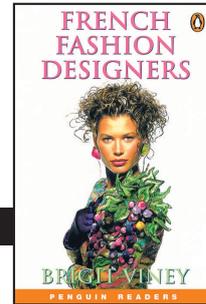


Teacher's notes

French Fashion Designers

by Brigit Viney



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ELEMENTARY

FRENCH FASHION DESIGNERS

SUMMARY

French *Fashion Designers* gives a lot of information about the most famous French designers, their even more famous fashion houses, their ideas about fashion, and other products sold by them. Although the French fashion world has traditionally been dominated by men, with the exception of Coco Chanel, the book has a separate section on women designers. There is a quiz at the beginning of the book that tests the readers' knowledge, as well as a very helpful page with words in fashion clearly illustrated to help students learn the vocabulary before reading. Students will enjoy the later quizzes in the book "Can you be a fashion designer?" and "Who are you?"

There are fascinating statistics about French fashion houses and what they mean to the economy of France in "The business of fashion" section at the back of the book. For example, while Germany and Italy sell more fashion than France, France sells more of the very expensive fashion products, especially perfume and make-up.

Students who are interested in fashion, and those who are not, will be interested in the workings of the fashion world, the financial implications, and the lives of those designers whose names we all know.

ABOUT THE AUTHOR

Brigit Viney has written and edited many EFL books and courses. She has also taught in Cairo and Damascus and enjoys drawing, visiting art galleries and traveling, mainly in Europe, the Middle East and North America.

BACKGROUND AND THEMES

French fashion designers, famous all over the world for their very expensive clothes, perfumes, scarves, bags, and sunglasses—for women and men—have dominated the world of fashion throughout the twentieth century and into the twenty-first. They have all gotten started by having an interest in fashion and an original idea. Coco Chanel started out in 1910 selling hats in Paris. By 1936 she was selling nearly 28,000 designs each year with nearly 4,000 people working for her fashion house, Chanel. Christian Dior started working in fashion in 1935 with three workrooms and 85 workers. His clothes used a lot of material and were very expensive. By the 1950s, he had 28 workrooms and more than 1,000 workers in Paris. Haute couture was big business. Yves Saint Laurent started out working for Dior in 1955, and in 1961 he started a new couture house. His pant suit was a famous design in 1969 because it offered men's clothes for women.

All of these designers started out with an idea, an interest in fashion, and most were backed by people who shared their interest, and who also had a lot of money. Their designs were recognized by other designers, who gave them jobs in their fashion houses. Designers like Jean-Paul Gaultier started at a young age, had no formal training in fashion, but had original ideas. Gaultier used things from the kitchen for jewelry, used jeans as stockings, and corsets as evening clothes.

The world of fashion is competitive, exciting, and glamorous—and anyone with new ideas can enter this world.



Teacher's notes

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of the factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/group work questions, can also be used by students working alone in a self-access center.

ACTIVITIES BEFORE READING THE BOOK

- 1 Make a photocopy of page 2 and blacken the words, then make enough photocopies so that each pair of students can be given one. Ask the students to look at "Words in fashion" on page 2 in their books and help them with pronunciation of these words. Put students into pairs and give them 5–10 minutes to learn the vocabulary. Then tell them to close their books, and hand out the photocopies. Ask students to write as many words as they can remember. Alternatively, write the vocabulary on the board and ask them to put the words on the page.
- 2 Make sure students understand *design*, *designers*, *fashion show*, *fashion house*. Then ask them to read the Introduction and ask them what famous names they expect to read about in this book. Have a class discussion about the value of fashion in society. Is it important? Why (not)?
- 3 Photocopy (in color, if possible) pages 3, 13, 14, 15, 16, 17 as many times as needed. Cut out the pictures and the captions. Put the students in small groups and give each group a set of pictures and a set of captions. Give them 5–10 minutes to match them.

ACTIVITIES AFTER READING A SECTION

Pages 1–13

- 1 After students do the quiz on page 1 individually, ask them to talk about the quiz with another student. Who had the most correct answers? Did they enjoy doing the quiz? Why (not)?
- 2 Put students into four groups and give each group the name of one of the four designers in this section of the book. Ask them to make a list of ten questions they would like to ask this designer. Then, tell the groups to give their questions to another group who will read about that designer and write the designer's answers to the questions. They should work together and discuss what the designer would probably have answered. When they finish, they give their written answers back to the group who wrote the questions. The two groups can then discuss what they've answered.

Pages 14–26

- 1 Ask students to work in groups of three and to write a conversation between Emanuel Ungaro, Christian Lacroix, and Thierry Mugler. They can discuss what they like, don't like, what they think about fashion, and what they will design for next year. Then, the groups can role-play their conversations for the rest of the class.
- 2 After students have done the quiz on page 19, put them into small groups to discuss their answers. Then tell the groups they have 15 minutes to design a bag, or a piece of jewelry, or sunglasses. One person in the group is the designer—the one who scored highest on the quiz—the others are design assistants, and others are pattern cutters. The group work together and produce a design, price it, then the class can show off their designs in a "fashion show."

Glossary

Pages 1–13

artificial (adj.) not natural but made by people
business (n) the work you do as a job to earn money
collection (n) a group of things that has been gathered together
design (n) to make a drawing or plan so someone can make something
fashion (n) a way of dressing or behaving that is usual or popular at a certain time
haute couture (n) the houses or designers that create exclusive and often trend-setting fashions for women
jersey (n) a fine, soft woollen cloth used for women's dresses
line (v) to put some kind of material closely around the inside of something.
look (v) to have a particular appearance
material (n) cloth
ready-to-wear (adj.) able to be used at once
show (n) to collection for people to look at
simple (adj.) plain, and not decorated or fancy
unusual (adj.) different and interesting
war (n) fighting

Pages 14–26

assistant (n) a person who helps someone in a job, and is under that person's direction
drawing (n) a picture made with a pencil or a pen
leather (n) treated animal skin used for making things like shoes and bags
pattern (n) a shape used as a guide for making something, especially a piece of paper used to show the shape of the parts of a piece of clothing
product (n) something that is produced or made somewhere



Student's activities

French Fashion Designers



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ELEMENTARY

FRENCH FASHION DESIGNERS

Photocopiable

Students can do these exercises alone or with one or more other students.

Activities before reading the book

- Read the Introduction. Then answer these questions.
 - What country is the center of fashion?
 - What change happened in the 1900s?
 - Does the writer of this book think the world of fashion is interesting? Why?
- Work with another student. Talk about the French fashion designers you know about. Do you like their clothes? Are they interesting people? Do they design other things?

Activities while reading the book

Pages 1-13

- Circle the right word(s).
 - Designers show their haute couture clothes in January and July/ March and August.
 - Haute couture /Ready-to-wear clothes are made by hand for rich customers.
 - After Christian Dior died, Jean Paul Gaultier/Yves Saint Laurent was head designer.
 - In the Second World War, women in the U.S./Canada wore shorter skirts.
 - These days, Yves Saint Laurent only goes to his haute couture collections/shows.
- Are these sentences right or wrong?
 - Haute couture clothes are unusual.
 - Ready-to-wear shows are more important than other shows.
 - Gabrielle Chanel got her name "Coco" when she opened her French fashion house.
 - French newspapers called Christian Dior's clothes "New Look."
 - Jean Paul Gaultier designed clothes for Madonna.
 - Yves Saint Laurent's patterns are leather.

3 Write the words below on the lines.

fashion designer's collections jersey

- Ready-to-wear clothes have the _____ name on them.
- Chanel made a lot of clothes with _____.
- Christian Dior's _____ work began when he was thirty.
- Yves Saint Laurent's best _____ were from 1980 and 1988.

4 Put A with B and make good sentences.

A

- Ready-to-wear shows are the most important because
- Women could easily move in jersey clothes because
- The French did not like the jersey suits and dresses because
- A lot of women wanted the "New Look" because
- Some people did not like Christian Dior's clothes because
- From the beginning, Americans were very important customers for Dior because
- The pant suit of 1969 was a famous design because
- Jean Paul Gaultier was the "bad boy" of fashion because

B

- it was pretty and different from wartime fashion.
- they did not have to wear corsets with them.
- they had more money than the Europeans.
- people from the streets sometimes wore his clothes in the fashion shows.
- they used a lot of material.
- they are in newspapers around the world.
- it gave men's clothes to women.
- they were not fashionable.



Student's activities

Pages 14-26

1 Which designer

Ungaro, Montana, Mugler, Lacroix, Agnes B, Sitbon,
McCartney, Lempicka, Rykiel, Macdonald

- (a) designed clothes for "the future"? _____
- (b) likes designing for the theater? _____
- (c) works well in leather. _____
- (d) is famous for his sweaters? _____
- (e) had a first collection called Café de Paris? _____
- (f) designed clothes not only for rich women? _____
- (g) wears only black? _____
- (h) was the ready-to-wear designer for Chloé from 1987 to 1991? _____
- (i) went to Chloé as head designer in 1997? _____
- (j) changed their name to the same as their fashion company? _____
- 2 Is it a bag, sunglasses, or a perfume?
- (a) Hermès used Grace Kelly's name for it _____
- (b) It is made from unusual and expensive leather. _____
- (c) Some fashion house make 80% of their money from it. _____
- (d) Arpège. _____
- (e) Dior sells them for \$220. _____
- 3 Work with another student. Find these sentences on page 23. What do the words in italics mean?
- (a) In Italy *it* was 6%.
- (b) *This* is about 0.9% of the French workers in France.
- (c) ...and *it* is important in the perfume and make-up businesses.
- 4 Work with a partner. Choose a photo but don't let your partner see which it is. Make up a sentence that describe the clothes in the picture. If they get the answer wrong, make up another sentence, and continue in this way until they find the right photo.

Activities after reading the book

- 1 Which designer today do you think is the most interesting? Write a letter to him or her and write what you think of his/her designs and ideas. Ask questions about designs for next year, about their fashion house, and the next fashion show.
- 2 The writer of this book wants to know about your clothes and fashions. What do you like to wear? What colors and materials? What jewelry and perfume? Write a letter and tell her.
- 3 Make an English word list for "Words in Fashion" and put words from this book under Clothes, Colors, Materials, Products, Jobs, Fashion Show. Write the same list of words in your language on another paper. Use the lists to learn and remember these words. Write sentences using the most difficult words for you, and ask your teacher to look at them.
- 4 Design a hat. Draw and describe it.
- 5 Pick a model and design some clothes for them. Choose the colours, material, the length, whether it has sleeves and so on. Add a hat, handbag, scarf or other items to go with it.

