

Before you watch

Look at the pictures. What do you think of the clothes the people are wearing? Work with a partner and discuss the questions.



- 1 Which clothes would you wear / not wear?
- 2 Is fashion important to you? Why? Why not?

While you watch**1 Meeting the presenters**

Listen to the introduction to Modern Fashion. Work with a partner and answer the questions.

- 1 Where are Elsie and Josh?
 - a at the Arts Educational School in London
 - b at the Arts Educational Institute in London
 - c at the Arts Educational College in London
- 2 What are the final year students doing?
 - a putting on a show called Hotel Grand
 - b putting on a show called Grand Hotel
 - c putting on a show in the Grand Hotel
- 3 What do Elsie and Josh want to find out about?
 - a the beginning of modern fashion
 - b modern fashion in Berlin
 - c modern fashion in musical theatre

2 1920s fashion

- a Listen to Elsie and Josh talk to Colin Mayes. Complete the questions.
 - 1 Can you tell what's so about them?
 - 2 How do the of the 1920s still influence today's clothing styles?
 - 3 What was your biggest in designing for this show?
 - 4 Can you show us some of the

b Match Colin's answers to the questions in Exercise 2a.

- a ☐ By all means yes, I have some here.
- b ☐ A lot of the radical changes that happened in the 20s have continued through and survived.
- c ☐ They were making a statement that we are not going to be like the past generation.
- d ☐ We have to cheat and bend in order to make sure that the dancers can move and not least that they can make a quick change.

3 Radical changes

Rewrite the underlined parts of the sentences using *would* or *used to*.

- 1 We had a whole rising generation who no longer felt safe. (*used to*)
.....
- 2 It was only one generation before that it was considered daring to show that much ankle. (*used to*)
.....
- 3 They were deliberately in a way going out to shock. (*would*)
.....
- 4 JP was on all his clothing. (*would*)
.....

4 Looking at the designs

Who says what? Listen and write E for Elsie and J for Josh in the boxes.

- 1 Look at those sleeves! ☐
- 2 Hats don't suit me though; wish they did. ☐
- 3 Check that out! ☐
- 4 Do you think they need any extras? ☐
- 5 They've got a big cast already ☐
- 6 How cool are those costumes? ☐
- 7 Maybe this production will start a craze for 1920s fashion. ☐

After you watch

Imagine you are a fashion designer who wants to make a 'radical change' like designers did in the 1920s. Design a new look for the 21st century. Work with a partner and draw an outfit that represents modern life in some way. Draw and label your design and explain it to the rest of the class.

Programme overview

SUMMARY

Elsie and Josh, presenters of the Level 4 *English in Mind* Second edition programmes, visit the Arts Educational School in London. They interview designer Colin Mayes about the considerable influence that 1920s fashion has had on modern fashion and talk to final year students on the Musical Theatre course.

Background information

The Arts Educational School in London is a co-educational independent school which offers courses in the performing arts to secondary students and those training to work professionally in the theatre.

LANGUAGE

This programme corresponds to Unit 4 of *English in Mind* Second edition Level 4.

Grammar: *would* and *used to*
Adverbs and adverbial phrases

Vocabulary: Common adverbial phrases

Before you watch

This first task encourages students to respond to different styles of clothing and to talk about their attitudes to fashion. Ask students to look at the photos and discuss the questions with a partner. Encourage them to use *would* and *used to* where possible when talking about the clothes pictured, e.g. *I would wear skirts all the time when I was younger. I used to wear trousers like those.* At the end of the task, ask a few students to feedback to the class.

While you watch

1 Meeting the presenters

Scene 1 introduces the theme of the programme, which is 1920s fashion. Ask students to listen to Elsie and Josh introducing the programme. To extend this task, ask students what they know about fashion in the 1920s.

Answers 1a 2b 3a

2 1920s fashion

- a** This task practises listening for specific detail. Allow students time to read the sentences before watching Scene 2. With a strong class, you might want to make it more challenging by asking students to predict which words go in the gaps before listening.

Answers 1 special 2 styles 3 challenge 4 designs

- b** Play Scene 2 again and ask students to match Colin's answers to the questions in Exercise 2. Before watching Scene 2 again, you may want to pre-teach the meaning of *by all means*, *retro*, *radical*, *cheat*, *bend* (in the sense of 'bend rules'), *off-the-peg* and *beaded*.

Answers 1c 2b 3d 4a

3 Radical changes

Ask students to rewrite the underlined part of the sentences using *used to* or *would*.

Answers

- 1 We had a whole rising generation who didn't use to feel safe.
- 2 It was only one generation before that it used to be considered daring to show that much ankle.
- 3 They would deliberately go out to shock in a way.
- 4 JP would be on all his clothing.

4 Looking at the designs

Before starting this activity, you may want to pre-teach the meaning of *check that out!*, *extras*, *cast* and *craze*. Allow students time to read the sentences. To do this task, play the remainder of the programme from the point at which Colin says that Elsie and Josh can look at some designs. Students match the sentences to the speaker.

Answers 1E 2J 3E 4E 5J 6J 7E

After you watch

Tell students to imagine that they are fashion designers who wants to make a 'radical change' like the designers did in the 1920s. Students should design clothes for the 21st century. Their designs should be representative, in some way, of the modern world. They can interpret this in whichever way they choose. For example, there could be some kind of technological component to the outfit, symbolising the dominance of technology in our lives. Ask students to show their designs to the class and explain them.

Should any students express a particular interest in the theme of this programme, you may want to recommend that they watch the 2011 Oscar-winning film *The Artist*, which is set in 1927 and features clothes from that era. You could also suggest that they read novels set in the 1920s such as F. Scott Fitzgerald's *The Great Gatsby* and Evelyn Waugh's *Vile Bodies*. In addition, they could watch *Bright Young Things*, a 2003 film adaptation of *Vile Bodies*.