

new interchange

Video Teacher's Guide

Intro

Sample pages

CAMBRIDGE
UNIVERSITY PRESS

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What are you wearing?

Topic/functions: Clothing; asking about and describing clothing

Structure: Present continuous with the verb *wear*

Summary

The sequence begins with various shots of people walking outside in a city setting. The camera then focuses on a reporter, Paula Keating, who introduces the sequence and announces that she is going to talk to some people about their clothes. She interviews several passersby, who tell her what they are wearing. The sequence closes with Paula describing her own clothing.



Preview

1 VOCABULARY Clothing

In these activities, students are introduced to vocabulary related to the types of clothing presented in the sequence.

A Books closed. Point to a student wearing a dress and ask, *What s she wearing?* If students are confused by the question, ask, *What s this?* while you point to the dress. When students call out the answer, write *dress* on the board. Then point to your shoes and ask, *What are these?* Write *shoes* on the board. Above these two words, write *Clothing*, and have students repeat after you. Then point to other items of clothing and accessories including watches, handbags, etc., and say the word *clothing* until you are sure students understand that the word *clothing* describes a category.

■ Find out if students know any other clothing words by pointing to various items of clothing and asking, *What s this?* or *What are these?* Write on the board any words that students offer. Provide the vocabulary for any items that students can t name themselves.

■ Books open. Have students look at the picture. Introduce colors by pointing to the blue top and saying, *What color is the top? It s blue.* Find out what colors students know by pointing to things in the room that are tan/beige, orange, white, yellow, dark brown, green, black, and pink, and asking, *What color is this?* or *What color are these?*

■ Explain the task, and read through the list of clothing items. Have students repeat each description after you with correct stress and pronunciation. Call attention to the use of *an* before the vowel sound in *orange*. Then model the phrase *an orange sweatshirt*, and have students repeat.

■ Have students work individually to match the items of clothing with their correct descriptions. Circulate to offer help and encouragement.

■ Check answers around the class by calling on volunteers to say an answer and then to write it on the board.

Answers

- | | |
|-------|-------|
| 1) c | 11) g |
| 2) f | 12) j |
| 3) q | 13) n |
| 4) t | 14) a |
| 5) i | 15) h |
| 6) k | 16) e |
| 7) s | 17) b |
| 8) r | 18) d |
| 9) o | 19) l |
| 10) p | 20) m |

B Pair work Books open. Explain the task, and go over the model dialog. Then quickly review the use of *What's this?* to ask about singular items and *What are these?* to ask about plural items. Also point out the language for responses about singular items (*It's a/an . . .*) and for responses about plural items (*They're . . .*).

- Have students use a piece of paper or a book to cover the words in part A. Then put students into pairs to practice asking and answering questions about the twenty items of clothing.
- Call on volunteer pairs to each share a question-and-answer set with the class.

Answers

- a) A: What's this?
B: It's a blue top.
- b) A: What's this?
B: It's a blue miniskirt.
- c) A: What's this?
B: It's a black sports coat.
- d) A: What's this?
B: It's a green turtleneck.
- e) A: What's this?
B: It's a black business suit.
- f) A: What's this?
B: It's a black tie.
- g) A: What's this?
B: It's a dark brown belt.
- h) A: What's this?
B: It's a pink polo shirt.
- i) A: What's this?
B: It's an orange sweatshirt.
- j) A: What's this?
B: It's a brown handbag.
- k) A: What are these?
B: They're orange leggings.
- l) A: What's this?
B: It's a blue vest.
- m) A: What's this?
B: It's a tan pantsuit.
- n) A: What are these?
B: They're green pants.
- o) A: What's this?
B: It's a beige sweater.
- p) A: What are these?
B: They're dark brown boots.
- q) A: What are these?
B: They're black suspenders.

- r) A: What are these?
B: They're white tennis shoes.
- s) A: What are these?
B: They're white socks.
- t) A: What's this?
B: It's a black briefcase with tan handles.

Optional activity

■ **Group work** Books open or closed. Tell students to make a list on a slip of paper of the clothes they are wearing. Tell students to include the color of each article of clothing. Circulate to help with vocabulary and spelling.

■ Put students into groups of six or seven, making an even number of groups for the class. For each group, try to assemble students whose clothes are different from one another's. Collect the slips of paper from each group, keeping them together with their group.

■ Pair up the groups, having them sit in two rows with their backs to each other so that the members of the two groups can't see one another when they are seated. Then tell all the groups to turn around and to take a few minutes to observe the clothes of the group they have been paired with. Then have students sit back down again, making sure they can't see anyone from their paired group.

■ Have one member of each group pick a slip of paper from their paired group's pile of papers — still sitting with their backs to the other group. Tell that group member to read the description on the paper and then to write the number 1 on the paper. He or she then passes the paper to the next group member, who reads it and passes it on until all the group members get a chance to read it. Then tell them to quickly decide who is described on the paper; on a sheet of paper, the first group member writes the number 1 and the name of the person that the group thinks fits that description.

■ Continue in this way until all the descriptions have been numbered, read, and identified. Then bring the class together, and check answers. The group with the most correct answers wins. (15 minutes)

2 WHAT DO YOU SEE?

In this activity, students prepare to watch the sequence by making predictions — based on visual information — about the clothing that various people are wearing in the video.

- Books closed. Write a list on the board of the clothes you are wearing; also include a few items that you aren't wearing, making at least one of your items of clothing the wrong color. Ask, 'What am I wearing? Am I wearing . . . ?' Go through each item listed with the class, having students call out Yes or No. Put a check (✓) next to the correct items.
- Books open. Explain the task, and lead students through the lists of clothing and accessories. Answer any questions about vocabulary as they arise.
- Clarify that students are to check (✓) only those answers that are completely correct; also, tell the class that you will play the sequence more than once if necessary. [Note: You may want to tell students that the interviews are rather quick; encourage students to look for and check (✓) as many answers as they can.]
- Play the entire sequence with the sound off. Have students watch and work alone to choose the correct answers. Replay the video sequence to let students check their own answers, but tell students they will be checking their answers with the sound on in the next activity. (Note: It's best not to go over the answers with the class until you've completed Exercise 3.)



Watch the video

3 GET THE PICTURE

In this activity, students watch and listen to the sequence to check their answers in the preceding activity.

- Books open. Explain the task, and make sure students understand that they should look at and correct their own answers to Exercise 2 above.
- Play the entire sequence with the sound on as students check and correct their answers from Exercise 2 while they watch.
- Put students into pairs to compare answers. Then replay the sequence, pausing after each interview to give students a better chance to check their answers. (Note: At this point, go over only the answers that are correct.)

Answers

- 1) a black sports coat
a black tie
a black briefcase
- 2) a sweatshirt
white tennis shoes
- 3) a white shirt
blue jeans
a brown handbag
- 4) a red and green tie
a black belt
- 5) blue slacks
- 6) blue jeans
- 7) a turtleneck
a vest
- 8) a yellow blouse

4 WATCH FOR DETAILS

In this activity, students focus more closely on details in the interviews in order to correct mistakes in clothing descriptions from Exercise 2.

- Books open. Explain the task, and read through the example. Have students work alone to correct any mistakes they recognize before watching the sequence; then have students compare their predictions with a partner.

- Play the sequence, and have students check the corrections they made earlier and then correct the remaining mistakes. While students work, write the following on the board for them to use when comparing answers:

A: In picture 1, the man isn't wearing a yellow shirt. He's wearing a white shirt.

B: I agree. In picture 2, the woman isn't wearing a blouse. She's wearing a sweater.

A: I disagree. She isn't wearing a sweater. She's wearing a T-shirt.

- When everyone has completed the first part of the task, go over the model language that you have written on the board. As pairs compare answers, circulate and check for accuracy. Replay the sequence if necessary before going over the answers with the class.

Answers

- 1) a white shirt
black suspenders
- 2) a T-shirt
orange leggings
white socks
a white hat
- 3) a beige sweater
(dark) brown boots
a dark brown belt
- 4) a white shirt
green pants
black shoes
- 5) a blue top
- 6) a red T-shirt
- 7) a miniskirt
- 8) a tan pantsuit

Optional activity

Pair work Books open. Have students work in pairs to write five statements about the people in Exercise 2: two true and three false. Then tell pairs to exchange statements, and play the sequence again so that students can mark each statement as true or false. To complete the task, have students correct the false statements. (10 minutes)

Possible answers

True statements

The man in number 1 is wearing sunglasses.

The man in number 4 is wearing glasses.

The woman in number 5 is wearing sunglasses.

The woman in number 7 is wearing glasses.

False statements

The woman in number 3 is wearing tennis shoes.
(Corrected: The woman in number 3 is wearing boots.)

The man in number 4 is wearing boots.
(Corrected: The man in number 4 is wearing shoes.)

The woman in number 5 is wearing blue jeans.
(Corrected: The woman in number 5 is wearing blue slacks.)

5 DO YOU REMEMBER?

In this activity, students try to remember specific details about the video sequence.

- Books open. Explain the task, and lead students through the items; answer any questions about vocabulary as they arise. (Note: If you wish, encourage students to answer before watching the segment if they feel they already have enough information.)

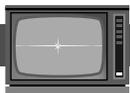
- Tell students to check (✓) the correct answer for each item as they watch and listen to the video.

- Replay the introduction to the sequence (until just before the first interview). Then have students compare answers with a partner.

- Ask if anyone needs to watch the sequence again to finish the task. Replay as needed before going over the answers around the class.

Answers

- 1) Wednesday.
- 2) morning.
- 3) California.



Follow-up

6 WHAT'S YOUR OPINION?

In these extension activities, students say whether or not they like the clothes worn by some of the people in the video.

A Books open. Explain the task. Then students work alone to check (✓) their answers.

B Pair work Books open. Explain the task. Then model the sample conversation, having students repeat after you with correct stress and intonation.

- Call attention to the language box and the thought bubble in the picture. Read through them with the students, answering any questions that arise.

- Put students into pairs to compare their opinions about the clothing in the photos in part A. Circulate to give help and encouragement.

Optional activity

Class activity Books open. Take a poll (through a show of hands) of students likes and dislikes, and keep a tally on the board. Ask, Who likes the black suit? Raise your hand. Continue asking questions like this until you have all your students' opinions of the clothes in Exercise 6. Then have students look at the tally to see if they generally agree with one another or have varied opinions, and to determine which types of clothing are the most popular. (5–10 minutes)



Language close-up

7 WHAT DID THEY SAY?

This cloze activity has students focus on specific language used by Paula Keating and the first two people that she interviews.

- Books open. Read the instructions, and tell students to look at the photos.

- Have students, working individually or in pairs, read through the conversations and fill in any blanks they can before watching the sequence. Then have students compare predictions around the class.

- Play this segment of the sequence through once, and have students work alone to complete the interviews as they listen.

- Go over the answers with the class, and replay this segment as needed.

- Model the conversations or, if you wish, lead a choral or an individual repetition of them. Then put the students into groups of three to practice the conversations. Finally, have one or two selected groups act out the conversations in front of the class, using the Look Up and Say technique.

Answers

- Paula: Good morning!
 Man: Good **morning**.
 Paula: Are **you** going to work?
 Man: I **am** going to **work**.
 Paula: And **what** are you **wearing** today?
 Man: Today **I m** wearing a **black** coat, white **shirt**, black **tie**, and **black** suspenders.
 Paula: What **color** is your briefcase?
 Man: **I m** carrying a **black** briefcase with tan handles.
- Paula: **Hi** there!
 Woman: **Hi**.
 Paula: What are you wearing **today**?
 Woman: I m **wearing** a T-shirt, a sweatshirt, **orange** leggings, white **socks**, and white tennis **shoes**.

Optional activity

Group work Books open or closed. Have groups act out the conversations again, substituting information of their own.

8 PRESENT CONTINUOUS

Asking about and describing clothing

In these activities, students practice the grammatical focus of the unit, the present continuous of the verb *wear*.

A Books open. Explain the task, and call attention to the picture. Ask, What *s* he wearing? Have students call out their answers. Incorporate the answers into a full sentence, such as, He *s* wearing a yellow sweatshirt, green pants, blue tennis shoes, and a brown hat. Write the sentence on the board.

- Still referring to the picture and the sentence on the board, point out the present continuous form (*s wearing*). Underline the verb *be* (*s*) and the present participle (*wearing*).
- Have students work alone to complete the conversations with the present continuous of *wear*. Encourage students to use contractions whenever possible. Circulate to offer help and to check for accuracy.
- Put students into pairs to compare answers and to read the conversations together.
- Check answers around the class, and review the present continuous as necessary. Then call on five volunteer pairs each to act out one of the conversations for the rest of the class.

Answers

- 1) A: **Are** you **wearing** slacks today?
B: No, I **m wearing** blue jeans.
- 2) A: What **s** our teacher **wearing** today?
B: She **s wearing** a brown sweater, a blue blouse, and a gray skirt.
- 3) A: What color shoes **are** you **wearing**?
B: I **m wearing** tan shoes today.
- 4) A: **Are** your classmates **wearing** coats today?
B: No, they **aren t/ re not wearing** coats, but they **re wearing** sweaters.
- 5) A: What colors **are** you **wearing** today?
B: I **m wearing** yellow, blue, brown, and green.

B Pair work Books open. Explain the task. Have students practice the conversations again, substituting information of their own. Then have several pairs each share a question-and-answer set with the class.

Optional activity

- **Pair work** Books open or closed. Provide the class with colored markers, pens, or pencils. Tell students to draw someone dressed in colorful clothing. Encourage them not to let anyone see their drawings.
- Put students into pairs. Tell them to sit facing each other but with a notebook or book in between so they can't see each other's drawings.
- Tell each student to take out a clean sheet of paper and then to decide which partner will go first. The student who goes first describes his or her drawing, and the partner tries to draw it. When the pair is finished, the describer and the drawer compare drawings. Have students repeat the process with the other partner's picture. As students work, circulate to encourage the use of accurate language and to help with vocabulary. (10–15 minutes)