



TEACHER'S GUIDE

LESSON 27: WHAT ARE YOU WEARING TODAY?

Video summary: Anna talks about clothing.

Functional purpose: Describe what people are wearing

Grammar: *this/these; for* (for a party, for work, for exercise, for Daisy and Max)

Question: What are you wearing today?

Answers: *I'm wearing* [item of clothing]; *This is my favorite* [item of clothing];

Unique words and parts of speech:

Adjective	Noun	Verb
amazing	art	invite
bright	clothing	change
dressy	dress	wear
short	nothing	
tonight	pair	
sporty	pants	
white	shirts	
	shoes	
	shorts	
	skirt	
	socks	
	t-shirt	
	wedding	

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points.

See the How-to Guide for more ways to do this.

- If your students wear uniforms, ask them to describe the uniform.
- Ask students what colors they are wearing. You can begin by including colors in your questions. For example, say, "Are any students wearing red?" (Change the colors and articles of clothing to match your students. Include colors and clothing that students are wearing and that no students are wearing.)

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Connect to students' experiences

This can be done in native language or English.

- Ask students “What are your favorite clothes to wear?”
- Ask, “Where do you go when you wear them?”
- Ask, “Are there clothes you do not like to wear? Why?”
- Ask, “What do you wear when it is hot? When it is cold?”

Guess: What will happen?

- Tell the students Anna is going somewhere today. Ask, “Where do you think she’s going?”
- Take some student ideas and write them on the board to refer to later.
- Show this image of Max.



- Ask, “Why does Max feel great?”
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. Where is Anna going?” Did anyone guess correctly?

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- “Why does Max feel great?” Did anyone guess correctly?
- Ask students to name some pieces of clothing and colors shown in the video.

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask if Daisy gets to go to the party.
- Ask, “How did Daisy feel at the end of the video?”
- Write these sentences on the board; ask students to fill in the blanks:
 - “_____ shirt is yellow.”
 - “_____ shirts are orange.”
- Next, ask students “How did you know which word to put in the blank?”
- Explain: “We use “this” to talk about one thing. We use “these” to talk about two or more things.”

See How-to Guide for more questions on the video.

ACTIVITIES

1. Dressing a Person/Drawing Clothes

Set up/materials

- Divide students into groups of 4 or 5 (depending on your class size).
- Each student needs a piece of blank paper, crayons or coloring pencils, and scissors.
- Each group will need tape or glue.
- Draw a large outline of a person on the board or on a large piece of paper. You will need as many outlines as you have groups. (If you have 15 students, you will have 3 groups of 5, so you will need 3 large outlines of a person).

How to

- Tell students in this activity they will draw clothes to dress their person (the large outline).
- In each group, assign a different piece of clothing for each student to draw.
- Students should not share their drawings with each other.
- **Note:** Have students make their drawings large, so they will fit well with the outline.
- Students should draw, color/decorate, and cut out their pieces of clothing.
- One by one students from each group should “dress” the outline of their group’s person by placing their drawing in the right place on the outline (for example, the shirt on the chest). Use tape or glue to affix the clothing. They should say “This is a/These are _____” to describe the color and clothing of their drawing (These are orange socks).
- Once all the drawings of the items of clothing are attached to the outline of the group’s person, students will love the silly image they have created together.

Variation

- Students can describe how each person in the group dressed. ‘He/She is wearing a blue hat, a yellow shirt, and red shoes.’, etc.
- The teacher or students can write phrases such as “These are orange socks” on the board and draw arrows from the phrases to the drawings the students attached.

Informal Assessment

- When students described the color and clothing of their drawing, did they use “This is a” for one item and “These are” for two items?
- When students described the color and clothing of their drawing, did they use the correct name for the clothing?

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- If the student described a person in the group dressed, did he/she use the present progressive “is wearing”?

2. Singing

Set up/materials

- Review color and clothing vocabulary.

How to

- Play the video Pete the Cat’s “I love my white shoes.”
<https://youtu.be/USVgkMrtHqA?si=zynbKxUJ-GxXRkB4>
- Every time students hear the word “shoes,” they should point to their shoes.
- Have students choose a different clothing item. Sing the song replacing “shoes” with that item and perform a new action. For example,
 - “I love my pink scarf.” Every time students sing the word scarf, they should pretend to throw a scarf around their neck.
 - “I love my green hat.” Every time they sing the word hat, they should pretend to put a hat on their head.

Variation

- You could read any book or sing any song that uses different items of clothing.

Informal Assessment

- As students sing the song, listen for pronunciation of the vocabulary word.
- Watch that students are completing the right action to indicate comprehension of the clothing vocabulary.

3. Practice This and These with Clothes and Colors

Set up/materials

- If possible, notecards (about 7cm x 12 cm), glue and/or tape to affix the pictures to the cards.
- Print out two pages of pictures from pages 20 and 21 at the end of this lesson. Cut out each piece of clothing into a square card. Make sure you have at least one card for each student.
- Mix the cards up. Set them at the front of the classroom by the board.
- Write “This is a _____.” on one side of the board and “These are _____.” on the other side of the board.
- Clear a path from the back of the classroom to the board.
- Phone or other timing device.

How to

- Students should line up at the back of the classroom.
- Tell the students you will set a timer. One at a time, a student will run to the front of the classroom and choose a card.
- Students should look at the clothing on the card and say out loud “This is a _____” OR “These are _____” (depending what’s on their card). For example, if they choose a card with a red sweater, they say “This is a red sweater.” If they choose a card with two shirts, they say “These are shirts.”
- Student should then place their card on the correct side of the board.
- After each student has a turn, check the timer. Tell the students how long it took.
- Mix up the cards.
- Complete the game again, this time students should try to be faster, beating their previous time.

Variation

- Divide students into two teams to race against each other. Be sure that each student gets a turn.

4. Giving Instructions & Following Directions

Set up/materials

- Divide students into pairs.
- Make copies of the paper doll clothes pages, (pages 8-13 of this lesson plan) for each pair (each pair should get both pages).
- You may cut up the pieces before giving the pages to each pair. If not, pairs will need scissors to cut out the pieces.
- If you print the pages in black and white, students will need markers or coloring pencils/pens to color the clothing.

How to

- One student should be the speaker and one student should be the listener.
- The listener has all the pieces.
- The speaker directs the listener which doll to select and then tells the listener how to dress the doll (describing the pieces the doll should wear).
- The speaker then says where the doll will go wearing the clothes.
- Example:
 - Speaker: The boy doll. (The listener selects the boy.) He is wearing the blue hat. (The listener gets the blue hat and puts it on the boy's head.) He is wearing the white shirt.
- Continue until the doll is fully dressed. Then the speaker says "He is going to school" (or an appropriate place for the clothes he is wearing).
- Students switch roles. (The listener becomes the speaker and vice versa.)

Variation

- Students can dress their own dolls and write a description of the doll.
- If students dress their own dolls and write a description on a separate piece of paper, you can mix up the pieces of paper and hand them out randomly to students.
- Display the dolls.
- Students must read their paper and find the doll with the matching description.

Informal Assessment

- Did the speaker use the correct word for each piece of clothing?
- Did the listener choose the piece of clothing that was said?
- Did the speaker name an appropriate place where the doll would go wearing the clothing?

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VOA LEARNING ENGLISH

LESSON 27

Let's
Learn
English

with Anna



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Read and Write

Set up/materials

- Students will need scissors, or you cut up the sheets beforehand.
- Give students a copy of the *Read and Write* activity sheet (or pieces cut up).

How to

- Have students write the words.
- Have students cut out the words and sentences (if you haven't already).
- Students should then scramble the words to make different sentences.
- Divide students into pairs and see how many sentences they can form together.
- Ask pairs to read their sentences out loud.

Variations

- Students can write other words to complete the sentences.
- Students can copy completed sentences into their notebooks.



READ AND WRITE



Write the words. Cut them out.
How many sentences can you make?

clothes



pants

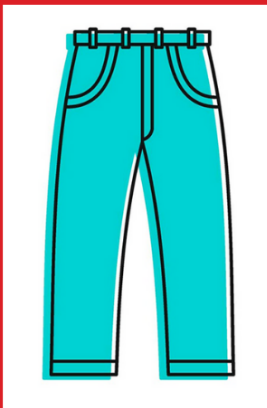
shirts



art

She makes _____.
Which words can you put here?

I wear _____.
Which words can you put here?



He makes _____.
Which words can you put here?

They wear _____.
Which words can you put here?

LEARN MORE

What clothes do you need?

Set up/materials

- This activity combines language related to travel with language for clothing. And it helps students think about needs versus wants.
- Make sure students understand the following vocabulary items: *take, need, bring, pack, carry, fold, luggage, heavy, light*

How to

- Ask students where people travel and/or go on vacation. Write student responses on the board.
- Show a map and images of the world. Include a variety of environments and climates, such as deserts, mountains, beaches, arctic areas, jungles, cities, and so on.
- Put students in pairs.
- To explain the activity, pick one place from the list on the board. Guide the class in deciding, saying, and writing what clothes a person would need to travel to that place and spend one week there. Write student suggestions on the board.
- Write the phrases *I will need _____* and *I will take _____* on the board. Using the suggestions on the board, model and say the phrases, such as “I will need a warm jacket”, “I will take three shirts”, and so on.
- Have each pair choose an environment or location from the images and/or the list on the board. Alternatively, assign each pair an environment or location from the images and/or the list on the board.
- Have each pair write a list of all the clothes they would need to travel to their location and spend one week there.
- Ask a pair of students to stand up, say their location, and use phrases to say what clothing they will take.
- Continue with other pairs.

Variations

- Have students discuss or debate how much clothing they need for their trips.
- Ask students to talk about what clothes, and how much clothing, they have taken on trips with their family.

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- Teach the verbs *pack*, *fold*, and *roll*, and demonstrate with a few shirts or other items of clothing.
- Talk about where clothing is made. Have students look at any tags on their clothing that indicate *Made in* _____. Show them or have them find the locations on a map of the world.
- Teach how to say the words and understand the indications for clothing sizes: *x-small* (“extra-small”), *small*, *medium*, *large*, *x-large*, *xx-large* (“double-extra-large”). Next, show pictures of people and have students describe the clothing (the name of the clothing items and the colors) and say what size the clothes may be. Include baby clothes too and teach the word *infant*.
- Show pictures of famous people from their country or the world and have students describe what clothing they see.
- Show pictures of styles of dress from several different places and eras in history (such as the Roman Empire, the Middle Ages, Native American tribes, the 19th Century, and so on) and help students describe them.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna says "This white coat is my _____ coat."
2. For exercise, I wear _____ clothes.
3. Daisy is _____ to the party, but she has nothing to wear.
4. Anna's friend _____ clothes for Daisy.

Answer key:

1. party
2. sporty
3. invited
4. made



QUIZ

Anna says "This white coat is my coat."



For exercise, I wear clothes.



Daisy is to the party, but she has nothing to wear.

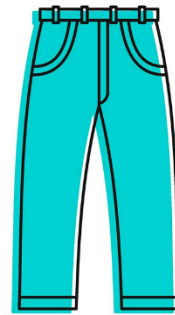
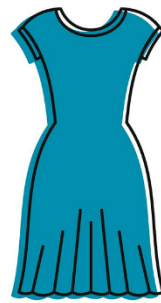


Anna's friend clothes for Daisy.

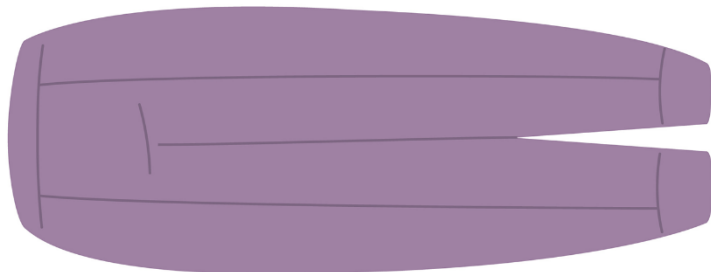
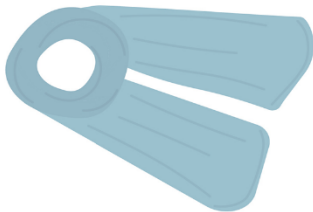
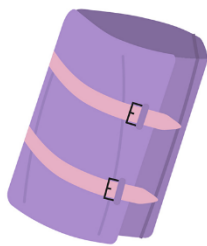
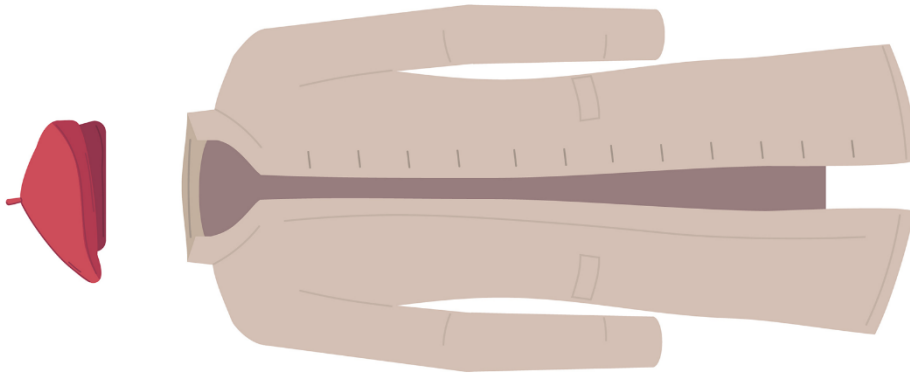
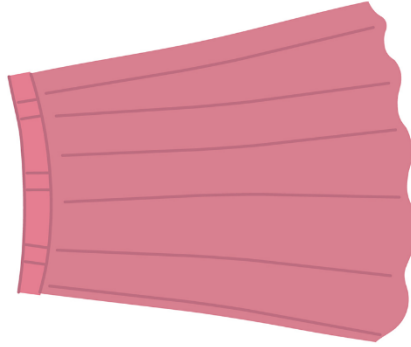
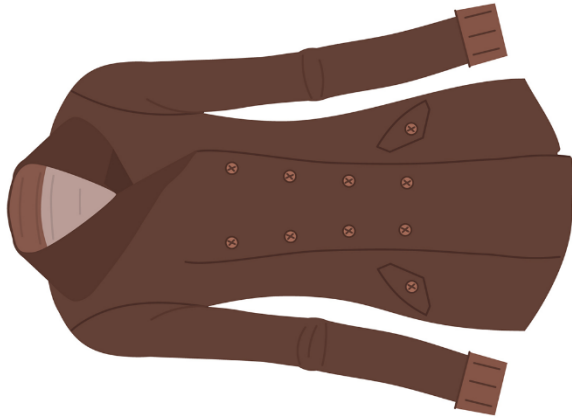


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