

What's new?

- Subject:** Fashion
Language: Articles
Functions: LB 13 Talking on the phone
 LB 14 Talking about preferences

1 The BIG question: ARE YOU A FASHION LEADER?

The theme of this unit is fashion, in particular the importance of electronic accessories such as mobile phones, and the question of where our clothes come from. **The BIG Question** is: Are you a fashion leader? Is fashion important to you? How often do you change your mobile phone? Who makes our clothes?

- Look at the title of the unit with the class. Explain or elicit what a *fashionista* is (somebody who is a passionate follower of fashion). Ask: How important is fashion in your life?
- Read out **The BIG Question** but do not discuss it at this stage.
- Read through the **FACT** box with students. Make sure students understand *luxury* (beautiful and expensive, not necessary for daily life). Ask students why they think this fact is true.

Picture / background information

The information in the **FACT** box is from: www.tucsonshowguide.com/stories/nov04/fashion2.cfm.

This article suggests that Japanese people like to wear designer brand labels to be part of a group and identify with other people.

Asia as a style leader:

www2.agsm.edu.au/agsm/web.nsf/Content/News-MediaReleases-DrGianaEckhardtAsianconsumersfuturefocus

2 FOCUS ON...**Words****Picture / background information**

The large picture shows young people in the Harajuku area of Tokyo wearing their own styles of street fashion. The Harajuku area is where teenagers hang out to show off the latest fashions, or trends that they hope will become fashions. Since the 1990s this area has become a laboratory for the newest

trends in fashion and music, with bands playing on the street corner between the station and the park. For information on Japanese Street Fashion:

www.onatoko.com/

japanesestreets.com/

[www.ringsurf.com/info/Culture/Japanese_Cool_/](http://www.ringsurf.com/info/Culture/Japanese_Cool_/Japanese_Movements/Japanese_Fashion.html)

Japanese_Movements/Japanese_Fashion.html

www.metamorphose.gr.jp/english/index.html

The smaller pictures show Chinese Communist leader Mao Zedong on the face of a fashion watch and style icon David Beckham wearing POLICE brand sunglasses.

2 A 1

- Students brainstorm as many clothes words as they can.
- Students compare their list with a partner. They explain any words their partner doesn't have.
- One pair of students writes their list on the board. Ask other students to call out additional items and add these to the list.
- Categorise some of the words. Ask: Which of these clothes do you wear in hot weather? And in cold weather? What do you wear on your feet? What do you wear on your head / hands / legs? etc.

2 A 2

- Explain the task. Read out the words in the box and the categories in the table. Make sure students can pronounce them correctly (eg necklace ['nekls], jewellery ['dʒu:əlri]). Point out that in American English a mobile phone is a 'cell phone'.
- Students work individually or in pairs and complete the table.
- Check the answers.

2 FOCUS ON... Words A 2**Answers**

Jewellery: bracelet, earrings, necklace, watch

Electronics: mobile phone, music player (watch)

Other accessories: bag, hat, scarf, sunglasses

2 B 1

- Students match the adjectives to the correct pictures using their dictionaries.
- Check the answers.
- Ask: Who's wearing something spotted / patterned / plain / striped / checked?

2 FOCUS ON... Words B 1**Answers**

1 b 2 c 3 e 4 d 5 a

2 B 2

- Students match the adjectives with the correct definitions using their dictionaries.
- Check the answers.

2 FOCUS ON... Words B 2**Answers**

1 e 2 d 3 c 4 a 5 f 6 b

2 B 3

- Look at the photos on this page with students. Ask individual students to describe them using the words from this page and then give their opinion of the styles. Other students agree or disagree.

2 FOCUS ON... Words B 3 Suggested answers

Big picture: the girl on the left is wearing a plain cardigan and sports shoes, a flamboyant, patterned dress and trousers, brown sunglasses and a scarf.

The person next to her is wearing a plain red coat, a red and white hat and red sunglasses. She is also wearing a baggy, patterned dress and carrying a plain orange plastic bag.

The next girl is wearing a patterned hat, dress and shoes. She is wearing sunglasses.

The person on the right is wearing a striped cardigan, a plain white T-shirt with a long necklace, black and white striped trousers and plain black shoes. She is wearing white sunglasses.

Smaller pictures: In the first picture a person is wearing a red watch. There is a picture of the Chinese Communist leader Mao Zedong or 'Chairman Mao' on it. In the second picture David Beckham is wearing a tight T-shirt and black sunglasses. These are the Police brand which he promotes.

Optional project A: Fashion magazines

- Students bring in pages from fashion magazines which show interesting or flamboyant fashions.
- In class or small groups, each student holds up a picture and gives a brief description of what the model is wearing. The rest of the class / group gives their opinion of the fashion. Have the students rate the outfits they see on a scale from 1 to 10 and give reasons for their ratings.

Optional project B: Fashion show

- Each student brings in items of clothing from home (their own clothes, clothes belonging to parents or other family members).
- Half the class are models. They choose items of clothing and dress up in them. The idea is to look as interesting / silly as possible.
- The models do a classroom catwalk parade. The remaining students give a catwalk commentary on what the models are wearing.

2 C

- Students ask and answer the questions with a partner.
- Ask students to briefly report back to the class.

2 FOCUS ON...**Ideas**

- Read out each question in turn and discuss it with the class.

3 READING**CD2 (Red) track 8, page 37 SB****Picture / background information**

Clothes and social identity:

www.tucsonshowguide.com/stories/nov04/fashion.cfm

Brands:

www.gsb.stanford.edu/community/bmag/sbsm0008/faculty_research_brand.html

Fashion trends:

www.style.com/www.fashionwindows.com/fashion/default.asp

The artworks are by a Japanese artist in the Manga style. The word means 'comic' in Japanese, but it has become the general name given to a particular style of drawing that is now very popular in western media as well in Japan. Originally, Japanese Manga stories were sometimes associated with

violence, but now the style is used for many popular magazines and comic books, similar to the American 'graphic novel' type of picture story book.

3 A

- Students read the descriptions quickly and decide which fashions they like best.
- Ask students to briefly report back to the class.

3 B

- Explain the task. Point out that they can write more than one name for some categories.
- Students read the descriptions again and write the names of the correct fashionistas.
- Check the answers.

3 READING B**Answers**

- a) Ms Individual, Ms Eco
- b) Mr Brand, Mr Hip-Hop, Ms Professional
- c) Ms Eco
- d) Ms Fashion Slave, Mr Brand, Mr Hip-Hop, Ms Professional
- e) Ms Fashion Slave, Mr Brand, Ms Gothic
- f) Mr Strong Man

3 C

- Students decide if any of the descriptions apply to them. If not, they should write a short description in the same style and read it out to the class. The class can help find a good name for the new type of fashionista.

3 D

- Read out the questions and check that students understand them.
- In small groups or in pairs, students discuss the questions.
- Discuss the students' opinions with the class.

4 LANGUAGE: Articles**4 A**

- Read out the example sentences in turn. Ask students to find the examples in the descriptions and say which fashionista they refer to. (a and b = Ms Fashion Slave; c = Mr Brand; d = Mr Hip-Hop).
- Students answer the questions.

- Check the answers. Explain that these are basic general rules. Refer students to the explanation for articles in Workbook Unit 8 and go through it with the class. Students can do the Workbook exercises in class or for homework.

4 B**4 LANGUAGE B****Answers**

1 d c 2 a d 3 b

**5 LISTEN IN**

CD1 (Blue) track 12, page 38 SB

Picture / background information

With the very wide spread of mobile phones, the traditional function of the phone has changed. We now use our phones for various different modes of communication – speech, text, photo, video, email. Notice in the three photos how phone technology can be used to communicate in a variety of ways. The attraction of mobile phones is often not just their convenience but also their suitability to the user's preferred mode of communication.

Phone fashion:

www.thefeature.com/article?articleid=15726

semperaptus.com/news/ns_020203.shtml

www.compukiss.com/populartopics/moneyworkhtml/article1024.htm

Text messages:

news.bbc.co.uk/1/hi/sci/tech/1926272.stm

Reading novels on mobile phones:

www.msnbc.msn.com/id/7232995/

web-japan.org/trends/lifestyle/lif040310.html

5 A

- Look at the photos. Ask: What are the people in the photos doing? (The man in picture 1 is sending a text message on his mobile phone, in picture 2 somebody is taking a photo of two divers and in picture 3, a man is talking on his mobile.) Give help with vocabulary as necessary.
- Ask: What do you use your mobile phone for? Again, give help with vocabulary if necessary.

5 B

- Explain the task. Read through the reasons for using mobile phones and check that students understand them. Read out the list of names.

- Play the CD. Students listen and match the correct speakers to the reasons.
- Students compare their answers with a partner.
- Check the answers.

5 LISTEN IN B**Answers**

1 e 2 c 3 f 4 a 5 d 6 b

5 C

- Read through the sentences with the class. Students try to remember or guess what the missing words are.
- Play the CD again. Students listen and complete the sentences.
- Check the answers.

5 LISTEN IN C**Answers**1 text 2 matches 3 girlfriend
4 download 5 message**5 D**

- Read out the questions and discuss them with the class.

6 YOUR TURN TO SPEAK**A Role play**

- Read the task with the class and check that it is clear.
- Go through the phrases in **LB 13** with the class.
- Ask students to put the telephone dialogue from the exercise in **LB 13** in the correct order and then read it in pairs. Check the answers.
- In pairs, students practise the role play, using **LB 13** to help them. They can take turns to play both parts.
- Ask for volunteers to perform the role play in front of the class.

B Conversation

- Go through the phrases in **LB 14** with the class.
- Students work in pairs and talk about the clothes and accessories, using the list of points and **LB 14** to help them.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 14** with the class.

Ask students to write the questions with a partner and then read out the questions and answers in pairs. Alternatively, ask students to review the phrases in **LB 14** at home and do the exercise for homework.

7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind students to make brief notes on each point.
- Students can present their items of clothing or accessory to the class, or to smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and comment on what they say. If students work in groups, ask them to briefly report back to the class.

8 GLOBALISATION in English**Page 39 SB****Picture / background information**

Globalisation:

www.guardian.co.uk/globalisation/story/0,7369,823274,00.htmlwww.guardian.co.uk/globalisation/story/0,7369,823097,00.htmlwww.guardian.co.uk/globalisation/story/0,7369,1368818,00.html

Sweatshops:

en.wikipedia.org/wiki/Sweatshop

Cotton farming:

www.panda.org/about_wwf/what_we_do/freshwater/problems/agriculture/cotton/index.cfm

Sustainable development:

www.ptree.co.uk/oc_campaign.html**8 A**

- Look at the title of the section and the photos with the class. Ask: What do you think the text is about?
- Read out the first line of the text. Encourage students to look at the labels in their clothes and say where they come from. Ask: Why do you think these clothes are made there?
- Students read the text and find words or expressions in the text that match the definitions in **A**.
- Check the answers.

8 GLOBALISATION in English A Answers

1 suppliers 2 factories 3 sustainable 4 exploit

8 B

- Read out the questions.
- Students discuss the questions in pairs.
- Discuss the questions with the class.

8 C

- Read out the YOU CAN list. Check the meaning of *organic cotton* (cotton from farms that don't use chemicals), *fair trade companies* (companies that pay a good price for products from developing countries), *locally* (from your area) and *second-hand* (not new).
- Ask: Which of these things do you do? Then ask students to explain why or why not.

Optional project: Behind the brand

Students work in small groups. They choose a well-known brand of clothing – check that groups have chosen different brands. Students then find out as much as they can about their brand. They could consider these points:

- Who makes the clothes and where?
- Who buys the clothes?
- Does the company have a fair trade policy?

Each group should make a poster about the brand they have chosen and display it for the class to read. Ask students to comment on each other's posters in a short group discussion session.

9 PORTFOLIO WRITING

- Read out the two tasks.
- Revise how to start and end an informal email.
- For the first email, elicit reasons from the class why organic cotton is better (better for the environment – no chemicals, also better for your skin; better for cotton farmers – they get a good price for their cotton.)
- For the second email, ask the class what the latest fashions are. Tell them to think about what items, shape, pattern and colours.
- Students choose their task and write their email in class or for homework.
- Collect the emails and check them.

10 Your answer

- Finish the unit with a final whole class discussion of *The BIG Question*: *Are you a fashion leader?* Discuss the questions given and then ask two or three students to give their answer to the main question.
- Refer students to the Workbook Unit 8 activities.

Last word

- After doing the Workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers**Pages 18–19 WB****1 Language: articles****1 A**

1 Paris, **the** beautiful capital on **the** Seine in **France**, has always been **the** world's centre of haute couture fashion.

2 **Fashion** for **dogs** is a new trend in **the** USA. **The** fashion hasn't reached **Britain** yet.

3 **Kate Moss** is a fashion model. When she is at **work**, she earns about \$10,000 a day.

4 London Fashion Week takes place twice a year in **the** UK's capital. You can see **the** latest clothes from **the** most important British designers.

5 **People** are starting to name their children after **brands**. **The** most popular names from **the** world of fashion are Armani for **girls** and Timberland for **boys**.

1 B

1 a 2 a 3 – 4 The 5 an 6 – 7 the / a 8 the 9 a 10 – 11 The 12 a 13 the 14 – 15 –

2 Vocabulary**2 A***(Example answers)***Footwear:** shoes, trainers, sandals, boots**Outerwear:** jacket, coat, hat, scarf, gloves**Sportswear:** shorts, T-shirt, trainers, socks**Underwear:** socks, pants, bra, tights

2 B

1 loose 2 plain 3 jewellery 4 flamboyant
5 sunglasses

2 C

(Example answer)

I'm wearing tight blue jeans, a patterned pink and green T-shirt and a plain pink cardigan. I'm also wearing cool trainers.

2 D

1 b 2 e 3 a 4 d 5 c 6 f

3 Word Building**3 A**

dis-	in-	im-	un
disorganised	inexpensive	impolite	uncomfortable
dissatisfied	informal	impossible	unfashionable

4 Use of English**4 A**

- 1 I've *never* been to a fashion show.
- 2 I *prefer* buying shoes to buying clothes.
- 3 He was *unhappy* with his new trainers.
- 4 I *didn't* take my sunglasses with me.
- 5 I don't *care* about fashion.

5 Portfolio Writing

(Individual answers)