



# CLOTHES - A2

## I. About this lesson

**Activity title:** Clothing – Types, what to wear and where

**Level:** A2

**Subject:** English as a foreign language

**Timing:** 50-60 minutes

**Resources:** Computer with internet connection, worksheet

**Learning objectives:**

- a. Students should be able to name the types of clothes discussed in this lesson (at least) – both orally and written.
- b. Students should be able to talk about clothes, their types, and when/where to wear them in accordance to the lesson.
- c. Students should be able to use the correct verb tenses in relation to clothes (present continuous) taught in the lesson in spoken form.

**Materials needed:**

- a. Whiteboard or large writing paper, and pen/markers
- b. Pictures/flashcards of professionals and their work clothes
- c. Comic Strips 1 & 2
- d. Copies of worksheets for students to use



## II. Lesson Scenario

### 1. Instructions for the teacher

#### Introduction (5 min)

Start the lesson with a short “CHECK IN” by telling students:

- Today, we will study the topic: clothes
- I will tell you about: types of clothes, where/when to wear them and present continuous verb tenses.
- Then, I will present exercises [name the exercises from the student book].
- Then, we will do exercises – some together, some as pairs and some individually.



### Exercise 1: Clothes Vocabulary (15 min)

- a. Print the worksheet with exercise 1 (page 4) and distribute it among students  
– This will introduce them to the concept of clothes and how to converse about it.
- b. Ask students to read the comic (or read it for them) and to complete Task 1 individually or in pairs (5 min)
- c. They should be able to identify if a piece of **clothing** is a shirt, a jacket, a skirt or pants/trousers, shorts, etc. They should also be able to identify **accessories**, including hats, belts, shoes, etc.
  - o Try to stay within reasonable bounds regarding the number of clothing and accessories items you will introduce and explain to students – this will also be determined by their abilities and their prior knowledge of the subject.
- d. Ask students to come to the board and mark on the board the words that they did not know or were not able to identify before
- e. Ask students to complete Task 2 (10 min) – Write down all the answers on the board.
- f. It is important that they learn the basics: Pants/trousers, t-shirt, top, sweatshirt, pyjamas, tie, shirt, suit, socks, hat, watch, underwear, bag, shoes, etc.



## Exercise 2: Professions and Dress code (15 min)

- a. Print the worksheet with exercise 2 (page 5) and distribute it among students.
- b. Prepare all the words from the sheet on the board (you can hide them from students if you want an extra challenge): Shirt, tie, shoes, socks, suit, briefcase/bag, and pants/trousers
- c. Ask students to complete Task 1 individually (10 min)
  - As a bonus exercise – you can also ask them to identify the colour of each garment
  - You can practice this exercise with further examples of professions, such as policemen, firefighters, nurses, lawyers, etc. – but remember to be inclusive and avoid negative stereotypes or gender biases.
- d. Ask students to complete Task 2 individually (5 min)
  - Example 1: I don't need **any** shoes; I have many pairs.
  - Example 2: I am wearing **an** oversized hoodie
- e. Students should also become confident in conversing about clothes – what to wear, how to shop at a store, or where they should wear different types of clothes.
  - For example, Pyjamas are only worn in the house (usually at night) and they cannot be worn at the office or school.
  - Note: You can also make a connection to the lesson about weather (teach that lesson first) – when it's rainy you wear different kinds of clothes than when it's sunny.



### Exercise 3: Role-Playing (10 min)

- a. Print the worksheet with exercise 3 (page 6) and distribute it among students
- b. Ask students to complete Task 1 (5 min). Students can also practice their tenses through this exercise.

- o Example:

Store-owner: Hello, welcome to my store.

Shopper: Hello. I am looking for a (blue) shirt.

Store-owner: What is your size?

Shopper: Small

Store-owner: [grabs the shirt and gives it to the shopper] Here you are madam/sir. How would you like to pay?

Shopper: Cash please! [pays]. Thank you for your help! Bye.

- c. Ask students to complete Task 2 (5 min)

**Possible Answers:** Shorts, Shoes, Skirt, Shirt

### Exercise 4: Match the text with the picture (10 min)

- a. Print the worksheet with exercise 4 (page 7) and distribute it among students
- b. Ask students to complete Task 1 (5 min)

**Answers:** 1) Jenny, 2) Bob, 3) Christopher

- c. Ask students to complete Task 2 (5 min)

**Answers:** 1) a, 2) a, 3) any, 4) an, 5) some





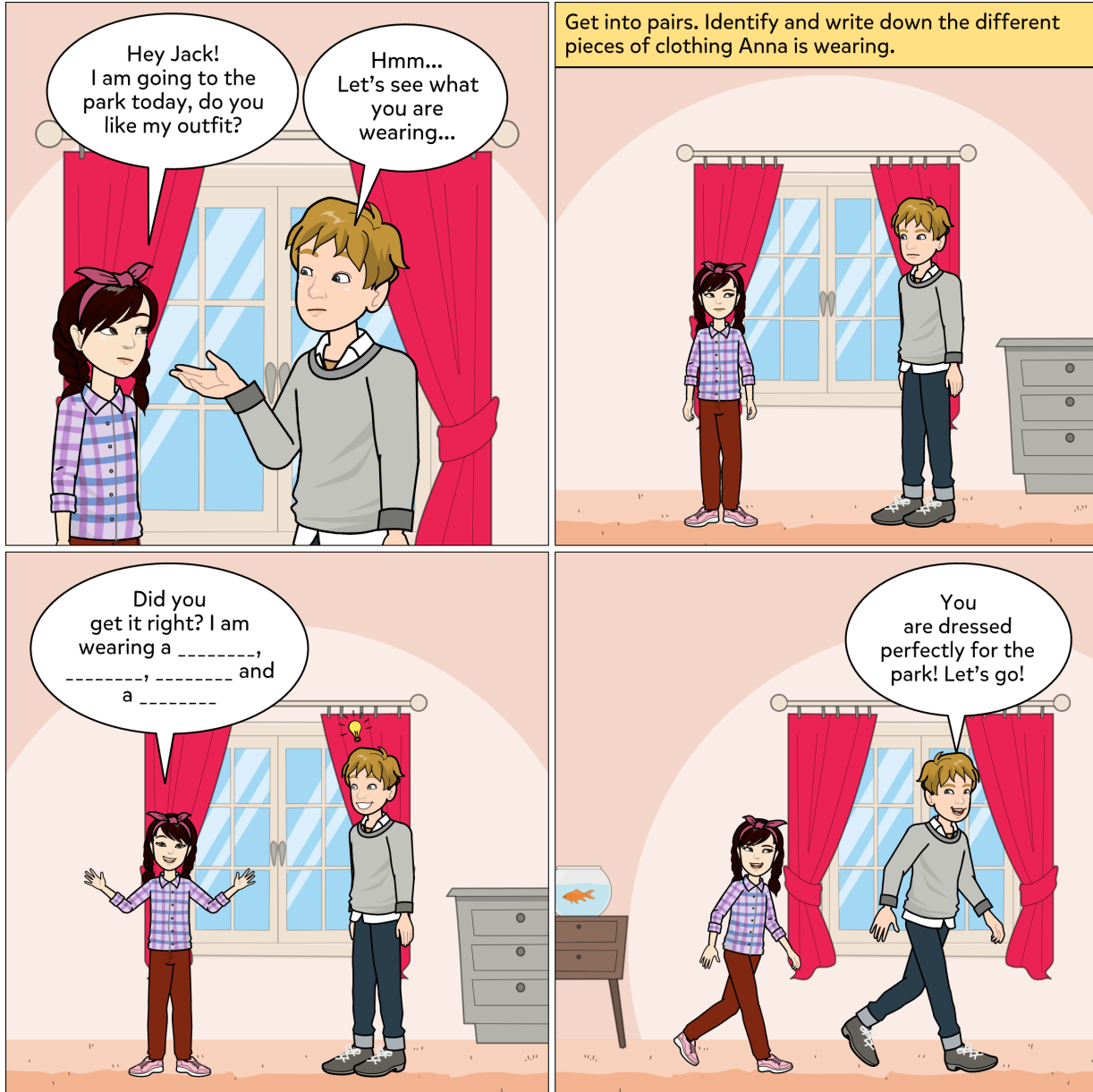
### Finish the lesson with a short “CHECK OUT” (5 min)

- During the lesson we learned about: clothes
- The most important things were: types of clothes, when/where to wear them, articles, and present continuous verb tenses
- We were able to complete 4 exercises related to clothes
- As an assignment you need to..., the deadline is...
- We will explore the topic next time when we learn about [name the following topic]
- Note: You can also connect this lesson to the Lesson on Weather to help students identify what they can wear depending on the weather.
- Be mindful: something that might confuse the students is the fact that “where” and “wear” sound the same. This may be especially related to students with SLDs. If you think this will be an issue for your class, make sure you address it and spell the different words out as well as point out their definitions to avoid misunderstandings and misuse of these words.

## 2. Worksheet for the student

### EXERCISE 1: CLOTHES VOCABULARY

**TASK 1:** Fill in the blanks with the correct items of clothing that Anna is wearing



Hey Jack! I am going to the park today, do you like my outfit?

Hmm... Let's see what you are wearing...

Get into pairs. Identify and write down the different pieces of clothing Anna is wearing.

Did you get it right? I am wearing a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and a \_\_\_\_\_

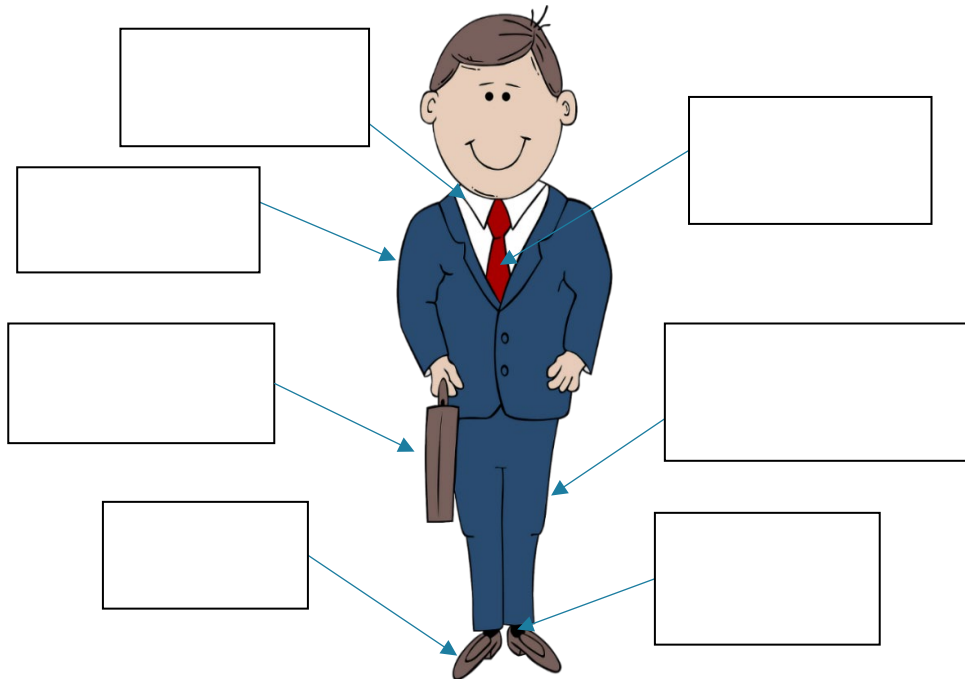
You are dressed perfectly for the park! Let's go!

**TASK 2:** Raise your hands and take turns to identify the pieces of clothing accessories you know.

## EXERCISE 2: BUSINESS CLOTHING

**TASK 1:** What is this typical business man wearing? Write/say what piece of clothing/accessory each arrow is pointing to, and write your answers in present continuous verb tense

Example: "The man **is wearing** a suit", "The man **is holding** a briefcase/bag", etc.



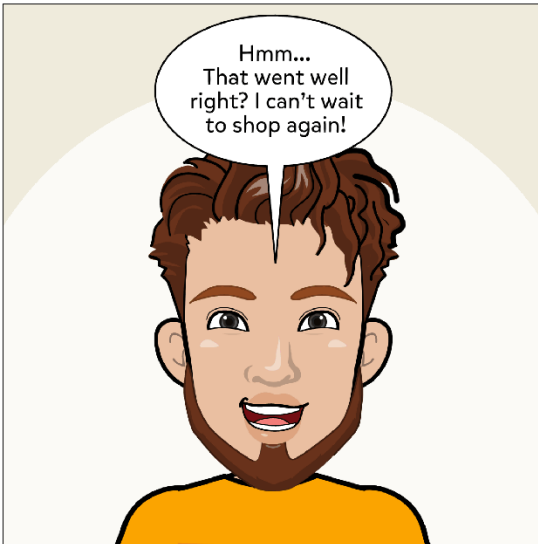
**TASK 2:** Practice your grammar: Use any of the following articles in front of the words identified above to form a sentence ("a/an", "some", "any")

## EXERCISE 3: ROLE-PLAYING

**TASK 1:** Get in pairs. Choose which one of you will be the customer and which one the store-owner. Exchange 2-3 sentences about shopping at the store depending on your role in front of the class. Use the comic strip below for guidance.



Jack enters Mr. Phil's shop looking for new clothes. He has never gone shopping before, so he needs to ask the shop-owner to help him out politely and correctly.



**TASK 2:** Name two pieces of clothing starting with the letter “S”

a. \_\_\_\_\_

b. \_\_\_\_\_

**EXERCISE 4: MATCH THE PICTURE WITH THE TEXT**



<b>Bob</b>	<b>Jenny</b>	<b>Christopher</b>
------------	--------------	--------------------

**TASK 1:** Fill in the name of the person that the text corresponds to

\_\_\_\_\_1 When I am at home, I wear casual clothes. I love to exercise at home, so I usually wear leggings and a t-shirt.

\_\_\_\_\_2 When I am at home, I like to wear a simple sweatshirt, a scarf, a hat and my glasses.



\_\_\_\_\_3 Whether I am at home or at work, I can wear whatever I want. I love wearing shorts, sneakers, and a light-coloured t-shirt because I feel more relaxed, especially during the summer.

**TASK 2:** Complete the sentences below using: a/an, some, any

- a. I want to buy \_\_\_\_\_ pair of jeans.
- b. I need \_\_\_\_\_ new jacket.
- c. I don't have \_\_\_\_\_ trousers.
- d. Do you have \_\_\_\_\_ umbrella? It is raining cats and dogs outside.
- e. Today, I am buying \_\_\_\_\_ formal clothes.



### III. Modification and Differentiation ideas

- If the class is more advanced, you can combine this lesson by teaching them about colours and their relationship to clothes.
- Students may be able to formulate more complex sentences about clothes and shopping.
- More advanced students can be taught more specific vocabulary about clothes – e.g., differences between a beanie and a hat, tie and bowtie, briefcase and bag, etc.



## IV. References

Cambridge English (2020) Things we use or wear.

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/a2-level/f-rw-02-things-we-use-or-wear/>

ESL Kid Stuff (2020) Clothes Lesson Plan. <https://www.eslkidstuff.com/lesson-plans/clothes.html>

Freepik (2020) Free Vectors, Stock Photos & PSD Downloads | Freepik

Image by Clker-Free-Vector-Images from Pixabay

Lingua House (2020) In a clothes shop. <https://www.linguahouse.com/esl-lesson-plans/general-english/in-a-clothes-shop>

Pixabay (2020) 1.9 million+ Stunning Free Images to Use Anywhere - Pixabay

Pixton Educator (2020) <https://app.pixton.com/>

Woman photo created by Racool\_studio - <https://www.freepik.com/photos/woman>

Background photo created by luis\_molinero -

<https://www.freepik.com/photos/background>

People photo created by valuavitaly - <https://www.freepik.com/photos/people>