

Clothes

Topic

Clothes and accessories

Learning outcomes

- Practise clothes and accessories vocabulary
- Practise talking about what people are wearing (I'm wearing, you're wearing, he's wearing, she's wearing)
- Consider contexts when clothes and accessories might be worn
- Use creativity

Age/level

Aged 5-8 and 9-12 CEFR level A1–A2

Time

60 minutes. This could be done over 2 short lessons.

Materials

- The teacher will need the accompanying PowerPoint and a bag of clothes and accessories to use as realia.
- The learners will need a pen or pencil and paper or a notebook.

Introduction

In this lesson learners talk about clothes and accessories. They initially meet vocabulary through a pre-lesson task, then they practise the vocabulary in the lesson with realia and guessing games. Next they use different forms of the present continuous to describe what people are wearing with speaking and writing activities. Finally, they expand their vocabulary and dress an online class teddy or hero in preparation for their homework to create their own teddy or hero.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.
- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson

- Prior to the lesson, decide which items of clothing and accessories you are going to cover. This will depend on your learners and their existing knowledge and what new

	<p>items you would like to introduce. Then prepare a bag, backpack or even a suitcase of those clothes and accessories for stage 1 (warmer).</p> <ul style="list-style-type: none"> • Before the lesson, or for the previous lesson's homework, ask learners to play one or more of the following games on LearnEnglish Kids. These word games have audio for each language item and you can encourage your learners to listen to the audio as well so that they are also exposed to the pronunciation of the word. The game(s) you assign will depend on what items you have decided to cover. <ul style="list-style-type: none"> https://learnenglishkids.britishcouncil.org/word-games/clothes-1 https://learnenglishkids.britishcouncil.org/word-games/clothes-2 https://learnenglishkids.britishcouncil.org/word-games/clothes-accessories • Before you start the lesson: <ul style="list-style-type: none"> - Test your microphone and camera to make sure they work. - Make sure that you have the accompanying PowerPoint open and shared.
<p>At the start of the lesson slide 1</p>	<ul style="list-style-type: none"> • Welcome the learners as they arrive: <ul style="list-style-type: none"> - Check that you can all hear and see each other. - Check that they can see the first slide. - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. <p>Tips:</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic.
<p>1. Warmer – reviewing vocabulary (10 minutes) slide 2</p>	<ul style="list-style-type: none"> • Generate interest in the topic by showing learners your bag, backpack or suitcase. Say: I wonder what could be in here? and elicit some ideas until a learner guesses <i>clothes</i>. They can raise their hands physically or using the 'raise hand' function if your platform has one.

	<ul style="list-style-type: none"> • Take out the first item. Elicit what it is and ask learners a question like Where am I going? or What's the weather like? Accept any ideas, e.g. for a T-shirt, going to the park or hot. • Continue with all the items.
2. Personalising vocabulary (10 minutes) slide 3	<ul style="list-style-type: none"> • In this activity, learners need to find one item of clothing or an accessory and bring it back to the computer, but they must keep it hidden from the camera at first! Give them a time limit of one minute. • Ask a learner to say something that relates to their item like in the previous stage, such as I'm going to the park or It's hot, but not to say what the item is. • Invite the other learners to guess what it is. They can raise their hands physically or using the 'raise hand' function if your platform has one. • When someone has guessed correctly, the learner holds their item up to the camera. • Repeat with the other learners.
3. Integrating the structure (10 minutes) slide 4	<ul style="list-style-type: none"> • Tell learners that you're going to turn your camera off just for a minute, then turn it off. • Then ask them if they can remember what you're wearing. Encourage them to use you're wearing and ask them for more details, e.g. the colour or pattern of each item. • Turn your camera back on. Now ask each learner to describe their own clothes using I'm wearing. Other learners can stand up if they are wearing the same thing.
4. Speaking and writing practice (10–15 minutes) slide 5	<ul style="list-style-type: none"> • For this activity the learners will ideally work in groups in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, it can also be done as a whole class activity by asking each learner to position their camera so that only their head is showing. • Tell learners they are going to work in small groups and use their memories! They need to tell each other then write down (or draw) what they remember about what each learner from the other groups is wearing, i.e. the learners who are <i>not</i> in the breakout room with them. Working together will mean that they can pool their memories. • Slide 5 shows some language you could display to support the learners during the task although you may wish to provide different examples.

	<ul style="list-style-type: none"> • Ideally, open a blank document or whiteboard for them to collaboratively write or draw on in the breakout room. Alternatively, one of the learners can write while the other learners say what they remember. • You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc. • Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room. • Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back. • After two minutes, bring all the learners back. You might need to screenshot or download each group's work first. The groups can then check if what they've remembered is correct. If you like, you can award points for each item remembered correctly.
5. Language expansion and creativity (10–15 minutes) screensharing	<ul style="list-style-type: none"> • For this activity, you can use <i>Teddy Dresser</i> with younger learners or <i>Style-a-hero</i> with older learners. These games will introduce a variety of extra vocabulary. https://learnenglishkids.britishcouncil.org/games/teddy-dresser https://learnenglishkids.britishcouncil.org/games/style-hero • First, ask learners to imagine a teddy or a superhero. If you have a teddy, you could show it to the camera. What would they like to dress the teddy up in? What kind of superhero would they like to be and what clothes and accessories would they wear? Encourage them to be creative. • Now share your screen and play the game together. As you go through the options, clarify understanding of any unknown new language. Learners can vote for which option you choose in each category, or you can let learners take turns to choose. • At the end of the game, show learners how you can print either a poster or colouring sheet of the teddy or hero. • Finally, if you played <i>Teddy Dresser</i>, ask learners to look at the teddy produced and imagine where the teddy's going or what the weather's like. If you played <i>Style-a-hero</i>, ask learners to look at the hero produced and imagine how the hero could help people.
6. Homework – creating a teddy	<ul style="list-style-type: none"> • If you played <i>Teddy Dresser</i>, use slide 6. If you played <i>Style-a-hero</i>, use slide 7. Tell the learners that for homework they need to create their own teddy or superhero.

or hero (5 minutes) slide 6 or 7	<p>Ask them to print it (either the poster or colouring sheet) or take a screenshot or photo. If some learners won't be able to do this for any reason, they can imagine and draw a teddy or hero.</p> <ul style="list-style-type: none"> • Either send them the link to the game in the chat facility (or via any other means of communication you use with your learners) or ask them to copy it down. • In the next lesson, learners can show their pictures and present their teddy or hero. The other learners can listen and say if their teddy or hero is wearing an item that's the same, e.g. <i>My teddy's wearing a crown too.</i>
At the end of the lesson slide 8	<ul style="list-style-type: none"> • Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform and wait until they all leave before leaving yourself.
Further ideas and resources	<ul style="list-style-type: none"> • If feasible, you could ask the learners to send you a scan or a photo of their teddies or heroes, and you could post them on a virtual 'wall' using a tool such as Padlet. • The LearnEnglish Kids website has lots more activities related to clothes and accessories: https://learnenglishkids.britishcouncil.org/category/topics/clothes There are songs and stories as well as a grammar chant that focuses on the use of adjectives. There are also worksheets and 'Your turns' where learners who are registered on the site can write comments.

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