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Auszug aus:

Practising listening comprehension

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Practising listening comprehension – Focus on fashion

by Carmen Münzenberg



Wie hat sich die Modewelt in den letzten Jahrzehnten verändert? Was ist fast fashion? Welche Auswirkungen hat die Textilindustrie auf die Umwelt und wie lässt sich Kleidung umweltfreundlicher produzieren? Mittels der vorliegenden Materialien setzen sich die Lernenden mit diesen und weiteren Fragen zum Thema „Mode“ auseinander. Im Zentrum steht dabei die Förderung der Hörverstehenskompetenz anhand von zwei TED talks, einem Podcast sowie einem Video.

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by Carmen Müntzenberg



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Competences and skills:

The focus of this unit is on training students' **listening comprehension skills**. This is achieved by working with two TED talks, one podcast and one video. Students also enhance their **reading skills** by dealing with a text. Furthermore, they practise and improve their **speaking skills** when engaging in a discussion and giving short presentations in front of the class.

Overview:

List of abbreviations:

CT Creative task

G Group work

M Mind map/visualising

PR Presentation

RC Reading comprehension

W Writing

D Discussion/debate

LVC Listening/viewing comprehension

P Working with a picture/cartoon

R Research

T Working with the text

Topic	Material	Methods/Skills
1: Fashion – Then and now	M1	G, LVC, P, R, W
2: Fashion values	M2	D, LVC, M, PR
3: Fashion – Sustainable solutions for the future	M3–M6	CT, LVC, M, P, R, RC, T

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Facts

The question of what you are going to wear is omnipresent. The answer is influenced by many aspects – the weather, your mood, the occasion, how much time you have to get dressed, how long you will have to wear the clothes you choose, and so on. Fashion designers know about these decisions, as well as the fact that one wants to be good looking and in style. Consequently, there are new products in our stores and online daily. But while fashion has been part of the emancipation of women throughout the last century, it is more and more becoming part of the movement for more sustainability nowadays. This development includes the use of organic and recycled fibres. It is no more a trend that may be ignored, which has led famous fashion companies like *Levi's* and *Adidas* to take more sustainable items into their offers. The prices for these products are oftentimes still higher than those of “fast fashion” items, but the use of recycled products for running shoes or clothes is a step into the right direction. Saving resources has become the most important aspect in the development of new products.

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Notes on the material

Topic 1 centres on the development of certain fashion items and the way fashion has been produced since the industrial revolution first made mass production possible. It also sheds light on the negative side-effects of “fast fashion”. At first, students do online research to define fashion in general. Then they work in groups and present the development of important innovations, such as the bikini or the jeans in class. In a next step, they watch a video and answer questions about fast fashion. After this listening task, they examine a picture on the same topic to enhance their speaking competence, as well as their ability to work with visuals. The topic concludes with a creative writing part that expects students to write a blog entry about their favourite clothes and to consider whether that piece of clothing was made in a fair and sustainable way.

Topic 2 starts with a two-minute-speech on students’ favourite fashion item as a

pre-listening activity. Then, they listen to a TED talk about *SneakerHeads* which points out the value of clothes and even compares dealing with clothes to dealing with drugs. This talk is divided into parts to break down the content for students in a manageable way. After students have done the worksheets on listening comprehension, they are required to engage in a discussion. Several role cards are provided to initiate a controversy on the value of fashion items.

Topic 3 deals with sustainable solutions for the future of fashion. At first, students listen to a podcast called *Green Thinking: Fashion* which is divided into two parts. Part one, as well as the corresponding worksheet focus on the dangers of textile production. Part two and worksheet two describe possible solutions to these problems. The listening comprehension activity is followed by a creative task in which students are required to develop a picture of the clothes described in the podcast. These pictures are presented to the class in a gallery walk. In order to find out more about sustainably produced products, students then engage in research on upcycled products or products made of renewable materials. Then they work with a text that focuses on second-hand clothes. The information from this text is also depicted in a graph which the students are required to analyse. Another creative task asks the students to develop a flyer that might convince people to buy used fashion. A further TED talk offers creative ways of fixing fashion's waste problem. The first part of this listening comprehension provides a lot of numbers on existing problems of the textile industry. The second part offers various solutions to these problems. As a conclusion, students work in groups and prepare a presentation that advertises their idea of sustainable fashion. One way of doing this could be drawing sketches. Students' results are then presented and discussed in class. Of course, these ideas are not required to be proven scientifically manageable, although any thoughts from students as to how to make their ideas practicable would be interesting.

Topic 1: Fashion – Then and now

Worksheet – Fashion – Then and now

M1

Research

1. Do an online research and come up with a definition of fashion.



Group work

2. Work in groups. Choose one fashion item that underwent an important change or development. Do some research on the item, describe its development and explain its causes and effects. Present your findings to the class. You can come up with your own ideas or choose one of the following items: denim jeans, bikini, mini skirt, moustaches, ties.



For more ideas and background information, see for example these websites:

<https://raabe.click/en-fashion-trends>

<https://raabe.click/en-fashion-timeline>

<https://raabe.click/en-fashion-history>

<https://raabe.click/en-fashion-history2>

<https://raabe.click/en-fashion-inventions> [last accesses: 31/05/2022]

Listening comprehension

Watch the *YouTube* video about fast fashion: <https://raabe.click/en-fast-fashion> [last access: 30/05/2022]. Then work on the following tasks.



3. Put the expressions concerning the history of fashion production into the right order. Then write down a short explanation of each.

	Ready-made clothes	Fast fashion	Tailor-made clothes
Order			
Explanation			

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