

The final “close to home” Unit looks at fashion. It is a feature of postmodern life that traditional gender distinctions are continually being challenged, so that fashion is now just as much a male field as a female one. Male models are everywhere, including TV commercials and dramas. Famous athletes and movie stars of both genders often double as models. There should be no question therefore of this Unit being considered sexist. On the contrary, it can be an opportunity to discuss gender stereotypes.

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Brainstorming (Pairs)

- Students set up the learning schema by identifying famous brand names.

This is aimed to spark them into thinking about the issues behind fashion and why it is so important in their lives.

It doesn't matter whether they can think of many or just a few brands. The important thing is to raise consciousness of the hold that famous brands have on the clothing industry and on consumers' perceptions.

Task 1 (Pairs)

- Students identify the clothes that Ji-hye and Kevin are wearing. Though Kevin is Seung-min's friend, it might be implied that he and Ji-hye are a fashionable couple.

This activity reviews clothes vocabulary that the students might already know. In this case it will help them to refresh their knowledge. However, if they are unable to name some of the clothes, the teacher (who has been monitoring the students during this task) can help them fill in the gaps in their vocabulary. This can be done by giving them a supplementary task about the names of clothes. However, Task 2 uses the same vocabulary, so this might be enough to remind students. Furthermore, both these tasks will show students how much they know and how much they need to learn.

Suggested vocabulary has not been supplied here, since Task 1 is a discovery activity. There is no need to teach the names of the items worn by Ji-hye and Kevin. Students will discover the words that they don't know. If they really have a problem they will ask the teacher.

It is always best to wait until students ask a question before giving the answer. Giving or teaching the answer before they ask the question leaves the students asking why they need that information. In addition, different students need different information, so providing the same information to everyone will be unnecessary for those who already know it, useless for those who can't understand it, and appropriate only for a small minority. It is much better to supply that information when the relevant students ask for it.

Task 2 (Individuals)

- Students simulate a fashion show.
- One person (Student A) walks down the aisle of the classroom.
- Student B (chosen by Student A?) is the announcer, describing what Student A is wearing.
- Next, Student B walks down the aisle and Student C (chosen by B?) describes what he/she is wearing.
- Then Students C and D; D and E; E and F; etc.

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Eco-fashion (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 33) and ask students to read the paragraphs silently while they listen.
- T: Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should **match the words and phrases** at the bottom of the page.

eco-friendly	→	a major influence or effect
ethical	→	able to last for a long time
issue	→	an important subject or topic
body image	→	chemicals used to kill insects that damage plants
inhumane	→	increase as much as possible
impact	→	make as small as possible
maximize	→	morally right or good
minimize	→	not environmentally harmful
sustainable	→	not kind or gentle to people or animals
carbon footprint	→	the amount of greenhouse gases caused by a product
pesticide	→	the picture we have of our appearance

As in other Units students can use “Classroom Language”. They can also study one paragraph per group (jigsaw activity) if they wish. Alternatively, the teacher might like to ask students to read this passage and study the vocabulary at home. This can save a great deal of time in the classroom.

The function of the reading passage is to model language and reinforce the learning schema. This can be effectively done outside of the classroom, especially when we remember that the EFL/EIL/EGL classroom is the only place where most of the students will actually speak English. In the ESL classroom (US, UK, Australia, Canada, NZ) teachers can focus on grammar, since most people outside the classroom speak English and students can practice speaking with them. However, if students are not speaking in the EFL classroom, they are losing an important opportunity, since they will not speak English outside the classroom. Teachers should also remember that when the teacher is speaking to everyone, the students are not speaking. For them, learning is doing.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Suggested answers:

1. Ethical fashion is eco-friendly. It doesn't harm the environment, it doesn't use pesticides,

it doesn't harm animals and it doesn't harm people.

2. Sustainable fashion considers the impact of clothes on the environment and society.
3. Some fashion issues have arisen lately. First, many women have a poor body image and even eating problems because they want to be like the thin fashion models. Second, the fur industry is known for its inhumane treatment of animals. Third, the new fashions that come out every year encourage people to buy clothes that they don't need. Then there is the effect on the environment, as well as the use of child labor in some developing countries.
4. The fashion industry is trying to solve these problems. Fashion designers want to maximize the benefit to the people who make the clothes and help to reduce poverty. They also want to minimize the impact on the environment through 'sustainable fashion'.
5. We can support people in poorer communities by buying eco-friendly clothes. We should look at the label when we buy clothes.
6. Here is a summary of the final paragraph in one sentence:
We should buy eco-friendly clothes since they are long-lasting and natural and they help people in poor communities.

Think for Yourself

Students think about fashion issues. They might want to look further into these issues for themselves.

Suggested answers:

- There are a number of social issues involving fashion: body image, inhuman treatment of animals, carbon footprint, pesticides, and child labor.
- There are some commercial issues of fashion. For example, fashion makes people buy clothes they don't need. Second, the top brands are way too expensive.
- Sweatshop labor happens in poorer communities. People are made to work long hours for low money, making clothes. Sometimes children are made to do this.
- If you do a google search for "eco-friendly clothes brands" you can find many brands.
- Black used to be the color that you could wear any time, anywhere. Now green is the color that can be worn any time, anywhere. Therefore "Green is the new black".

Background Information

This information here is about fashion. As always, this can be read when waiting for other groups to finish, or it can be an interesting source of information at any time. Again, it is hoped that this information will spark curiosity in the students. They can see that there are many interesting facts about fashion and they can start asking their own questions. This can lead to a presentation to the rest of the class - an effective end-of-course activity.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Asking for an opinion' and 'Sharing an opinion'.

- It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. - Yes, I follow trends and fashions. I like to be fashionable. I like to look good. I don't like to be out of fashion. I like to dress like my role models. I like to dress like movie stars.
- No, I don't follow trends and fashions. I think it is stupid to follow fashion. I like to dress as I want. No-one tells me what is fashionable. I don't wear clothes to look good. I wear them to be comfortable.
2. - Yes, I buy fashionable clothes each year. I give the old clothes to charities. I don't throw them away. I like to think that someone else is wearing my old clothes. I can help people this way.
- No, I don't buy fashionable clothes each year. In my opinion this is a waste of money. I wear my clothes until they are worn out.
3. - Yes, I prefer brand clothes. I know they are good quality. They also look good.
- No, I don't prefer brand clothes. They are too expensive. These days even cheap clothes are good quality. I don't need to pay just for a name.
4. - I would like to talk about He/she is very fashionable. Everybody follows his/her fashion. He/she always looks good. I would really like to be like
5. Yes, I think you can tell someone's personality by their clothes. For example, people who dress well are usually intelligent and organized. On the other hand, people who don't care about their clothes are untidy and messy. People who always wear unfashionable clothes tend to be careless and boring people.
6. This year the fashionable colors are and
- I like these colors because I like to follow fashion.
- I don't like these colors at all.
7. - I like fashion shows. I can see the best models wearing the latest fashions.
- I don't like fashion shows. They are only for rich people. And the clothes are silly. No-one wears those clothes in real life.
8. - Yes, I would you like to be a fashion model. It is a glamorous life. I would model lots of clothes. Photographers would take photos of me. I would be in fashion magazines. I would be famous. I would talk with movie stars.
- No, I would not like to be a fashion model. I like my privacy. Fashion models have no peace. They are always being photographed. Furthermore, they are always on a diet. What's more, I think they are shallow. They are not intelligent.
9. - Yes, I would you like to be a fashion designer. I think this is a great job. I could be creative. I could make new styles. I think it is a dream job.
- No, I would not like to be a fashion designer. I don't care what clothes look like. In my opinion fashion is a waste of time. I think there are deeper things to think about. I want to be a doctor/ engineer/teacher. These are more meaningful jobs.
10. I think eco-fashion is a great idea. I didn't know about all the issues in fashion. From now on I will look at the label when I buy clothes. I will only buy eco-fashion. I will also buy sustainable fashion.

Students might well have strong opinions about fashion. Some might think they can't live without fashion and some might be totally against the idea of following the dictates of whatever is fashionable at the time. This will be an opportunity not only to air these opinions, but also to moderate them by listening to other ideas. Listening is an important discussion skill.

Further [Conversation Strategies](#) are offered. These appear throughout the book and help students to structure their discussions.

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Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 34 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of fashion.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Suggested answers:

1. Ji-hye's clothes were getting worn out so she decided to get some new ones.
2. Ji-hye doesn't show her new outfit to Jenny straight away because Jenny would say anything to make her feel good.
3. Jenny doesn't always mean what she says.
4. Yes, Mrs. Brown likes Ji-hye's outfit.
5. - Yes, I think Ji-hye's clothes are eco-friendly.
- No, I don't think Ji-hye's clothes are eco-friendly.
6. I usually say what I mean. I always mean what I say.
7. I don't live to eat. I eat to live.

In addition to asking comprehension questions (1 to 5), the last two questions introduce a semantic point that students might find interesting. If so, they can have fun putting two verbs in different places in a sentence and discussing whether the meaning is different. If they do a google search for "I say what I mean" they might find references to Lewis Carroll's "Alice in Wonderland", Chapter VII, "A Mad Tea Party":

"Then you should say what you mean," the March Hare went on.

"I do," Alice hastily replied; "at least — at least I mean what I say — that's the same thing, you know."

"Not the same thing a bit!" said the Hatter. "You might just as well say that "I see what I eat" is the same thing as "I eat what I see!"

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Let's Make a Role-play! (pairs)

- Students in pairs choose one of 2 situations for their role-play.
- Students read the hints and the useful phrases on this page.

The situations on this page are both in a fashion-related shop. However, students can change the location and the type of shop. They can also change the situation if they wish. For example, they might want to have the customer complaining about shoes she bought last week. When given the freedom, students typically

come up with interesting and creative ideas. The teacher should therefore explain that they can change the situation in any way they wish.

These hints and phrases will give students a structure for their role-play. This will be useful for students who need such scaffolding. However, if they are more proficient, they might like to be more creative and inventive. This page offers a foundation for those who need it.

Students are in pairs in this role-play. However, they can add more characters if they wish and make this a group role-play.

From this Unit, Role-plays and Debates alternate, supporting each other and gradually building on the language that students learn in each one.

Sample role-play:

Assistant: Hello. Can I help you?

Customer: Hello. I'm looking for some eco-friendly shoes.

Assistant: Certainly. Could you tell me your size?

Customer: I'm not sure of my size. I think I'm 245.

Assistant: OK. And can I ask what color?

Customer: Well, to tell the truth, I don't know.

Assistant: Let me get some and you can try them on.

Customer: Sure. *(short pause while the assistant gets some shoes)*

Assistant: Here we are. What do you think of these?

Customer: They're nice, but they're not really me.

Assistant: OK. How about these?

Customer: They look good. Are they eco-friendly?

Assistant: Certainly. They look good on you.

Customer: Do you have them in blue?

Assistant: Sorry, we don't have that color.

Customer: Hmm. They're a bit too small.

Assistant: How about these?

Customer: No, the color is too strong.

Assistant: How about these?

Customer: Yes, they're just right. How much are they?

Assistant: They're won. However, I can give you 10% discount.

Customer: Great. here is my card.

Assistant: Thank you. Please sign.

Customer: Sure.

Assistant: I'll wrap them up for you.

Customer: Thank you. Goodbye.

Assistant: Thank you. See you again.

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Role-play Script (pairs)

- Students make a storyboard for their role-play.
- They perform the role-play.
- Then they perform it to another pair.

Students have had lots of sample dialogues and role-plays by now and in this Unit they are encouraged to start making their own scripts. Therefore page 78 offers some useful phrases and page 79 asks students to write some ideas (as in previous role-play Units).

They are helped in this by the storyboard format. Rather than having to write complete scripts, they can decide on the events that they will show and draw these in the boxes.

Then they can make captions for the events and turn these into parts of the dialogue, either by improvisation or rehearsal. This is a stage on the path to writing fuller scripts.

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Time to Reflect!

- Students perform a self-reflection about their contribution to the role-play.

Self-reflection and self-assessment are important skills in language learning. There are no correct answers, however, and the scores are not used for grading. The purpose is to raise consciousness of learning in the students and to help them think about their attitudes to learning. This can also help them to take responsibility for their own learning.

When students become aware that their effectiveness in learning the language depends on the effort they put in and their attitude, they can take control of their learning. This also means being accountable for their own performance. For this reason this activity asks students to think about their contribution and to write some comments.

Raised awareness and responsibility for learning leads to goal-setting, achievement, and further self-assessment. However, part of the learning process is not to set unrealistic goals. Students need to set 'doable' goals and experience success from achieving them. Step by step!

- Students are then encouraged to review Unit 9 on the website, to preview Unit 10 on the website, and to prepare for studying Unit 10 in class by looking at the activities in that Unit before the next lesson.

This process (Review, Preview, Prepare) models an effective study strategy.