

Fashion figures

LEARNING OUTCOMES

- I can learn about influences on fashion around the world and use what I learn to make connections with my own culture.
- I can discuss influences on fashion in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

billboard [n]: a large board for advertisements
coin a phrase [v]: to use a phrase that no-one has used before
haute couture [n]: the personal tailoring of clothes
in someone's blood: to be natural to do something because past generations have done it
launch [v]: to start something
restrict [v]: to control something
seal of approval [n]: a way to show agreement
take off [v]: to become successful

WARMER

Set students a time limit of two minutes. In pairs, students brainstorm different clothes that are worn in different countries. Write feedback on the board and ask for suggestions as to why the clothing is popular in a particular country.

- 1 Ask students to read through the statistics and discuss them with their partner. Elicit answers from students in open class when they finish.
- 2a Ask students to read through the text quickly and answer the questions with their partner.

Answers

the UK and the US – celebrities; India – Bollywood; China – bloggers

- 2b Students scan the text more carefully and decide which country each statement refers to. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

1 China 2 India 3 France 4 UK and US
 5 France 6 India

- 2c Ask students to read and match the sentence halves. Elicit answers from the class.

Answers

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

Gateway to culture

- 3a Put students in pairs to discuss the questions about fashion. Then elicit ideas from the class.

Answers

Students' own answers.

PROJECT

- 3b Explain to students that they are going to work in pairs to prepare a presentation about influences on fashion in their country and another of their choice. They will need Internet access to do their research, and this can either be done in class or at home. Put students into pairs for this activity.

For Step 1, students work with their partner to brainstorm fashion in different countries. In Step 2, ask students to choose a country and follow the points for their Internet research to prepare information for their presentation. If working at home, each student can do some individual research and then share their ideas and findings with their partner in the next class.

- 3c Once they have gathered the necessary information, students prepare their presentation in class in pairs. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each pair presents their ideas to the class. Encourage them to compare the similarities and differences in fashion influences between the two countries. Have a class vote on which country the students think produces the most fashionable clothing.