

Teacher's notes – Clothes Pre-Intermediate

Aim

The aim of these vocabulary activities is to introduce between ten and twenty useful vocabulary items for the level, with an emphasis on checking the meaning and using the words and phrases. The students should be able to use the language actively once they have completed the tasks.

Each vocabulary worksheet can be used as a lesson in itself. It provides practice in speaking, reading and writing as well as introducing vocabulary. However, the worksheets are designed to be flexible. The first two exercises can be used as a lead-in to a lesson on the topic area, introducing vocabulary before going on to a listening or reading from the class coursebook. The final speaking activity can be used as a follow up to a lesson on the topic area. The writing task makes a natural homework activity.

The tasks are designed to help students match words to meaning, and to use and personalise vocabulary. However, it is always a good idea to think about which words your students will find difficult. If you have a monolingual class it is easy to predict this, and think of check questions to make sure they understand the words.

1 At this level it is a good idea to find visuals to help teach these words. You could bring in pictures from fashion magazines of people wearing different clothes, and elicit the words from the pictures.

Put the students in pairs to decide which clothes in the list they put in a chest of drawers, and which ones they hang in a wardrobe.

Suggested answers

Chest of drawers: pullover, socks, scarf, shorts, tie, pyjamas, t-shirt, jeans, underpants, bra, nightshirt, knickers, vest, tracksuit

Wardrobe: coat, trousers, suit, jacket, blouse, shirt, dress, skirt, waistcoat

Note on American usage: In American English, vest = waistcoat, pants = trousers.

2 Put the students in pairs to match the types of shoes to the word that best describes them

Answers

Trainers	= sport
slippers	= bedtime
boots	= walking
sandals	= summer
flip-flops	= beach
wellington boots	= rain

3 Put the students in pairs to match the words to the correct definition.

Answers

- a. laces
- b. belt
- c. pocket
- d. button
- e. heel
- f. sleeve
- g. zip

4 Put the students in pairs to complete the sentences using the verbs. The students may need to change the forms.

Answers

- a. After using an electric iron and an ironing board to iron your clothes, you should always hang shirts in a wardrobe, and carefully fold t-shirts before putting them in a drawer.
- b. In the morning, I always put on my shirt before my trousers, and when I go to bed I always take off my trousers before my socks. I don't know why. I like dressing well. I always wear a shirt and tie when I go to work.

5 Put the students in pairs to match the materials in A to the clothes in B that are usually made from them.

Answers

- cotton = shirt
- denim = jeans
- leather = jacket
- wool = pullover
- felt = hat

6 Ask the students to read the descriptions of what people have in their bags, and decide where are they going on holiday.

Answers

A

Somewhere sunny – the beach

B

Somewhere cold – probably a walking holiday, perhaps in the mountains

Ask the students to imagine they are going on holiday, and write a list of what they are going to put in their suitcase or rucksack. Ask them to read their list to the class, and see if anyone can guess where they are going.

7 Put the students in pairs to interview each other. In the feedback, ask the students to tell the class about their partner.