

Clothes

Topic

Clothes

Aims

- To review clothes vocabulary
- To introduce present continuous for descriptions (he's/she's wearing)

Age/level

Primary
CEFR level A1

Time

60 minutes

Materials

1. flashcards of clothes (one set per pair), for example:
<https://learnenglishkids.britishcouncil.org/en/flashcards/clothes-flashcards>
2. body outlines handout – draw ten small body outlines on a piece of paper and make copies (one per learner)
3. a. A3 white paper for posters (six sheets per group) OR
b. A3-sized copy of one of the body outlines you drew for the body outlines handout (one per group) and a selection of old clothing catalogues or magazines
4. outline of a T-shirt (one per learner) – optional, for homework
5. old newspapers to cut up – optional, for a follow-up activity
6. tape, coloured pencils/crayons, scissors, glue, string, clothes pegs

Introduction

This lesson focuses on developing language related to clothes. First, learners will do a drawing-on-the-back activity to review clothes vocabulary. Then they do a simple drawing dictation to practise using the present continuous with clothes, and play a game to describe what their classmates are wearing. Finally, there are two options for learners to make a poster, as well as ideas for homework and follow-up activities.

Procedure

1. Clothes vocabulary

- Write the word 'clothes' on the board. By pointing to the clothes you are wearing, elicit the meaning of 'clothes'.

	<ul style="list-style-type: none"> • 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. • Draw a pair of trousers on their back using your finger. They have to draw on the board what they think you drew on their back. • Elicit the word 'trousers' or provide it if they don't know it. Write it next to the child's drawing on the board. Do the same for a couple more items of clothing. • Then distribute small flashcards to the children and in pairs they have to secretly pick a card and draw it on their partner's back. The partner has to draw on a piece of paper what they think their partner drew on their back. • After about five minutes, or as soon the first pair has finished, you can start asking children to come to the board and draw the items of clothing. • Then, when all the items are on the board, elicit and/or provide the words. Write them on the board. In pairs they can now write the words on their partner's back and the other person has to work out which one it is.
2. Present continuous	<p>Give learners the body outlines handout. You can personalise the bodies with names, which makes integrating the present continuous much more natural.</p> <ul style="list-style-type: none"> • Describe what the first body on the handout is wearing, for example 'Susan's wearing a blue skirt and a yellow T-shirt.' Learners have to draw and colour the clothes that you describe on the outline. • Elicit some ideas for the next body. Drill the ideas as sentences using the present continuous structure. • Put learners into pairs. Using their own ideas, they dictate sentences to each other and draw and colour the remaining bodies accordingly while you monitor. <p>Now split the class into two teams.</p> <ul style="list-style-type: none"> • One player from each team comes to the front of the class and stands with their back to the board. • On the board, write a learner's name. • Members of each team describe the learner on the board to their player at the front, using 'He's/she's wearing ...' • The first player to guess correctly the named learner gets a point for their team.
3. Clothes poster option 1	<p>Put learners into small groups. For each group, tape six or so sheets of A3 paper together, depending on the height of your learners.</p> <ul style="list-style-type: none"> • A volunteer from each group carefully lies down on the paper and either you or one of the group draws around the person. If you decide to let one of the group draw around the volunteer, then they should do it very carefully in crayon or pencil so as not to get felt tip or marker on the volunteer's clothes.

	<ul style="list-style-type: none"> Learners then work together to draw and colour clothes on the outline. They can either draw the clothes the learner is wearing or use their imaginations! Depending on your learners, either they can label the poster by writing on the clothes words or you could provide cards with the clothes words written already for them to stick on. You could then display the posters on the wall.
4. Clothes poster option 2	<p>Another type of poster could be produced with a selection of catalogues or magazines.</p> <ul style="list-style-type: none"> Give each group an A3-sized copy of one of the body outlines you drew for the body outlines handout. This will become the poster. Each group also needs a selection of old clothing catalogues or magazines. One person from each group is responsible for one item of clothing. They then cut out as many examples of their item of clothing as they can find in the catalogues and magazines. For example, one learner cuts out lots of T-shirts, one learner cuts out lots of trousers, etc. They then stick all their pictures on the poster in the correct place on the body to create a collage. For example, the learner who cut out lots of T-shirts sticks them all on the place where a T-shirt should be. You could then display the posters on the wall.
5. Homework	<p>Learners design their own T-shirt.</p> <ul style="list-style-type: none"> Draw a T-shirt outline on the board. Elicit ideas for colours, patterns, motifs or slogans, and add some ideas to your outline on the board. Ask learners to design their own T-shirt for homework. You could give them a template to do this on. Display the T-shirts in the following lesson.
6. Follow-up	<p>Clothes vocabulary review.</p> <ul style="list-style-type: none"> Learners cut out the shape of different clothes from newspaper. Then, using a piece of string and clothes pegs, make a washing line for them to peg their clothes on. Once they've done that, ask learners to close their eyes while you remove an item of clothing from the washing line. Learners identify which item of clothing is missing. The person who guesses correctly gets to be the next person to remove an item from the line.

Contributed by

Jo Bertrand