

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 5 – Clothes and Clothes Shopping

Objectives for Week 5 – Students will:

- study words about types of clothing, colors, and sizes
- practice shopping for clothing and asking about prices
- learn to pay for purchases in cash or by check
- begin to use contractions

Lesson 5.1 – What Are You Wearing?

Recommended Materials for Lesson 5.1

- extra copies of the review sheet from Lesson 4.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of pictures of clothing and possibly some additional clothing articles, and copies of the Lesson 5.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Pictures of clothing appear at the end of the lessons for this week.

Activity #1 – Review



Draw your (real or hypothetical) family tree on the board. Keep it simple! Avoid in-laws if you didn't discuss in-laws in the previous lesson.

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don't know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).

2. Make sure that everyone has a copy of the review sheet from Lesson 4.2. Referring to the family tree and caption on the review sheet, say “**This family has eleven people. How many people do you have in your family?**” Say “**My family has [number] people.**” Ask several students to answer. They should say “**My family has [number] people.**”
3. Call on students to read the sentences about their families. Proceed around the room, one sentence at a time, until all students have read all their sentences.
4. Referring to your family tree on the board, say “**This is my family tree.**” Explain the relationships; e.g., “**I am the grandmother, and [name] is my husband,**” etc.
5. Make sure that the students have paper and pens. The review sheet included instructions for students to think about their family trees. Using your model, ask them to draw their own family trees.



Divide the class into pairs or groups. Each student should explain his/her family tree to the other student(s).

Activity #2 – Types of clothing; the verb *to wear*

1. Give each student a copy of the picture of clothing, and review the items in the picture. If possible, identify someone in the room who is wearing each item, asking students to help you. Say, for example, “**Who is wearing a sweater?**” Say and write “**[name] is wearing a sweater.**” (You may not be able to find an example for each item.)
2. When the word *shirt* is used for the first time, explain that some shirts have long sleeves and others have short sleeves. Point to different examples among the students, saying “**[name] is wearing a short-sleeved (or long-sleeved) shirt,**” or gesture to your arms to demonstrate different lengths. Write “**long-sleeved shirt**” and “**short-sleeved shirt**” on the board.
3. Start writing a list with *long-sleeved shirt* and *short-sleeved shirt*, and the additional clothing words from the picture. Ask the students if they know words for other items of clothing, and put those words on the list. Add other words that you and the students are wearing, such as *shoes, sneakers, socks, pants, etc.*

(Depending on the season, you might be able to add *hat, gloves, scarf*, etc.) Make a list of at least 12 clothing items. Include the words in the picture, pants, shoes, socks, and at least one other item.



Divide the class into pairs or small groups. Make sure that students have paper and pens. Ask each pair/group to find words on the board for things they're wearing, and write the word. When they are finished, each pair/group takes turns reading their words and pointing to the correct item of clothing. Keep score: the pair/group with the most items wins!

Activity #3 – Colors and sizes



If the students seem familiar with words for colors, you might skip the next team activity.

A few clothing sizes (and their variations and abbreviations) appear in the lesson. Details regarding sizes for shoes, underwear, shirts, pants, etc. are omitted. Speak separately to students who are interested in this additional information.

1. Point to items of clothing that you and students are wearing and ask questions like “**What color is this shirt?**” If students don’t know colors, identify items of clothing in red, blue, green, and yellow and say, for example, “**This is a blue shirt.**”
2. Since several foreign languages put the adjective after the noun, write many examples on the board with the color coming before the article of clothing. Encourage the students to write the sentences in their notebooks.



*Divide the class into two teams. For this activity, use red, blue, green, and yellow. If students are familiar with other colors, add them. Gesturing to the whole room, say to the first team “**Find something red,**” and demonstrate by pointing to something in the room that is red. After the first team points to something in the room (they may not know what the object is called), say to the second team “**Find something blue.**” Alternate teams and continue through your list of colors for several rounds, but mix up the order of the colors to make them less predictable.*

3. Explain that you can buy clothing in many sizes. Explain that one way to show sizes is *small, medium, and large*. (Show the picture of men’s T-shirts.) Sometimes you can see *extra small* (very small), *extra large*, or *extra extra large*. Look at the picture for some examples. Explain common abbreviations such as S, M, L, XL, XXL; or Sm, Med, Lg. Write the words and abbreviations on the board.

Activity #4 – Contractions with *to be*



Erase the board and write:

<i>I am</i>	<i>I'm</i>	<i>we are</i>	<i>we're</i>
<i>you are</i>	<i>you're</i>	<i>you are</i>	<i>you're</i>
<i>he/she/it is</i>	<i>he's/she's/it's</i>	<i>they are</i>	<i>they're</i>

1. Point to the board and explain that people usually use the shorter way to say ***I am, you are***, etc. Read the conjugation of the verb *to be* with the corresponding contractions. You can remind students that they used ***it's*** for ***it is*** in Week 1 (“***Is this your chair? Yes, it's my chair.***”).



*Some of these contractions are confused – even by native speakers! – with homophones **their, there, your, and its**. If you think that students are ready, you may distinguish the relevant contractions from words they already know (for example, **your** and **their**). It is possible that these distinctions are too confusing for presentation at this point.*

2. Start with something you're wearing. Write and ask “**Am I wearing a [color and item]?**” Point to ***I'm*** on the board and write and say “**Yes, I'm wearing a [color and item].**”
3. Ask a student to stand. Regarding something the student is wearing, ask the class “**Is [student's name] wearing a [color and item]?**” Write the question on the board. Gesture for the class to answer and write, “**Yes, he's (or she's) wearing a [color and item].**” Thank the student and repeat with another student. If you have students of both genders in the class, choose a student of a different gender for the second example. Thank the second student. There should be three examples of questions and answers on the board.



Divide the class into pairs. The pairs should write a question and an answer, using one of the contractions. Point to the three examples on the board. When they're finished, ask the students to read their questions and answers to the whole class.

4. If students are ready for more advanced work, identify additional items of clothing (e.g., vest, belt, sandals), colors, or patterns (e.g., plaid, striped) among the students. Say and write “**[student's name] is wearing _____.**”

Activity #5 – Plurals



Erase the board.

1. Ask “**What color are my pants?**” or, if you’re not wearing pants, ask “**What color are [student’s] pants?**” Prompt the class to answer. If they just say the color, write on the board “**My [or name’s] pants are [color].**” Underline the word **are**, and explain that the words **pants** and **jeans** are always plural.
2. Write sentences with items of clothing and colors that have been discussed, such as:

His pants _____ blue.

I have one red sock. Where _____ my other red sock?

Her dress _____ size medium.

Where _____ the T-shirts?

Where _____ my blue shoes?

Where _____ the jeans?

Ask students to help you write *is* or *are* in the blanks. Give them time to think. Then ask one student at a time to provide the correct word for each blank.

Activity #6 – How much?



Erase the board.

1. Say and write “**How much do we pay at the store? How much money?**” Explain that we say **how much**, not **how many**, because **how many** is for counting things. You can remind the class with a quick example of counting **how many students** or **how many chairs**.
2. Slowly read the following dialog, proceeding with the method of presenting dialogs used in previous lessons. The dialog is on the review sheet for this lesson. Tell the class that the dialog is between a **customer** (the person who is shopping) and a **salesperson** who works in the store. Write these two words on the board.

Dialog at a clothes store

- A. Excuse me. Do you have T-shirts? I'm shopping for my son. His birthday is on Saturday.
- B. Yes, we have beautiful T-shirts. What size is your son?
- A. He's size small.
- B. What color T-shirt?
- A. A bright color. Red or yellow.
- B. We have red, yellow, and blue T-shirts in size small. They're on the table.
- A. How much are the T-shirts?
- B. They're \$15 for one, and \$25 for two.
- A. I would like to buy two, red and yellow. And where are the jeans?
- B. They're on that table.
- A. Thank you.
- B. You're welcome.



Activity #7 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Ask the students to copy the sentences on the review sheet for homework and create two or three new sentences about clothes that they are wearing. If the English word is not in the lesson, encourage students to use their dictionary to find the English word. Also, ask the students to practice saying the dialog 5-10 times between lessons. They can even call their friends from class and practice over the phone.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



Week 5, Lesson 5.1

Review of “What are you wearing?”

Important vocabulary about clothing

color customer extra-large large long-sleeved medium salesperson short-sleeved size small

I'm wearing a green skirt.

You're wearing blue pants.

He's wearing blue shoes.

She's wearing red socks.

We're wearing jeans.

You're wearing long-sleeved shirts.

They're wearing yellow T-shirts.

Write two or three sentences about clothes that you are wearing now.

How much are ...? How much is ...?

How much are the jeans?

How much are the shoes?

How much are the socks?

How much are the T-shirts?

How much is the shirt?

How much is the coat?

How much is the T-shirt?

How much is the dress?

Where **are** my jeans? Where **are** my pants? Where **are** my red socks? Where **are** my blue shoes?
Where **is** my yellow sweater? Where **is** my green T-shirt?

What color _____ her shoes? What color _____ his shirt?

How much _____ the coat? How much _____ the pants?

Dialog at a clothes store. Practice this dialog. Person A is a customer, and person B is a salesperson.

A. Excuse me. Do you have T-shirts? I'm shopping for my son.

His birthday is on Saturday.

B. Yes, we have beautiful T-shirts. What size is your son?

A. He's size small.

B. What color T-shirt?

A. A bright color. Red or yellow.

B. We have red, yellow, and blue T-shirts in size small.

They're on the table.

A. How much are the T-shirts?

B. They're \$15 for one, and \$25 for two.

A. I would like to buy two, red and yellow. And where are the jeans?

B. They're on that table.

A. Thank you.

B. You're welcome.



Lesson 5.2 – Paying for Clothing

Recommended Materials for Lesson 5.2

- extra copies of the review sheet from Lesson 5.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the “how much money?” activity strips, the receipt in Activity #3, a blank check for Activity #4, and the Lesson 5.2 review sheet
- optional: play money



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word]**”. If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 5.1. Ask students to answer the fill-in-the-blank items in the middle of the page. Ask students to read the homework sentences about their clothes.
3. Read the dialog on the review sheet with the class. Make sure that the students understand the words. They may have encountered the word ***bright*** from classroom weather reports.



Divide the class into teams to work on the dialog on the review sheet. One team reads Part A and the other team reads Part B, and then they switch. For more practice, divide the class into pairs to read the dialog again, one student taking Part A and the other student taking part B, and then switching roles. Then conduct the substitution drill described below.

4. Conduct a substitution drill with the dialog.

- Read “**Excuse me. Do you have T-shirts?**” and ask a student on one team to change *T-shirt* to another word. Write the new word on the board. Ask the student to say the full sentence with the new word. Repeat this step with 10 articles of clothing.
- Ask a student on the other team to change *son* to another family or person word. Write the new word on the board. Ask the student to say the full sentence with the new word. As you proceed, continue alternating teams, calling on a different student from each team to make substitutions.
- Move on to “**His birthday is on Saturday.**” Ask the next student to read this sentence, and ask if *his* should be changed. (Is it still a *son*?)
- Ask a student to change the word *Saturday*, write the new word on the board, and ask the student to say the new sentence.
- Ask the next student to say the entire new line for Part A in the dialog: “**Excuse me. Do you have [new word]? I’m shopping for my [new word]. His (or her) birthday is on [new word].**”
- Select other sentences to change, and continue alternating between teams. Continue writing the replacement words on the board. You don’t have to take every possible opportunity to replace words.
- When you’re satisfied with the revision, ask the teams – one team taking Part A and the other Part B – to use the original dialog and the words on the board to say the revised dialog together. Point to the replacement words as they recite the dialog. Switch parts A and B, and repeat.

Activity #2 – Paying for purchases in cash



Erase the board.

1. Say “**Customers can pay in cash. ‘In cash’ means with money.**” Using the picture or actual money, explain different denominations of commonly used bills: \$1, \$5, \$10, and \$20. Explain the word *bill*. (Students may know other meanings for this word.) Students might want to identify the money that they have with them, but this is not required!
2. Using the board, demonstrate various ways to total \$30. For the first example, say “**I have twenty dollars and ten dollars. The total is thirty dollars.**” Continue with a short list of combinations totaling \$30, letting the students help with the last one. For example:

$$\begin{array}{r} \underline{\text{I have}} \\ \text{\$20, \$10} \end{array} = \begin{array}{r} \underline{\text{total}} \\ \text{\$30} \end{array}$$

\$10, \$10, \$5, \$5	=	\$30
\$20, \$5, \$1, \$1, \$1, \$1, \$1	=	\$30
\$10, \$5, \$5, \$5, ?	=	\$30

The students' answer for the last entry can be either \$5 or \$1, \$1, \$1, \$1, \$1. Demonstrate both ways.

3. Explain different denominations of coins. Explain that they are called *coins* or *change*. Write on the board and explain, demonstrating with pictures or actual coins:

\$.01	1¢	one cent	a penny
\$.05	5¢	five cents	a nickel
\$.10	10¢	ten cents	a dime
\$.25	25¢	twenty-five cents	a quarter

Students are sometimes surprised or confused about the relative size of coins. Explain that the size of coins for pennies and nickels is bigger than the size of a dime, even though the values are smaller.

4. Using the board, demonstrate totals for various combinations of coins and bills, but leave a few examples for the class to figure out. Say, for example, **“I have two quarters, one nickel, and one penny. The total is \$.56.”** Write your list on the board. For example:

<u>I have</u>	=	<u>total</u>
2 quarters, 1 nickel, 1 penny	=	\$.56
1 dime, 3 pennies	=	\$.13
1 dollar, 2 nickels, 1 penny	=	\$1.11
1 dollar, 1 quarter, 2 pennies	=	????
3 dollars, 2 quarters, 1 nickel	=	????



Divide the class into pairs or groups. Make sure that students have paper and pens. Give each pair or group a “how much money?” strip with coins only. Ask the students to determine the total. When they are ready to report, they should say “We have [number] quarters, [number] dimes, [number] nickels, and [number] pennies. The total is [total].” Repeat the activity with strips showing both bills and coins.

Activity #3 – Your receipt



Erase the board.

1. Say “**You buy two T-shirts, a sweater, a shirt, and pants. Here is a receipt for your clothing.**” Give the students a copy of the receipt.
2. Review all the entries on the receipt:
 - name, address, and phone number of the store
 - store schedule
 - the date of your shopping
 - clothes you are buying: two T-shirts, pants, sweater, shirt
 - price you are paying for each one
 - total
 - how much cash you are giving to the cashier
 - your change (do the math: $150.00 - 135.57 = 14.43$)

Explain that this is a second meaning of the word *change*. It can mean coins like pennies, nickels, dimes, and quarters, and it can mean the amount that the cashier gives back to you after you pay.

Receipt

Best Clothes Store
123 Jersey Street
Mytown, NJ 08123
(609) 123-4567

Open 7 days
 Mon. – Fri. 10am – 8pm
 Sat. 10am – 7pm
 Sun. 12pm – 5pm

3/12/18

T-shirts 2	\$ 25.00
pants	49.99
sweater	35.99
shirt	24.59
TOTAL	\$ 135.57
Cash	\$ 150.00
Change	\$ 14.43

THANK YOU!



In pairs or groups, students revise the receipt. They should change the clothing items, prices, total, cash, and change, and then write a new receipt. When they're finished, the pairs/groups explain their revised receipts to the whole class.

Activity #4 – Paying by check

1. Tell the class that customers can buy things with a check instead of cash. Explain that the bank pays the store from the customer's money at the bank. Give each student a copy of a blank check. Explain each part of the check, using hypotheticals for the date, payee, and the amount in numbers.
2. For the entry ending with the word **dollars**, explain that \$10.99, for example, is **ten and 99/100 dollars**. Try two more examples before moving on to the required signature and the optional "for" line (e.g., **clothes**).

3. Show completed sample checks and review the entries with the students.



In the same pairs/groups, students write a check to “Best Clothes Store” for the amount on the revised receipts in the previous activity. Circulate among the pairs/groups to answer questions and to confirm that they are writing the check correctly and remembering to sign it.



Payments by credit or debit cards are presented next week.



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Note the additional homework for students to find three receipts and write sample checks for the purchases.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



Week 5, Lesson 5.2 Review of Paying for Clothing

Important vocabulary about paying with cash or a check

bill cash change check coins dime nickel penny quarter receipt total

\$.01	1¢	one cent	a penny
\$.05	5¢	five cents	a nickel
\$.10	10¢	ten cents	a dime
\$.25	25¢	twenty-five cents	a quarter



two quarters, one dime, one nickel, two pennies = \$.67



_____ = _____

2 dollars, 1 quarter, 2 dimes = _____

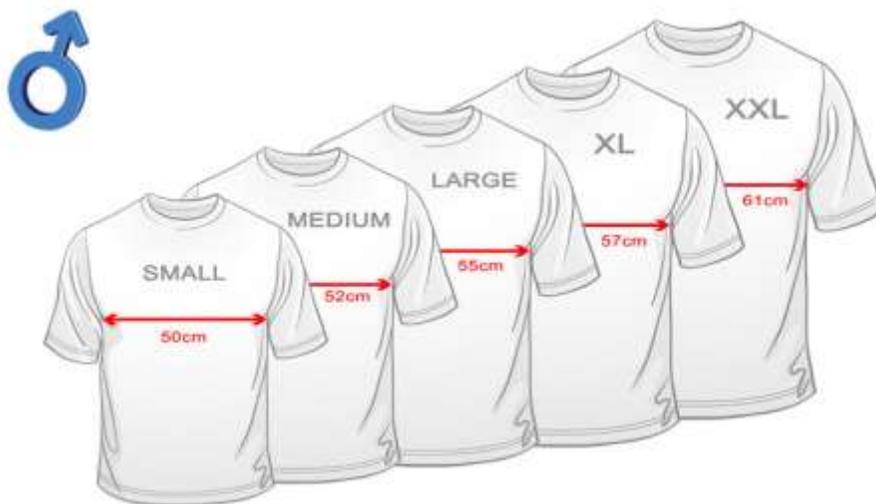
You are buying clothing. Your total is \$87.12. You give the cashier \$100 in cash. What is your change?

Find three receipts and write sample checks for the totals.

Sample Pictures and Activities for Week 5



Made with <http://flshcard.online>



Money

		Name	Amount
		_____	_____
		_____	_____
		_____	_____
		_____	_____
		_____	_____
		_____	_____
		_____	_____
		_____	_____

**How Much Money?
(coins only)
copy and cut the rows of money into strips**

1.



2.



3.



4.



5.



6.



7.



**How Much Money?
(bills and coins)
copy and cut the rows of money into strips**

1.  

2.  

3.  

4.  

5.  

6.  

Receipt

Best Clothes Store
123 Jersey Street
Mytown, NJ 08123
(609) 123-4567

Open 7 days
Mon. – Fri. 10am – 8pm
Sat. 10am – 7pm
Sun. 12pm – 5pm

3/12/18

T-shirts 2	\$ 25.00
pants	49.99
sweater	35.99
shirt	24.59
TOTAL	\$ 135.57
Cash	\$ 150.00
Change	\$ 14.43

THANK YOU!

