



English for THE FASHION INDUSTRY

From sketch to stitch!

Paula Nieto Cotard

Primera edición, 2026

Autora: Paula Nieto Cotard

Maquetación: Educàlia Editorial

Edita: Educàlia Editorial

Imprime: Grupo Digital 82, S.L.

ISBN: 979-13-992453-6-3

Depósito legal:

Printed in Spain/Impreso en España.

Todos los derechos reservados. No está permitida la reimpresión de ninguna parte de este libro, ni de imágenes ni de texto, ni tampoco su reproducción, ni utilización, en cualquier forma o por cualquier medio, bien sea electrónico, mecánico o de otro modo, tanto conocida como los que puedan inventarse, incluyendo el fotocopiado o grabación, ni está permitido almacenarlo en un sistema de información y recuperación, sin el permiso anticipado y por escrito del editor.

Alguna de las imágenes que incluye este libro son reproducciones que se han realizado acogiéndose al derecho de cita que aparece en el artículo 32 de la Ley 22/18987, del 11 de noviembre, de la Propiedad intelectual. Educàlia Editorial agradece a todas las instituciones, tanto públicas como privadas, citadas en estas páginas, su colaboración y pide disculpas por la posible omisión involuntaria de algunas de ellas.

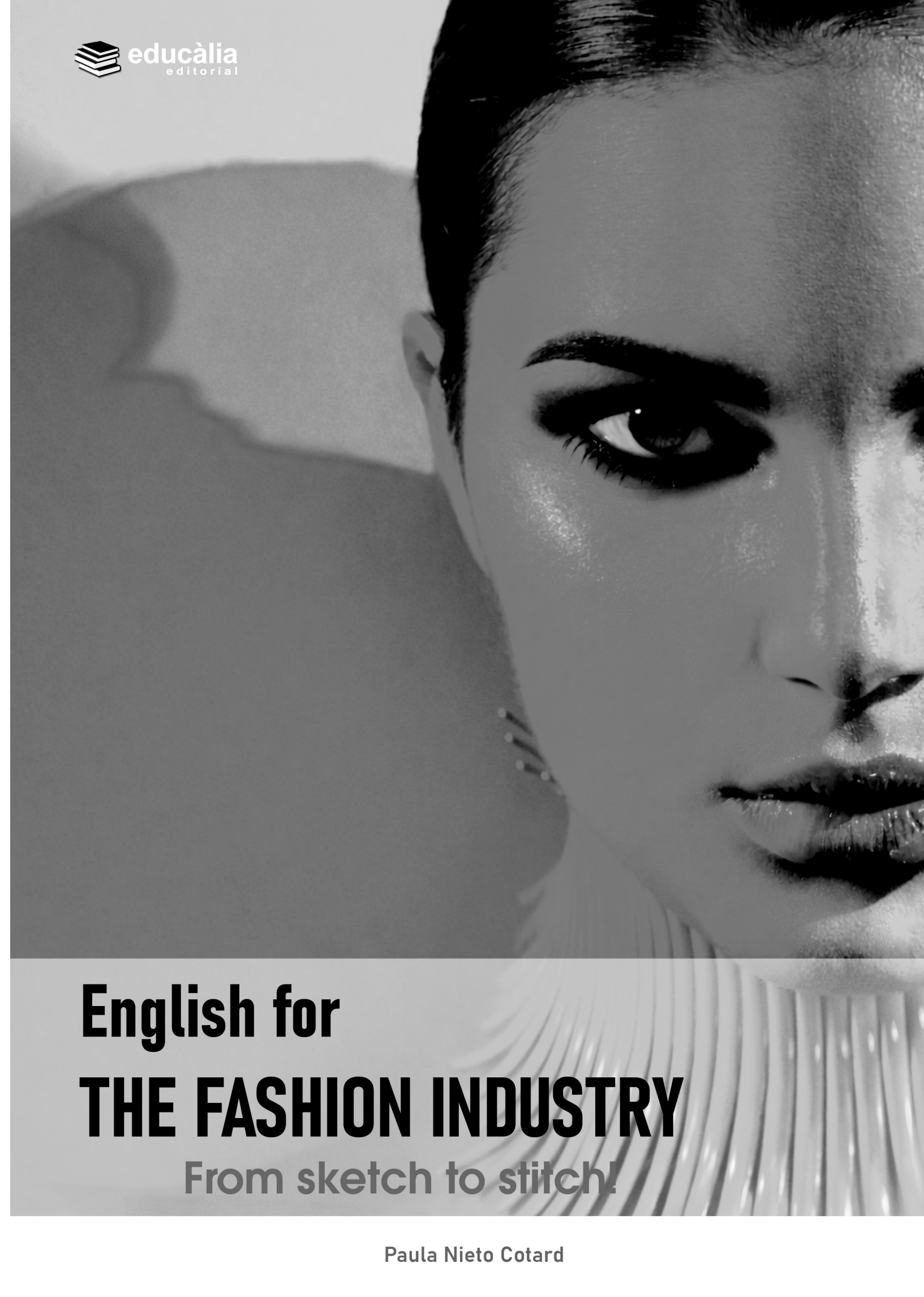
Educàlia Editorial, S.L.

Carrer Mestre Esteban Català, 2-bis, 46010 València

Tel: 960 624 309 - 610 900 111

E-mail: educaliaeditorial@e-ducalia.com

www.e-ducalia.com



English for THE FASHION INDUSTRY

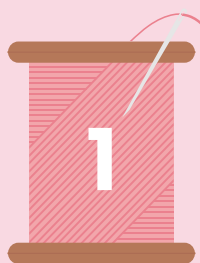
From sketch to stitch!

Paula Nieto Cotard

	Vocabulary	Reading	Grammar
1 Inside the fashion studio	Tools	Working in a fashion studio	Present simple & Present Cont.
Project 1: Podcast time			
2 Clothing	Types of clothes	Trending now	Imperative: Instructions & demands
Project 2: Flat sketch			
3 Garment parts I	Parts of clothing I	Sleeves & lapels	Past simple. Regular VS Irregular.
Project 3: Pattern correction			
4 Garment parts II	Parts of clothing II	Seasons & fashion	Past continuous. Countable & uncountable nouns.
Project 4: Technical sheet			
5 Textiles	Types of fabrics	Fur or no fur	Present Perfect.
Project 5: Infographic			
6 Trimmings & fastenings	Trimmings & fastenings	Levi's & Wrangler	Comparatives & superlatives
Project 6: Create an advert			
7 Embroidery & Printing	Embroidery & Printing	From corset to choice	Modal verbs.
Project 7: Timeline			
8 Production & Labelling	Embroidery & printing	When size stops meaning anything	Conditionals
Project 8: Taboo			

Listening	Speaking	Writing	Review
Routines & Roles	Introduce yourself as a trainee	An academic e-mail	Units 1-3
Assembly process	Orders and shipments	Description of a garment	
Checking bodice measurements	Getting fluent	Bodice measurement	
Cinema & fashion	TV show	Pattern surgery	
Textile trade fair	Textile sourcing	Follow-up writing	
Marketing	Advertisements	Review from material	Units 4-6
First impression	A stroll through history	CV	
Music & Fashion	Pitch	Cover letter	
			Units 7-8





INSIDE THE FASHION STUDIO

Contents	Vocabulary	Tools
	Reading	Working in a fashion studio
	Grammar	Present simple & Present continuous
	Listening	Routines & Roles
	Speaking	Introduce yourself as a trainee
	Writing	An academic e-mail



Vocabulary



Tools

1. Match the definition with the correct word. Pick the right Spanish word for each English definition. Match each item with its Spanish word as well.



- | | |
|----------------------|--|
| 1. Thimble | A. A container used to store sewing tools and materials. |
| 2. Sewing needle | B. A transparent thread used so stitches are not visible |
| 3. Needle threader | C. A soft cushion used to store pins safely. |
| 4. Cotton thread | D. A thin metal tool used to pass thread through fabric. |
| 5. Polyester thread | E. A fastening made of two parts that click together when pressed. |
| 6. Heavy-duty thread | F. A straight tool used for measuring and drawing straight lines. |
| 7. Invisible thread | G. A small gripping tool used to pick up tiny objects. |
| 8. Pins | G. A small gripping tool used to pick up tiny objects. |
| 9. Headed pins | I. A tool used to remove stitches without damaging the fabric. |
| 10. Buttons | J. A hook-and-loop fastening system used instead of buttons or zips. |
| 11. Hooks and eyes | K. A natural thread made from cotton fibres, suitable for light fabrics. |
| 12. Safety pins | L. A two-part metal fastening system used mainly in clothing closures. |
| 13. Snap fastener | M. A cutting tool with two blades used to cut fabric or thread. |
| 14. Velcro | N. Pins with a clasp that close securely to hold fabric together. |
| 15. Elastic band | O. A very resistant thread used for thick or heavy fabrics. |
| 16. Scissors | P. A flexible strip used to measure lengths and body dimensions. |
| 17. Sewing box | Q. Small fasteners sewn onto garments to close or decorate them. |
| 18. Tweezers | R. A small tool used to protect the finger when pushing a needle through fabric. |
| 19. Seam ripper | S. Pins with coloured heads that are easier to see and remove. |
| 20. Pin cushion | T. Small sharp objects used to hold fabric pieces together temporarily. |
| 21. Ruler | U. A tool used to measure and mark hems accurately. |
| 22. Measuring tape | V. A small tool that helps pass thread through the eye of a needle. |
| 23. Hem gauge | W. A stretchy strip used to allow garments to expand or fit tightly. |



Do you own a sewing kit yourself? Do you think it is useful to have one now that you are studying this VET? Why or why not?

<i>Thread</i>	<i>Bobbin</i>	<i>Yarn</i>	<i>spool of thread</i>
---------------	---------------	-------------	------------------------



9



Reading comprehension

Working in a fashion studio

The fashion studio opens early and receives students and designers every morning. The space includes large **cutting tables**, bright **work lights**, and several **sewing stations**. On the walls, the team displays **sketches**, **technical drawings**, and **fabric samples**. Everyone usually works in a calm but focused atmosphere.

At the moment, several students are preparing their materials. One student is taking a **spool of thread** from the **sewing box** and is checking the colour carefully. Another student is placing pins on the table and is filling the **pin cushion**. A classmate is holding a ruler and is measuring the length of a sleeve using a **measuring tape**.

In the pattern area, a student usually draws patterns by hand, but today she is using a **French curve** and is marking lines with **tailor's chalk**. She is attaching the pattern to the fabric with **headed pins**. Nearby, another student is cutting paper with paper scissors, while his partner is cutting fabric using **fabric scissors**.

In the sewing area, the machines usually run all morning. Right now, one student is threading the needle and is guiding the fabric slowly. Another student is pulling a **seam ripper** from the kit because she is removing a wrong stitch. An intern usually **keeps** the tools organised, and at the moment she is arranging **buttons**, **snap fasteners**, and **hooks and eyes** in small boxes.

The teacher normally observes the class and gives advice. At this moment, she is explaining how to choose the correct **elastic band** and is demonstrating how **velcro works** on a sample garment. Students listen carefully and ask questions while they are practising.

During the session, everyone follows safety rules and respects the tools. At the end of the lesson, students usually clean their work areas, but right now they are finishing their tasks and are storing the materials in the **sewing kit**.



1. Read the text and decide if the sentences are True (T) or False (F). Correct the false ones.

1. The fashion studio opens early every morning.
2. The walls show sketches, technical drawings and fabric samples.
3. A student is filling the pin cushion with buttons.
4. One student is measuring the length of a sleeve with a measuring tape.
5. A student is using a French curve to mark pattern lines.
6. Paper scissors and fabric scissors are used for the same materials.
7. One student is removing stitches with a seam ripper.
8. The intern is organising buttons, snap fasteners and hooks and eyes.
9. The teacher is demonstrating how to use an elastic band and Velcro.
10. Students are cleaning their work areas at the moment.

True	False



2. Find the following words in the text:

1. Two verbs related to cutting

2. Two tools found in a sewing kit

3. One fastener

4. One measuring tool

3. Find a synonym for the following words in the text:

Shining (Paragraph I)		Each (Paragraph I)		Currently (Paragraph II)	
Learner (Paragraph II)		Close (Paragraph III)		Normally (Paragraph III)	
Mistaken (Paragraph IV)		Trainee (Paragraph IV)		Example (Paragraph V)	
To show (Paragraph V)		Guidelines (Paragraph VI)		To stockpile (Paragraph VI)	

4. Create a text using the words from exercise 3. Use at least 8 words.

5. In pairs answer the following questions:

- Do you know any sewing studio in your city? Which one? Who is the owner?
- How many times have you been into a fashion studio?





Present simple & Present continuous

1. Read the text and complete it with the words from the box:

Now	Negative	Future	Continuous	Questions
Facts	Affirmative	Always	Not	Questions
Annoying	Routines	Auxiliary	Generally	Temporary
Consonant	Last	Simultaneous	Finish	Add

Present simple

Usage:

1. Talk about (11) _____ and habits.
Ex.: Sara sleeps eight hours every night during the week.

2. Things that are (12) _____ true.
Ex.: It rains a lot in winter.

3. Giving (13) _____.
Ex.: We come from Spain.

Construction of pres. simple:

1. In the (14) _____ form we (15) _____ an -s or -es (-O, -CH, -SH, -SS, -X, or -Z) in the third person singular.

Ex.: He speaks loudly. She brushes her hair. She kisses her mom.

2. For verbs that (16) _____ in consonant -y, we remove the -y and add -ies.

Ex.: He carries his own luggage.

NOTE: For verbs that end in a (17) _____ + y, we just add -s.

Ex.: plays -> plays / enjoy -> enjoys

3. In the (18) _____ form we use **don't** or **doesn't** (3rd person singular) with all the verbs **EXCEPT** to be and modal verbs (can, must, may, might,...).

Subject + don't/doesn't + main verb (without "to") + complements

Ex.: Liliana doesn't speak Portuguese, she prefers Italian.

4. For (19) _____, we normally use **do** or **does** at the beginning of the sentence.

Do/Does + subject + main verb (without -s) + complement

Ex.: Do you want to go to the cinema? / Does your father work here?

NOTE: You can also use the verb "to be" as an (20) _____ to make questions (when asking about identity, characteristics, feelings, location, or age)

Present continuous

Usage:

1. Talk about things that are happening (1) _____:

Ex.: I'm learning English at the moment.

2. Talk about plans and (2) _____ arrangement:

Ex.: The chef is giving the masterclass next Friday.

3. (3) _____ actions:

Ex.: We are studying knife cuts these days.

4. Repeated actions with "(4) _____". Often (5) _____ habits:

Ex.: He is always leaving his knives dirty.

5. Two (6) _____ actions:

Ex.: I am chopping onions while my partner is preparing the sauce.

Construction of pres. (7):

1. We always use the verb "to be" (am, is, are) + main verb finished -ing.

Ex.: She is doing her homework

2. Negative forms:

Ex.: She is (8) _____ using the blender. -> ("to be") + not + verb-ing.

3. (9) _____ ("to be" + subj. + verb-ing):

Ex.: Are they practicing julienne cut?

SPELLING RULES:

1. Most verbs just simply add -ing: doing, going, studying...

2. When verbs finish in -e, we drop the -e and add -ing: liking, slicing, living...

3. For verbs with stress on the (10) _____ syllable or monosyllabic finished in Consonant+Vowel+Consonant (CVC), we double the last consonant:

Ex.: She is chopping the onions, while he is cutting the meat.



2. Complete the sentences with the correct form of the verb in Present Simple:

1. A professional pattern maker always _____ precise measurements before drafting a new garment. *(take)*
2. Pattern makers _____ disposable fabric when they prepare a final pattern. *(use - negative)*
3. _____ the designer usually _____ the technical drawing before production begins? *(review)*
4. She _____ fitting adjustments after the first prototype is tested. *(make)*
5. The workshop _____ poor-quality materials, even for sample garments. *(accept - negative)*
6. _____ you _____ the seam allowance according to the design specifications? *(add)*
7. This fashion studio _____ several collections every year. *(produce)*
8. The assistant _____ the pattern pieces correctly if the labels are missing. *(identify - negative)*
9. _____ this pattern _____ any alterations for different sizes? *(require)*
10. A skilled pattern maker _____ close attention to proportions and balance. *(pay)*

3. Complete the sentences with the correct form of the verb in the Present Continuous

1. The pattern maker _____ the fabric pieces for today's fitting. *(cut)*
2. The designer _____ on a new collection this week. *(work)*
3. We _____ the pattern because the measurements are incorrect. *(not / use)*
4. _____ the assistant _____ the notches on the pattern right now? *(mark)*
5. She _____ adjustments while the model is wearing the prototype. *(make)*
6. They _____ the final version yet because the client has not approved the design. *(not / prepare)*
7. _____ you _____ the grain line carefully during this process? *(check)*
8. The studio _____ production costs at the moment. *(review)*
9. The pattern makers _____ the toile to test the fit. *(fit)*
10. He _____ attention to fabric behaviour while draping the garment. *(pay)*

4. Take two different markers and go to the reading from the unit. Underline with one colour the verbs in present simple and with another colour the present continuous.

-
-



5. What do you like to do (simple)? What are your plans for this weekend? (continuous)



1 Listenings



Routines & Roles

BEFORE LISTENING

1. Look at these key words. What do you think the conversation will be about?

pattern maker

trainee

measurements

production

fittings

fashion market

responsibilities

2. Listen to the conversation and answer the questions.

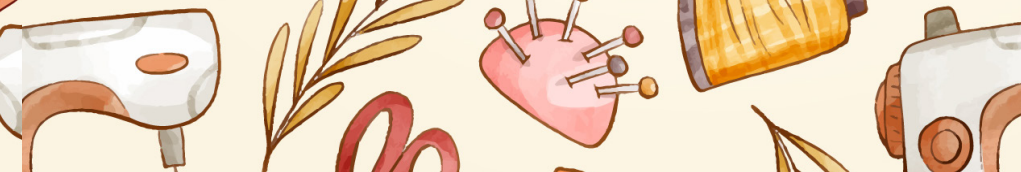
1. Who is Agata and what is her role in the studio?
2. What is Rosie learning during her traineeship?
3. Why is accuracy important in pattern making?



3. Listen again and decide if the sentences are True (T) or False (F). Correct the false ones.

- 1. The studio usually starts the day by checking emails and production schedules.
- 2. Designers are responsible for drafting patterns and preparing fittings.
- 3. Rosie is tracing patterns and labelling pieces at the moment.
- 4. Agata says that accuracy is not very important in pattern making.
- 5. The studio is developing a large international collection this week.
- 6. Agata is supervising the fittings during the current project.
- 7. Machinists are sewing updated versions of the garments right now.
- 8. Pattern makers work independently and rarely communicate with other professionals.
- 9. Production managers organise deadlines and costs in the sewing market.
- 10. Agata believes that creativity is more important than organisation and responsibility.

True	False



4. What is a capsule collection? Pick the correct choice:

- a) a **small, carefully selected set of garments** designed to work well together.
- b) a **single garment designed by one person** and sold only as a one-off artistic piece, without any commercial purpose.
- c) a **very large fashion line** that includes all the garments a brand produces in one year and focuses on mass production.

5. Listen to the record again and make a list of the professional roles they are mentioning:

1.	
2.	
3.	
4.	
5.	

6. Match the definition of the following positions:

- | | |
|-------------------------|--|
| A. Fashion designer | 1. Creates the first garment prototypes to test fit and construction. |
| B. Textile designer | 2. Designs fabrics, prints, textures and surface patterns. |
| C. Pattern maker | 3. Creates and adjusts patterns so garments fit correctly. |
| D. Sample maker | 4. Works with digital software to develop and modify patterns. |
| E. Sewing machinist | 5. Develops creative ideas, sketches and collections. |
| F. Garment technologist | 6. Adapts patterns to different sizes following sizing charts. |
| G. Pattern grader | 7. Sews garments and samples using industrial sewing machines. |
| H. CAD pattern maker | 8. Checks fit, construction quality and technical standards of garments. |

Can you think of any other role relevant for you in the sector?

7. Which aptitudes or skills are mentioned in the listening? Listen again if necessary or check the transcript.

- | | |
|---------|---------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | |

Answer the following questions:

- 1. Do you agree with the necessary aptitudes? Is there anything else you can add?
- 2. Do you think Agata is right when she says that trainees grow a lot watching and helping?



Speaking



Introduce yourself as a trainee

1. Complete the dialogue with the correct word. Be careful! Two words are extra and DO NOT FIT.

Development	Week	Prototypes	Training	Trainee	Good	Skills
Currently	How	Capsule	Senior	Tasks	Avoid	Learn

Mentor:

Good morning. I'm Alex. I'm the 1. _____ pattern maker here. I usually supervise fittings and coordinate pattern 2. _____ in the studio.

Trainee:

Nice to meet you, Alex. My name is Jamie. I'm a 3. _____ pattern maker, and I'm 4. _____ learning how the studio works.

Mentor:

Great. What tasks do you usually do during your 5. _____?

Trainee:

I usually assist with basic 6. _____. I trace patterns, label pieces and prepare fabrics. At the moment, I'm observing fittings and learning 7. _____ adjustments are made.

Mentor:

That's good. Right now, we are working on a 8. _____ collection, so everyone is very focused. I'm supervising the fittings this 9. _____.

Trainee:

That sounds interesting. Are the machinists working on the 10. _____ now?

Mentor:

Yes, they are sewing updated versions of the garments. We check the patterns every day to 11. _____ mistakes.

Trainee:

I understand. I'm paying close attention because I want to improve my technical 12. _____.

Mentor:

That's the right attitude. In this studio, we value accuracy, teamwork and organisation.

2. Let's role-play a conversation like this one. Work in pairs, write down the conversation, let your teacher correct it and create a nice video of your own conversation! Try to use apps like CapCut to edit the video. Watch the video to see your mistakes and re-do it as many times as necessary to master pronunciation and grammar! Let's get fluent.



Do you think having an intern is an advantage or a disadvantage for a company?

A diagram of a cell, likely an epithelial cell, showing a pink, oval-shaped body. The top surface is covered with numerous small, dark, rounded protrusions called microvilli. The interior of the cell is filled with a dense, wavy pattern representing the cytoplasm. The bottom surface is slightly indented.

1. Read the e-mail and fill in the gaps with the words from the box:

When	Design	Explanations	Am	At the moment	Contents	Well
Please	Not	Feedback	Thank	Regards	English	Also

NEW MESSAGE

—

↗

×

←

→

↺

★

To : pnieto@englishinthefashionindustry/from_sketch_to_stitch.com

CC :

bcc :

Subject : pnieto@englishinthefashionindustry/from_sketch_to_stitch.com

Dear Miss Paula,

I a) _____ Esther, from the first-year class of the Intermediate VET in Pattern making and
b) _____.

I hope you are **c)** _____. I am writing to ask a few questions about the English subject.

d) _____, we are studying the unit on Present Simple and Present Continuous, and I am reviewing the e) _____ for the next test. I usually understand the grammar f) _____ in class, but I am having some difficulties with the difference between habits and actions happening now.

In particular, I don't understand **g)** _____ we use frequency adverbs, and I am **h)** _____ sure if I am using the correct tense in some exercises. I am **i)** _____ working on the written task this week, and I want to make **j)** _____ I am doing it correctly.

Could you **k)** _____ clarify these points or recommend some extra practice exercises? I am trying to improve my **l)** _____, and your **m)** _____ really helps me.

n) _____ you very much for your time.

Best ☒)

Lucía Dois

😊 🖼️ 🔗 Aa 📺 Send Draft 🗑️

2. Identify the different parts of the email and write them down.

3. Go to page X and pick one of the situations given. Write an e-mail to your teacher following the structure of exercise 1.



Project



Podcast time

1. Work in pairs. Do some research about a pattern making podcast (two per person) and present your results to the class. Make a presentation mentioning the following:

- 
- Name and authors of the podcast
 - What is it about
 - Why do you like it
 - Do you think this podcast can help people in their career?
 - Show the place you can find them.



2. Pick a tool from the ones you have learned through the unit or a new one. Write down just a sentence in which you explain its usage and the Spanish translation.

For example: A pin cushion holds and organises pins while you are sewing. -> El alfilerero

3. Let's create a podcast ourselves! Each student picks one tool (try to make them all different) and repeats the same sentence in exercise 2. You also need to designate a person to record everyone and one or two people as presenters. To organize yourself, follow the plan below:

Presenters – Introduction to podcast

Presenters – Introduction to section

Student 1 – Tool + Translation

Student 2 – Tool + Translation

Student 3 – Tool+ Translation

Student 4 – Tool + Translation

Presenters – Dismissal previous section and introduction to section.

Student 5 – Tool + Translation

Student 6 – Tool + Translation

Student 7 – Tool + Translation

Student 8 – Tool + Translation

Presenters – farewell

Presenters must introduce the podcast; they can separate sections following the scheme of a kitchen and end the podcast with a nice dismissal.