

Lesson Plan: Clothes Shopping

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation card: <i>Shopping</i></p>	<ul style="list-style-type: none"> • Show students Conversation card: <i>Shopping</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Can you name what is happening in the different pictures? ○ Do you do any of your shopping online? ○ How did you shop for clothes in your home country? Tell us about that. ○ Do you like to go shopping? ○ What is your favorite place to go shopping in America? ○ What do you like to shop for? ○ Do you use a credit card or cash when you shop?
<p>Presentation: Grocery Store vocabulary Time: 25 minutes Focus points: Learning about United States sizing and information on clothing tags, review basic clothing vocabulary, listening for key phrases for clothes shopping Materials: Clothes and Shopping PowerPoint, clothes realia, store clothes tag if possible, Clothing tag template, safety pins</p>	<ul style="list-style-type: none"> • Through a PowerPoint presentation, you will go over sizes we use in the United States, information on a store clothes tag and review basic clothing vocabulary. • On slide one, you will go over different sizes of clothing. Bring in a couple clothes items of different sizes to show the difference in sizing, and show your students the sizing tag that is sewn on all clothes. Then, have students look at their own coats or other items to see if they can find the size. Have different students share. • Bring in a store clothes tag if possible to share with the class. Show them the different information on the tag. • For the rest of the slides, you will ask three questions to the students: <ol style="list-style-type: none"> 1. <i>What is it?</i> 2. <i>What size is it? Or What size are they?</i> 3. <i>How much is it? Or How much are they?</i> <p>As they answer each question, click the return button on your computer and the correct answer will appear on the slide.</p> • Do a comprehension check at the end to review all the different clothing items. Students should all be wearing these, so point to the item and have the students say the correct word. • Hand out different clothing items to groups of students. Create clothing tags that have the size and price on them and attach them to each clothing item with a safety pin. • Ask the above questions one at a time to the whole class and let each group talk among themselves to come up with the answer. • Then, as a whole class, go around the room and have each group answer the questions.
<p>Activity: Store Role Play Time: 15 minutes Focus points: Finding out where things are in the store Materials: Clothing items worksheet (cut up)</p>	<ul style="list-style-type: none"> • Pass out the notecards of the different clothing items. • Depending on the size of the class, you could do this by table or as a whole class. • You will need one student or the teacher to be the salesperson. • Write the following sentence frame on the white board in the front of the class: <i>Yes, I am looking for _____.</i> • Model the activity with a higher level student. • Have each student and “salesperson” practice the following dialogue:

A. Salesperson: *Hello, can I help you?*
 Student: *Yes, I am looking for _____.* (they will say what is on their notecard).
 B. Salesperson: *_____ are over there.*
 A. Student: *Thank you.*

- For higher level students you could add in additional information during the dialogue such as *What size are you looking for?* OR *What color are you looking for?*

(idea adapted from *Side by Side Plus Workbook* by Molinsky & Bliss)

Activity: Size it up!
Time: 20 minutes
Focus points: Knowing shoe size, practicing language you need when buying shoes
Materials: Optional: Downloadable shoe size measuring charts

- In this activity, students will need to put themselves in order from smallest shoe size to largest shoe size.
- First, go around the room and make sure everyone knows their shoe size. Ask the question: *What size shoe do you wear?* If they don't know try to help them find out. The following is a link to a downloadable measuring chart you may choose to use: <https://www.payless.com/customer-service/shopping-tools-and-tips/cs-shopping-size-charts.html>
- Put the students in teams (about 8 per team). It would be helpful to have higher level students on each team.
- Explain to them that they are to put themselves in order from smallest shoe size to largest shoe size. They can only use English to ask their teammates about their shoe size.
- Write this sentence frame on the board that they can use during the game: *What size shoe do you wear?*
- Model with another teacher or student what they will do during the game.
- The first team to get themselves in order wins! The teacher can double check they are in order outloud with the whole class listening.

(adapted from www.onestopenenglish.com)

Activity: Dressing Room Role Play
Time: 20 minutes
Focus points: Practicing language needed for the dressing room
Materials: Clothes realia hung on hangars, Props to create a “fake” dressing room (one idea is to hang a towel from string that they can go behind)

- Depending on the size of the class, you could split the class up in two groups or do this as a whole class activity.
- You will need one student or the teacher to be the salesperson.
- Write the following sentence frame on the white board or on sentence strips in the front of the class: *Excuse me, I would like to try this on. Where are the dressing rooms?* . Explain to the class what a dressing room is and what the phrasal verb *try on* means. Act out *try on* with the clothing items. Show something that is too small or too big on you.
- Model the following dialogue with a higher level student or another teacher.
- Have each student pick out an item from the hung clothes that they would like to try on. Then, the student and “salesperson” practice the following dialogue:
 A. Student: *Excuse me, I would like to try this on. Where are the dressing rooms?*
 B. Salesperson: *The dressing rooms are over there. Let me show you.* (Have the salesperson lead the student to the “dressing room” and have them go inside and pretend to try on the item)
 B. Salesperson: *Does it fit?*
 A. Student: *Yes, thank you!*

<p>Wrap-up: Clothes Shopping Listening Activity Time: 15 minutes Focus Points: Beginners- Listening for clothing items words, Advanced Beginners/Intermediate- Listening for clothing items words, price, and form of payment Materials: Listening Activity worksheet for either beginners or advanced beginners/Intermediate (make enough copies for each student in class)</p>	<p>Beginners:</p> <ul style="list-style-type: none"> • Pass out the listening activity to each student. • Choose one of the pictures to say either by itself or in a short sentence. • Have them circle the picture of the word they hear. • Go over the worksheet as a group to check answers. <p>Advanced Beginners/Intermediate:</p> <ul style="list-style-type: none"> • Pass out the adjective listening sheet to each student. • Tell them to fill out the worksheet with the information that they hear. • Read each sentence three or more times from the teacher script. • Do the first one together. • Go over the worksheet as a group to check answers.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Go to the mall.