
CLOTHES FROM HEAD TO TOE

FASHION

Type of modul	Creative Communication
Level	A1
Target group	10-13-year-old learners
Written by	Kuti Zsuzsa, Szepesi Judit

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Faragó Livia

Szakmai lektor: Gorszkiné Siró Enikő

Idegen nyelvi lektor: Mark Andrews

Alkotó szerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Kuti Zsuzsa, Poór Zsuzsanna, Szepesi Judit

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	Learners practise vocabulary about clothes and how to describe people in various games. They organise and take part in a fashion show, make a fashion guide and learn some poems and rhymes about clothes.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To develop confidence in expressing themselves in verbal and non-verbal ways ■ To develop cooperation in playing together and to have fun in playing games ■ To develop speaking skills in describing people ■ To develop writing skills by following models ■ To develop creative writing skills in writing a short poem about clothes ■ To enjoy reading, listening to and learning short poems and rhymes about clothes
TIMEFRAME	5 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1: learners can read and write in English by themselves
SUGGESTED LANGUAGE COMPETENCE	<p>Learners</p> <ul style="list-style-type: none"> ■ have a basic vocabulary of clothes ■ are able to describe what a person looks like ■ have some experience in working and playing together in small groups
LINKS OF THE MODULE	
Cross-curricular links	<p>Maths – logical thinking skills, following rules</p> <p>Literature – reading poems and rhymes</p> <p>Art – designing and making a guide, organising a fashion show</p>
Links with other modules	Seize the day
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ describing people ■ writing short texts following models ■ writing a short poem ■ evaluating their own and their peers' work using simple structures

General
educational skills

- co-operating and working together to play games and to complete tasks in small groups independently
- recognizing that they can learn from their peers, as well as from their teacher, in interactions
- following rules of a game
- appreciating authentic pieces of literature in English
- valuing each others' pieces of writing

EVALUATION

Fun Metre: This module includes a simple feedback tool, the Fun Metre which is recommended to Ls to prepare before this module. With this tool Ls can give some quick and visual feedback about an activity, a series of activities, games, rhymes, poems, etc. at any stage of the lesson. Depending on the content, this tool can be called an Activity Metre, a Poem Metre, a Picture Metre, a Fashion Guide Metre, a Clothes Metre, a Fun Metre or a Homework Metre, etc. It shows, for example, how much Ls enjoyed an activity or a song. For giving feedback T should provide some useful phrases and write them on the board if necessary, e.g.: Clothes Metre – 'I like Lili's T-shirt.', Poem Metre – 'Tom's poem is funny.' Fun Metre – 'Bingo was great!' 'I liked the Guess who? game very much.' This 'Metre' can be used in any other lesson for asking feedback from Ls. For information about how to make the Metre see Teaching Materials file.

During the module, T should keep a record of the main activities, games, songs and rhymes and gradually make a list of these for display on a large piece of paper. To raise Ls' awareness about the language learning activities T should call their attention when something is added to the list, for example, Lesson 1: Guessing game, Clothes rhyme, Guess who? Shoes and socks. At the end of the module T and Ls can read through all the main activities from the list they have done in this module and give some feedback about them using the Fun Metre.

SUGGESTIONS

This module requires the knowledge of basic clothes vocabulary (E.g.: trousers, skirt, socks, T-shirt, shoes, etc.) and some structures to describe a person (E.g.: He's tall and fat. He's wearing a green T-shirt, jeans and white trainers. Etc.). If Ls are not aware of the above vocabulary and structures, spend one or two lessons teaching them.

Providing a rich language input is essential in teaching a language to young learners. Therefore Ts should not be afraid of using a variety of vocabulary and structures during the lessons. This does not mean that Ls are able to reproduce or use the whole amount of the language used in a lesson but they will be able to recognize and understand the information. For example, in Lesson 2 some specific vocabulary is used to describe special clothes and sport equipment which Ls are not expected to learn. They use these expressions to complete a meaningful task, i.e. to write a Fashion Guide. Ls themselves often demand specific words, which T should provide to meet Ls' needs and to keep up their motivation.

BACK UP SYSTEMS –

In this module Ls make the pages of a Fashion Guide in Lesson 2. At the end of the lesson T and Ls put the pages together to make a book. They read it together and then display it in the classroom. Before Lesson 3, T cuts up each page into three parts as indicated so Ls can create new figures at random. After Lesson 3 T puts the pages of the book together again and displays the Fashion Guide in the classroom for Ls to read. This book will provide a useful reference for Ls throughout the module. Some of the games in this module are described in the 'Teacher's activities' part and many more ideas are given for using cards in the Teaching Materials file. If Ls are interested and motivated about playing games, extend the module with some extra lessons.

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Extending Ls' vocabulary of clothes items</p> <p>Developing Ls' listening skills in identifying words and understanding descriptions</p> <p>Developing Ls' pronunciation by listening to and repeating rhymes</p> <p>Developing Ls' skills in cooperation in games</p>	<p>Playing games (e.g.: Guess who? board game) in connection with clothing, describing someone's appearance</p> <p>Learning and performing a rhyme and a jazz chant about clothes items</p>	<p>Clothes rhyme</p> <p>This person / She is tall. This person is wearing a black coat. This person has got long black hair. Etc.</p>	<p>Fun Metre (see Teaching Materials)</p> <p>Pieces of clothes</p> <p>1.2 Recording: Clothes rhyme</p> <p>1.4 Picture cards</p> <p>1.5 Description cards</p> <p>1.7 Recording: Shoes and socks</p>
2	<p>Extending Ls' vocabulary of clothes items for special occasions</p> <p>Developing Ls' rhythmical skills and pronunciation</p> <p>Developing Ls' memory by learning rhymes</p> <p>Improving Ls' writing skills by following a model</p>	<p>Learning and performing jazz chants</p> <p>Preparing and reading a Fashion Guide</p> <p>Giving feedback on the pages of the Fashion Guide using the "Fashion Guide Metre"</p>	<p>Shoes and socks</p> <p>Mama! Mama! My socks ...</p> <p>Various types of socks</p>	<p>1.7 Recording: Shoes and socks</p> <p>2.2 Wordlists</p> <p>2.2 Cover page of the Fashion Guide</p> <p>2.2 Sheets with a 'model'</p> <p>2.4 Recording: Mama! Mama! My socks</p> <p>2.4 Labels for socks</p> <p>2.4 Pictures of socks</p> <p>2.5 Worksheet</p>
3	<p>Developing Ls' speaking skills in describing a person, giving a short presentation about what they are wearing and in giving feedback to each other</p>	<p>Describing persons</p> <p>Preparing for the Fashion Show</p> <p>Learning the Clothes rhyme</p>	<p>He's got.... He's wearing...</p> <p>I'm wearing a beautiful hat and a red flowery dress. I've got plain socks and red sandals. I like Lili's T-shirt. I like Tom's shoes.</p> <p>Clothes rhyme</p>	<p>2.4 Recording: Mama! Mama! My socks</p> <p>A bag of clothes</p> <p>Background music for the fashion show</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Developing Ls' comprehension skills by playing a circle game and listening to a poem</p> <p>Developing Ls' rhythmical skills and pronunciation</p> <p>Developing Ls' concentration and memory by playing a circle game</p> <p>Improving Ls' creative writing skills by writing a poem following a model</p>	<p>Reading a poem: Shoes</p> <p>Writing and illustrating a short poem about clothes in pairs</p> <p>Playing games</p>	Shoes poem	<p>4.3 Shoes Poster</p> <p>A4 sheets in different colours</p> <p>A4 white sheets</p>
5	<p>Developing Ls' co-operative skills in playing together</p> <p>Developing Ls' skills in understanding and accepting the feelings of others</p> <p>Developing Ls' comprehension skills in understanding rules of games</p> <p>Developing Ls' skills in problem solving in groups</p> <p>Developing Ls' skills in evaluating others' work and activities</p>	<p>Displaying and reading Ls' poems</p> <p>Giving feedback on the poems using the "Poem Metre"</p> <p>Playing different games: Bingo, Guess who? board game</p> <p>Evaluating and giving feedback on the main activities of the module</p>	<p>... was bad / ok / good / great.</p> <p>or</p> <p>I didn't like the ...</p> <p>I didn't mind the ...</p> <p>I liked the ...</p> <p>I liked the ... very much.</p>	<p>1.4 Picture cards</p> <p>Fun Metre</p> <p>5.3 Quiz 1</p> <p>5.3 Quiz 2</p> <p>5.3 Quiz 3</p>

PROCEDURE

LESSON 1: CLOTHES FROM HEAD TO TOE

AIMS OF THE LESSON

- to extend Ls' vocabulary of clothes items
- to develop Ls' listening skills in identifying words and understanding descriptions
- to develop Ls' pronunciation by listening to and repeating rhymes
- to develop Ls' skills in cooperation in games

MATERIALS AND RESOURCES

8 pieces of clothes for the rhyme, 1.2 Recording: Clothes rhyme, 1.4 Picture cards (only 8 cards from the pack), 1.5 Description cards

Before the lesson: Take 'Fun Metres' to class, that Ls have already fixed previously. Bring 8 clothes items (shoes, socks, jeans, skirt, trousers, jacket, hat, shirt) in a bag to the class. Read 1.5 Description Cards and select the 8 matching pictures from 1.4 Picture cards set. Take these cards from all 4 sets of 1.4 Picture cards. Note: take out the 8 cards only from the sets with a red back.

Classroom arrangement: Arrange desks for group work.

STAGE 1

Lead-in – What's in the bag?

TIME

3 mins

SKILLS AND COMPETENCIES IN FOCUS

Guessing
Pronouncing new words accurately

ORGANISATION

Whole class

AIDS AND MATERIALS

8 pieces of clothes in a bag (shoes, socks, jeans, skirt, trousers, jacket, hat, shirt)

TEACHER'S ACTIVITIES

1. Ask some Ls one by one to guess what they can touch in the bag and to name the items if they can. If they can't, give help by naming the items.

LEARNERS' ACTIVITIES

1. Some Ls touch different things in a bag and guess what the things are. They name the items or repeat the words after the T.

STAGE 2	Clothes rhyme
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to and identifying words Sequencing items
ORGANISATION	Whole class
AIDS AND MATERIALS	8 clothes items, 1.2 Recording: Clothes rhyme

TEACHER'S ACTIVITIES

1. Take the 8 clothes items and give them to 8 Ls. Play 1.2 Recording: Clothes rhyme. Ask the 8 Ls to line up according to the order of the clothes items mentioned in the rhyme. Ask others to check and help.
Clothes rhyme: *Shoes and socks and jeans and skirt.
Trousers, jacket, hat and shirt.*
2. Give clothes items to other 8 Ls. Ask Ls to repeat the rhyme together. When Ls standing in the line hear the clothes items in the rhyme, they hold them up.

LEARNERS' ACTIVITIES

1. 8 Ls get an item of clothing each. Ls listen to 1.2 Clothes rhyme. The 8 Ls line up according to the order of the clothes items mentioned in the rhyme. Other Ls check and help.
2. All Ls repeat the rhyme. When Ls standing in the line hear the clothes items' names in the rhyme, they hold them up.

STAGE 3	Collect clothes words
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Compiling a list of clothes items Sharing knowledge and completing others' work
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	A4 sheets, blutack

TEACHER'S ACTIVITIES

1. Ask Ls to make 4 groups and in their groups list more clothes words. Give each group a separate sheet of paper to write on. Monitor. Give help, e.g. with spelling, if necessary.

LEARNERS' ACTIVITIES

1. Ls make 4 groups. The groups collect and write more clothes items on separate sheets.

2. Ask Ls to count their words.

3. Other groups add their new words to the list. This list is displayed for reference throughout the module.

2. Ls count how many words they have on their list. The group with the longest list reads their words out loud.

3. Other groups complete the longest list with their new words. Then Ls display this list in the class.

STAGE 4	A listening game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to identify Describing a person Cooperating in groups
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Picture cards (8 pieces)

TEACHER'S ACTIVITIES

1. Give all 4 groups the 8-8 previously chosen 1.4 Picture cards and tell the groups to display the cards on their desk. (Same cards as for the memory game in Stage 5.)
2. Give a description of one of the picture cards for Ls to identify. E.g.: *This person is tall. This person is fat. This person is wearing a black coat. This person is wearing blue jeans. This person has got long, black hair. This person is wearing a red hat.*
3. Ask Ls to take T's role in their group.

LEARNERS' ACTIVITIES

1. The groups get 1.4 Picture cards and display them on their desk.
2. Ls listen to T's description and identify the card.
3. Ls in turns describe one picture card for the others in their group to identify.

STAGE 5	Reading – Memory game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operating and keeping the rules when playing in groups Building association between pictures and describing sentences
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Picture cards (8 pieces), 1.5 Description cards (8 pieces)

TEACHER'S ACTIVITIES

1. Tell Ls to play a memory game in their groups. Give the 4 groups 1.5 Description cards and tell them how to play the game. Tell Ls that they should collect pairs, i.e. a picture card and a matching description card. The L with the most pairs is the winner.

LEARNERS' ACTIVITIES

1. Ls shuffle 1.4 Picture cards and 1.5 Description cards together and turn them face down on their desk. Then L1 picks up 2 cards and turns them upside down. If the 2 cards make a pair, L1 can keep them. If not, L1 should turn over both cards and place them back the same way as they were.

STAGE 6 **Board game: Guess who?**

TIME 13 mins

SKILLS AND COMPETENCIES IN FOCUS Co-operating and keeping the rules when playing in groups, describing persons, building association between pictures and describing sentences, understanding and using the language of a game

ORGANISATION Group work

AIDS AND MATERIALS 8 sets of 1.4 Picture cards (16 picture cards each set), 1.5 Description cards

TEACHER'S ACTIVITIES

1. Tell Ls that they will play a board game, 'Guess who?' in 4 groups of 4-5 or more Ls. Then tell Ls how to play the game: Each group gets 2 sets of 1.4 Picture cards, 16 pieces each set. One set with a red back and one with a green back. Player 1 gets the red pack, the other players share the green pack. The players with the green pack display their picture cards on the desk. The player with the red pack chooses one card from his / her pack and keeps it without showing it to the others. Then the 'greens' say a statement, e.g.: 'He's got a red hat.' The 'red' player looks at the chosen card in his / her hand and answers with 'Yes' or 'No'. According to the information, the 'greens' turn over the cards that do NOT correspond to the answer. Then the 'greens' carry on and try to guess which card the 'red' player has got. When they finish, players regroup themselves to change roles and play another game. Suggest that Ls leave the 1.5 Description cards on their desk for help.

LEARNERS' ACTIVITIES

1. Ls play the game in their groups. Maximum of 4 groups can play the game at the same time.

STAGE 7	Chant: Shoes and Socks
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a chant Chanting in time and in tune
ORGANISATION	Whole class
AIDS AND MATERIALS	1.7 Recording: Shoes and Socks

TEACHER'S ACTIVITIES

1. Ask questions from the chant and elicit answers.

What do you wear on your head? A hat.
What do you wear on your hands? Gloves.
What do you wear on your feet? Socks.
Shoes and socks. Shoes and socks.

2. Play the first part of the recording and ask Ls to join in with the answers. Repeat the process a few times.

3. Divide Ls in 2 groups and ask one group to ask the 3 questions, the other group to give the answers. Then tell Ls to regroup themselves and say the chant again.

LEARNERS' ACTIVITIES

1. Ls answer T's questions.

2. Ls listen to the chant and join in with the answers. Ls listen again and join in.

3. One group of Ls does the questioning, the other group gives the answers. After regrouping themselves Ls repeat the process.

STAGE 8	Feedback with 'Activity Metre'
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and using language for evaluation Evaluating
ORGANISATION	Whole class
AIDS AND MATERIALS	Fun Metre

TEACHER'S ACTIVITIES

1. Ask for some feedback about the activities in this lesson. Write some sample feedback sentences on the board. Discuss them with Ls. Make Ls read the sample sentences. Then show Ls how to use the 'Metre'. Ask Ls to set their Activity Metre, show it to each other and tell some simple sentences, as well.

LEARNERS' ACTIVITIES

1. Ls give feedback on the activities of the lesson using the 'Activity Metre'. (See Suggestions and Teaching Materials file.)
Ls: *'Guess who?' was bad / ok / good / great. I didn't like the 'Shoes and socks' chant.*

LESSON 2: MAKING A FASHION GUIDE

AIMS OF THE LESSON

- to extend Ls' vocabulary of clothes items for special occasions
- to develop Ls' rhythmical skills and pronunciation
- to develop Ls' memory by learning rhymes
- to improve Ls' writing skills by following a model

MATERIALS AND RESOURCES

1.7 Recording: Shoes and Socks, 2.2 Cover page of the Fashion Guide, 2.2 Sheets with a 'model', 2.2 Wordlists, 2.4 Recording: Mama! Mama! My socks ... 2.4 Pictures of socks, 2.4. Labels for socks, 2.5 Worksheet

Before the lesson: Prepare dictionaries and 10 wordlists of clothes items on separate sheets for special occasions for Ls to use at Stage 2. When collecting different occasions at Stage 2, try to lead Ls to 'come up' with these occasions. If Ls prefer other ideas, ask them to use a dictionary if they need it to do the task. Put the 2.4 Pictures of socks on the board at random. Put the 2.4 Labels for socks on them.

STAGE 1 **Warmer – Revise and extend chant**

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS Chanting
Rhythmical skills and pronunciation

ORGANISATION Whole class

AIDS AND MATERIALS 1.7 Recording: Shoes and socks

TEACHER'S ACTIVITIES

1. Revise the first part of the 1.7 Recording: Shoes and socks.
2. Elicit answers to questions from further parts of the chant in the same way as in Lesson 1.

What do you wear on your head?

What do you wear on your feet?

What do you wear when it's warm?

Where do you wear your gloves?

What do you wear on your hands?

What do you wear when it's cold?

Where do you wear your hat?

LEARNERS' ACTIVITIES

1. Ls revise the chant from Lesson 1.
2. Ls answer T's questions.

TEACHER'S ACTIVITIES

1. Ask Ls to collect various occasions when you wear special clothes.
Elicit answers by asking the following helping questions: *When do you wear a helmet? / ski boots? / swimming goggles? / a party dress? / trainers? / a tie? / a long dress? / Etc.*
2. List some occasions (max. 10) on the board. E.g.: *skiing, swimming, football, cycling, fancy dress ball, horse riding, wedding, P.E. lesson, going to the beach, winter sledging, etc.*
3. Introduce the idea of a 'Fashion Guide' and show Ls the 2.2 Cover page of the Fashion Guide. Ask Ls to work in pairs. Then show Ls one of 2.2 Sheets with a 'model', a page of the 'Guide' to give an example for their task. Explain that they have to choose an occasion from the list on the board and 'dress up' (i.e. draw and colour) the model on the page according to their chosen occasion.
Call Ls' attention to the fact that later the pages of the Guide will be cut into 3 parts where it is indicated.
4. Show Ls 2.2 Wordlists of clothes items, one list for each occasion, 10 altogether, on the board. Tell Ls to go and read all the 10 lists and then choose the one that is appropriate for their chosen occasion. Example for a wordlist: *jacket, cap, goggles, ski boots, gloves, skis*; (skiing). Ask Ls to complete their task by writing a sentence to describe their model on the page.

LEARNERS' ACTIVITIES

1. Ls give answers in Hungarian or in English.
2. Ls help T recall the occasions they have collected.
3. Ls listen to T's demonstration and explanation.
Ls choose an occasion from the list and write their names next to it on the board.
Ls get one 2.2 Sheets with a model like the page demonstrated before and dress up the model drawn on the page according to their chosen occasion (they draw and colour).
4. Ls complete a sentence on the page about their model. To complete their sentence Ls choose one of the 2.2 Wordlists for their model. E.g.: the occasion is 'skiing', they choose the following list: *jacket, cap, goggles, ski boots, gloves, skis*. Then they complete the sentence using the words from the chosen list. E.g.: *When you go skiing you wear a jacket, a helmet, goggles, ski boots, gloves and skis.*

STAGE 3 **Reading the 'Fashion Guide'**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Giving a simple oral presentation
Evaluating peers' work

ORGANISATION Whole class

AIDS AND MATERIALS Pages of the 'Fashion Guide', 'Fashion Guide' Metre

TEACHER'S ACTIVITIES

1. Put the pages of the 'Guide' together and read it with the Ls.
2. Ask Ls to give some feedback on the pages. Display or write some sentences on the board to help Ls to give some feedback. E.g.: *'Skiing' is super / fantastic / great!* *'Winter' is good / nice. I like 'Swimming' / very much. 'Fancy Dress Ball' is not bad. 'Going to the beach' is OK. I don't like 'Cycling'.*

LEARNERS' ACTIVITIES

1. Ls read their own page out loud.
2. Ls give feedback on the pages of the Fashion Guide using the 'Fashion Guide' Metre and the sample sentences from the classroom wall or the board (see Suggestions).

STAGE 4 **Chant: Mama! Mama! My socks don't match!**

TIME 15 mins

SKILLS AND
COMPETENCIES IN FOCUS Building association between words and pictures
Chanting in time and in tune
Rhythmical skill
Pronunciation
Learning the text of a chant with the aid of pictures

ORGANISATION Whole class

AIDS AND MATERIALS 2.4 Recording: Mama! Mama! My socks ... , 2.4 Pictures of socks, 2.4. Labels for the socks

TEACHER'S ACTIVITIES

1. Put 2.4 Pictures of socks on the board. On each sock there is a label for a pattern from 2.4 Labels for socks, e.g.: *plain, patterned, nice, etc.*
Remove pictures of socks. Ask Ls to pair them up finding the opposites among the socks and to put the pairs on the board again.
2. Teach the words from the labels in pairs. Ask Ls to repeat the words a few times. Practise them in different ways: spell the words for Ls, ask Ls to take labels you name, ask *'Which sock is blue?'*, ask *'Which sock is next to the old sock?'*, ask Ls to close their eyes, take one sock off the board and ask *'Which sock is missing?'*, etc.

LEARNERS' ACTIVITIES

1. Ls find opposite pairs among 2.4 Pictures of socks. When they have got the pairs, they put the pairs of socks on the board again.
Opposite pairs: *plain-patterned, old-new, ugly-nice, black-white, checked-striped, dark-light, long-short, big-small, warm-thin, polka dot-flowerly*
2. Ls practise the new words in different ways.

3. Choose 2 socks: big-small. Illustrate that they don't match. Say the chant: '*My socks don't match. One is bigger than the other. Oh, no.*' Play the 2.4 Recording: Mama! Mama! My socks and ask Ls to join in as soon as they can. Repeat the process.
 4. Take another pair of socks and repeat. 'My socks don't match. One is patterned, the other is plain. Oh, no.' Ask Ls to take the pairs of socks from the board and extend the chant.
3. Ls listen to the T saying the chant. Then Ls listen to the 2.4 Recording and join in as soon as they can.
Ls listen again and say it along with the recording.
 4. Ls take the pairs of socks off the board and extend the chant. E.g.: '*Mama! Mama! My socks, my socks don't match. One is patterned, the other is plain. Oh, no.*'

Mama! Mama! My socks don't match!

Mama! Mama! My socks don't match!

One is red and one is blue.

One is bigger than the other!

Oh, no!

Mama! Mama! My socks don't match!

One is bigger than the other!

Oh, no!

Mama! Mama! My shoes don't match!

One is black and one is brown.

One is bigger than the other!

Oh, no!

Mama! Mama! My feet don't match!

One is bigger than the other!

Oh, no!

(Source: Carolyn Graham: Jazz Chants for Children OUP 1979. ISBN 0 19 502575 X)

STAGE 5 Homework

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Building association between words and pictures
Creating visual interpretation

ORGANISATION Whole class

AIDS AND MATERIALS 2.5 Worksheet

TEACHER'S ACTIVITIES

1. Give Ls 2.5 Worksheet for homework. Explain the task. Tell Ls that they have to read the labels and draw the design of the socks on the washing line. E.g.: a red and white polka-dot sock, a blue and orange checked sock, a brown and yellow striped sock, etc.
Ask Ls to bring in some items of clothing for the next lesson for dressing up.

LEARNERS' ACTIVITIES

1. Ls make groups of min 4. One L from each group to comes out and read one of the 1.3 word cards. They run back to their groups, wait for a signal and start drawing a picture. Ls in the group guess the phrase and say it aloud / shout it. The winner is the fastest group.

LESSON 3: A FASHION SHOW

AIMS OF THE LESSON

- to develop Ls' speaking skills in describing a person, in giving a short presentation about what they are wearing and in giving feedback to each other

MATERIALS AND RESOURCES

2.4 Recording: Mama! Mama! My socks ..., A bag of clothes for dressing up (see Lesson 1 and Homework task from Lesson 2), Background music for the fashion show.

Before the lesson: Cut up the pages of the Fashion Guide along the printed lines into 3 parts. Make 3 groups from the cut-up pieces: heads, bodies, legs. Prepare the bag of clothes from Lesson 1 and add some more items of clothing in the bag that either Ls or the T brought in to this class. Prepare some background music.

STAGE 1

Warmer: Chant: Mama! Mama! My socks ...; Homework

TIME

8 mins

SKILLS AND COMPETENCIES IN FOCUS

Chanting
Evaluating each others' work

ORGANISATION

Whole class

AIDS AND MATERIALS

2.4 Recording: Mama! Mama! My socks ..., Homework Metre

TEACHER'S ACTIVITIES

1. Revise 2.4 Recording: Mama! Mama! My socks ... about socks.
- 2 Display homework tasks and use Homework Metre to give feedback.

LEARNERS' ACTIVITIES

1. Ls say the chant or listen to the recording and join in.
2. Ls evaluate each other's homework tasks using their Homework Metre. E.g.: It's nice. I like this one.

STAGE 2	Describe your 'silly' figure
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a sequence of instructions Cooperation Managing group tasks Describing a person
ORGANISATION	Pair work
AIDS AND MATERIALS	Cut-up pieces of the Fashion Guide, blutack

TEACHER'S ACTIVITIES

1. Put the cut-up pieces from the Fashion Guide pages in 3 groups (heads, bodies, legs) on a desk. Show Ls that all the pictures are from the pages of the Fashion Guide. Shuffle the pictures of the piles separately. Demonstrate the task. Choose 1 picture from each pile, put them together on a sheet, stick the pieces on the sheet with some blutack and describe the figure you have.
2. Now ask Ls to work in pairs and do the same task that you have demonstrated.
3. Ask pairs to 'pair up'. Suggest big pairs to change 1-2 pieces of their figure to form new figures and describe the new ones to each other.

LEARNERS' ACTIVITIES

1. Ls listen to T's explanation and demonstration.
2. Ls make pairs. Each pair follows the demonstrated process and describes their figure to each other. E.g.: *He's got a helmet. He's wearing a red skirt. He's got brown boots. Etc.*
3. Two pairs get together and change one or two parts of their figures to form a new one. They describe the new figures to each other.

STAGE 3	Fashion Show
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operation Thinking oneself in a special role and acting it out Giving a simple presentation
ORGANISATION	Whole class
AIDS AND MATERIALS	A bag with clothes items from Lesson 1 plus some other pieces that have been brought to class for this lesson, some background music

TEACHER'S ACTIVITIES

1. Display all clothes items from the bag. Ask each L to choose some for dressing up.
2. Ask Ls to make a fashion show and describe what they are wearing.
3. Ask Ls to give feedback to each other using the Clothes Metre.

LEARNERS' ACTIVITIES

1. Ls dress up.
2. Ls stand in a line and walk up and down as in a fashion show. They do the catwalk. Each L describes what he / she is wearing. E.g.:
I'm wearing a beautiful hat and a red flowery dress. I've got plain socks and red sandals.
3. Ls stand in a circle and give some feedback to each other using the 'Clothes Metre'. They say whose clothes they liked the best. E.g.:
I like Lili's T-shirt. I like Tom's shoes. I don't like Kati's hat. Etc.

STAGE 4	Revise Clothes rhyme
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Rhythmical skills Pronunciation Memorising
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Recording: Clothes rhyme

TEACHER'S ACTIVITIES

1. Suggest Ls revise the Clothes rhyme from Lesson 1.

NOTE: At a later time put the cut up parts of the Fashion Guide pages together to get the original pictures adding 2.2 Cover page to make a book. Display the book in the classroom for later reading. Ls can read their own book any time.

LEARNERS' ACTIVITIES

1. Ls say the Clothes rhyme together or say it along with 1.2 Recording.

LESSON 4: WRITING A POEM

AIMS OF THE LESSON

- to develop Ls' comprehension skills by playing a circle game and listening to a poem
- to develop Ls' rhythmical skills and pronunciation
- to develop Ls' concentration and memory by playing a circle game
- to improve Ls' creative writing skills by writing a poem following a model

MATERIALS AND RESOURCES

4.3 Shoes Poster, A4 sheets in different colours for each pair of Ls, A4 white sheets for poem writing

Before the lesson: Prepare the Fashion Guide for the class. Prepare 4.3 Shoes Poster for the class. Write two models for poem writing on the board.

STAGE 1 **Warmer – Circle Game: Pass on your shoe**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS
 Understanding a sequence of instructions
 Concentration
 Cooperation
 Memorising

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Ask Ls to take off one shoe and kneel down in a small circle very close to each other on the carpet / floor. Tell them to have their own shoes in their hands in front of them on the floor. Say the rhyme and at the same time pass on your shoe to the next person on your right. Invite Ls to join in.

*Where's / my / shoe? /
 It's / brand / new. /
 If / you can / see, /
 Pass it / on to / me.
 Left, / right, / left, / right /
 Pass it / please / to me.*

The aim is to get their shoe back.

Try to say the rhyme as fast as you can catching the rhythm.

LEARNERS' ACTIVITIES

1. Ls take off one shoe and kneel down Ls say the rhyme and pass on the shoe to the next person to the rhythm of the rhyme.
 When they come to the line 'Left, right, left, right' they move the shoe to the left and to the right without passing it on. When they say the last line 'Pass it, please to me.' they pass on the shoe again in the circle. They change the direction again when they come to the last two words of the rhyme.

STAGE 2	Shoes
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Building association between pictures and words Creativity
ORGANISATION	Whole class
AIDS AND MATERIALS	Fashion Guide

TEACHER'S ACTIVITIES

1. Ask Ls to stay sitting in the circle. Show Ls the Fashion Guide and call their attention to the bottom part of the pictures, i.e. the shoes only.
2. Elicit more examples for shoes if possible.

LEARNERS' ACTIVITIES

1. Ls observe the shoes in each picture and say what kind of shoes they are. E.g.: *shoes for school, shoes for walking, shoes for dancing, shoes for skating, shoes for football, shoes for the summer, etc.*
2. Ls collect more examples for shoes.

STAGE 3	Poem: Shoes
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for information Listening to identify
ORGANISATION	Whole class
AIDS AND MATERIALS	4.3 Shoes Poster, A4 sheets in different colours for each pair of Ls for poem illustration, A4 white sheets for each pair of Ls for writing the poem

TEACHER'S ACTIVITIES

1. Read aloud the poem from 4.3 Shoes Poster. Ask Ls to list some kinds of shoes from the poem.
2. Read aloud the poem again and ask Ls to point to the right shoe on the 4.3 Shoes Poster when they hear about it in the poem.

LEARNERS' ACTIVITIES

1. Ls still sitting in the circle listen to the T reading aloud the poem from the 4.3 Shoes Poster. Ls list some different shoes from the poem.
2. Ls point to some shoes that are mentioned in the poem.

STAGE 4	Writing a poem
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a simple poem using a model Cooperation Managing a group task Creating visual interpretation
ORGANISATION	Pair work
AIDS AND MATERIALS	A4 white sheets, A4 sheets in different colours

TEACHER'S ACTIVITIES

1. Suggest Ls write a poem, similar to 'Shoes' in pairs.

Show Ls two patterns (A T-shirt, Jeans) on the board. Tell Ls to use these examples as models. Give each pair of Ls an A4 white sheet to write their poem on it. Call Ls' attention to the structure of the poems.

A T-shirt

A T-shirt that is new,
A T-shirt that is cool.
A T-shirt for school,
A T-shirt for the pool.
A green T-shirt, a blue T-shirt,
An old T-shirt, a nice T-shirt.

Jeans

Jeans that are light,
Jeans that are tight,
Jeans for tea,
Jeans for me,
Purple jeans, blue jeans,
Tiny jeans, short jeans.

2. Ask Ls to illustrate their poem together. E.g.: Ls draw lots of different T-shirts / jeans on their sheet. Give each pair of Ls an A4 sheet to draw their illustrations on it.

LEARNERS' ACTIVITIES

1. Ls make pairs and write poems about different items of clothing. They use the 'Shoes' poem as a starting point for writing.

Structures for poem writing:

A T-shirt

A T-shirt that is
A T-shirt that is
A T-shirt for
A T-shirt for
..... T-shirt, T-shirt,
..... T-shirt, T-shirt.

Jeans

Jeans that are,
Jeans that are,
Jeans for,
Jeans for,
..... jeans, jeans,
..... jeans, jeans.

2. Ls illustrate their poem.

STAGE 5	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operation Managing a group task Creating visual interpretation
ORGANISATION	Whole class
AIDS AND MATERIALS	Sheets with poems from Stage 4

TEACHER'S ACTIVITIES

1. Ask Ls to finish their poem illustrations together.

LEARNERS' ACTIVITIES

LESSON 5: GAMES

AIMS OF THE LESSON

- to develop Ls' co-operative skills in playing together
- to develop Ls' skills in understanding and accepting the feelings of others
- to develop Ls' comprehension skills in understanding rules of games
- to develop Ls' skills in problem solving in groups
- to develop Ls' skills in evaluating others' work and activities

MATERIALS AND RESOURCES

1.4 Picture cards, Fun Metre

Classroom arrangement: Arrange desks for group work

STAGE 1

Warmer: Circle game

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Concentration
Cooperation
Memorising words

ORGANISATION

Whole class

AIDS AND MATERIALS

–

TEACHER'S ACTIVITIES

1. Suggest Ls play the Circle game 'Pass on your shoe' again. (See Lesson 4 Stage 1.)

LEARNERS' ACTIVITIES

1. Ls play the Circle game 'Pass on your shoe' together.

STAGE 2	Poems
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading aloud poems Appreciating peers' work Evaluating peers' work Accepting others' opinion
ORGANISATION	Whole class
AIDS AND MATERIALS	Sheets with poems from Lesson 4

TEACHER'S ACTIVITIES

1. Ask Ls to display their poems on the classroom wall and to read each others'. Ask Ls to give feedback on peers' poems using the 'Poem Metre'.

NOTE: At a later time put the sheets together to make a 'Poetry Book' from the poems for reading. You can also put the sheets with the poems on a large poster paper for display and reading.

LEARNERS' ACTIVITIES

1. Ls read each others' poems and give feedback on the poems using the 'Poem Metre'.

STAGE 3	Game: Bingo
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Concentration Cooperation in groups Managing a group task Describing a person Listening to identify
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Picture cards

TEACHER'S ACTIVITIES

1. Ask Ls to make 4 groups. Tell Ls that they are going to play Bingo with the 1.4 Picture cards from 'Guess who?' game in groups.
2. Suggest Ls play another round after regrouping.

LEARNERS' ACTIVITIES

1. Ls play Bingo in groups of 5 or less players. Player 1 from each group gets one set of 1.4 Picture cards, the others, Player 2, 3, 4, 5 share another set of 1.4 Picture cards. Players 2, 3, etc. choose 3 cards from their set each. They put the picture cards in front of them on their desk. Player 1 draws one picture card from his / her pile and describes it. The others listen carefully and identify the picture. If they find the picture among their cards, they turn it over. The winner is the person who turns over all three cards first.
2. Ls change roles and repeat the game if they are interested.

VARIATION A QUIZ IN CONNECTION WITH CLOTHES

AIDS AND MATERIALS	5.3 Quiz 1 or 5.3 Quiz 2 or 5.3 Quiz 3
DESCRIPTION	If Ls prefer quizzes to card games, they can choose to do any of the quizzes within the same length of time.

STAGE 4	Board game: Guess who?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Concentration Cooperation in groups Managing a group task Describing a person Listening to identify
ORGANISATION	Group work
AIDS AND MATERIALS	1.4. Picture cards

TEACHER'S ACTIVITIES

1. Ask Ls to form groups of 3-4. Remind Ls of the rules of the game.

LEARNERS' ACTIVITIES

1. Each group plays with 2 sets of 1.4 Pictures cards.

STAGE 5 Evaluation and feedback

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Evaluating

ORGANISATION Whole class

AIDS AND MATERIALS Fun Metre

TEACHER'S ACTIVITIES

1. Ask for some feedback about the Bingo and Guess who? games. Then recall other activities from the module from the List of 'Activities'. Ask Ls to give feedback on the main activities of the module using their Fun Metre.

LEARNERS' ACTIVITIES

1. Ls give feedback on the games and later on the main activities of the module.