



LEVEL 1
LESSON 14
HOW ABOUT THIS?

Topics Describing clothing colors and sizes Making suggestions; giving compliments	Prepare Before Class Colored pencils or markers (if available) Outer clothing such as shirts, belts, jackets, ties and hats that students can use to model the verbs 'take off' and 'put on'
Learning Strategy Personalize	Goals Grammar: Position of adjectives before nouns; use of two phrasal verbs 'put on' and 'take off' Speaking: Making a suggestion Pronunciation: Using color adjectives with nouns

Day 1

Introduce the Lesson Topic

Tell students, "Today we will learn to talk about clothing."

Ask students: "What are you wearing today?" Point to your own clothing and model the sentence: "I am wearing ... (a green shirt, a blue skirt, and a black belt)."

Tell students, "When we talk about clothing, we put the color first and the clothing name second, like this." Write on the board "green shirt" and then point to the color and the clothing word.

Ask students, "Where or when do you need to talk about clothing?" Answers may include: at a shop, when doing laundry, when planning what to wear; when looking for someone.

Say, "So, let's find out how to do that today."

Pronunciation Practice

The Pronunciation Practice video teaches how to describe clothing with color words.

Pronunciation Practice Video Script – Lesson 14

1. In English, the color word comes before the clothing word.
Listen to Anna and Genie talk about the colors of the clothes.

Genie: Take off the green dress. Let's try a green shirt and a skirt.

Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.

Anna: Can you put on a gold belt?

2. Now you try it. Tell about these things:
It's a ____ ____.
It's a black hat.

They are ____ ____.
They are black jeans.

It's a ____ ____.
It's a green t-shirt.

It's a gold ____.
It's a gold dress.

Teach Key Words

Use the Activity Sheet to teach clothing and color words.

Put students into pairs. Students use the first page of the activity sheet to learn and practice the clothing words and colors. If you cannot print the sheet in color, point to those colors on your clothing, on students' clothing or on something inside or outside the classroom.

Review answers for the sheet with the class. Collect the sheets for use later in the week.

Now write on the board: I am wearing (name two pieces of clothing with their colors). Ask several students to tell the class what they are wearing. If students wear a uniform, they can describe it by using sizes, such as "I am wearing a medium shirt and a small jacket."

For the remaining words, play the vocabulary part of the Speaking Practice video. Have students repeat each word during pauses or say them and have students repeat. Make sure students understand the word meanings.

Present the Conversation

Say, "In this video, Anna does not know what to wear to the theater. She looks in a magazine to get help and gets a surprise."

Play the main video. Tell students to respond when there are pauses in the video.

Day 2

Main Video Script – Lesson 14

1. Listen:

How about jeans and a t-shirt?

Speak:

___ ___ jeans and a t-shirt? (How about)

2. Listen:

Let's try a green t-shirt and a skirt.

Speak:

Let's ___ a ___ shirt and a skirt. (try, green)

3. Listen:

I don't like this outfit.

Speak:

I ___ ___ this outfit. (don't like)

4. Listen:

These clothes look great on you!

Speak:

These _____ great on you! (clothes look)

Ask students, "Do you think Anna likes the new outfit from Genie? Why?" Give students time to answer. Ask them to explain their answers. For example, "I think she likes it. She says, 'These clothes look and feel great!'"

Speaking Practice

After the key words, the video teaches two ways to make a suggestion. Say, "Making a suggestion means offering an idea or a plan for someone to think about."

Speaking Practice Script – Lesson 14

Making a Suggestion

1. There are different ways to offer something in English. In the video, you hear two ways:

"How about...?" and "Let's try..."

Listen to Anna asking Genie about her clothes:

Anna: How about jeans and a t-shirt?

She is asking if Genie thinks her clothes are good to wear to the theater.

Now you try it.

Ask a friend about eating something with you.

2. Listen:

How about a sandwich?

Speak:

How about a _____? (sandwich)

Listen to Genie offer to give Anna another set of clothes:

Genie: Let's try a green shirt and a skirt.

Now you try it. Offer an activity to a friend.

Listen:

Let's try walking to the park.

Speak:

Let's try _____. (walking to the park)

Say: "Now, let's practice making suggestions some more." Give students the first page of the Activity Sheet (kept from Day 1).

Also, give students copies of the second page (it shows a man's body and a woman's body).

If you have colored markers or pencils, give a few colors to each pair of students. If they do not have colored pencils, they can write the color next to the clothes. Tell students they will work with a partner to make suggestions about clothes and then draw clothes on the body/bodies.

Write on the board:

How about...? Let's try...

Ask students to use the phrases to make suggestions. Say: "For example, 'How about purple shoes?' or 'Let's try purple shoes.'"

Walk around the room to make sure students are using the language correctly. Tell students they can share their drawings with the class.

There are many ways to do this. For example, each pair can stand in front of the class and talk about their drawings. Or you can do a gallery walk. See below for instructions. (Do the gallery walk on Day 3, if needed.)

Day 3

Gallery Walk

Ask students to put their drawings on a classroom wall. Next, ask the class to walk around and look at the drawings. Then, as a group, ask them to stand facing the drawings.

Ask a student to point to any drawing and say what the man or woman is wearing. For example, "He is wearing a blue hat and a yellow shirt." Ask several more students to do this.

Learning Strategy

Tell students that they are going to learn about personalizing. Say, "Personalizing means thinking about your own life and using this as a way to learn." Ask students: "What do you like? What do you not like?"

Use the clothing you brought to class, or ask several students to give you a jacket, sweater or vest. Ask one student to come to the front of the class. Give him/her a jacket that is too large. Demonstrate the following conversation:

Teacher: How about this jacket? (Give student a small-sized jacket to try on.)
Please put on this jacket.

Student: This jacket is too small. / I don't like it.

Teacher: Okay, take off that jacket. Let's try this jacket.

(Give student correct-sized jacket)

Student: This jacket feels great. / I like it.

Teacher: (The blue/That jacket) looks great on you!

Thank the student and let them return to their seat. Make sure students understand the verbs “put on” and “take off.” Show it again with a piece of clothing on yourself if needed.

If students do not have clothes they can use, give them magazines with photos of clothing items. They can cut pictures out of the magazine if needed.

Then tell students to give a clothing photo to their partner.

Tell the students to work in pairs.

Say, “Practice the conversation you just saw by giving a clothing item (or photo) to your partner.”

Walk among students to listen to the conversations and suggest language as needed, such as “too large/too casual/too formal for me.”

Remind students to think about themselves (or personalize). Ask: “Do you like the (clothing item)? Does it fit well?”

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, “Awesome! How about jeans and a t-shirt?” Genie says, “No! Jeans and a t-shirt are too casual.”
2. Anna says, “Wow! Genie, this dress is beautiful. But it’s not the right size. It’s too small.”
3. Genie says, “Take off the green dress. Let’s try a green shirt and a skirt.”
4. Anna says, “These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!”

Collect the papers or ask students to trade papers and check the answers together.

Writing

Give the writing assignment as an in-class activity or homework.

Write the topic on the board:

What do you like to wear when you go to a special event, such as a birthday party, a wedding, a sports game or something else? What do your family members or friends wear?

Students write one paragraph on the topic. If an in-class activity, after students have written their paragraphs, put them into small groups to share what they wrote about.

At the end, ask a few volunteers to share with the whole class.

Resources

Conversation

- Anna: Hi, there! In Washington, D.C. people do many things in the evening. They go listen to music. They eat at a restaurant. They go to the theater.
- Anna: Tonight I am going to the theater with my friends. But I don't know what clothes to wear. Maybe this magazine can help.
- Anna: Her clothes are beautiful! I really want a friend like her to help me.
- Anna: Who are you?
- Genie: I am Genie! You want help. I am here to help you find the right clothes!
- Anna: Awesome! How about jeans and a t-shirt?
- Genie: No! Jeans and a t-shirt are too casual. How about something more formal?
- Anna: Sure! Wow! Genie, this dress is beautiful. But it's not the right size. It's too small.
- Genie: Yes, it is too small. But green looks great on you.
- Anna: Thanks.
- Genie: Take off the green dress. Let's try a green shirt and a skirt.
- Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.
- Genie: Yes, the right size for you is medium. Let's try again.
- Anna: Oh, I don't like this outfit.
- Genie: No. That does not match.
- Anna: Nothing. These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!
- Genie: Those clothes look great ... for a man! Something is wrong.
- Anna: Let me see.
- Anna: There. Now try.
- Genie: Oh. Thanks! Now these clothes look great on you!
- Anna: They do! Um, Genie, can you put on a gold belt?
- Genie: Sure!
- Genie: That looks great.
- Anna: Can you put on a jacket?
- Genie: Why not?
- Anna: I love the jacket! How about a hat?
- Genie: Why not?
- Genie: Mm, take off the hat. That's better.
- Anna: Genie, these clothes look and feel great! Let's go to the theater!
- Genie: Sorry, Anna. I have to help other friends. Go to the magazine if you want me to help again.
- Anna: Thanks, Genie. Sure thing. Goodbye!
- Genie: Goodbye!
- Anna: There are many places in DC to go for a great evening out! And it's nice to have a friend to help me look my best. Until next time! Bye!

Key Words

casual - *adj.* designed for or permitting ordinary dress, behavior or something else

clothes - *n.* the things that people wear to cover their bodies and that are usually made from cloth

formal - *adj.* requiring or using serious and proper clothes and manners

large - *adj.* great in size or amount

magazine - *n.* a type of thin book with a paper cover that contains stories, essays, pictures, etc.

man - *n.* an adult male human being

match – *v.* to be suited to (someone or something); to go well with (someone or something)

medium - *n.* something that is sold in a medium size; something that is the middle size when compared with things that are larger and smaller

music - *n.* sounds that are sung by voices or played on musical instruments

nothing - *pron.* not anything; not a thing

outfit - *n.* a set of clothes that are worn together

put on - *phrasal verb* to dress yourself in (clothing)

restaurant - *n.* a place where you can buy and eat a meal

size - *n.* one of a series of standard measurements in which clothing, shoes, etc., are made

take off - *phrasal verb* to remove (something)

theater - *n.* a building where plays, shows, etc., are performed on a stage

too - *adv.* usually used at the end of a sentence or clause; in addition; also

wear – *v.* to use or have (something) as clothing; to have (a shirt, pants, etc.) over part of your body

Quiz - Level 1, Lesson 14 - How About This?

Listen. Circle the letter of the correct answer.

1. Which clothes are too casual?

- a. A hat and skirt are too casual.
- b. Jeans and a mini-skirt are too casual.
- c. A t-shirt and jeans are too casual.

3. What does Genie want Anna to try?

- a. Genie wants Anna to try a green shirt and a skirt.
- b. Genie wants Anna to try a green dress and a shirt.
- c. Genie wants Anna to try a green hat and a red dress.

2. What does Anna say about the dress?

- a. Anna says that the dress is not beautiful.
- b. Anna says that the dress is too small.
- c. Anna says that the dress is the right size.

4. What does Anna put on?

- a. Anna puts on a jacket and a t-shirt.
- b. Anna puts on a skirt and a t-shirt.
- c. Anna puts on a tie and a dress shirt.
- d. Anna puts on shorts and a shirt.

STEP 1

Fill in the blanks to complete the names of the clothing below.



p _ a _ n _ t _ s ¹



_ _ _ t ²



j _ _ k ³



_ _ o _ c _ k ⁴



_ _ r _ _ s ⁵



_ _ s _ h ⁶



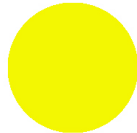
s _ h _ _ _ ⁷



s _ _ _ _ t ⁸

STEP 2

Draw lines to match the name of the color with the correct color.



orange

red

purple

blue

yellow

green

STEP 3

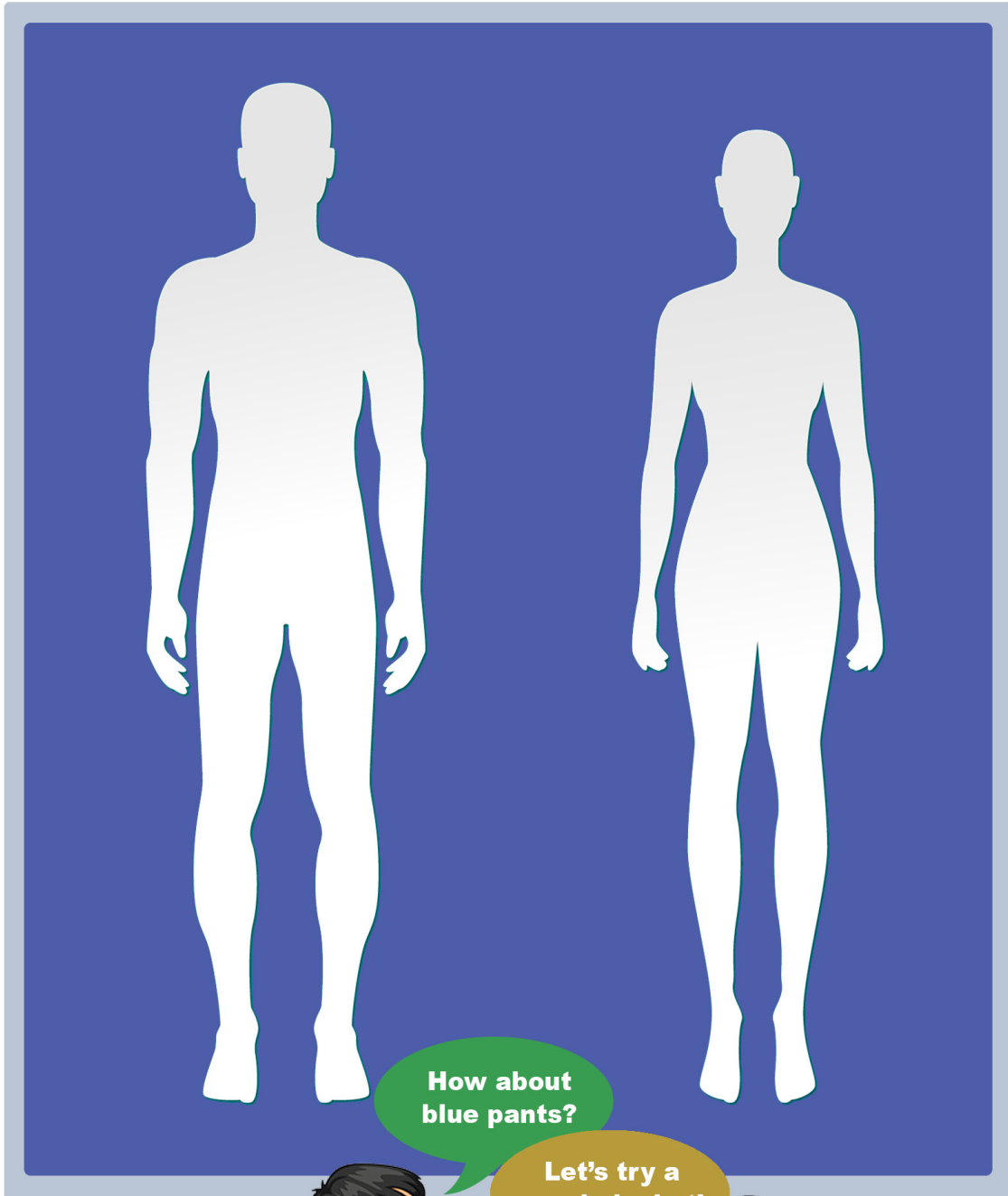
Look at what these people are wearing. Write the name and color of four more pieces of clothing on the people. Then draw lines to those pieces of clothing.

red socks



STEP 4

Now work with a partner. Talk with your partner about the clothing you want to draw on the blank picture of the person below. Then draw the clothing on the person.



How about
blue pants?

Let's try a
purple jacket!

