



# CLOTHING

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Common Clothing Items

**Language/Culture Point:** Present Continuous

**Objective:** Students will be able to talk about clothes for different weather and seasons.

**Materials:** 1) Items of clothing representing different seasons 2) Picture Story Presentation: How to Dress for the Seasons, 3) Clothing catalogs, 4) Tape, 5) Red/green/yellow Signal Cards (1 set per student)

**Preparation:** Lesson fourteen requires the instructor to give a presentation about the types of clothes worn for each season. This presentation should be specific to the area in which the students live.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Items of clothing	- Authentic Materials

## TEACHING ACTIVITY

- Bring to class at least two items of clothing for each season. For example:  
 Winter: hat, gloves, scarf, snow boots, heavy coat  
 Spring: umbrella, raincoat, rain boots  
 Summer: swimsuit, shorts, T-shirt, sandals, sun hat  
 Fall: sweater, long pants, long-sleeved shirt, warm shoes
- Write the seasons on the board: winter, spring, summer, fall.
- Show the items you brought to class. Ask, "What is it? When would I wear it?"
- Write the name of each item under the season where it belongs.



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## STEP 2: MINI PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Printed slides/photographs/pictures	- Using Pictures

### TEACHING STRATEGY

1. Go through a presentation that talks about clothes by season. For example, “Here in Austin, sometimes it gets cold in the winter. When it gets cold, people wear light coats and hats. Usually, it does not get cold enough to snow...” Be sure to include all four seasons in your presentation.
2. Go back through the presentation, but this time stop after each season. Ask students, “What clothes would we wear in the (season)?” Identify each type of clothing and write the vocabulary on the board.

## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- Line up

### TEACHING ACTIVITY

1. Have students Line Up in different lines based on what they’re wearing. Say, for example, “Everyone who is wearing jeans, come over to this side.”
2. Have the students check themselves by saying, “I am wearing...” or “She is wearing...”
3. Repeat with different articles of clothing so that students switch back and forth between the lines depending on what they’re wearing.
4. Choose specific articles of work clothing to highlight work uniform vocabulary. If anyone is wearing a work uniform, ask them to come to the front and go over the different articles of clothing with the students.



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## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Clothing catalogues, tape	- Authentic materials - Using Pictures - Graphic Organizer

1. Tell students, “Today’s topic is talking about different clothes and when to wear certain things.
2. Make a chart on the board with different types of weather (sunny, rainy, cold, etc.)
3. Say, “It’s cold outside. What do I wear?”
4. Model how to look through the catalog for an appropriate item of clothing. Once you find an appropriate picture say, “I should wear a heavy coat like this!”
5. Tape the picture on the board under the appropriate weather column.

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Clothing catalogues	- Authentic Materials - Using Pictures

## TEACHING ACTIVITY

1. Ask students, “What else do I need to wear when it’s cold?”
2. Have students find a picture of a clothing item from the magazines and say the name of the item. Have the students cut out the picture and show them where to tape the picture in the chart in their books. Write the name of the clothing item and direct students to do the same.
3. Ask students, “What if it is going to rain? What do I need to wear?”
4. Have students find an item for rainy weather, cut it out and tape in their book.
5. Repeat one more time with an item for sunny weather.



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## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Clothing catalogues	- Authentic Materials - Using Pictures - Question asking and answering

### TEACHING STRATEGIES

1. Have the students get into pairs.
2. Students should take turns asking each other questions about what to wear. For example, "It's rainy. What do I wear?" "You need to wear rain boots."
3. As students practice the conversation they will find a clothing item in the magazine, cut it out, tape it in their books, and write the name of the item.
4. Have students switch partners and practice again (students do not need to continue taping pictures once their page is full).
5. If time allows, have students present their findings to the class.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

### TEACHING STRATEGIES

1. Use the board to highlight -ing patterns with starting with "wearing," and act out each one. For example, "I am wearing blue jeans. She is wearing sandals."
2. Highlight that -ing is for things happening right now. Give other examples of using -ing, such as, "I am smiling. I am jumping. I am crying."
3. Make true/false statements using -ing, such as, "I am walking" (while you're mimicking running), "(Name) is wearing a red hat" (point to a student wearing a hat), or "(Name) is standing" (point to a student sitting down). Have students use their Signal Cards to indicate true/false/I don't know.



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## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Red, green, and yellow Signal Cards

1. Use the board to highlight -ing patterns with starting with “wearing,” and act out each one. For example, “I am wearing blue jeans. She is wearing sandals.”
2. Highlight that -ing is for things happening right now. Give other examples of using -ing, such as, “I am smiling. I am jumping. I am crying.”
3. Make true/false statements using -ing, such as, “I am walking” (while you’re mimicking running), “(Name) is wearing a red hat” (point to a student wearing a hat), or “(Name) is standing” (point to a student sitting down). Have students use their Signal Cards to indicate true/false/I don’t know.

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		

### TEACHING STRATEGY

1. Ask a student to volunteer to be a model. Have the class look at the student for 30 seconds to study what he or she is wearing.
2. Have the student leave the room. The others should describe what the missing student is wearing using as much detail as possible. Make sure each student contributes an answer.
3. Have the student come back in and see if the descriptions were accurate. Repeat the process with 2-3 more students.
4. Include at least one student who is wearing their work uniform.