5. pay                    | 16. stand (up)  |
| 6. ask (for)              | 17. stop        |
| 7. is                     | 18. go          |
| 8. fall (down)            | 19. step (down) |
| 9. tell                   | 20. push        |
| 10. take                  | 21. wipe        |
| 11. sit (down)            | 22. say         |

### TAKING THE PLANE (p. 64)

- |                          |                         |
|--------------------------|-------------------------|
| 1. going, go             | 8. tighten              |
| 2. get (on)              | 9. taking off           |
| 3. look (for)            | 10. flying<br>(through) |
| 4. sit                   | 11. unfasten            |
| 5. fasten                | 12. are (we're)         |
| 6. is (it's)<br>(that's) | 13. enjoy               |
| 7. loosen                |                         |





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*Shopping for a Coat*

**Directions:** Read the story and answer the questions.

Anna Ray is 16 years old. She needs a new coat. She is going shopping with her mother. They go to a big shopping center because there are many stores there.

At the shopping center they go into a big department store. The Girls' Coat Department is on the second floor. They take the escalator up to the second floor.

In the coat department, they see some coats on a coat rack. Anna wants a brown coat. She only has \$75.00 to spend. She wants a coat that isn't expensive.

There are many nice coats on the rack. She looks at the price tags. The coats are not too expensive. She sees one she likes. She takes it off the hanger. She gives the hanger to her mother to hold. She tries on the coat and looks at herself in the mirror. The coat is too big. She takes it off and puts it back on the hanger. Her mother hangs it up.

Anna looks for another coat. She sees one she likes. She tries it on and looks at herself in the mirror again. She likes it. It fits perfectly. She looks at the price tag. The coat's only \$50.00. It's on sale! Fantastic! She buys it.

1. What does Anna need?

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2. Where is the coat department for girls' coats?

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3. How much money does Anna have to spend?

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4. What's wrong with the first coat she tries on?

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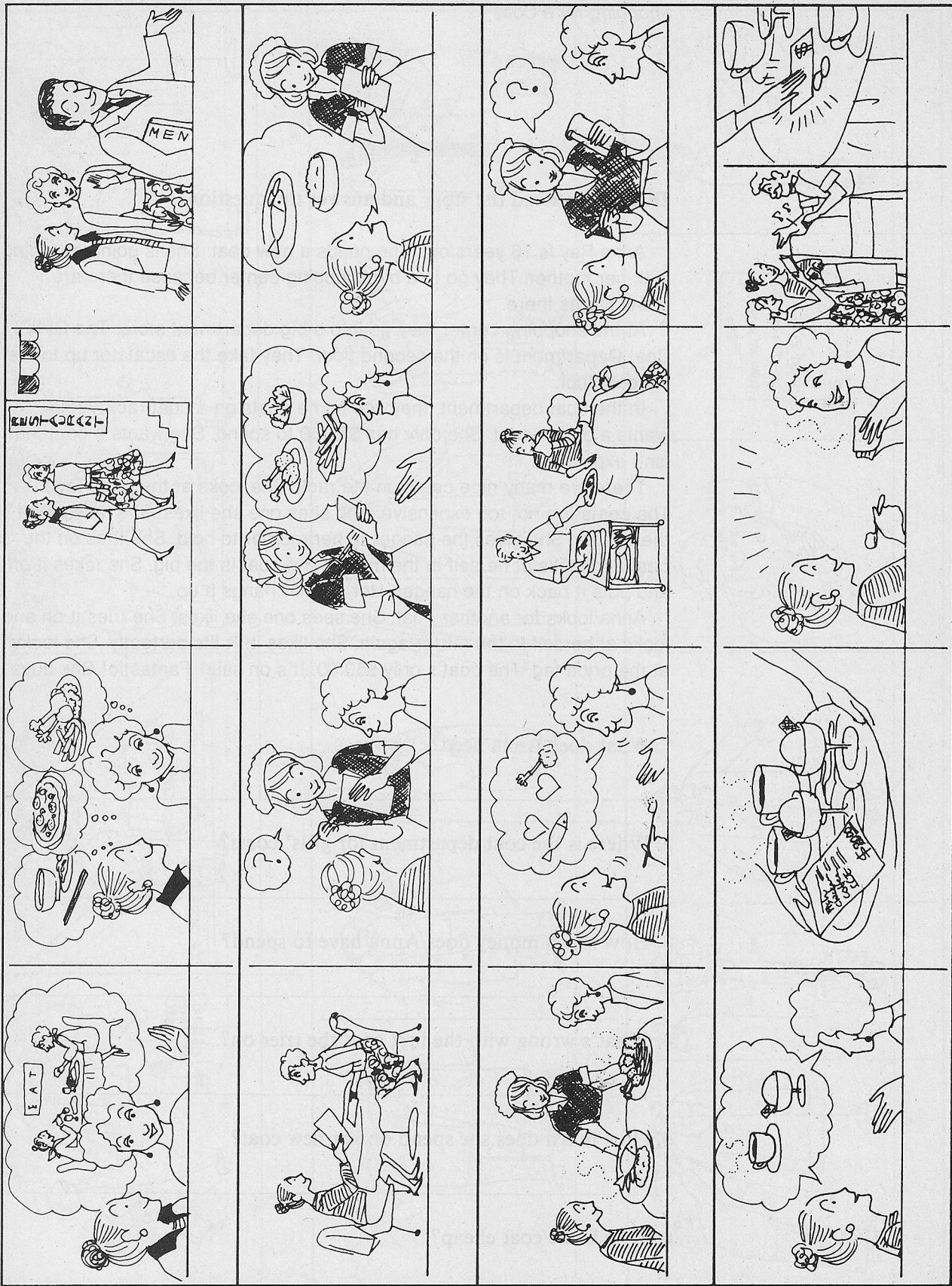
5. How much does she spend on her new coat?

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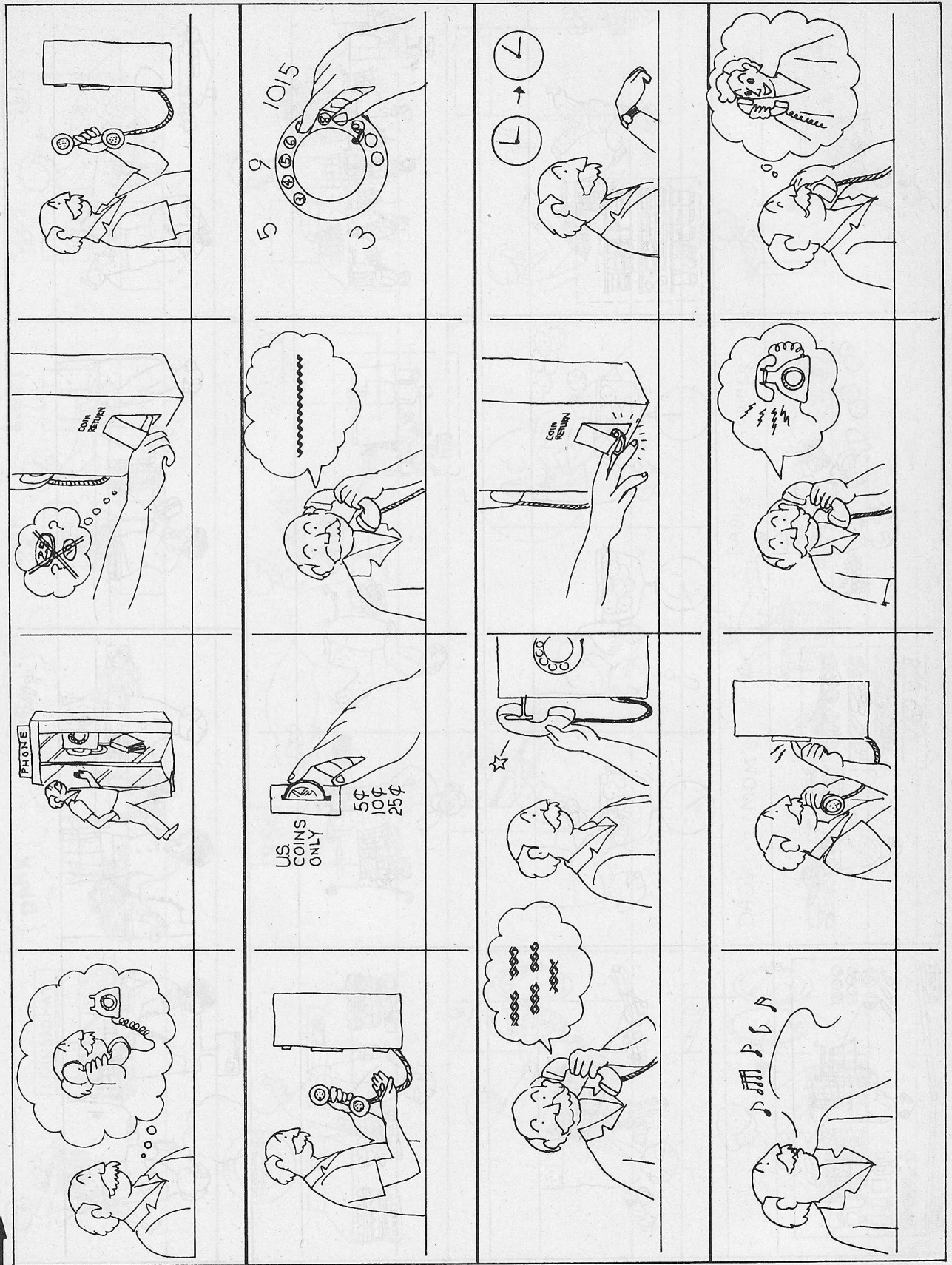
6. Why is the coat cheap?

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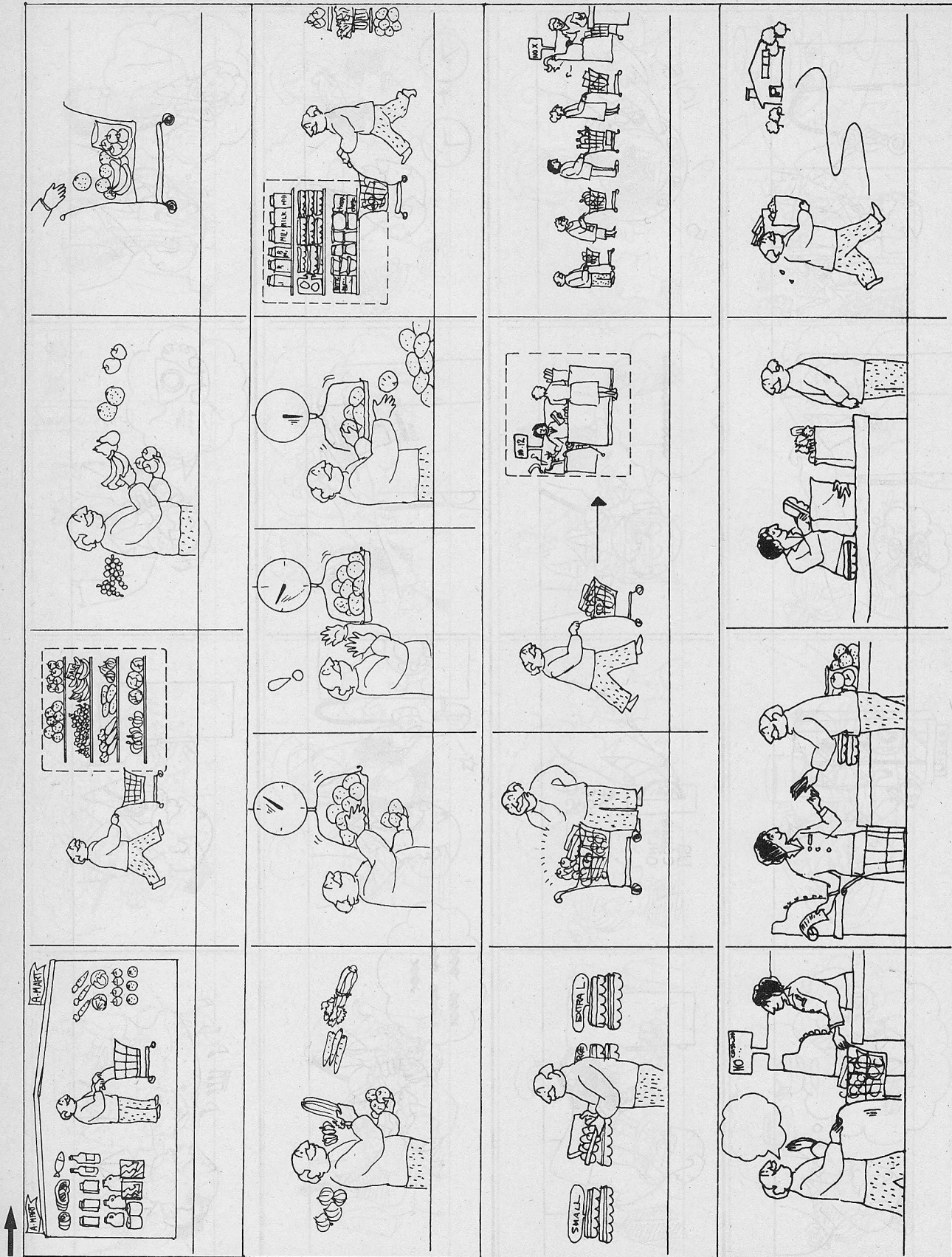
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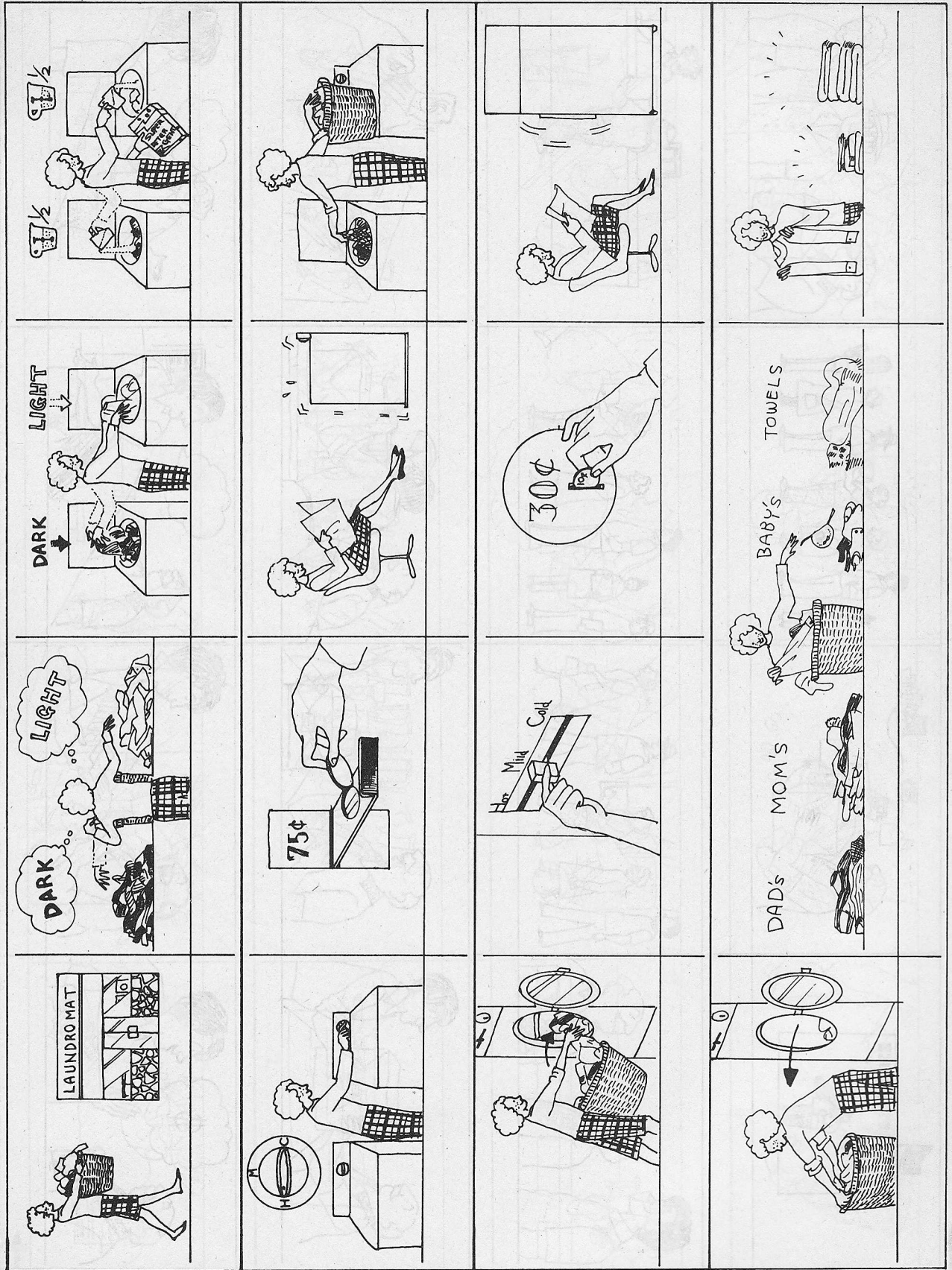


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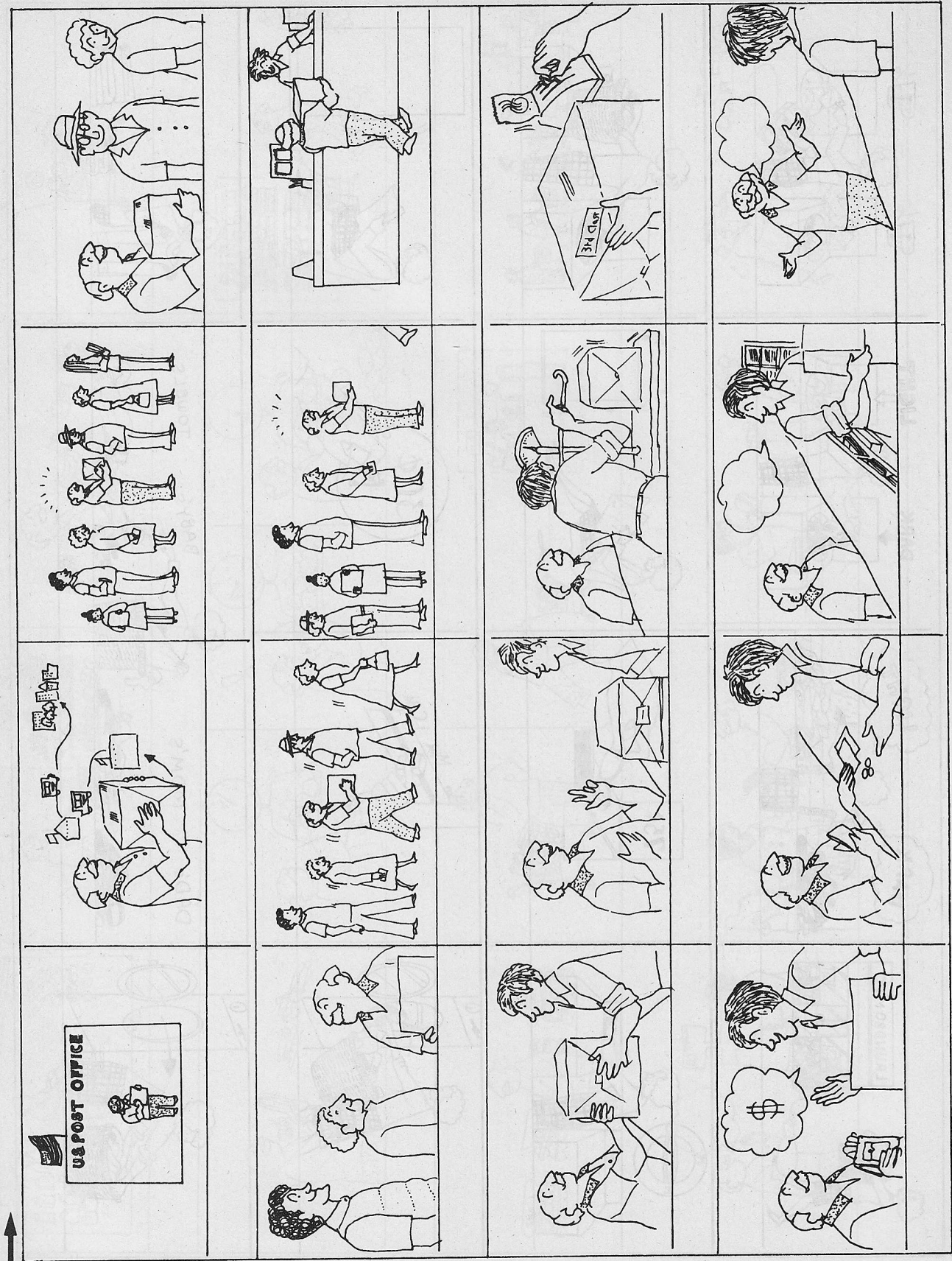
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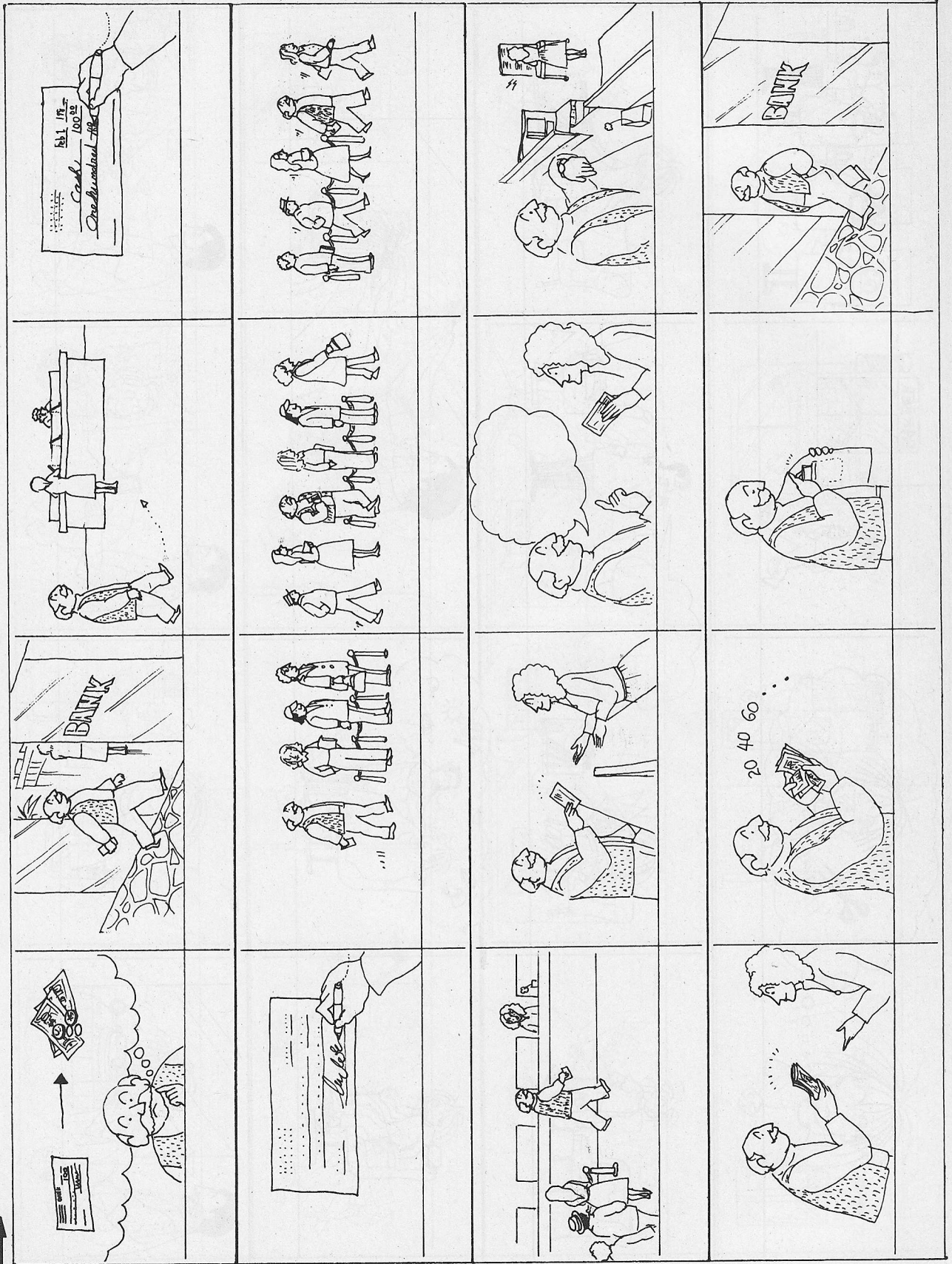
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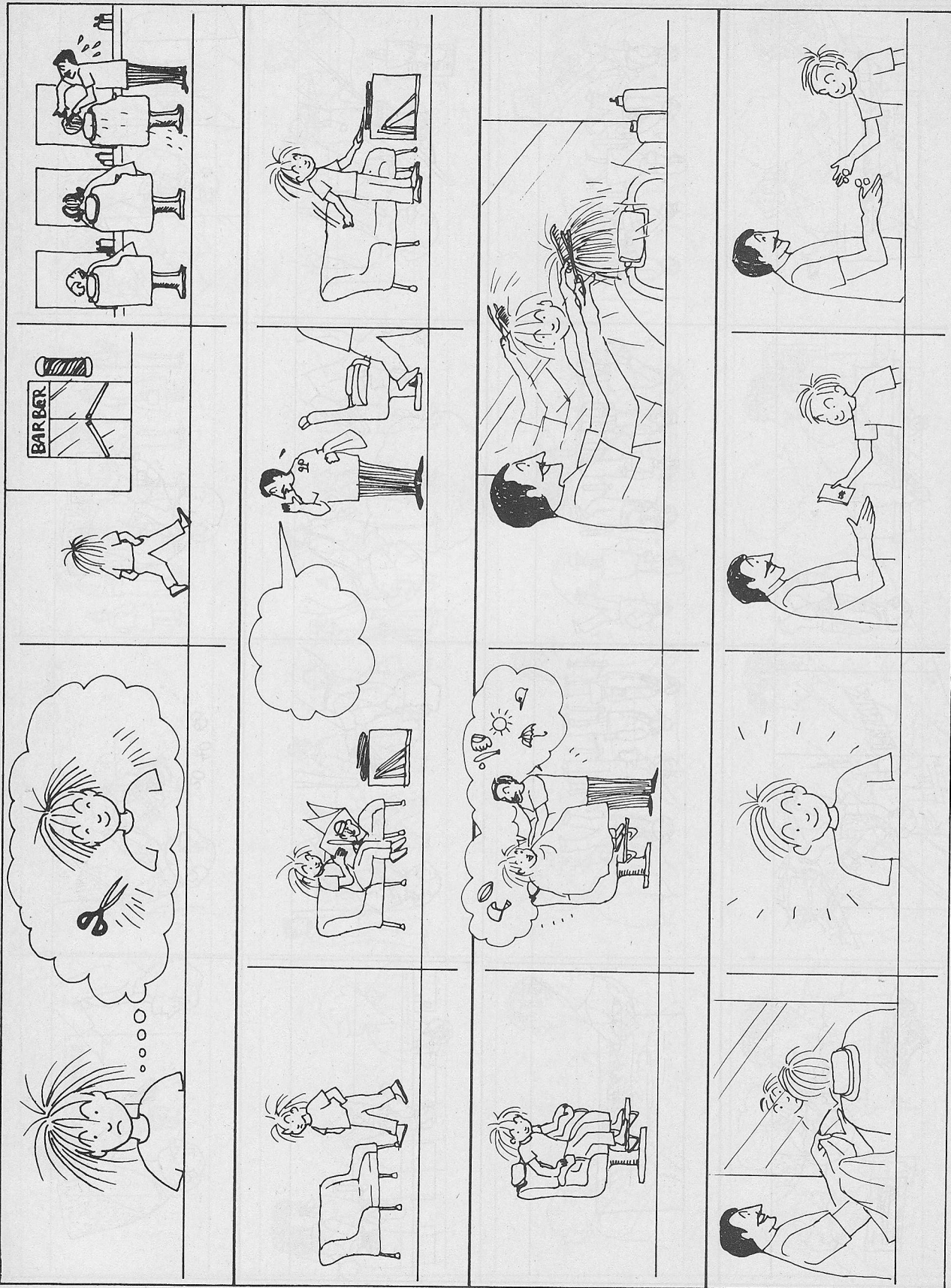




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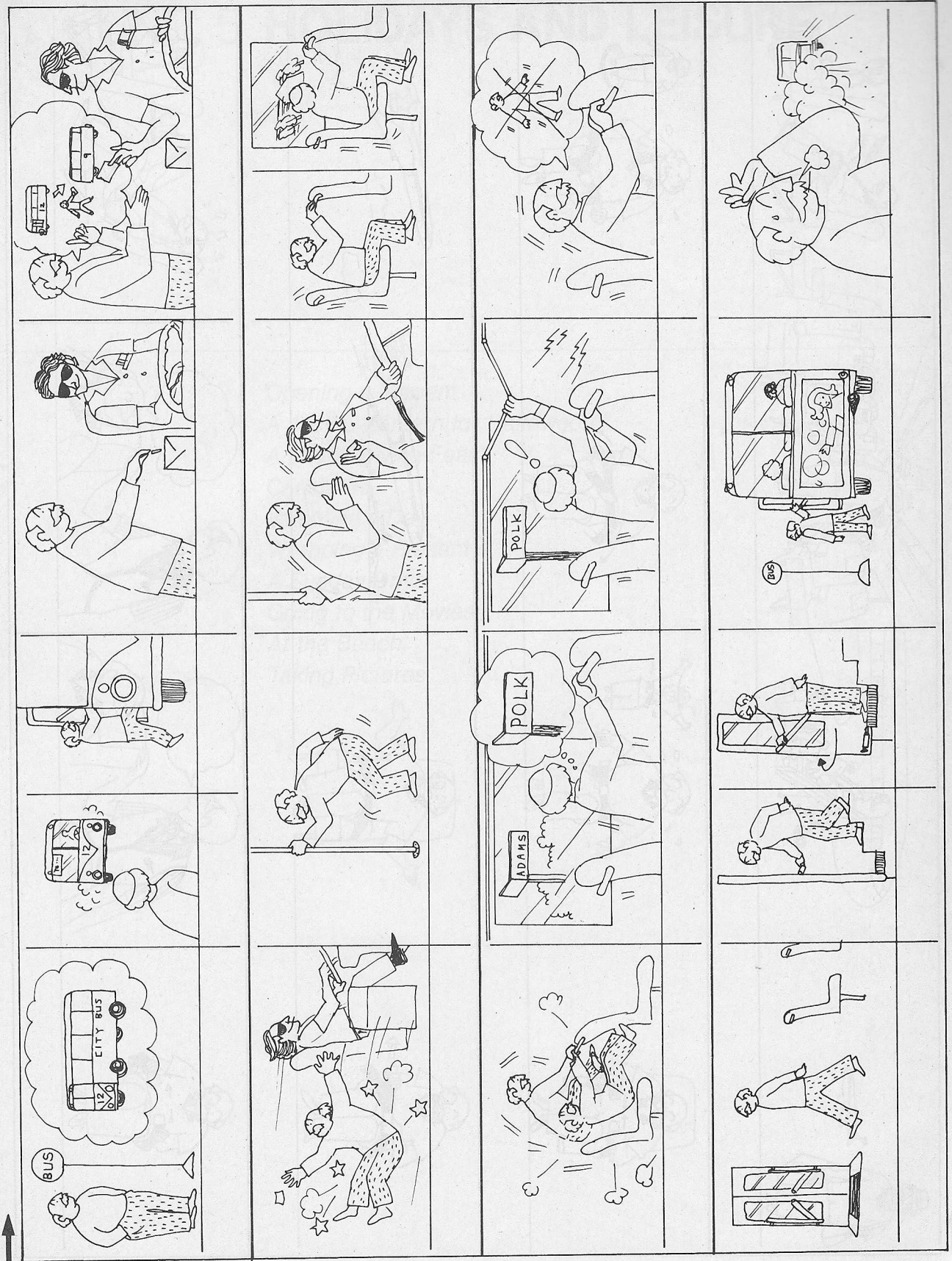




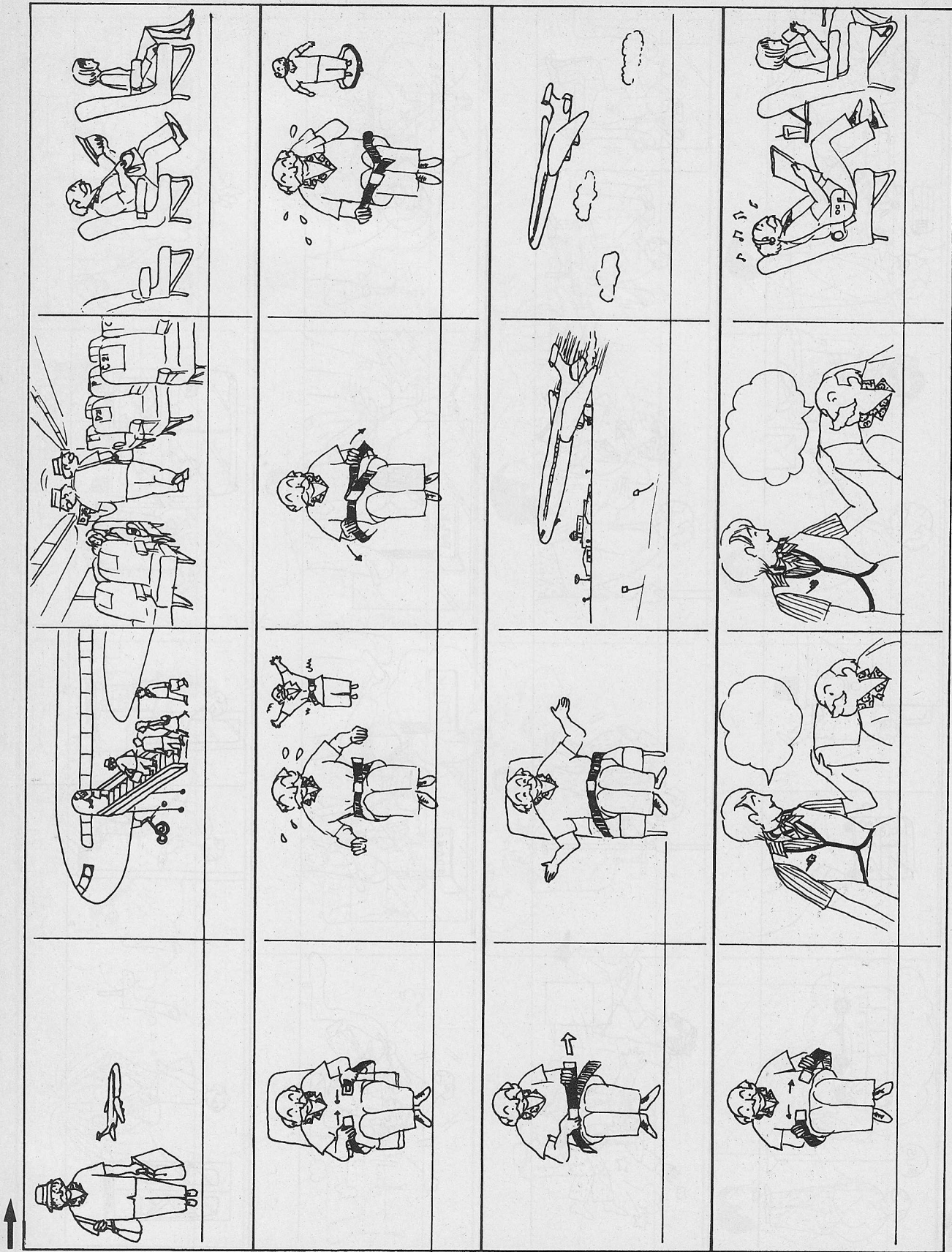
A Rough Bus Ride

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