
WHAT'S IN FASHION?

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| Type of modul | Creative Communication |
| Level | A2+ |
| Target group | 14-17-year-old learners |
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

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| TYPE OF MODULE | Project Work |
| DESCRIPTION OF MODULE | Ls learn about fashion and trends. Ls, in groups of four, produce a fashion show and write a review about their own show describing the different items of clothing in detail. They can either use real clothes and themselves as model, or clothes and models made of paper or some other material. |
| AIMS AND OBJECTIVES OF MODULE | This module aims to enable Ls to do these things more effectively: <ul style="list-style-type: none"> ■ complimenting somebody, talking about clothes and materials, speaking about yourself and fashion, discussing what a good compere is like ■ listening to informal, spoken English about fashion, listening to the compere of a fashion show ■ reading fashion show reviews, reading a description about somebody and finding his/her picture ■ writing a description of what somebody looks like and what somebody is like, writing a story, writing a review about clothes ■ making a joint decision, co-operating with others; using material produced by peers, planning and preparing for a joint presentation ■ giving practice in oral presentations |
| TIMEFRAME | 5 lessons |
| TARGET GROUP | 14-17-year-old learners |
| LANGUAGE LEVEL | A2+ |
| SUGGESTED LANGUAGE COMPETENCE | Suggested language competence To complete the module, Ls need be able to do the following: <ul style="list-style-type: none"> ■ use the present and past tenses to narrate events ■ have basic vocabulary about clothes and materials ■ present general information ■ ask a variety of questions |
| LINKS OF THE MODULE | |
| Cross-curricular links | Arts – designing clothes, Sociology, Psychology Life long learning / Learner training |
| Links with other modules | Internet – Virtual shopping, window shopping, shopping |

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

Having completed the module, Ls will be better able to

- compliment someone on something
- talk about clothes and fashion
- describe someone's appearance
- read about fashion shows and clothes

General, educational skills

- giving a presentation
- reaching a compromise in team-work

EVALUATION

- self-assessment through criterion-based self-assessment forms
- Ls will be able to assess each others' work with a strong emphasis on appreciating the positive aspects of their peers' products
- T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls could evaluate the project together within a framework that encourages cooperation and appreciation of the others' work

SUGGESTIONS

It is important that you do not let boys feel they are not as motivated as the girls. Emphasize that it is not only clothes you talk about, rather a notion of being trendy – that is central for every teenager, be it a boy or a girl. If Ls prefer it, let them do a show with models and clothes made of paper. The main focus here is on what the compere says, and on the amount of fun they have while learning.

BACK UP SYSTEMS

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MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--|---|---|---|
| 1 | Enhancing group dynamics, setting the way of evaluation | Ls compliment each other on their appearance, Ls discuss what to wear on a certain occasion, Ls discuss issues related to fashion and clothes, Ls hear about the project | compliments, describing someone's appearance | 1.1 Stick-on labels with names of clothes and accessories on them 1.3 Role cards 1.4 Find someone... slips |
| 2 | Familiarizing Ls with what a fashion review looks like, exposing Ls to informal bits of spoken English | Ls read descriptions of clothes and fashion reviews, Ls listen to informal bits of spoken English, Ls describe each other's and someone else's appearance | describing an item of clothing in detail, informal spoken English | Tape recorder 2.2 Listening tapescript 2.2 Listening handout 2.3 Fashion show reviews 2.4 Pictures |
| 3 | Putting together a checklist for the compere of the show, talking about misleading first impressions | Ls analyze their descriptions, Ls put together a checklist for the compere, Ls talk about first impressions that were wrong | parts of a description, checklist language (DO, DON'T), story-telling in the past | Ls' homework a pair of scissors blu tack (preferably A4) photo of somebody you know 3.4 Checklist for T to consult (NOT to show Ls) A0 sheet for the checklist |
| 4 | Familiarizing Ls with each other's taste in clothes, helping Ls put together their presentation | Ls define pieces of clothes, Ls make a mini-survey in the class, Ls put together the text for their show | revising and extending vocabulary about clothes, fashion reviews | 4.1 Stick-on labels with names of clothes 4.2 Questions about fashion 3.4 Checklist |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--|---|--|---|
| 5 | Giving a presentation in front of an audience, self- and peer-evaluation | Ls present their shows and exhibit their reviews, Ls evaluate themselves and each other | describing someone in detail, language of assessment | 5.1 Banners 3.4 Checklist Clothes that Ls bring (either real ones or paper ones) (Models, if they are not Ls) 5.2 Assessment sheets 5.4 Self-assessment forms |

PROCEDURE

LESSON 1: WE'RE LOOKING GOOD!

Aims of the lesson:

- complimenting somebody
- talking about clothes
- writing about clothes
- co-operating with others: using material produced by peers

Materials and resources: 1.1 Stick-on labels, 1.2 Role cards, 1.3 Find someone... slips

Before the lesson: Prepare enough 1.1 Stick-on labels for your Ls, make enough copies of the 1.3 Role cards, cut up the 1.4 Find someone slips

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|---|---------------------------------------|
| STAGE 1 | Warmer – What are you wearing? |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 1.1 Stick-on labels |

TEACHER'S ACTIVITIES

1. Tell Ls you'd like to know what the most fashionable items of clothing are and you will make a mini-survey to find out. Ask Ls to put their hands up they hear an item of clothing they are wearing today, then read out the items in 1.1. Take a note of who's wearing what, this will be important in the next activity.

Make sure students know the difference between jeans & trousers, or top and T-shirt etc.

LEARNERS' ACTIVITIES

1. Ls decide if they are wearing a given item and give physical response.

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| STAGE 2 | Speaking mingle – What beautiful clothes! |
| TIME | 12 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class melee |
| AIDS AND MATERIALS | 1.1 Stick-on labels |

TEACHER'S ACTIVITIES

1. Compliment one or two of your Ls on their appearance with expression such as:

What (a) nice/beautiful/pretty ... (you have)!
Your ... look(s) great!

2. Then elicit expressions Ls would use to compliment someone whose clothes they like and add some other phrases if necessary, and put them on the board in two columns: one for singular nouns, the other for plural ones, as below:

SINGULAR

What a nice/beautiful/pretty ... (you have)!
Your ... looks great!
I love your
You're looking great in/with this ...
That's a really cool ... (you're wearing).

PLURAL:

What nice/beautiful/pretty ... (you have)!
Your ... look great!
I love your
You're looking great in/with these ...
Those are really cool ... (you're wearing).

LEARNERS' ACTIVITIES

1. Ls listen (and feel great because they are in the centre of your attention for something not really connected to English).
2. Ls list compliments they are familiar with and note down new ones.

TEACHER'S ACTIVITIES

3. Stick a label on each L's back with the name of an item of clothing or an accessory on it (one that they are actually wearing, this should be easy after the previous activity) and tell Ls to walk around and compliment each other based on these slips. Demonstrate that they should sound nice and honest, and that they might exaggerate it somewhat. Encourage Ls to ask a question about the item they are praising, e.g. "Where did you get it/them?", "Is it/Are they new?".
4. When Ls have talked to at least 6-8 other Ls, tell them to sit down and tell the class the nicest compliment they got.

LEARNERS' ACTIVITIES

3. Ls walk around and compliment each other on their appearance, using the expressions on the board. They also ask questions about each other's clothes and accessories.
4. Ls list the compliments they liked best.

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| STAGE 3 | Role play – What should I wear? |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Speaking |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 1.3 Role cards |

TEACHER'S ACTIVITIES

1. Tell Ls that there is a party in the school tomorrow and they should decide what to wear. Give out the role cards to pairs of Ls and tell them to read the information and then act out the dialogue.
2. When Ls are done, ask each L to write down on a slip of paper what he/she is going to wear and collect the slips (which will be used in the homework).

(If Ls finish earlier and they are used to role playing in front of the class, you might want to ask a pair to act out their dialogue in front of the whole class.).

LEARNERS' ACTIVITIES

1. Ls read the role cards and act out their dialogue.
2. Ls write down the clothes they decided on and give the slips to T.

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|---|---------------------------------------|
| STAGE 4 | Speaking – Find someone who... |
| TIME | 13 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class melee, Group work |
| AIDS AND MATERIALS | 1.4 Find someone who... slips |

TEACHER'S ACTIVITIES

1. Write on the board “Find someone who has a pair of green shoes at home.” and elicit the question Ls have to ask order to find out whether someone has got a pair of green shoes or not, i.e. “Do you have a pair f green shoes at home?” Write another example on the board, e.g. “Find someone who is a Madonna fan” and elicit “Are you a Madonna fan?”.

Give each L a slip with a similar sentence on it and ask if anyone needs help with forming the question.

(If you've already played Find someone who..., you might skip this part and simply give them the slips.)

2. Tell Ls to stand up and talk to as many people as possible, taking notes of their answers.
3. When Ls have talked to at least 6-8 people, tell them to sit down in groups of four and share their results. Then ask the group to report their most interesting findings to the whole class.

LEARNERS' ACTIVITIES

1. Ls read their slip and ask for help if necessary.

2. Ls walk around and talk to each other, taking notes.

3. Ls discuss their answers in groups and then report back to the class.

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|---|--------------------------------|
| STAGE 5 | Introducing the project |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Ask Ls if they have ever been to a fashion show, then go on to ask whether they have ever made one. Then tell Ls that in this project they will have the opportunity to create a fashion show which they will perform at the last lesson. They will also have to write a review about their own show in which they introduce the different pieces of clothes.

Tell Ls that assessment will be based on criteria that they will set up together during the next three lessons and that they will evaluate their own work and their peers' work using the same set of criteria as you.

2. Tell Ls to get into groups of four for the next class and to decide whether they want a fashion show with real clothes and living models, or one with clothes and models made of paper.

Answer any questions Ls have about the project.

LEARNERS' ACTIVITIES

2. Ls form groups and decide what kind of show they will do.

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| STAGE 6 | Setting homework – He/She looked so good! |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing |
| ORGANISATION | Individual homework |
| AIDS AND MATERIALS | Ls' notes from the 1.4 role play |

TEACHER'S ACTIVITIES

1. Give out the slips collected after the role play in a way that nobody gets their own slip and ask Ls to imagine that the party is over and they write a letter about it to a friend. Tell Ls that what they see on their slip is what the nicest girl/guy in the party was wearing and since they spent all the evening looking at him/her, this will be the main subject of their letter. Emphasize that you are not expecting a dry description but a subjective and enthusiastic account, full of compliments like the ones at the beginning of the lesson.

LEARNERS' ACTIVITIES

LESSON 2: FASHION AND ME

Aims of the lesson:

- talking about clothes and materials
- reading fashion show reviews
- writing a description of someone
- listening to informal, spoken English about fashion

Materials and resources: Tape recorder, 2.2 Recording, 2.2 Listening tapescript, 2.2 Listening handout, 2.3 Fashion show reviews, 2.4 Pictures A-P

Before the lesson: Listen to the recording, make one copy of the 2.2 handout and the 2.3 reviews for each L, decide whether you'll do 4.A or 4.B

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| STAGE 1 | Warmer – Clothes, materials |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Ask Ls to stand up and look around carefully, observing what kind of clothes the others are wearing. Tell them they will have to describe somebody's appearance without looking at him/her, and the others will have to guess who is being described. Show them what you mean by describing somebody, e.g. "She is wearing a blue cotton top and a white denim skirt today. She also has a pair of silver earrings and a blue necklace." If the class guesses correctly, the L who has been described gives a description of someone else, mentioning names of clothes, colours and materials as well as accessories. The chain goes on; those who have already described someone's appearance sit down.

(Ls might not yet be familiar with the names of materials but these can be taught easily during the exercise. The names that usually come up are not more than cotton, denim, canvas, wool, silk, synthetic material.)

LEARNERS' ACTIVITIES

1. Ls stand up and observe each other's clothes and appearance.
Ls listen and then describe how one of their classmates is dressed.

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| STAGE 2 | Listening – Spoken English bits about fashion |
| TIME | 18 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Speaking |
| ORGANISATION | Individual, Pair Work, Whole class |
| AIDS AND MATERIALS | Tape recorder, 2.2 Recording, 2.2 Tapescript, 2.2 Handout |

TEACHER'S ACTIVITIES

1. Tell Ls they will listen to Jamie, an Englishman, talking about his attitude towards fashion. Give out the 2.3 handout and tell Ls to look at Ex. 1 when they first listen to the tape.

KEY:

- 1 – his shopping habits
- 2 – school uniform

When playing the tape for the second time, ask Ls to note down what they hear in connection with the questions in Ex 2.

(If your Ls are less skilled in listening, you might want to focus them on questions 2, 3, and 4 first; and then play the tape one more time with a focus on questions 1, 5, and 6, to help them understand more.)

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

KEY:

- 1 – Once or twice a year, he runs around a few shops and picks some things as quickly as possible.
 - 2 – It is important to him, he rather pays a bit more if he knows the quality is better and the clothes will last longer/be more comfortable.
 - 3 – Natural materials; most of his clothes are cotton.
 - 4 – For a boy: trousers, a shirt, perhaps a patterned tie, a jumper, and possibly a blazer.
 - 5 – Because if children wear a uniform, they feel that they are part of a group, and also because differences are not so big if everybody wears the same uniform.
 - 6 – Because children see past the clothes and because there can be many variations, e.g. a blue skirt can look very cheap or very expensive.
2. Tell Ls to discuss the questions in Ex. 3 in pairs.

Ask some Ls to report back to the class.

LEARNERS' ACTIVITIES

2. Ls discuss what they think about these issues.

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| STAGE 3 | Reading – Fashion show reviews |
| TIME | 14 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Speaking |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | 2.3 Fashion show reviews |

TEACHER'S ACTIVITIES

1. Ask Ls where they can see new, trendy and expensive clothes and elicit the answer “at fashion shows”. Tell Ls that they will receive excerpts of fashion reviews and they will have to match these to pictures of clothes.

Give out a handout on which there are the pictures of four items of clothing and four pairs of descriptions about them. In each case, one of the descriptions fits the item of clothing better than the other one. Ls, working in pairs, have to decide which description is better.

2. When checking the answers, have Ls read out which parts helped them decide. You will need to read parts of the wrong text as well to see what incorrect information it contained.

KEY:

- 1 – A
- 2 – B
- 3 – A
- 4 – B

Ask Ls whether the descriptions they wrote as homework are very different from these texts and if yes, in what respect. Tell them they’ll have to produce a review like these ones to accompany the show they are preparing and ask if they are happy with it as it is or would like to change anything about it (e.g. “you must say when to wear the given piece”).

(The reviews are worded simply; however, if you think your Ls will encounter difficulty with the vocabulary, you might want to pre-teach the following items: tight, loose, float, pocket, sleeve.)

LEARNERS' ACTIVITIES

1. Ls read the reviews and do the matching. When they are finished, they compare their answers with their partner.

STAGE 4.A Setting homework – Describing a picture.

TIME 3 mins

TARGET GROUP Ls who have not had much practice in written descriptions

**SKILLS AND COMPETENCIES
IN FOCUS** Writing

ORGANISATION Individual homework

AIDS AND MATERIALS 2.4 Pictures A-P

TEACHER'S ACTIVITIES

1. Hand out a template to each L with a photo on it and ask them to write a 10-sentence description of the person in the box under the photo for next class, concentrating on the clothes he/she is wearing. Tell Ls to cut the sheet into two parts when they are finished so that they have the photo and the description on separate sheets. Remind Ls of the names of the materials covered at the beginning of the lesson and also of the reviews that they have just finished reading.

LEARNERS' ACTIVITIES

STAGE 4.B Setting homework – Describing a picture.

TIME 3 mins

TARGET GROUP Ls who have had some practice in written descriptions

**SKILLS AND COMPETENCIES
IN FOCUS** Writing

ORGANISATION Individual homework

AIDS AND MATERIALS 2.4 Pictures A-H

TEACHER'S ACTIVITIES

1. Make two copies of eight photos if you have 16 students. This way pairs of Ls have the chance next class to compare what they produced and they can come up with a third version that contains the best parts of what they wrote.

LEARNERS' ACTIVITIES

LESSON 3: DESCRIPTIONS

Aims of the lesson:

- speaking about yourself, discussing what a good compere is like
- reading a description about somebody and finding his/her picture
- writing some personal data about somebody
- co-operation; using material produced by peers

Materials and resources: Ls' homework, a pair of scissors, blu tack, a (preferably A4) photo of somebody you know, 3.4 Checklist, A0 sheet for the checklist,

Before the lesson: Make sure you have a pair of scissors and blu tack, find the photo you'll use in 3.2

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| STAGE 1.A | Checking homework – What does he/she look like? |
| TIME | 12 mins |
| TARGET GROUP | Learners who did 2.4.A |
| SKILLS AND COMPETENCIES IN FOCUS | Reading |
| ORGANISATION | Individual work, Whole class |
| AIDS AND MATERIALS | Ls' homework |

TEACHER'S ACTIVITIES

1. Collect the descriptions Ls produced and ask Ls to stick their picture on the wall. (If someone has forgotten to cut the sheet into two, give them the scissors.)

Redistribute the descriptions and tell Ls to read the one they got and then find the picture that it describes.

Tell Ls to take the corresponding picture from the wall and sit down with it. Ask them to underline in the description any expression or even sentence that they particularly like. Have some Ls read these out to the whole class and try to elicit reasons for why they like the given part. You should remember the reasons they give when doing the next exercise so it is a good idea to jot them down.

LEARNERS' ACTIVITIES

1. Ls hand in their description and stick their picture on the wall.

Ls receive someone else's description, read it and walk around the class trying to find the picture it is about.

Ls sit down and highlight parts of the description that appeal to them.

Ls listen to some parts of the descriptions.

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|---|--|
| STAGE 1.B | Checking homework – What does he/she look like? |
| TIME | 12 mins |
| TARGET GROUP | Learners who did 2.4.B |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Pair work, Whole class |
| AIDS AND MATERIALS | Ls' homework |

TEACHER'S ACTIVITIES

1. As there are two pictures of each person, there will be two descriptions about the same picture. Tell Ls who have the same picture to sit down as a pair and compare their descriptions.

Ask Ls to make a “best of” version of their descriptions by choosing the version they liked more wherever there are differences. Then ask them to underline in this new description any expression or even sentence that they particularly like. Have some Ls read these out to the whole class and try to elicit reasons for why they like the given part. You should remember the reasons they give when doing the next exercise so perhaps it is a good idea to jot them down.

LEARNERS' ACTIVITIES

- 1 Ls sit down in pairs and compare their two descriptions of the same picture. If they find differences, they decide which version they like better and why.

Ls produce a third, excellent, version of their description and choose some particularly good expressions from it which they share with the class.

Ls listen to some parts of the descriptions.

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| STAGE 2 | Interview – Judging by appearances |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing Speaking |
| ORGANISATION | Individual, pair work |
| AIDS AND MATERIALS | An A4 photo of somebody you know |

TEACHER'S ACTIVITIES

1. Show Ls an A4 photo (or if you have a smaller one, walk around and show it to everybody) and ask them to imagine what the person in it is like. Give categories to which Ls have to give an answer, such as:
 - name
 - age
 - job
 - family status
 - pet(s)
 - hobbies
 - favourite band/singer
 - a dream/ambition
 - sth the person is afraid of

2. Tell Ls to work in pairs and conduct mini-interviews as if one of them was the person in the picture and the other one had just met him/her. (That is to say, Ls should ask YOU-questions, not HE/SHE ones, to make the activity more personal.)

Ask Ls what some of the greatest differences between them were.

3. Then tell Ls you know the person in the picture and give the real answers for all the categories. This usually provokes intense attention as well as a good chance for Ls to think about why they chose a certain answer.

LEARNERS' ACTIVITIES

1. Ls look at the picture and write down what they think of the person.

2. Ls ask questions to get to know each other's character.

3. Ls listen and say if anyone guessed correctly.

STAGE 3 Discussion – First impressions might be wrong

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Group work, whole class

AIDS AND MATERIALS None

TEACHER'S ACTIVITIES

1. Tell Ls that the previous activity perfectly illustrated that one look at someone is not enough, still most of us form an opinion about anyone they meet in about 2 minutes. Ask Ls whether they had ever been misled by a first impression and encourage them to tell the others in their group what happened.

To help Ls, write some expressions on the board:

At first I thought that ... was ...because ...

And later I was really surprised when it turned out that...

First I didn't think ... was very nice because ...

As feedback, ask Ls what was misleading about the other person – clothes, something they said etc.

LEARNERS' ACTIVITIES

1. Ls tell their group about how they misjudged someone when meeting the person for the first time.

STAGE 4 Setting evaluation criteria – checklist for the compere of the show

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Listening

ORGANISATION Group Work, whole class

AIDS AND MATERIALS 3.4 Checklist, A0 sheet

TEACHER'S ACTIVITIES

1. Arrange Ls in groups and tell them to think about what advice they would give to the compere of a fashion show about introducing the different pieces of clothes. Tell Ls to think about both content and form or style; that is, WHAT should the person say and HOW he/she should say it.

Divide the blackboard into two halves and write WHAT and HOW on top of them.

2. Give each group a piece of chalk (or a whiteboard marker) and ask them to put their ideas on the board.

Tell Ls to look at the board and ask each other questions if they don't understand something. (If there are no questions, come up with some yourself so that each group has a chance of clarifying what they meant.)

3. Then put the A0 sheet on the wall next to the board and ask Ls what should be included in their own checklist which will help them when they produce their own fashion show. Write these on the sheet.

(If Ls are not willing to "vote in" anything, you might want to take a real vote: for each item, ask who would like it to be on the list and then include the top 6-10 ones, depending on how many you originally had.)

LEARNERS' ACTIVITIES

1. Ls get into groups and note down what the compere of the fashion show should keep in mind when introducing the clothes.

Examples could be:

WHAT:

Use words like "fantastic", "super"

Talk about colours and materials

HOW:

Look at the audience

Smile a lot

Don't read every word, try to "talk"

2. Ls write their ideas on the board.

Ls read what is on the board and ask for explanation if necessary.

3. Ls list things they consider the most important.

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| STAGE 5 | Setting homework – choose the clothes and make a banner |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Ask the final groups to specify the (minimum) 5 items of clothing they want to include in their fashion show for the next class, as well as prepare a banner for the fifth lesson which shows the name of the “designer”, that is, any name the group has come up with.

LEARNERS' ACTIVITIES

1. Ls provide a list of clothes and prepare a banner with the name of the “designer” on it.

LESSON 4: GETTING READY

Aims of the lesson:

- speaking about fashion and being trendy
- writing a review about clothes
- planning and preparing for a joint presentation

Materials and resources: 4.1 Stick-on labels, 4.2 Questions, 3.4 Checklist (Ls' copies, too)

Before the lesson: Prepare the 4.1 Stick-on labels, find your copy of the 3.4 Checklist

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|---|--------------------------------------|
| STAGE 1 | Warmer – Find out who you are |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Small groups |
| AIDS AND MATERIALS | 4.1 Stick-on labels |

TEACHER'S ACTIVITIES

1. Stick a slip of paper on each L's back and tell them to walk around and ask questions in order to find out what they are. When they are finished, they should help others in the class.

LEARNERS' ACTIVITIES

1. Ls ask questions to find out what's written on their back.

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|---|---|
| STAGE 2 | Discussion about fashion and clothes |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Pair work (always with a different pair) |
| AIDS AND MATERIALS | 4.2 Questions |

TEACHER'S ACTIVITIES

1. Tell Ls that it is always important to know what the audience of a fashion show generally likes so now they will find out about each other's taste in clothes.

Ask Ls to stand up in the four groups in which they will do the show (they will need their exercise books). Then give each L a slip in a way that there is an A, B, C and a D slip in all the four groups.

Tell Ls that they have 5-6 minutes to go up to as many people from the other groups as they can (probably about five) and ask them their question. Ask them to make notes so that they can use these answers when preparing what the compere should say about the clothes.

2. When time's up, tell Ls to sit down in their groups of four and look at the notes they have made, deciding on how this knowledge about trends in the class will influence their fashion show.

LEARNERS' ACTIVITIES

1. Ls listen.

Ls stand up in their groups.

Ls walk around and ask members of other groups about their taste in clothes.
Ls take notes.

| | |
|---|--------------------------------|
| STAGE 3 | Remember the checklist? |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 3.4 Checklist |

TEACHER'S ACTIVITIES

1. Tell Ls that the remaining part of today's lesson will be devoted to prepare their shows and their reviews, In order to do this as well as possible, Ls should recollect what was in the compere's checklist which they created at the previous class.

When all/most of the items have been mentioned, put the checklist on the board and ask Ls to read it out one last time, just to be on the safe side.

LEARNERS' ACTIVITIES

1. Ls collect items from the compere's checklist.

Ls read out what's on the checklist.

STAGE 4.A Preparing for the show – What shall we say?

TARGET GROUP Ls who have more practice in speaking using notes and feel more confident

TIME 25 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Writing

ORGANISATION Group work

AIDS AND MATERIALS None

TEACHER'S ACTIVITIES

1. Tell Ls to take out the list of the clothes they want to include in their show. Tell Ls that they will have to write detailed descriptions about the different items, like the fashion reviews from lesson 2 – this will make up their own fashion review. During the show, this review is going to serve as a prompt for the compere or comperes (naturally, Ls choose their own comperes and not everybody has to be a compere but then they should be more active when preparing the material). That is to say, the comperes will give a presentation using notes (which they look at only occasionally) rather than read out something word for word. Tell Ls that the reviews will be put on the walls after the shows for everyone to see.
2. Walk around and help Ls write sentences (not too complicated but meaningful) about the clothes.

Emphasize that Ls will have 4 minutes to present their show and make sure they are not planning a show much longer than that.

Tell Ls to decide which compere describes which item and take home the description of their own items for rehearsal.

LEARNERS' ACTIVITIES

1. Ls write descriptions about their pieces of clothes, asking for help when necessary.
2. Ls take home the descriptions they are responsible for and rehearse it for next class.

STAGE 4.B Preparing for the show – What shall we say?

TARGET GROUP Ls who have less practice in speaking using notes and feel less confident

TIME 25 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Writing

ORGANISATION Group work

AIDS AND MATERIALS None

TEACHER'S ACTIVITIES

1. The procedure is the same as A, but allow the reviews to be read out by the compere or comperes (naturally, Ls choose their own comperes and not everybody has to be a compere but then they should be more active when preparing the material). This means that Ls do not have to worry about giving a presentation and have more time to focus on what they put into the review.

LEARNERS' ACTIVITIES

LESSON 5: SHOW TIME!

Aims of the lesson:

- presenting clothes as at a fashion show
- listening to the compere of a fashion show
- reading reviews about items of clothing
- self- and peer-assessment

Materials and resources: 5.1 Banners, 3.4 Checklist, Clothes that Ls bring (real or paper ones), (models, if they are not Ls,) 5.2 Assessment sheet, 5.4 Self-assessment form

Before the lesson: Tell Ls at the end of the previous lesson to rearrange the furniture in the classroom in the break (see below). Tell Ls to put up any decoration they have made. Make a copy of the 5.2 Assessment sheet and the 5.4 Self-assessment form for each learner.

Classroom arrangement: This is a fashion show, so you should have a catwalk and a corner for the compere. It's useful to arrange the chairs on the two sides of the catwalk, to increase the impression of being at a fashion show.

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|---|-----------------------------|
| STAGE 1 | Checking arrangement |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Co-operation |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | None |

TEACHER'S ACTIVITIES

1. Make sure the furniture has been arranged appropriately, and show Ls the banners.

LEARNERS' ACTIVITIES

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|---|---|
| STAGE 2 | Fashion shows |
| TIME | 20 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Presentation skills |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | Clothes that Ls bring, 5.2 Assessment sheet |

TEACHER'S ACTIVITIES

1. Tell Ls to present their shows in turns.

Check timing.

(As this is really a performance and Ls must have worked a lot with it, try to create a supportive atmosphere and encourage the groups to give an applause after each show, or perhaps even during the shows.)

2. After each show, give Ls a little time to fill in the relevant parts of the 5.2 Assessment sheet, and do the same yourself.

LEARNERS' ACTIVITIES

1. Ls listen.

Ls present their shows.

| | |
|---|-------------------------------|
| STAGE 3 | Evaluating the reviews |
| TIME | 16 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Peer assessment |
| ORGANISATION | Individual work, group work |
| AIDS AND MATERIALS | 5.2 Assessment sheet |

TEACHER'S ACTIVITIES

1. After the last show, ask Ls to put the reviews on the wall. Then tell Ls to walk around in groups, have a look at the other reviews and fill in the remaining sections in their assessment sheets.

Ask Ls to sit back and, looking at their assessment sheet, say one positive thing about each review as well as a suggestion about how it could be improved. Add your own remarks where appropriate, looking at your own assessment sheet.

LEARNERS' ACTIVITIES

1. Ls collect items from the compere's checklist.

Ls read out what's on the checklist.

STAGE 4 What have we learnt? Evaluation

TIME 6 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Self-assessment

ORGANISATION Individual work

AIDS AND MATERIALS 5.4 Self-assessment form

TEACHER'S ACTIVITIES

1. Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back to the whole project.

Collect self-assessment forms and put them, alongside with the assessment sheets, in the project file so that you can prepare your own assessment for the next class, using your own assessment sheets and the ones Ls have filled in. Prepare a written evaluation that is encouraging and in which you emphasize what Ls have achieved.

LEARNERS' ACTIVITIES

1. Ls complete self assessment forms.