

## LESSON PLAN

**GRADE:** 5<sup>th</sup>

**LEVEL:** A1

**TEXTBOOK:** Snapshot Starter, Longman

**TIME:** 50'

**TYPE OF LESSON:** reinforcing previous knowledge

**AIM:** Talking about and describing different clothes

**SPECIFIC COMPETENCES:**

By the end of the lesson students will be able to:

- Name different items of clothing
- Match the word with their corresponding picture
- Describe what they are wearing

**SKILLS INVOLVED:** Listening, Speaking

**METHODS:** explanation, example, exercise, dialogue, demonstration

**TEACHING AIDS:** Crayons/ pencils; Felt tip pens; Adult-sized clothes; scissors, glue, magazines, A3 paper; worksheets

### LESSON DEVELOPMENT

STAGES OF THE LESSON	TIME	ACTIVITIES	INTERACTION	AIDS/MATERIALS
Lead-in	5'	T asks for a volunteer and has him/ her stand at the front of the class with her. She tells the class the volunteer is going to get dressed up with as many different types of clothes as possible. T pulls out the first clothing item (e.g. a t-shirt) and elicits the word for the item. The she moves onto the next clothing item - the volunteer will be putting on a jacket, shoes, a hat, etc. The T asks Ss to describe what the volunteer is wearing.	T-Ss	realia
The Title of the New Lesson	2'	T tells Ss that they are going to reinforce their knowledge related to describing clothes.	T-Ss	

<b>Teaching – Learning Activities</b>	<b>10'</b>	<b>Do cut and paste craft sheets</b> Students work in groups. They receive construction card and the shape of the human body. T describes what the girl and the boy are wearing and Ss have to colour the clothes and stick them to the human body shape.	<b>GW</b>	<b>cardboard cut-out clothes</b>
	<b>5'</b>	<b>Who is Who?</b> One of the students builds a sentence describing what a character is wearing using the words on the cards while the other student tries to guess the name of the character from the main card.	<b>PW</b>	<b>cards worksheet</b>
	<b>7'</b>	<b>Information Gap Activity</b> Students work in pairs. Student A receives a picture and he/ she describes it to Students B. Students B draws what his/ her partner says. When they finish, students compare their drawings with the original picture.	<b>PW</b>	<b>pictures</b>
	<b>6'</b>	<b>Match the descriptions</b> Ss receive worksheets describing what boys and girls are wearing and they have to match them with the corresponding pictures.	<b>Individual</b>	<b>worksheets</b>
	<b>10'</b>	<b>Create a Clothes Catalogue Scene</b> T brings in some old catalogues or magazines. Ss work in small groups and each one is given a large piece of construction paper/ cards, scissors, glue and some felt tip pens. Ss are told that they have 10 minutes to create a scene with lots of people: the students will have to cut out clothes from the catalogue and draw to create the picture. As everyone is creating their scenes, T walks around the classroom asking lots of questions related to the vocabulary (What is he wearing?,etc) and helping with any new vocabulary. Finally, each group presents the scene using the structure He/ She is wearing.	<b>GW</b>	<b>magazines construction paper scissors glue</b>
<b>Homework</b>	<b>3'</b>	Students have to make a mini brochure showcasing what's in fashion this season. They have to use pictures and describe the clothes. They have to include at least 5 outfits.	<b>T-Ss</b>	
<b>Assessment</b>	<b>2'</b>	Ss assess their performance using the stoplight poster.	<b>individual</b>	<b>stoplight poster</b>