

WHAT'S NEW!

Communication Objectives:	Ss will be able to:		
	- express opinions tentatively and correctly use vivid adjectives.		
	- use designer goods-related vocabulary, phrases and idioms.		
Educational Objectives:	Ss will explore the origins, meaning and implications of fashion and designer goods.		
Connected Topics:	- Fashion trends	- Haute couture	
	- Japan and designer goods	- Hierarchy of needs	
	- Metrosexual males and gender roles	- Cost versus price	
	- PETA and animal products	- Media and fashion demand	
	- Process of design	- Art and design	
Grammar:	Vivid adjectives	Reported speech	
Key Vocabulary:	beauty / grooming products	metrosexual (man)	suave
	bling	minimalist	surge
	brandstretching	personal fulfilment	tell-tale signs
	cyclical	prestige	vintage
	insurmountable	retro	way off the mark
	materialistic	sarong	

The BIG question: ARE WE ALL FASHION VICTIMS?

The question here refers to the common expression 'fashion victim' for people who follow every fashion trend regardless of whether it is appropriate for them, but it asks students to reflect on whether we are all fashion victims, although some more than others.

VIEWPOINT

Fact: The huge shoe collection made by Imelda Marcos, wife of ex-Philippines President Marcos, caused a scandal because at the time she was spending so much on shoes many Filipinos lived in great poverty. When she and her husband fled the country in 1986, the shoes were put on display to show her extravagance and are now in the Marikina City Footwear Museum.

EQ: *What would be an excessive collection of clothes or shoes? Is collecting fashion something to admire?*

Quotes: Gore Vidal (b 1925) is an American novelist, essayist and screenwriter. The latter half of his career has focused mainly on political discussion, and he often criticises the American government.

EQ: *What does Gore Vidal mean by this comment? Do you agree with it? Do you think the attitude applies to you?*

Stella McCartney (b 1971) is a successful British fashion designer and the daughter of the former Beatle, Paul McCartney. Like her mother, Linda, and her father, she is a strict vegetarian and chooses not to use animal products in her designs.

EQ: *What do you think of celebrities who wear fur? Is fur glamorous? Do you think of fur or leather as dead animals? Why / Why not?*

The question about the photos can be addressed several ways: the difference between teenage and adult fashion; the difference between boys and girls, etc.

1 WORD POWER

A requires the students to actively express tentative expressions and adjectives from **Language Bank 5**. Although you can give the students some preparation time, this activity should stress the spoken use of the phrases so it should be more spontaneous.

B looks at the meanings of some more adjectives. It may be helpful to go through each word individually. Check that students understand, then ask whether the word is positive or negative. Remember to ask why.

ARTICLES

Japanese Girls Go Crazy for Foreign Designer Goods

This article explores a long-term consumer trend in Japan. Although this article has been written by a foreign journalist, the question is also widely debated in Japan.

EQ: *How does the situation in your country compare to the situation in Japan?*

A New Male Market Emerges

This article addresses the recent phenomenon of the metrosexual man.

EQ: *Could this happen in your country?*

2 READING

Pronunciation note: mania [ˈmeɪniə] is pronounced differently from most words starting with ‘m-a-n’. See: *manage, manner, many*.

A Matching headlines to the paragraphs requires students to read for gist. This type of activity is drawn from the Section 1 of the Reading part of the First Certificate in English exam.

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

B Reported speech is a grammatical structure that students should know how to use at this level. However, it may be helpful to review the rules.

<i>How to report...</i>	<i>We report it...</i>
A statement made recently	Using verbs in present tense
‘I’m wearing a Gucci suit.’	→ He says (that*) he is wearing a Gucci suit.
A statement made in the past	Using verbs in past tense
‘I bought a Louis Vuitton bag.’	→ She said (that*) she bought a Louis Vuitton bag.
Orders, advice or requests	Using ‘to’
‘Please sit down.’ ‘You should go to Paris for couture fashion.’	→ He asked me <i>to</i> sit down.

A question	→ She advised me <i>to</i> go to Paris for couture fashion.
‘Is that Prada?’ ‘When will the store open?’	By changing the word order
	→ She asked me if it was Prada. → He wanted to know when the store will open.
* Note: <i>that</i> is optional in reporting statements.	

C 1 This can be a challenging question as it requires people to think about why we worry about how others see us.

EQ: *Is the demand for fashion all due to marketing? Do you think designer goods or fashion help or hurt people’s self-esteem?*

C 2 It may be helpful to define what might be considered masculine and feminine things. In some cases, these are historical and cultural differences; for example: a Scottish kilt, South Pacific sarong.

EQ: *What are typical clothes for men and women? Why do we make distinctions between men’s products and women’s products? Do only women have fashion sense?*

3 SPEAK YOUR MIND

This section covers: the essence of fashion, the quality issue in designer goods, designing as a career, and what it means to use expensive toiletries.

A EQ: *What makes us want to buy new clothes so often? Why do we often find past fashions funny? Give examples.*

B EQ: *Name some designers or designer labels you have heard of. Which kinds of goods do they make?*

C EQ: *What do you think a designer’s life is like?*

D Note: the question about men using grooming products refers to expensive ‘designer grooming products’ like moisturisers, not ordinary products like shampoo and deodorant.

EQ: *One assumption behind the ‘metrosexual’ man is that appearance-enhancing goods are very feminine. Do you agree? Why / Why not?*

**4 WATCH AND LISTEN**

DVD

This video material was produced by the People for the Ethical Treatment of Animals (PETA) in the USA. Note: the video contains some rather disturbing descriptions of the condition of animals in a fur farm and students should be told this before you watch.

The video talks about a highly publicised campaign: 'I'd rather go naked than wear fur'. While this campaign is a few years old now, the issue of fur has been back in the news with the trend in music videos for displays of wealth and status, in which many rappers and singers, including Jennifer Lopez, Beyoncé Knowles and Lil Kim, appeared wearing fur. Another incident involved the model Naomi Campbell. She had participated in the PETA 'I'd rather go naked...' campaign, but later appeared on a fashion show in Milan wearing fur.

EQ: *What did you think of the 'I'd rather go naked...' campaign?*

4 WATCH AND LISTEN B

Answers

B 1 A 2 C 3 C

C The clip shows a homeless woman receiving a fur coat for the winter. Students would probably answer the question by thanking the person and commenting on how warm the fur coat is.

D Students have an opportunity to express their views about the PETA campaign.

5 TEAMWORK

This activity is based on a classic brainstorming technique widely used by groups when they are developing products and processes, for example, engineers and managers.

EQ: *Who might benefit from using SCAMPER? Why? Could you see yourself using SCAMPER in other studies?*

6 CONTROVERSY

This issue touches on an interesting question for a modern society based on equality. Do people with a lot of money have a responsibility to those who do not? Haute couture is for a small elite of very wealthy women, perhaps only 3,000 women in the whole

world who afford to buy these clothes regularly. Couture is an extreme example of the maxim 'you get what you pay for'. Haute couture customers pay for the best in original design, fabrics, workmanship and service. It can take up to a thousand hours to make a hand-embroidered evening dress.

Sources:

The Art of Couture, Victor Skrebneski

Haute Couture, Harold Koda

The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor, David Landes

www.fashion-era.com

www.pierrecardin.com

www.fashion.dior.com

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Confessions of a Shopaholic, Sophie Kinsella

The Lucky Shopping Manual: Building and

Improving Your Wardrobe Piece by Piece, Kim France

www.shopping.com

www.shopping.yahoo.com

B Sources:

Male Impersonators: Men Performing Masculinity, Mark Simpson.

Both Feet on the Ground, David Beckham

8 CONSUMER STUDIES IN ENGLISH [CLIL]

The theories of American psychologist Abraham Maslow (1908-1970) are often considered the third force in psychology after psychoanalysis (Sigmund Freud) and behaviourism (B.F Skinner). His view of the causes of human behaviour centred on the need for humans to make decisions to fulfill certain needs. These needs are arranged in a hierarchy from the most basic up. Maslow focused on normal, healthy people, seeking to understand their motivations.

When looking at the Hierarchy of Needs, work from the bottom up.

- Physiological needs are the purely physical needs for basic human existence, including: oxygen, water, food, vitamins, minerals, sleep, physical activity, rest, excretion of waste and sex.

- Safety needs relate to the mainly psychological need for structure in a chaotic world – safety, stability and protection. These could include a safe neighbourhood, stable relationships, job security, insurance, some savings.
- Social needs are the love and belonging needs that make people look for close relationships; for example: marriage, friends, children, or belonging to a group like a church or a gang. Careers come in here because of the human need for human interaction, and there may be associated problems with loneliness and social problems.
- The esteem needs are where Maslow believed that psychological problems in Western society often originate. He defined two types:
 - Higher esteem needs to do with self-esteem, the desire for self-confidence, achievement, independence and freedom.
 - Lower esteem needs relating to the respect of others, the need for fame, recognition, attention, reputation, dignity and dominance.
- Self-actualisation is the idea of becoming the best person you can be. Maslow estimated that perhaps only 2 per cent of people are capable of reaching this level. The idea is that once we have met all the other needs, we may still feel unfulfilled because we are trying to discover and fulfill the calling in life we are most suited for. For Maslow, people such as Albert Einstein, Eleanor Roosevelt and Aldous Huxley are examples of people who have reached this level.

EQ: *Do you think everyone has a calling in life? What do you think your calling in life might be? Do you think it is as difficult to reach the stage of self-actualisation?*

9 FURTHER DISCUSSION

This section covers: the process behind design; the media and fashion trends; art and design; the cost of designer goods, and status symbols.

A Ask students to begin by listing what items are considered designer goods and the adjectives they can use to describe them.

EQ: (adjectives) *How else can we describe these designer goods? How do trends affect designer goods?*

B Students can discuss the images on MTV, by analysing different music videos they have seen.

EQ: *Could these images influence what young people do? If so, should or can anything be done about it?*

C Ask students to think of some famous artists.

EQ: *If these artists were designers, how might they design various households items?*

D Students could start with specific examples: clothes, utensils, glassware, furniture and perhaps refer back to the **5 Teamwork** activity; for example, how replacing different materials might increase or decrease the costs.

EQ: *Fake designer goods are becoming more and more common. Where are these made and sold? Should making and selling fake designer goods be a crime? Would you ever buy fake designer goods?*

E Ask students to think about how we determine the value of anything.

EQ: *How is supply and demand related to status? How do you personally feel about owning designer goods?*

10 **Your answer:** ARE WE ALL FASHION VICTIMS?

This question asks student to focus on the values of Western society. Is materialism positive or negative? Is materialism a means to an end or is it an end in itself? If everyone in society does the same thing, can this action be considered wrong? What is normal and abnormal? Although these questions are meant to analyse society as a whole, students could consider their own buying habits.

WORKBOOK

1 WORD POWER

This activity will give students the opportunity for further practice of the adjectives and tentative expressions.

1 WORD POWER**Sample answers**

- 1A** exquisite **1B** Maybe we could think about buying it?
2A dull **2B** It seems to me that we could get something better.
3A spectacular **3A** Why don't you try it on?
4A impractical **4B** Does that suggest we should buy a larger one?
5A fresh and functional **5B** I tend to think it would work well at home.
6A flashy **6C** Why don't we try somewhere else?

2 WRITING**2A Sources**

Charity, Mark Peterson
Learning About Charity from the Life of Princess Diana, Caroline Levchuck
www.charitynavigator.org
www.charitychoice.co.uk

B Sources

New Complete Do-It-Yourself Manual Reader's Digest
The Book of Home Design Using IKEA Home Furnishings, Anoop Parikh
www.ikea.com

3 SPEAKING STRATEGIES: De-emphasising

This activity will help students who plan to de-emphasise contradictory points brought up by the invigilator.

3 SPEAKING STRATEGIES**Answers**

1 j / g / i **2** f **3** g / i **4** a **5** b
6 e **7** h **8** d **9** j / i / g **10** k

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1 b **2** d **3** a **4** c **5** e

1 keeping up with the Joneses = competing with other people by buying whatever is the latest fashion
2 trendsetter = someone who starts a fashion trend
3 empty existence = not emotionally or spiritually satisfying
4 to pay a pretty penny = to pay a lot of money
5 upmarket = more sophisticated

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

- *How do you feel when you buy some new clothes?*
 – Mostly good, but you often have to *pay a pretty penny* for them, which is not so good.
 – I like being a *trendsetter*, so I always like it.
- *Do you think buying things makes you happy?*
 – I think always shopping and buying things might be an *empty existence*.
 – It's difficult to *keep up with the Joneses*. If that's all you worry about, I don't think you'd be happy.
- *Where would you place fashion on Maslow's Hierarchy of Needs?*
 – I think if you are talking about *upmarket* goods, it would be esteem needs.
 – In some countries, I think clothes are really about physiological needs, and staying warm. Being a *trendsetter* comes second.