

### CLOTHES AND ACCESSORIES

Age: Teenager/Adult

Level: Intermediate (B1) – Upper intermediate (B2)

Time: 60 minutes

Activity: In this lesson, students will:

- » Learn vocabulary related to hairstyles and clothes
- » decide what's in and out of fashion
- » role-play getting permission to get a tattoo
- » discuss various fashion trends

Language focus: vocabulary related to appearance (hair, face, accessories); vocabulary related to clothes

Preparation: wear something interesting or unusual to class for this lesson which students may not know the vocabulary for (a beret, a tanktop, flip-flops) as this will help promote class discussion in the warmer

Materials: lined paper for the warmer and Exercise 4; one copy of the worksheet per student



body parts (*feet = slippers, legs = shorts, etc.*).

#### Optional activity

When students have finished Exercise 2, ask them to find a new partner and use the new vocabulary they have learnt to describe what he/she looks like and what he/she is wearing (see the Teaching Tip below).



#### TEACHING TIP: Teaching vocabulary

for clothes and appearance creates a good opportunity to highlight the fundamental difference between simple and continuous tenses. In this context, the present simple tense is used to describe permanent features (*He has black hair*) while the present continuous tense is used to describe temporary situations (*She is wearing a blue dress today*). Students often mix up these tenses, and it is important to provide a lot of practice so they become more confident when using them.

### PROCEDURE

1. Stand up in front of the class and ask the students to take a close look at you. Then ask them to work on their own and write down as many words as they can in one minute describing your appearance. These can include vocabulary for clothes, hairstyle and accessories, as well as adjectives. When the students have finished, ask them to compare their list with a partner, then conduct whole class feedback. Write any new or difficult vocabulary on the board.
2. Tell the students that in this class they are going to talk about clothes, accessories and fashion. Hand out the worksheet and focus students' attention on the pictures in Exercise 1. Ask them to work in pairs to match the words in the box with the pictures. Conduct whole class feedback and ask the students if they can think of any other hairstyles or accessories that are not pictured.
3. Next, ask students to look at the first part of Exercise 2. Tell them that three of the four adjectives collocate with the given noun. Ask students to work in pairs and decide which adjective is not correct in each group. While students are working, monitor closely and help with new or unfamiliar vocabulary. When they have finished, check the answers as a class and see if the students can think of any other adjectives they could use with each given noun.
4. Ask students to look at part b and match the clothes with the body parts on which they are worn. Ask them if they can think of any other items of clothing which relate to particular
5. Tell students to look at Exercise 3 and ask them which of the styles or clothes in Exercises 1 and 2 are fashionable at the moment. For example: *Spiky hair is fashionable at the moment. Leather jackets are fashionable at the moment.* Go through each of the sentences in Exercise 3 and check students understand the vocabulary. Then ask students to complete the sentences. They should do this individually or in pairs, then compare their answers with other students to see if they agree.
6. Look at Exercise 4. Ask students if they have a tattoo or would like to have one. What are some arguments for and against getting a tattoo? (Positive: It can be a dedication to a special person. Negative: Employers might not like visible tattoos). Working in pairs, students read the roles and write the dialogue of the discussion between the family members. While they are writing their dialogues, monitor closely and offer help if needed. When they have finished, ask students to read these dialogues in front of the class. Alternatively, you could ask students to role-play the discussion in groups, each student playing one of the characters involved.
7. Next, ask students to look at Exercise 5. Nominate some students to read the statements about fashion and ask each member of the class to decide individually if they agree, agree to some extent or don't agree at all. Then they compare and discuss their answers in small groups. If students are particularly interested in one of the statements, extend the discussion to the whole class. Alternatively, you could ask students to role-play the discussion in groups, each student playing one of the characters involved.

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8. Finally, ask students to write their own sentences about fashion and read them to the class. Encourage students to engage in a debate as there are no right or wrong answers about fashion and tell them that part of improving their English is being able to confidently express their opinions on subjective matters.

#### Optional homework activity

Ask students to take photos of members of their family on a mobile device and bring them to the next class where they can use the new vocabulary to describe them.

#### Key

##### Exercise 1

1. beard
2. bracelet
3. curly hair
4. earring
5. goatee
6. necklace
7. shaved head
8. mohican
9. moustache
10. wavy hair
11. sideburns
12. spiky hair
13. stubble

##### Exercise 2

- a.**
1. high-heeled
  2. denim
  3. cowboy
  4. short-sleeved
  5. flared
  6. dinner
  7. low-cut
  8. strapless
  9. sleeveless
- b.**
1. g
  2. f
  3. c
  4. a
  5. b
  6. e
  7. d

##### Exercises 3-5

students' own opinions

