

**Theme: Clothing**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Possessive nouns and possessive adjectives</li> <li>• Reflexive pronouns</li> </ul>	Clothing	Answering questions based on a passage	Writing a story based on pictures using helping words and questions

**Lesson Objectives**

Students are able to

1. use reflexive pronouns 'myself', 'himself', 'herself', 'ourselves' and 'themselves' to show that the action in the sentence affects the doer himself,
2. identify and name the different types of clothing,
3. write a story based on pictures using helping words and questions.

**Resources**

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Different types of clothing – scarf, pyjamas, uniform, T-shirt, raincoat, blouse, clown costume, sweater, tie, trousers
3. A big box to put the clothes in
4. Word cards (refer to the words in the box found on page 77)
5. Word cards with the words 'myself', 'himself', 'herself', 'ourselves' and 'themselves' on them
6. Blu Tack
7. Blank Bingo cards (3 x 3 boxes – Ensure that the centre box in the Bingo card is written with the word 'B')
8. A list of 5 sentences for the students to fill in the 5 reflexive pronouns learnt for the Bingo game

**Introduction / Warm-up Activity (10 min)**

1. Bring the box of clothes to class. Tell them that they are going to do some dressing up in class today. Pretend to dig in the box and pick out clothing. Get the students to guess what type of clothing it is. Discuss with the students about the clothing you have picked.

**Example:**

- This is a pyjamas. It is pink in colour. We wear the pyjamas before we go to bed at night. It is comfortable.

Write the students' sentences on the whiteboard. Do the same thing with at least another two sets of clothing.

**Lesson (20 min)**

1. Pick out the blouse in the box and show it to the class. Ask the students to identify the clothing. Stick the word card 'blouse' on the whiteboard. Ask the students if they think the blouse can fit you. Wear the blouse over your clothes. While trying to wear the blouse, you may want to practise using the present continuous tense to make a sentence with the reflexive pronoun.

**Example:**

- I am trying on the blouse myself.

After you have worn the blouse, you can use past tense to make a sentence with the reflexive pronoun.

**Example:**

- I tried on the blouse myself.

Tell the class that the reflexive pronoun 'myself' is used to show the action ('trying on'/'tried on') that affects the doer ('I') in the sentence. Then, elicit from the class whether the blouse fits you perfectly or if it is too loose or tight.

2. Next, get a male student to come to the front of the class to try on a T-shirt. Ask the students to identify the clothing. Stick the word card 'T-shirt' on the whiteboard. Get the student to wear the T-shirt over his clothes. While trying to wear the T-shirt, you may want to practise using the present continuous tense to make a sentence with the reflexive 1pronoun.

**Example:**

- He is trying on the blouse himself.

After he has worn the T-shirt, you can use past tense to make a sentence with the reflexive pronoun.

**Example:**

- He tried on the blouse himself.

Tell the class that the reflexive pronoun 'himself' is used to show the action ('trying on'/'tried on') that affects the doer ('he') in the sentence. Do the same with the reflexive pronoun 'herself' by calling on a female student to try on a scarf.

3. For the reflexive pronouns 'ourselves' and 'themselves', select at least three students to come up to the classroom to try on similar sets of clothings. You may wish to prepare extra disposable raincoats or ties to let the students try on. Then, in a similar way, stick the correct word cards on the whiteboard and get the students to construct sentences using the reflexive pronouns 'ourselves' and 'themselves'. Write the sentences on the whiteboard.

### **Additional Activities / Closure (15 min)**

1. Get the class to work in pairs. Give each pair a Bingo card. They have to write each of the 5 reflexive pronouns in each box. The box with the 'B' in the centre of the card is a bonus box. The students have to listen to the sentences that will be read out to them. They have to fill in the blanks with the correct reflexive pronoun. Then, cross out the reflexive pronoun on their Bingo card. Check with the class which reflexive pronoun they have crossed out. If they have crossed out the wrong one, get them to erase what they have done wrong and cross out the correct box. See who will be the first few pairs of students who will get a row of reflexive pronouns, and then the next few pairs who get two rows of reflexive pronouns.
2. Tell the students to turn to **pages 77 – 78 of Learning English Workbook 1**. Review the 'Read and Learn' section on **pages 77**. Get the students to complete their work and hand in to you. You may want to walk around the class to do a random check on the students' work.

## Homework

1. Ask the students to complete **page 80** as homework. You may want to discuss with the students the pictures on **page 80**. Help them start their story by eliciting from them sentences to start on the first paragraph.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get the students to do up a poster on the different types of clothing. They can search for photos or pictures in the newspapers, magazines or the Internet. Get them to paste the photos or pictures and label each clothing. You can collect their posters and put them up on the English notice board for the students to see and learn.