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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Fashion Styling with a mannequin**  |

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| **Instructor:**Gianna ChungAngela Kim | **Level:**Upper Intermediate | **Students:**16 | **Length:**30 Minutes |

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| **Materials:** * 2 wall charts of paper mannequins with underwear
* 32 pieces of flash cards which are fashion items
* a worksheet for matching word and definition
* a card of a correct word and its scrambled word
* word card for eliciting (coordinator)
* a picture of a fashion coordinator and a picture of a global map (for CCQ)
* 3 wall chars for demonstration & modeling
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| **Aims:** * Main aim: Ss will improve speaking skill by having them talk about fashion style.
* Secondary aim: Ss will learn about fashion trends by having Ss a worksheet, story making with a mannequin, and question & answer game
* Personal aim: We want to improve on time management and teaching pace.
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| **Language Skills:**Listening: Ss will listen to each other during the discussion activityReading: Ss will read words and definition during the finding-a-word activityWriting: Ss will improve writing by taking notes for discussion preparationSpeaking: Ss will tell a story on the paper mannequin |

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| **Language Systems:**Lexis: trousers, cape, turtleneck, mortarboard, wig, fedora, beanie Phonology: co/or/di/na/tor (stress)Grammatical: none to discussFunction: discussionDiscourse : Ss will make a story on the latest fashion trend |

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| **Assumptions:*** Most of Ss are able to predict the meaning of fashion items
* Most of Ss have interests about fashion
* Most of Ss have ability to make stories in English
* Every student has trendy items to discuss
* Most of Ss have experiences to discuss in English
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| **Anticipated Problems and Solutions:*** Students may not know some vocabularies related to fashion.🡪 Explain them by using easier words and encourage the Ss to guess the meaning🡪 If explanation doesn’t work, tell the meaning of the word to the SS and let them to make examples using it.
* Students may need more time to work on the vocabulary worksheet🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead.
* 🡪 Cut post-activity writing short and pick only 1-2 students to present
* If students finish their tasks earlier than anticipated,🡪 Move on to SOS activity.
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| **References:*** <http://dictionary.cambridge.org/dictionary/english> for vocabularies & idioms
* <http://wwd.com/fashion-dictionary/> for fashion terminology
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| **Lead-In** |
| Materials: No need |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WCT-Ss | GreetingAnswering | Hi class. Did you enjoy your lunch?**Question**Jenny, when was the last time you went shopping? **Follow-up**What did you buy?How did you like it?**Question**Jay, are you loyal to any specific product brand?**Follow-up**Why do you like it?Thank you for sharing. |

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| **Pre-Activity** |
| Materials:word card(coordinator), pictures for CCQ, 8 worksheets(for finding correct words for definition), wall chart(answers of work sheet), wall chart (demonstration & modeling) |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min3min2min | T-WCS-ST-SsST | Set-upFinding answers in pairsRead definitions and answers in turn | **Eliciting**What is another word of fashion stylist? = co-or-di/na/tor(Put the word card, ‘co/or/di/na/tor’ on the board)**CCQ**Does a coordinator, in this context, map coordinates look like this? =NoDoes a coordinator help you look better just like the woman is doing in this picture? =Yes**Demonstration**(Put a wall chart of definition of sunglasses. The teacher will read the definition. Refer to APPENDIX 1)What do you think this is? =SunglassesThat’s correct.**Instruction**(Make 8 pairs. Call each person’s name.)First, I will hand out these work sheets to each of you and I want you to find the correct word matching with the definition written on the work sheets. You will have 3 minutes to do this.**ICQs**What are you going to do?Are you working individually?How much time do you have?**Explicit Instruction**Please don’t turn over the paper before I say ‘begin’.**Explicit ICQs**Are you going to turn it over before she says ‘begin’?(Distributes worksheets. Refer to APPENDIX 2)**Run**Now, Begin.(monitoring)Teacher monitors class and answer to Ss when they ask questions**Timing**1 minute, 30 seconds, 10 seconds, time’s up.Who is taller in your pair?The taller person will read the definition, and the other will give the answer.Please start from this side.(point the first pair to the right)(Put wall chart for the right word and definition after all Ss present. Refer to APPENDIX 3)You can check the right answers on the board. |

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| **Main Activity** |
| Materials:2 paper mannequins, 24 flash cards of fashion items |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min3min7min1min | T-SsSsSsS | GroupingRegroupingPresenting a story | **Grouping**(Point the word “co/or/di/na/tor” on the board.)Please repeat after me. ‘coordin- ator.(Get each student to pronounce ‘coordin’ and ‘ator’ in trun.) Who said ‘coordin’? Please stand up and move this side. Who said ‘ator’? Please stand up and move this side. (Teachers move and arrange two tables in the middle, and put flash cards on it)Please line up.(Put wall charts of body on the board)(Put a wall chart of cap demonstration) From student A from student B will be one team, and from student C to student D will be the other team.**Demonstration**(Put the paper mannequins on the board and put the prepared set of flash cards on the paper mannequin.)I am going to work with my favorite gray suit. As a point item, I’m wearing red high heels and this fashionable fedora and scarf. In this brief case, I have an important documents for a new contract. And I dyed my hair blonde last weekend to refresh my feeling.**Instruction**Now, I will hand out these stacks of fashion items to each team. Put them on the right position of the mannequin. And make a story about the complete outfit. Work in groups. You will have 6minutes for this.**ICQs**What are you going to do?Are you working in groups?How much time do you have?**Run**Now, begin.(monitoring)Answer to Ss’ questions if asks.**Timing**1 minute, 30 seconds, 10 seconds…Time’s up(One student from each team will present the story)Okay. Well done. Please stay where you are. |

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| **Post Activity** |
| Materials: wall chart(for demonstration), word card(for scrambling) |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  |  | (Put the wall chart on the board. Refer to APPENDIX 4)**Demonstration**(Pick one question paper and answer to the question. Refer to APPENDIX 5)**Instruction**“The students that I will call, please come up and pick one question paper. And answer to that question in 5 seconds.”**ICQs**What are you going to do?Are you working individually?How much time does a person to answer?**Run**(Pick three students from each team).**Error Correction**Since, I couldn’t hear error, we will scramble a word.(Show the class word card)Can you guess what this word is?=coordinator(Show the class the correct word)**Closing**Do you have any question? If you don’t have any further question, we will end up this lesson. Thank you for your participation. |
| **SOS Activities**  |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
|  | T-WC |  | I hope you enjoyed our lesson.**Demonstration**Once I was very busy in the morning, I thought that I had prepared my outfit perfectly, but when I take on the subway, I realized that I’m wearing different pairs of shoes.**Instruction**Do you know any embarrassing moments in fashion?Juny, do you have any embarrassing moment in fashion? |

APPENDIX

Definition) Dark glasses you wear to protect your eyes from the light of the sun.

1. sun cap
2. sunglasses
3. goggles

APPENDIX

1. a black hat with a square, flat top, worn by some students and teachers on formal school occasions

(a) baseball cap

(b) fedora

(c) Mortar board

2. pieces of hair or other material joined in a special pattern.

(a) pony tail

(b) braid

(c) bald

3. a type of open-toed footwear sandal, typically worn as a form of casual wear.

(a) boots

(b) wedge hills

(c) flip-flop

4. skirts made in the design or style of a wrap.

(a) wrap skirt

(b) flare skirt

(c) denim skirt

5. a loose coat without sleeves which is fastened at the neck and hangs from the shoulders

(a) tailored coat

(b) cape

(c) padding coat

6. which are baggy, long pants caught in at the ankle.

(a) Harem pants

(b) skinny jeans

(c) slacks

7. a style of sheepskin boot that originated in Australia and New Zealand

(a) wedge hills

(b) flats

(c) UGG boots

8. a covering of hair that can be removed and is worn on the head to hide a lack of hair or to cover your own hair

(a) hair

(b) hat

(c) wig

9. a bag for carrying things you have bought that can be used many times and does not harm the environment, for example because it is made from natural materials.

(a) leather bag

(b) eco-bag

(c) plastic bag

10. a usually flat, rectangular container, used esp. for carrying business papers

(a) briefcase

(b) shopping basket

(c) shoulder bag

APPENDIX

1. (c) Mortar board
2. (b) braid
3. (c) flip-flop
4. (a) wrap skirt
5. (b) cape
6. (a) Harem pants
7. (c) UGG boots
8. (c) wig
9. (b) eco-bag
10. (a) brief case
11. If you find that you are wearing different pairs of shoes when you arrive at work, what would you do?
12. Do you choose your own clothes? If not, who helps you choose?
13. How much money do you spend on clothes?
14. Have you ever worn hand-me-downs? Why or why not?
15. What do you think of men who wear make-up?
16. Do you think it is important to wear fashionable clothes? If yes, what kind of clothes are in fashion now? If not, why not?
17. How much time do you spend getting ready to go to work/ school/ a party?
18. What is the most expensive piece of clothing you have ever bought? How much was it? Why did you spend that much money on it?
19. In what way does your mother dress differently from you?
20. Do you ever read fashion magazine? If so, what’s your favorite?