**MATERIALS: TASK PLAN**

**TASK IN ACTION: VOCABULARY - clothes**

**1. Interactive introduction of new vocabulary + pronunciation**

* awake students’ interest in the vocabulary (clothes) by creating a logical reference to elements in their physical environment (think experimental learning) and allow them to focus on the pronunciation of the new words for the first time.
* point out what you are wearing, emphasizing each piece of clothing by repeating the term several times. Point out which students are wearing the same pieces as you. Then, point out what other pieces students are wearing, so that students are engaged actively and in an easily accessible and comprehensible way with the discussed material.

**2. Visual exposure to orthography + images of words**

* read expressions one more time to them while allowing them to compare pronunciation to orthography. To integrate all types of learners (e.g. visual learners), include images of the related garments. This allows students to build a sustainable cognitive connection between object, expression and pronunciation.

**3. Enhanced visual exposure to vocabulary: information gap**

* show images of clothing articles and have students identify them to test their memory and to actively engage them in producing and memorizing vocabulary.

**4. Creative memorization: mnemonic device**

* hand each student a piece of paper with a specific article of clothing written on it, both in the target and in their native language.
* Have them create a possible mnemonic device for this expression and have them share their ideas with the class. This is a more creative, individual and meaningful way to memorize words.

**5. Complex task**

* who is wearing what? Individually, students (secretly) pick another student in the classroom and write down what he/she is wearing. Show them the slide with the images + written expressions as an orientation for orthography.
* they then orally describe these garments to the class. The class has to guess which student is made reference to. This allows students to produce and use vocab more freely, both in a written and oral format.

[Optional tasks for when there is more time:

* vocabulary list: have students create a bilingual vocabulary list with two columns. They can either individually check their knowledge or ask each other in pairs of two.
* Fill in the gap: give the students a handout with images of the pieces of clothing and have them identify them and write down the corresponding expressions.
* “meaningful” closing task: You are in Germany and you lost your suitcase! The airline only pays for 5 pieces of clothing, decide what you need to buy for the following occasions: summer, winter, presenting at a conference, vacation.