**Clothes Fastenings**

Listen to this song to find out what happens if you don’t get dressed properly.

(Video link: <https://learnenglishkids.britishcouncil.org/en/songs/dont-put-your-trousers-your-head>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a rhyming song about the importance of getting dressed properly, which fits into the module *“Changes”*.
* Language item/structure:
* Imperatives to express prohibitions
* Vocabulary items: e.g. belt, buttons, do up, fasten, gloves, hood, laces, skirt, trousers, Velcro (note the capital ‘V’), zip

**Warm-up**

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| **Duration** | 5 minutes |
| **Aims** | * To pre-teach key vocabulary items * To activate students’ prior knowledge * To develop students’ ability to listen for specific information |
| **Teaching Steps** | 1. Elicit from students what they are wearing. Include the following: buttons, zip, Velcro, laces, belt. 2. Have students practise saying the above vocabulary items. Listen for and correct pronunciation errors. 3. Elicit what would happen if we didn’t have these things on our clothes. (*Jackets would fall open, trousers would fall down, etc.)* 4. Students listen to the song and find out which of the words above is not mentioned in the song (*laces*). 5. Play the song. 6. Check the answers. |

**Main Activity**

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| **Duration** | 10 minutes |
| **Aim** | * To review the vocabulary items about clothes |
| **Teaching Steps** | 1. Divide the class into small groups. 2. Distribute a large piece of paper to each group and ask students to write the following across the top: belt, buttons, laces, Velcro, zip. 3. Explain that each group of students has to race against the other groups to put as many items of clothing under each word on their piece of paper as they can, e.g. trainers have laces, so the word “trainers” goes under “laces”. 4. Start the race. 5. Stop the race after about 3 minutes. Have students stick their paper onto the board and give feedback to the things written by students. 6. Announce the winning group. |

**Extension/Consolidation Activity**

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| **Duration** | 10 minutes |
| **Aims** | * To review key vocabulary items * To provide an opportunity for physical movement |
| **Teaching Steps** | Either:   1. Distribute the worksheet and have students complete it in pairs or on their own. 2. Check the answers.   Or:   1. Use the opening picture of the song (the boy with trousers on his head) to elicit from students how he should have got dressed, e.g. “You should put your T-shirt over your head. You should put your trousers on your legs” etc. 2. Students can play a miming game in pairs: Student A mimes one of the actions; Student B guesses the action. Have students swap their roles after a few guesses. |