

# Fashion/Vocabulary

Submitted by Jónás Diána on Wed, 06/15/2022 - 12:43

## **Type of lesson / project plan**

Lesson plan

## **Sector**

Arts and humanities

## **Topic, learning area**

professional vocabulary

## **Vocational subject(s)**

English as a Foreign Language

## **Grade**

13th grade

## **Learning and development goals**

vocabulary development, presentation skills, collaboration

## **Concepts**

dress design variations, fashion styles, materials

## **Required tools**

Computer, projector

## **Materials released before class or for a project**

<http://blog.treasurie.com/sewing/fabric-types/>

<http://blog.treasurie.com/sewing/dress-silhouettes/>

<http://blog.treasurie.com/fashion-styles/>

<https://www.pinterest.com/>

**1. group:** Dress silhouettes

**2. group:** Fashion styles

### **3. group:** Fabric types

#### **Introductory part and preparation of the lesson / project plan**

As a **warm-up**, each group's spokesperson can tell you how the work went, how the division of labour worked out, how much time they spent on the task, whether they found it interesting, how they got on with **WordArt**.

#### **Implementation of the lesson / project plan**

1. **The groups take turns to project their word clouds** and, based on the words, tell the new and interesting facts they have learned during the research. Students divide the words among themselves in advance so that everyone has something to say. After the presentations, the class can ask questions, make additions, etc..

2. **A game** in which the whole class is now actively involved. The first word cloud is brought out again. A student chooses a word and creates a sentence(s) with it. (Eg: Evening dresses are often made of chicken. Chicken is a royal material. The most expensive chicken is made of worm and it's called floss. /SILK/

The others have to guess which word is hidden in "chicken" by studying the word cloud. (These sentences tend to get a lot of laughs, and even the one who is more timid at first gets a laugh.)

#### **Used digital devices**

Google Forms

Wordart

Quizlet

#### **Evaluation plan**

Students are given a self-assessment sheet on which they can rate themselves (their group) on various criteria.

[https://docs.google.com/forms/d/e/1FAIpQLSfB0exqt9W7wQ7elvYtvLyYRXz4y\\_nuC1-YMAmw2TX-3gNLig/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfB0exqt9W7wQ7elvYtvLyYRXz4y_nuC1-YMAmw2TX-3gNLig/viewform?usp=sf_link)

#### **Differentiation**

In most groups, there are students who are very anxious about speaking and performing in front of others. Their task might be to create a vocabulary picture of their group in **Quizlet**. They can share this with the class so that gradually everyone can learn the concepts of all three groups.

(I ask for these in stages.)

### **Homework, project task**

Homework: learn the words of this first topic using the Quizlet set.

### **General subject(s)**

foreign language