

AIM

To discuss opinions about clothes

LANGUAGE

should, have to, and must;
 vocabulary of things to wear

SKILLS

Speaking

MATERIALS

One copy of the worksheet for each student

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Adapt the opinions so they are relevant to your students.
- Invite students to create their own statements.

Pre-activity (5 minutes)

- Briefly review the vocabulary on SB p68 by pointing to different items of clothing, accessories, and materials and eliciting the correct words. Check the pronunciation as you go.

Procedure (20 minutes)

- Explain that students are going to do a discussion activity to practise *should/have to/must*, and the vocabulary of things to wear.
- Hand out a copy of the worksheet to each student. Explain that the ten statements deal with different aspects of clothes and fashion, some are to do with serious issues like cruelty to animals and buying cheap clothes, and others are to do with what is appropriate or stylish. Pre-teach/check *indoors*, *professional* (adj), *creative*, *cruel*. Give students a few moments to read through the ten statements and deal with any other vocabulary queries.
- Explain that students need to record their response to each statement on the tinted bar underneath. If they strongly agree, they put a cross very close to agree; if they strongly disagree, they put a cross very close to disagree; they can also put their cross at any position between the two extremes to indicate where their opinion falls. Give students time to work through the statements and record their response to each one. Monitor and help as necessary.
- Put students into groups of three or four for the discussion stage. Pre-teach/check expressions students can use in their discussion, e.g. *What do you think? I completely agree/disagree with this; Yes, me too./I'm not sure; I don't really know about this one; It doesn't make any difference to me, I think people can/must/should ...*
- In a multilingual class, perhaps put students from different cultures together. If students in a monolingual class are not all the same age, group students of different ages together to ensure a range of opinions. Ask students to take turns to lead the discussion and ask what the others think about each statement. Encourage them to give examples from their own experience wherever possible.
- Monitor and help as necessary. Note down common errors in the use of *should/have to/must* and the vocabulary of things to wear, but don't feed back on these until after the task.
- Bring the class back together and ask groups to summarize their opinions on one or two of the statements.

Extension (15 minutes)

- Get students to think about their own attitude to clothes and prepare a short speech. Ask questions to prompt students' ideas, e.g. *Do you think clothes are to make you look good or just keep you warm? Can you tell a lot from the way people dress? What is an acceptable amount to spend on clothes? How much money should people spend on clothes? How/Where do you buy your own clothes? How often do you 'update' your wardrobe?* etc. Give students time to make a few notes to help them with their speech.
- Students give their speeches to the class, or to their classmates in small groups.