

# Module 7

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BUYING SHOES



# Buying Shoes

(3 classes with subsequent review)



O

Objectives  
*Objectives*

At the end of this module, I will be able to affirm:	
Now I can . . .	Now I know . . .
<div><div><input type="radio"/></div><div>1. say the type of shoes I want to buy.</div></div> <div><div><input type="radio"/></div><div>2. express how I feel.</div></div> <div><div><input type="radio"/></div><div>3. ask and answer questions using the verb <b>to do</b>.</div></div> <div><div><input type="radio"/></div><div>4. use the verb <b>to be</b> + <b>doing</b> to express how I am doing.</div></div>	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

*The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well..*



Memorize the dialog in English.

*Memorize the dialog in English.*



	Dialog	<i>Dialog</i>
Clerk:	May I help you?	<i>May I help you?</i>
Mr. Hobbs:	Yes, we're looking for some shoes.	<i>Yes, we're looking for some shoes.</i>
Clerk:	For you or for your son?	<i>For you or for your son?</i>
Mr. Hobbs:	For my son.	<i>For my son.</i>
Clerk:	What kind does he want?	<i>What kind does he want?</i>
Mr. Hobbs:	He wants blue sports shoes.	<i>He wants blue sports shoes.</i>
Clerk:	Do you know his size?	<i>Do you know his size?</i>
Mr. Hobbs:	Twelve! He has big feet!	<i>Twelve! He has big feet!</i>
Clerk:	How do these feel?	<i>How do these feel?</i>
Brian:	A little tight.	<i>A little tight.</i>
Clerk:	Try these.	<i>Try these.</i>
Brian:	They're much better. I'll take them.	<i>They're much better. I'll take them.</i>



## Pronunciation Practice

### *Pronunciation Practice*



Listen and repeat slowly.

*Listen and repeat slowly.*

-ay      may, day, okay

-ize      size, prize

y-      yes, you, your

tw-      twenty, twelve, twist

-oy      boy, joy, toy

-uch      much, such

-ind      kind, find, behind

-ue      blue, true, glue

-ake      bake, take, cake, make

kn-      know, knife, knock

Fill in the missing letters and say the sounds.

*Fill in the missing letters and say the sounds.*

m \_\_\_\_ d \_\_\_\_ ok \_\_\_\_

s \_\_\_\_ pr \_\_\_\_

\_\_\_\_ es \_\_\_\_ ou \_\_\_\_ our

\_\_\_\_ enty \_\_\_\_ elve \_\_\_\_ ist

b \_\_\_\_ j \_\_\_\_ t \_\_\_\_

m \_\_\_\_ s \_\_\_\_

k \_\_\_\_ f \_\_\_\_ beh \_\_\_\_

bl \_\_\_\_ tr \_\_\_\_ gl \_\_\_\_

b \_\_\_\_ t \_\_\_\_ c \_\_\_\_

\_\_\_\_ ow \_\_\_\_ ife \_\_\_\_ ock



## Rhyming Words (usually starting from a word in the dialog)

*Rhyming Words (usually starting from a word in the dialog)*



Listen and repeat slowly.

*Listen and repeat slowly.*

Word      Rhyming Words

**may**      bay    day    gray    hay    lay    pay    play    pray    way

**look**      book    brook    cook    crook    hook    nook    took

**blue**      clue    due    glue    true

**size**      prize

**big**      dig    fig    pig    twig    wig

**feet**      beet    meet    street    sweet    tweet

**better**      letter    fetter

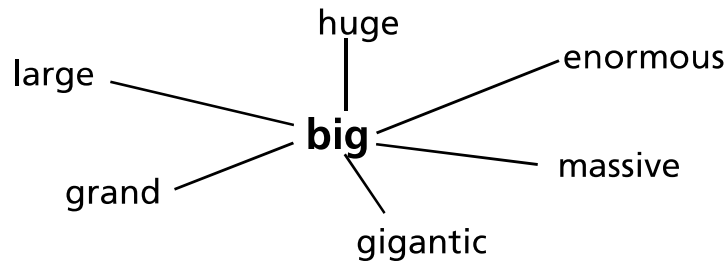
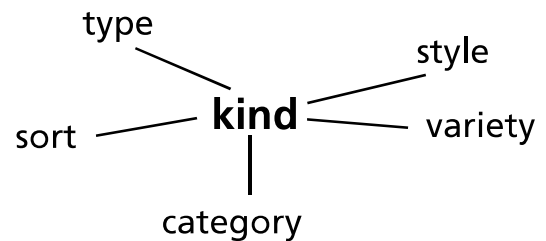
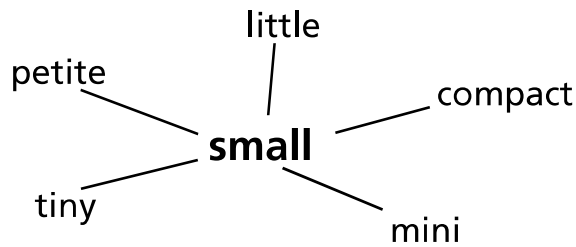
**bake**      cake    fake    lake    make    rake    stake    wake

**back**      black    crack    hack    jack    knock    lack    pack    rack    sack    tack    track



## Word Webs (using words from the dialog and related words)

*Word Webs (using words from the dialog and related words)*



## Vocabulary Practice (using words from the dialog to match to related words)

*Vocabulary Practice (using words from the dialog to match to related words)*



Match the words in pencil.

*Match the words in pencil.*

- |          |            |
|----------|------------|
| little • | • assist   |
| tight •  | • large    |
| help •   | • firm     |
| kind •   | • improved |
| big •    | • type     |
| may I •  | • test     |
| try •    | • length   |
| better • | • blue     |
| color •  | • small    |
| size •   | • can I    |

Write the words you matched in pencil.

*Write the words you matched in pencil.*

little

small



## Vocabulary Practice

### Vocabulary Practice

Listen, repeat, and write.

*Listen, repeat, and write.*

#### Dialog Words

little •  
tight •  
help •  
kind •  
big •  
may I •  
try •  
better •  
color •  
size •

#### Writing Practice

#### Related Words

small  
firm  
assist  
type  
large  
can I  
test  
improved  
blue  
length

#### Writing Practice



Fill in the missing words in pencil from the dialog.

*Fill in the missing words in pencil from the dialog.*

Clerk: \_\_\_\_\_ I help you?

Mr. Hobbs: Yes, we're \_\_\_\_\_ for \_\_\_\_\_ shoes.

Clerk: For \_\_\_\_\_ or for \_\_\_\_\_ son?

Mr. Hobbs: For my \_\_\_\_\_.

Clerk: What \_\_\_\_\_ does \_\_\_\_\_ want?

Mr. Hobbs: He wants blue \_\_\_\_\_ shoes.

Clerk: Do \_\_\_\_\_ know his \_\_\_\_\_?

Mr. Hobbs: Twelve! He has \_\_\_\_\_ feet!

Clerk: How do these \_\_\_\_\_?

Brian: A \_\_\_\_\_ tight.

Clerk: \_\_\_\_\_ these.

Brian: They're \_\_\_\_\_ better. I'll \_\_\_\_\_ them.



Respond to the statements or questions in pencil from the dialog.

*Respond to the statements or questions in pencil from the dialog.*

1. What kind of shoes does your son want? He wants
2. How do they feel?
3. What size does he wear?
4. May I help you?
5. Are these better?
6. What color does he want?
7. What are you looking for?
8. Who are the shoes for?



From the dialog, circle the correct word.

*From the dialog, circle the correct word.*

Write the complete sentence in pencil.

*Write the complete sentence in pencil.*

1. We're looking ( for / far ) ( some / same ) shoes.
2. ( Far / For ) ( you / your ) or for ( you / your ) son?
3. For ( my / mine ) son.
4. ( That / What ) kind ( do / does ) he ( want / won't )?
5. He wants blue ( chews / chose / shoes ).
6. Do you ( no / now / know ) his size?
7. He has ( bag / big / bug ) feet!
8. How do ( this / these / the ) feel?
9. A little ( right / tight ).

Instructors project the exercise. Have the learners fill in the blanks in their notebooks and then repeat the sentences after the instructor.





## Language Focus: **do, does**

The verb **to do** emphasizes the main verb of a sentence.



Regular main verb: **want**

I        want        shoes.

He        wants        shoes.

--

conjugate

The verb **do** also asks and answers questions.

Do        you        want        shoes?

Does    he        want        shoes?

--	--

conjugate

base form

**do or does** emphasizes **want**

I        **do**        want        shoes.

He        **does**        want        shoes.

--	--

conjugate

base form

Yes, I        **do**        want        shoes.

Yes, I        **do.**

Yes, he        **does**        want        shoes.

Yes, he        **does.**

--	--

conjugate

base form

### Examples

**Do**        we        get        a lot of snow?

Yes, we        **do**        get        a lot of snow.

Yes, we        **do.**

**Does**    it        have        a lid?

Yes, it        **does**        have        a lid.

Yes, it        **does.**

Write **do** or **does** to complete the sentences below.

1. She \_\_\_\_\_ not have a cat.
2. We \_\_\_\_\_ like these shoes.
3. \_\_\_\_\_ you want to watch a movie?
4. I \_\_\_\_\_ want to watch a movie.
5. \_\_\_\_\_ he like to run?
6. No, he \_\_\_\_\_ not. He likes to swim.
7. \_\_\_\_\_ they go to class?
8. Yes, they \_\_\_\_\_ go to class.
9. \_\_\_\_\_ it have a lid?
10. No, it \_\_\_\_\_ not have a lid.

### Conjugation of **to do**

I	do	We	do
you	do	they	do
he	does		
she	does		
it	does		

### Contractions

Do not	=	Don't
Does not	=	Doesn't



## How are you doing?

I am doing

I am not doing

well  
okay  
great  
too badly

I am doing

(really/very/pretty)

great

(meaning meaning)

I am. . .

very good

(really/very/pretty)

well

good

(pretty)

good

good

okay

okay

all right

okay

not so great

badly

I am NOT doing

(very)

well

okay

bad



## Examples

I am

He/She/It is

You/We/They are

I am doing well.

He is doing well.

You are doing well.

I am not doing well.

He is not doing well.

You are not doing well.

She is doing well.

We are not doing well.

She is not doing well.

They are doing well.

John is doing well.

They are not doing well.

John is not doing well.

We are doing well.

It is not doing well.

It is doing well.

Everybody is doing  
well.



## Language Focus: Practice Using **Am/Is/Are + Doing**

Asking and answering questions with the verb **to do**

Follow the model

Words	Sentence (use doing)	Meaning
I / well	<u>I am doing well.</u>	<u>I am good.</u>
We / not / bad	<u>We are not doing badly.</u>	<u>We are good.</u>
We / ok		
It / great		
She / alright		
They / not / great		
You / very well		
He / not / very well		
John / okay		
Brad and Ben / well		
She / not / okay		



### Mini-Conversations Related to the Dialog

- |  |   |
|--|---|
| 1. Do you need anything?<br>No, thank you. I think I have everything I need right now. | 2. How are you feeling today?<br>Not great. I've been better. |
| 3. I think I just have a cold.<br>Oh, that's not good.                                 | 4. Good evening.<br>Welcome. Please come in.                  |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



## Language Focus: Practice **Do** and **Does**

Asking and answering questions with the verb **to do**



### Question

### Answer

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. What kind of shoes does he want? | He <u>wants</u> blue athletic shoes. |
| 2. How do these feel?               | They <u>feel</u> a little tight.     |
| 3. Do you know his size?            | Yes, I <u>know</u> his size.         |
| 4. Does he have big feet?           | Yes, he <u>has</u> big feet.         |

Write the appropriate answer with **do** or **does**.

### Question

### Answer

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. How do they feel?                | They feel good.               |
| 2. Do they feel good?               | They feel good.               |
| 3. What kind of shoes does he want? | He wants blue athletic shoes. |
| 4. How do these feel?               | They feel a little tight.     |
| 5. Do they feel better?             | Yes, they feel better.        |
| 6. Do you want these?               | Yes, I want to take these     |
| 7. Do they know his size?           | Yes, they know his size.      |
| 8. Do the shoes feel big?           | Yes, they feel big            |
| 9. Do you want these shoes?         | Yes, we want these shoes.     |
| 10. Do athletes have big feet?      | Yes, athletes have big feet.  |



## Mini-Conversations Related to the Dialog

- |   |  |
|---|--|
| 1. How do those feel?<br>They fit perfectly!                          | 2. How may I help you?<br>We're looking for some shoes.    |
| 3. May I help you find something?<br>Oh, I'm just looking. Thank you. | 4. May I try this pair?<br>Sure, let me measure your feet. |
| 5. How much are they?<br>They're on sale for 30 dollars (\$30.00).    |  |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



## Expressions Related to the Dialog

*Expressions Related to the Dialog*

- |                      |                    |                                  |
|----------------------|--------------------|----------------------------------|
| <b>1. Expression</b> | take               |                                  |
| Meaning              | buy, purchase      |                                  |
| Example              | I'll take these.   |                                  |
| Meaning              | I'll buy these.    |                                  |
| <b>2. Expression</b> | just looking       |                                  |
| Meaning              | I don't want help. |                                  |
| Example              | May I help you?    | No, I'm just looking right now.  |
| Meaning              | May I help you?    | No, I don't want help right now. |
| <b>3. Expression</b> | feel               |                                  |
| Meaning              | fit                |                                  |
| Example              | How do they feel?  |                                  |
| Meaning              | How do they fit?   |                                  |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



## Present Progressive Tense—Sentence Practice

### At Work with Supervisor or Other Employees

Optional Pronouns	Verb Conjugations	Optional Prepositional Phrases
(I / You / We / They / He / She / It)	(arrive, come, go, help, learn, listen, speak, talk, teach, think, walk, write, study)	(before work, to work, at work, during work, after work)
I	<u>am walking</u>	<u>to work</u>
I		
You / We / They	<u>are</u>	
He / She	<u>is</u>	

Have several learners fill in the chart on the board or on a separate page and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.



## Cognates (similar-sounding words to recognize and translate)

*Cognates (similar-sounding words to recognize and translate)*

Listen and repeat.

*Listen and repeat.*

supermarket	<i>supermarket</i>	discount	<i>discount</i>
special	<i>special</i>	color	<i>color</i>
perfect	<i>perfect</i>	athletic	<i>athletic</i>

Instructors explain the significance of cognates and demonstrate pronunciation.



## Language Focus: 60 Common Verbs

Use the vocabulary lists from Module 6 to role-play and practice verbs and conjugations. Show the action of the verb and motion to oneself for **I**, to a man for **he**, a woman for **she**, to two people for **they**, and all as a group for **we**. This gesturing through the conjugations is extremely important to the learning process. Then ask for volunteers while others join in.

## Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

### Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

#### Card 7A

Module 7	Dialog	Dialog
Clerk:	May I help you?	<i>May I help you?</i>
Mr. Hobbs:	Yes, we're looking for some shoes.	<i>Yes, we're looking for some shoes.</i>
Clerk:	For you or for your son?	<i>For you or for your son?</i>
Mr. Hobbs:	For my son.	<i>For my son.</i>
Clerk:	What kind does he want?	<i>What kind does he want?</i>
Mr. Hobbs:	He wants blue sports shoes.	<i>He wants blue sports shoes.</i>
Clerk:	Do you know his size?	<i>Do you know his size?</i>
Mr. Hobbs:	Twelve! He has big feet!	<i>Twelve! He has big feet!</i>
Clerk:	How do these feel?	<i>How do these feel?</i>
Brian:	A little tight.	<i>A little tight.</i>
Clerk:	Try these.	<i>Try these.</i>
Brian:	It is nice to meet you, Sharon.	<i>It is nice to meet you, Sharon.</i>

