

Exploring Clothing

Ref: EN_PTL_1



Introduction

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	Description	In this lesson, learners explore clothing vocabulary using a multilingual approach. Key terms are introduced in the target language and learners are encouraged to share equivalents from their home languages and any other languages they know. Through several inclusive and enjoyable activities, learners develop receptive and expressive vocabulary on clothing, while noticing similarities and differences across languages.			
	Age	8-9 years		Language Area	Vocabulary
	Proficiency Level	A1		Author	Athina Nachopoulou & Despina Papadopoulou
	Subject	Language		Duration	Max.120 minutes (3 teaching hours)
	Links with Language Curriculum	Vocabulary Development: Learners expand their clothing-related vocabulary in English and their native languages (or any languages they know). Cultural Awareness: The lesson highlights linguistic diversity and promotes respect for learners’ linguistic backgrounds. Critical Thinking: Analyzing word structure and comparing languages fosters deeper cognitive engagement with vocabulary. Speaking and Writing Skills: Learners practice pronunciation, oral recall, and writing in English and their native language (or any languages they know).			

Introduction

	Rationale	This protocol uses multilingual pedagogies (pedagogical translanguaging) to help learners acquire basic vocabulary in an inclusive and enjoyable way.
	Aims	Through this protocol learners are expected to: • Develop receptive and productive language skills • Enrich their vocabulary • Develop multilingual skills, making use of their linguistic knowledge from their native language • Enhance their understanding and use of the foreign language through multilingual strategies • Recognize the value of multilingualism
	Equipment and material needed	• Computer and projector • Flashcards • Worksheets (see the worksheets in the Appendix)

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Preparation - Vocabulary selection

- The teacher selects the vocabulary items that will be taught during the lesson.
- In the Appendix, twelve items of clothing are illustrated. The teacher decides how many and which items to include, based on the lesson's goals and the learners' level. Items can also be removed or replaced with others, depending on the context or specific classroom needs.



02 | Presentation of Cognate Words (10-15')

1. The teacher begins the lesson with a short quiz, which includes only the four target vocabulary items that will be taught.
2. After the quiz is completed, the teacher explains the concept of cognate words.
3. The teacher then presents and distributes flashcards that contain only images, without any accompanying text.
4. Working collaboratively with the learners, the teacher writes the meanings of the target words on the back of each flashcard — both in English and in the learners' native language.



03 | Presentation of Compound Words (10-15')

1. The teacher introduces each target word one by one, using the materials provided in the Appendix. After presenting each word, the teacher invites learners to share whether they recognize its meaning in any language they know.
2. Before moving on to the next word, the teacher breaks it down into its components (e.g., root, prefix, suffix) and guides a brief discussion on how analyzing word parts can support vocabulary comprehension.
3. Once all the words have been presented, the teacher writes them on the board in all of the learners' native languages. Together, the class compares the words' structure across languages, identifying similarities and differences in form and meaning.
4. Finally, the teacher distributes the flashcards to the learners. Each learner writes the meaning of the word on the back of their card in English and in their own native language. If they wish, they may also add the word in any of the other languages spoken in the classroom.



04 | Presentation of Random Words (10-15')

1. The teacher introduces each flashcard one by one, using the images provided in Appendix. At this stage, only the image is shown — no text is included.
2. For each flashcard, the teacher asks learners if they know how to say the corresponding word in English or in any other language they speak.
3. The teacher then distributes the flashcards to the learners. Each learner writes the meaning of the word on the back of the card in English and in their own native language.



05 | Follow-up Activities (30-45')

1. **Word Search Puzzle (for random words) (see Appendix)** – Learners move on to a word search activity, where they find the newly learned random words. (10-15')
2. **Compound Word Matching (see Appendix)** – Learners are given a worksheet with an exercise divided into two parts. In the first part, learners see four columns with word components. The first column contains the first part of compound words in English, and the second column contains the second part of those words. The third column includes the first part of the same compound words in Greek, and the fourth column includes the second part in Greek. However, all components are presented in a mixed-up order. The learners need to correctly match the components in each language to form the correct compound words. In the second part of the exercise, learners see three columns with blank lines. In the first column, they have to write the full English word. In the second column, on the same row, they must write the corresponding word in Greek. In the third column, they may write the same word in another language if they know it. (10-15')
3. **Cognate Words Exercise (see Appendix)** – Learners complete an activity based on phonological similarity, which helps reinforce their knowledge of cognate vocabulary. This activity is also divided into two parts. In the first part, learners are presented with a list of all the words they have learned so far. They are asked to circle only the words that sound similar to the equivalent word in their own language. In the second part, there is a box where learners must write down the words they circled. Next to each word, they are asked to write the corresponding word from their first language that it sounds similar to. (10-15')



6 | Final Activity:

Clothing Image Reveal (20-30') (see accompanying file: Clothing_EN_PTL_b)

1. The teacher gradually reveals an image of a clothing item from , uncovering it piece by piece.
2. The first learner to correctly guess the word says it aloud in English.
3. All learners then write the word in their notebooks.
4. After the word has been written, the teacher asks, "How do we say this word in your native languages?"
5. Learners who know the equivalent term say it aloud simultaneously in their respective native languages, fostering a sense of multilingual awareness and inclusion.

Useful Tips

01

The teacher should expect the activity to be lively and noisy. Learners are encouraged to speak loudly, laugh, and enjoy the learning process.

02

It is recommended to print and distribute the materials that will be presented during the lesson, so learners can follow along easily.

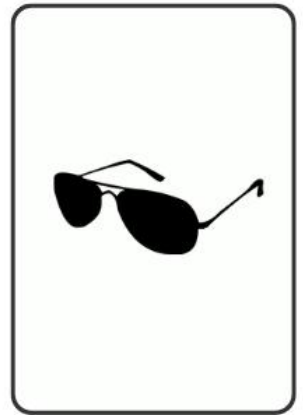
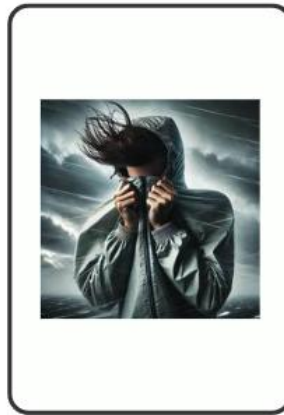
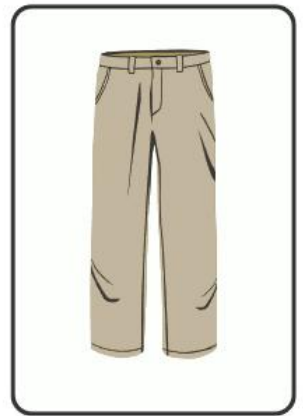
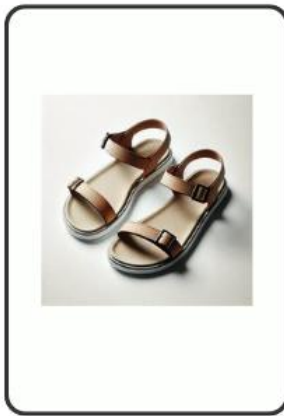
03

Depending on the learners' language proficiency, the teacher can decide how many clothing items to include in the lesson.

04

If there are two or more learners who share the same mother tongue, the teacher should encourage them to use it during the activity. Building bonds between learners and creating a friendly, pleasant classroom atmosphere are important objectives of this lesson.

01 | Flashcards



02 | Quiz (Cognate Words Presentation)

”QUIZ TIME

SANDALS

- a σανδάλια
- b κοστούμι
- c φόρεμα

”QUIZ TIME

SANDALS

- a σανδάλια
- b κοστούμι
- c φόρεμα

”QUIZ TIME

PAJAMAS

- a φούστα
- b πιτζάμες
- c πουκάμισο

”QUIZ TIME

PAJAMAS

- a φούστα
- b πιτζάμες
- c πουκάμισο

”QUIZ TIME

PANTS

- a αδιάβροχο
- b αθλητική φόρμα
- c παντελόνι

”QUIZ TIME

PANTS

- a αδιάβροχο
- b αθλητική φόρμα
- c παντελόνι

”QUIZ TIME

BOOTS

- a σανδάλια
- b μπότες
- c αντιανεμικό

”QUIZ TIME

BOOTS

- a σανδάλια
- b μπότες
- c αντιανεμικό

03 | Compound Words Presentation

???

WINDBREAKER

WIND BREAKER

ΑΝΕΜΟΣ

ΑΥΤΟΣ ΠΟΥ ΣΠΑΕΙ

WINDBREAKER



???

RAINCOAT

RAIN COAT

ΒΡΟΧΗ

ΠΑΛΤΟ

RAINCOAT



03 | Compound Words Presentation



SWEATPANTS

SWEAT PANTS

ΙΔΡΩΤΑΣ

ΠΑΝΤΕΛΟΝΙ

SWEATPANTS



SUNGLASSES

SUN GLASSES

ΗΛΙΟΣ

ΓΥΑΛΙΑ

SUNGLASSES





04 | Random Words Presentation



05 | Word Search Puzzle

WORD SEARCH

Find the words and write them.

P	E	D	C	I	L	H	J	G	D	Y	C	S
K	P	R	B	S	K	I	R	T	E	C	H	R
Z	P	E	W	I	C	D	S	P	E	N	P	S
B	E	S	A	N	K	E	W	R	J	A	H	U
O	B	S	O	X	O	P	A	D	V	B	F	I
S	H	I	R	T	C	B	A	G	M	H	T	T
F	O	R	E	A	K	O	C	O	W	V	G	X



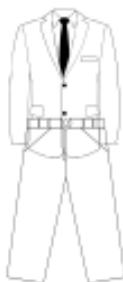
In English:

In my language:



In English:

In my language:



In English:

In my language:



In English:

In my language:

06 | Compound Word Exercise

FIND THE PAIRS.

SUN	COAT	ΓΥΑΛΙΑ	ΦΟΡΜΑ
WIND	PANTS	ΑΘΛΗΤΙΚΗ	ΗΛΙΟΥ
SWEAT	GLASSES	ΣΤΟΛΗ	ΔΙΑΒΡΟΧΟ
RAIN	SUIT	ANTI	ΣΚΙ
SKI	BREAKER	A	ANEMIKO

0. SKI SUIT = ΣΤΟΛΗ ΣΚΙ =
1. = =
2. = =
3. = =
4. = =

07 | Cognate Words Exercise

1



BOOTS SWEATPANTS PANTS SKIRT
RAINCOAT SANDALS SUNGLASSES SHIRT
SUIT PAJAMAS DRESS WINDBREAKER



2



08 | Clothing Image Reveal Activity (sample) (see accompanying file Clothing_EN_PTL_b)



Answers

Word Search Puzzle

WORD SEARCH

Find the words and write them.

P	E	D	C	I	L	H	J	G	D	Y	C	S
K	P	R	B	S	K	T	R	T	E	C	H	R
Z	P	E	W	I	C	D	S	P	E	N	P	S
B	E	S	A	N	K	E	W	R	J	A	H	U
O	B	S	O	X	O	P	A	D	V	B	F	H
S	H	T	R	T	C	B	A	G	M	H	T	T
F	O	R	E	A	K	O	C	O	W	V	G	X



In English:

skirt

In my language:



In English:

shirt

In my language:



In English:

suit

In my language:



In English:

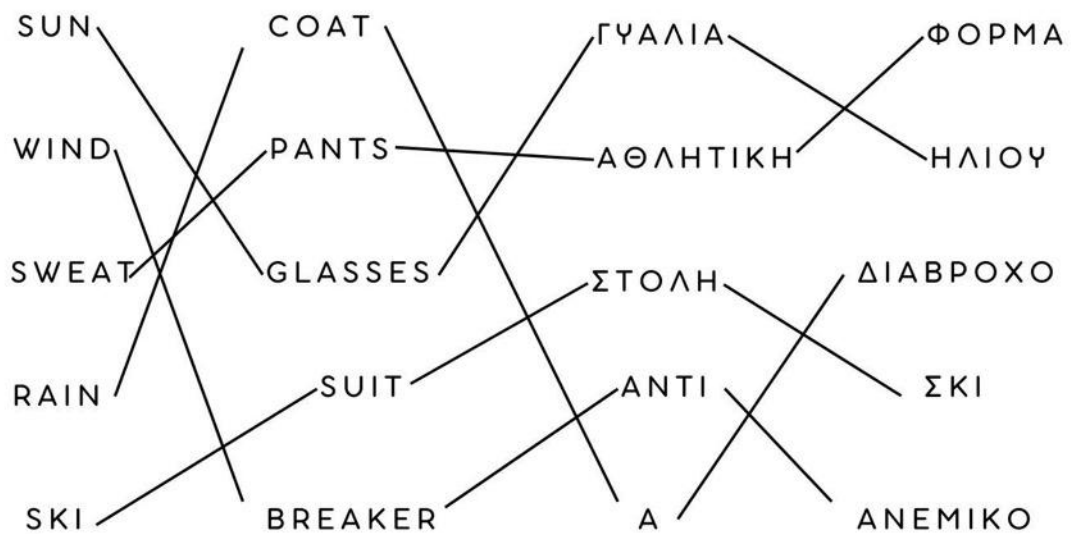
dress

In my language:

Answers

Compound Word Exercise

FIND THE PAIRS.



0. SKI SUIT = ΣΤΟΛΗ ΣΚΙ =

1. SUNGLASSES = ΓΥΑΛΙΑ ΗΛΙΟΥ =

2. WINDBREAKER = ANTIANEMIKO =

3. SWEATPANTS = ΑΘΛΗΤΙΚΗ ΦΟΡΜΑ =

4. RAINCOAT = ΑΔΙΑΒΡΟΧΟ =

Answers

Cognate Words Exercise

1



BOOTS SWEATPANTS PANTS SKIRT
RAINCOAT SANDALS SUNGLASSES SHIRT
SUIT PAJAMAS DRESS WINDBREAKER



2



BOOTS - ΜΠΟΤΕΣ
PANTS - ΠΑΝΤΕΛΟΝΙ
SANDALS - ΣΑΝΔΑΛΙΑ
PAJAMAS - ΠΙΤΖΑΜΕΣ



Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, resembling notebook paper. There are no margins, text, or other markings on the page.

CLOTHING - IMAGE REVEAL ACTIVITY

Accompanying PDF file

















