



How To Tie A Necktie



1. Student ability: **High Beginner ~ Intermediate**
2. Approximate length of lesson: **25+**
3. Number of students necessary: **Any**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair / Small Group / Whole Class**

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Language Target: Working with phrasal verbs and prepositions. Students will be able to compose short sentences in order to describe the process of tying a necktie. [Note: Although many students are able to tie a necktie, few can describe the process in English – this lesson helps with the use of verbs and prepositions.]

Setting Up: For a pair-work lesson, bring one necktie for every two students. For small groups, bring as many ties as there are groups. For a whole class lesson, one or two ties should suffice.

Getting Started: Ask the students if they know a method(s) of tying a necktie. If someone volunteers, have him/her describe the process, using the verbs,

nouns, and prepositions. Write all the verbs on the board.

Working with the class as a whole, demonstrate how to tie a single Windsor knot from the worksheet. At each step, say the sentence clearly and write the used phrasal verb(s) on the board in order. (With higher ability students, ask them to say the phrasal verbs.) The following is a list of phrasal verbs and prepositions used for tying two kinds of knots:

THE SINGLE WINDSOR METHOD

- 1 **cross . . . over** (Cross the long end **over** the short end.)
- 2 **cross . . . under** (Cross the long end **under** the short end.)
- 3 **put . . . down through** (Put the long end **down through** the loop.)
- 4 **pull . . . down . . . and tighten** (Pull the long end **down through** the loop and **tighten**.)
- 5 **cross . . . over** (Cross the long end **over** the short end again.)
- 6 **put . . . up through** (Put the long end **up through** the loop.)
- 7 **put . . . down through** (Put the long end **down through** the new loop.)
- 8 **tighten** (Tighten the knot. Finished)

THE DOUBLE WINDSOR METHOD

- 1 **cross . . . over** (Cross the long end **over** the short end.)
- 2 **put . . . up through** and **cross . . . over** (Put the long end **up through** the loop and **cross** it **over**.)
- 3 **cross . . . under** (Cross the long end **under** the short end.)
- 4 **put . . . down through & tighten** (Put the long end **down through** the loop and **tighten**.)

- 5 **cross . . . over** (**Cross** the long end **over** the short end again.)
- 6 **put . . . up through** (**Put** the long end **up through** the loop.)
- 7 **put . . . down through** (**Put** the long end **down through** the new loop.)
- 8 **tighten** (**Tighten** the knot. Finished)

In pairs, small groups or as a whole class, students work together to write the steps below each picture. While writing these steps, they practice with a necktie to visually confirm that they are using the correct phrasal verbs.

[**Note: The little black circles with a V indicate phrasal verbs – the other lines are for the complete sentences using the verbs.**]

Variation 1: Pairs of students could compete against other pairs for speed and accuracy. One student gives the directions, the other ties the necktie. The first pair to finish is the winner.

Variation 2: Once neckties are tied, reverse the process and have students describe how to untie a necktie.

Variation 3: If there are any scouts in the class, ask if they could describe how to tie a few other kinds of knots using string or a rope.

Building Fluency: Bring a shoe (with laces) to class and put it on the table. With the shoe unlaced, one student slowly begins tying the laces into a regular shoe knot. The other students describe the process using phrasal verbs and prepositions. (It's useful to introduce the laces as left and right.)

Writing Practice: Same as above, but students observe the process of tying a shoe lace and write the steps on paper. Afterward, students compare their instructions.

Contributed by Kelley Seymour

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