

Teacher's Integration Guide

How to use these materials in a cohesive lesson:

1. **Introduction & Vocabulary (Flashcards):** Start the lesson by using the **flashcards** to introduce the descriptive vocabulary from the video. Ask students to categorize them into "Opinion," "Texture," or "Pattern."
2. **Input (Video):** Show the **Frankly Speaking video** (Intermediate 1.1). Have students listen for the specific order Frank mentions.
3. **Grammar Practice (Worksheet):** Hand out the **self-study worksheet**. This allows students to practice the technical "Order of Adjectives" rules individually before they have to produce them orally.
4. **Guided Production (Mind-Map):** Use the **Mind-Map Speaking Task**. Show the **Filled Mind-Map** as a model while reading the **Model Paragraph**. Then, give students the **Empty Mind-Map** to plan their own descriptions of a favorite outfit, ensuring they use at least three adjectives in the correct order.
5. **Communicative Fluency (Speaking Activity):** Run the "Fashion Police" or "Designer Pitch" **speaking activities**. This is where students move from planned speech to spontaneous conversation using the target language.
6. **Homework/Extension:** Assign the **Website Write-up** as a reading task for review. For a writing homework, ask students to write a "Fashion Blog Post" describing what they would wear to a red-carpet event, applying the adjective order rules practiced in class.

Communicative Speaking Activities: Fashion and Adjective Order

Target Language: Students must use compound noun phrases with adjectives in the correct order: "It's a [Opinion] [Size] [Color] [Texture] [Pattern] [Material] [Noun]." (e.g., "It's a gorgeous long red velvety silk dress.")

Activity 1: The Fashion Police (Roleplay)

- **Teacher Instructions:**
 1. Divide the class into groups of three: two students are the 'Fashion Police Officers' and one is the 'Fashion Suspect.'
 2. The suspect describes an imaginary or real outfit they are wearing, using the target language (at least 3 adjectives). They should use clothing items that might violate a "fashion rule" (e.g., something tacky, hideous, or ill-fitting).
 3. The officers must critique the outfit, using the correct adjective order to describe the items they see, and justify their 'fine' or 'praise' (e.g., "Officer, I see a terrible short blue polyester skirt! That's a crime!").
 4. Students rotate roles so everyone gets a chance to be the suspect and the police.
- **Grouping Dynamics:** Small groups of three (trios).
- **Target Language Focus:** Critiquing and praising outfits using complex adjective strings.
- **Examples:**
 1. "That is a hideous oversized green nylon sweater. I'm issuing you a warning!"
 2. "I love your stylish small shiny red leather handbag. You are free to go!"

Activity 2: The Designer Pitch

- **Teacher Instructions:**
 1. Divide students into pairs. Assign each pair a category of clothing to design (e.g., formal wear, sportswear, space travel uniforms).
 2. Students must 'design' three new, unique clothing items. They write down their descriptions using the fullest possible string of adjectives.
 3. Each pair presents their designs to another pair (the 'Investors'). They must 'sell' their clothes by describing them enthusiastically and accurately using the target language.
 4. The investor pair chooses which item they would 'invest' in and why (focusing on the adjectives used).

- **Grouping Dynamics:** Pairs, presenting to another pair (quads).
- **Target Language Focus:** Creative production and persuasive description using a high density of adjectives.
- **Examples:**
 1. "We are presenting a wonderful long flowing purple striped silk scarf. It feels absolutely luxurious!"
 2. "Our new line includes a practical small black smooth canvas running shoe."

Activity 3: Fashion Lineup (Information Gap)

- **Teacher Instructions:**
 1. Prepare two sets of cards (A and B). Each set has 8 different clothing items described with a compound adjective phrase. Crucially, Card Set A has adjectives missing from Card Set B's descriptions, and vice-versa.
 2. Students work in pairs (Partner A with Card Set A, Partner B with Card Set B). They cannot show their cards.
 3. Partner A describes the item on their card using the adjectives they have. Partner B listens and asks questions to fill in the missing adjectives (e.g., "What size is the jacket?" "What color is the sweater?").
 4. The goal is for both partners to complete the full description for all 8 items by asking and answering questions that elicit the target adjective order.
- **Grouping Dynamics:** Pairs (A/B setup).
- **Target Language Focus:** Asking and answering specific descriptive questions and actively listening for the adjective order.
- **Examples:**
 1. Partner A: "I have a new leather boot." Partner B: "What kind of boot is it? Is it big? What color is it?"
 2. Partner A Response: "It's a comfortable big brown leather boot."