# Clothes

## Topic

**Clothes**

## Aims

- To introduce present conditions for descriptions (he / she’s wearing)
- To review colours through questions
- To review clothes vocabulary

## Age group

**Primary**

## Level

**A1**

## Time

**60 + minutes**

## Materials

1. Flashcards for all clothes items (jumper, t-shirt, shirt, jeans, trousers, dress, skirt, socks, shoes, boots, slippers, anorak, coat, glasses).
2. Photocopy of a body for students to draw clothes onto
3. A3 white paper for posters
4. Catalogues to cut up
5. Photocopies of outline of a T-shirt
6. Newspapers to cut up
7. Sellotape, coloured pens / crayons, scissors, glue, string

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**Introduction**

This lesson focuses on developing vocabulary related to clothes. Firstly, students will do a drawing-on-the-back dictation to review clothes words. There is a simple drawing dictation, where students will practise using the present continuous to describe clothes and then describe what their classmates are wearing. Finally there are two options for students to make a giant clothes poster, as well as ideas for follow-up and homework activities.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>1. Stage 1 – Clothes vocabulary - Introduction</th>
<th>2. Stage 2 – Clothes vocabulary and the present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write the word ‘clothes’ on the board. By pointing to the clothes you are wearing elicit the meaning of clothes.</strong></td>
<td><strong>Draw a model body for each student (before class) and distribute photocopies. You can personalise the body with a name which makes integrating the present continuous much more natural.</strong></td>
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<td><strong>Choose a volunteer to come to the front of the class. At this stage it's a good idea to choose someone you know likes drawing and is fairly quick at it.</strong></td>
<td><strong>You describe what ‘she’ is wearing; “Susan is wearing a blue skirt.” They have to draw onto the picture the clothes that you describe, colouring them as you describe.</strong></td>
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<td><strong>Draw a pair of trousers onto their back using your finger. They have to draw onto the board what they think you drew on their back. Some children might find this difficult to feel so you may have to try it on a couple.</strong></td>
<td><strong>To check their understanding and knowledge of the vocabulary and grammar get them to describe what Susan is wearing to their neighbour while you monitor and help.</strong></td>
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<td><strong>Elicit the word ‘trousers’ or provide it if they don’t know it. Write the word next to the child’s drawing on the board. Do the same for a couple more items of clothing.</strong></td>
<td><strong>Then do the same as a whole class.</strong></td>
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<td><strong>Then distribute small flashcards to the children and in pairs they have to secretly pick a card and draw what they see onto their partner’s back. The partner has to draw onto a piece of paper what they think their partner drew on their back.</strong></td>
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</tbody>
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### 3. Stage 3 – A describing game

Split the class into two teams.

Two students go outside of the classroom while the rest of the class choose someone from their class to describe.

The two students come back and the class take it in turns to describe the chosen person, using 'He / she is wearing…'

The first person to guess correctly gets a point for their team.

### 4. Stage 4 – Clothes poster

Tape six sheets of A3 paper together, depending on height of your students.

A volunteer from groups of five carefully lies down on the paper and either you or one of the group draws around the person.

You may want to do this part for them and they can decorate and label the picture themselves. If you do decide to let them do the person outline then they should do it very carefully in crayon or pencil so as not to get felt tips or markers onto the volunteer's clothes.

You could then display the posters on the wall.

Depending on the age of your class you could either provide written cards with the clothes words written already and when all the colouring is completed then the class listens to you say a word, and watches you match the card to the clothes e.g. "This card says 'trousers.' Can you find the word 'trousers'?" (from their pile of words). "Good. Where are the trousers?" (looking at the child generated posters) "Well done. Now stick the word next to the trousers." Show them if necessary with the first one. Help when needed but let them try first in their groups to match the word labels to the clothes.

### 5. Clothes poster alternative

Another poster idea could be using a selection of catalogues and magazines.

- You could draw a large poster of a person and each group could be in charge of cutting out just one type of clothing i.e. t-shirts.
- They could then stick all their small t-shirts where the t-shirt should be on the life-size poster to make a type of collage.
- You may find it easier to manage this in groups where each group has their own poster rather than trying to stick onto one main poster.

### 6. Homework

Students design their own t-shirt.

- It can be as colourful and funny as they want
- You could design your won and show it to them before they start as an example of what to do.
- It’s a good idea to draw an outline of a t-shirt and photocopy it for everyone so they are the same size
- These could be displayed in the following lesson.
7. Follow up

Clothes vocabulary review

- Students cut out newspaper in the shape of different clothes.
- Then using a piece of string you make a washing line for them to hang their clothes on.
- Once they've done that, ask students to close their eyes, whilst you remove an item of clothing from the clothesline.
- Students identify which item of clothing is missing. The person who guesses correctly gets to be the person who removes the paper clothing from the line.

Contributed by

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