

10 Carmen's Wearing a Green Dress

Fashion

Target patterns: She's wearing
It looks / suits
It's in fashion / out of fashion

Communication skills: Describing clothes
Talking about fashion
Shopping

Language sets: Clothes
Colors and patterns

Warm Up Catwalk

Say "What are you wearing?" to students individually. If one of the students can answer, the others can learn from his/her answer. If none of the students can answer, encourage them to ask you the question and learn from your answer. The students can then ask and answer the question in a chain or in pairs.

Ask one or more students to come to the front of the class and tell them that they are models. They parade in front of the class. Ask other students to take turns being the announcer (perhaps the student who has just paraded could announce the next student) and describe what the models are wearing.

David and His Friends Are Playing Soccer

The students can listen to the dialog, read it, or do both.

Anticipation questions

What teams are playing?

Who is playing for the students' team?

Follow-up questions

What is David's team wearing?

What is the students' team wearing?

What are you wearing?

Comprehension—Personalization

Students take turns making incorrect statements about the text.

For example:

S1: *David and his friends are playing the piano.*

Class: *No! They are playing soccer!*

S2: *David's team is wearing pink shirts.*

Class: *No! The team is wearing light blue shirts!*

They then make similar incorrect sentences about each other.

For example:

S3: *Maria is eating breakfast.*

Class: *No! She's studying English.*

S4: *Karl is wearing a yellow hat.*

Class: *No! He isn't wearing a hat.*

Personalization

The students look at photographs of people they know. These could be photos of friends, family, or famous people. They describe what each person is wearing.

Warm Up Old Photographs

The students look at old photographs or historical pictures and try to describe what the people in the pictures are wearing. In a larger class, they can start by doing the activity all together and can then continue in pairs or small groups.

Marc's Wearing a Leather Jacket

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is Sachiko wearing?

What is Carmen wearing?

Follow-up questions

Who are watching the game?

What is Marc wearing?

Do you like leather jackets?

Comprehension—Personalization

Write the following framework on the board:

Is Paula wearing . . . ?

No, she isn't.

What's . . . ?

She's

. . . you . . . ?

I'm wearing . . .

The students practice the dialog a number of times in pairs, substituting their own ideas. Gradually erase the dialog as they are working through it.

Personalization

The students look at pictures of people from around the world and describe what they are wearing and what they are doing.

One alternative is for these pictures to be of people in traditional dress or taking part in local customs. Another alternative is to use pictures to show how similar people are around the world.

Word Building

Fashion

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I think big hats are out of fashion.*
- I think red suits me.*
- I think long dresses don't look good on me.*

Controlled Practice

What Are They Wearing?

The students make sentences about each picture.

Sample answers

1. *She's wearing a light blue dress, an orange belt, and orange shoes.*
2. *He's wearing a purple floral shirt, blue shorts, a blue cap, and light blue sneakers.*
3. *She's wearing a green swimsuit with yellow dots, and a yellow hat.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I'm wearing a light blue T-shirt and brown pants.*
- I like loose clothes.*
- I think high heels are dangerous.*

Warm Up

At a Store

Two students act out being in a clothing store. One student is a clerk, and the other is a customer. Encourage the students to talk freely, though prompt when necessary. The students can then do the activity in pairs.

Short Skirts Are in Fashion

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Do you think the skirt suits him?*
- Do you think the skirt is cheap?*

Follow-up questions

- Are short skirts in fashion?*
- What do you think is in fashion?*

- Does he look fantastic?*
- Do you look fantastic?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, students take turns to play the roles of clerks and customers in various kinds of stores. Let them talk freely using the patterns in the dialog as a starting point.

Communication Activities

A. Fashion Parade

One student models in front of the class, and another student plays the role of the announcer. The student who has just modeled could become the announcer for the next student.

B. Guess Who

Copy the board work from the illustration of the activity. One student thinks of a well-known person, and describes him/her one sentence at a time, using the patterns on the board. Each student (or team) can have one guess after each sentence. If he/she

guesses who the person is after the first sentence, he/she gets ten points, after the second sentence seven points, after the third sentence four points, after the fourth sentence three points, and after the fifth sentence one point.

C. What Are the Differences?

The students try to find the similarities and differences between the people and dogs in the pictures. They do this by taking turns describing what each of the people and dogs in the pictures is wearing.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Role play

Sachiko: *Hello. This is Sachiko?*

You: *1. Hi. How are you?*

Sachiko: *Pretty good. What are you doing now?*

You: *2. I'm studying English.*

Sachiko: *What's your family doing?*

You: *I think my 3. brother is playing basketball, and my 4. sister is*

shopping.

Sachiko: *Would you like to go to a movie this evening?*

You: *5. Yes, I'd love to.*

Picture Prompts

There are some pots.

There's some bread.

There isn't any cooking oil.

She's watching TV.

They are running.

They are playing golf.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.