

UNIT 19 DRESS FOR SUCCESS

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the conversation between Mrs. Dudley and Mr. Nelson.
- Answer true/false questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about Mrs. Dudley's complaints, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for agreeing and disagreeing.
- Extend the Topic by talking about how teachers should act.
- Read a Culture Corner extract about dress codes for teachers.
- Share ideas about a person who has taught them a life lesson.
- Watch a follow-up video extract from Sara giving her views about how teachers should dress.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Junko's unit introduction.

The Issue

In this unit, a parent complains about the lifestyle of her daughter's teacher. She claims that the teacher dresses like a rock star and is acting like a rebel. The principal argues that the teacher has excellent student evaluations and that it could be difficult to try to change her. The parent strongly insists that the principal take actions. This unit is asking not just how teachers should dress but what examples teachers should set and how teachers should act, since they *do* influence their students.

Questions Raised

- How should teachers dress? Should there be a dress code for teachers? Or should they be free to decide what clothes they wear? Would you like to have stylish teachers?
- What makes a good teacher? How should teachers act? Should they be popular with students? Should they be role models? Should they be strict? Should they be serious? Fun?
- What should a school's administration do if parents complained about teachers? How much should they listen to the parents? How much should they listen to the teachers?

To Keep in Mind

- It might be difficult for students to talk about how teachers should dress or how teachers should act unless they have a really good rapport with their teacher. If the teacher is strict or controlling, the students may not state their true opinions.
- Some teachers may feel uncomfortable having students talk about teachers. For example, they might not like students giving comments about teachers' clothes.
- It might be necessary to create a relaxing atmosphere where students feel comfortable talking about the teacher or teachers in general. Jokes will help.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly. Make sure students understand the meaning of the term *dress code*.

🗣️ **Teaching tip:** After the students have worked in pairs, you could ask volunteers for their answers.

Situation

→ Have students guess before listening to the audio why the parent is upset about Ms. Leeds. Then have them listen to the CD to find out the answer. After you check the answer, have students listen to the dialogue again, this time looking at the text.

🎧 **Teaching tip:** Try a Radio Drama activity. Select two students or ask for two volunteers for radio drama players. They will read Mrs. Dudley and Mr. Nelson’s dialogue parts. Since it is a radio drama, they have to read the dialogue realistically—that is, Mrs. Dudley is upset and Mr. Nelson is polite but annoyed. Make another pair and let them do the same thing. The class judges which pair sounded more like a radio drama.

Check Your Understanding

Answer Key

1. F 2. T 3. T 4. T 5. T

What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students discuss the opinions of Iris, Anna, Mark, and Shingo. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

🎧 **Teaching tip:** Students may want to check more than one opinion, which is all right. For example, they might agree with Mark, but they might also agree with Iris to some extent.

✍️ **Culture point:** In your country, how are teachers usually dressed in universities, high schools, elementary schools, or language schools? Are there dress codes? Any difference between male and female teachers? In your country, are teachers respected? Are they usually serious? Friendly? Are they role models? What is expected of them?

Extending the Topic: How should teachers act?

→ Have students work individually when checking boxes in the My Opinion chart, and in pairs (or threes) for the follow-up discussion. Students can use the opinions in the chart above, but they can be encouraged to go more than what’s in the chart, using their own words and expressions.

Culture Corner

Have students work in pairs or groups of three. Students read through the “Dress Code for Teachers.” Note: This is from an American high school. Give students an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: If you were the *school board* in your city, what dress code rules would you make for high school teachers?

Sharing My Ideas: Life lessons

→ Choose

Begin by having the students choose a topic. They must think of a person they have learned a lot from. Then explain that they are going to give a presentation about this person and a life lesson that they learned from him or her.

→ Prepare and Rehearse

Your students can use the Speaking notes and Language Hints to prepare their presentation. They can also use “Questions to help you” at the bottom of the Prepare box. Encourage students to try to imagine the person they are going to talk about and to remember what he or she said or did as much as they possibly can.

When students are ready to rehearse, put them in pairs and have them read the Listener task. Go over the Presentation Tip as a class and have students practice giving their presentations without looking at the outline too much.

Sample Presentation

I'd like to tell you about my high school teacher Ms. Kei. I learned an important lesson from her. Let me tell you what happened. One time I was depressed because everything I did went wrong and I was feeling miserable. At that time she told me never to think, "What did I do wrong?" Instead, whenever I was even only a little successful, she told me to think, "How did I do it right?" She told me to use the information to help me in future situations. This advice worked. I did as she said and ever since then I haven't felt depressed. Not only that, I have been more successful in doing things. I am really thankful to Ms. Kei. She taught me a life lesson.

→ Present

Have students change partners, or put them in small groups. Because the Listener task asks students to write one question for the presenter, have them take notes during the presentation.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- | | |
|---|-----------|
| 1 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave enough information about the person. | ★ ★ ★ ★ ★ |
| 3 – The presenter gave a clear explanation of the life lesson. | ★ ★ ★ ★ ★ |
| 4 – The presenter did not look at the outline too much. | ★ ★ ★ ★ ★ |
| 5 – The presenter answered questions well at the end of the presentation. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Sara's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Sara
I think this is an interesting situation. As for me, I would love to have had a stylish teacher. When I was in high school, we all had to wear dark-colored uniforms and the teachers wore these very simple clothes. And to tell the truth, we found it quite boring.
I think that the way people dress is an expression of who they are. And I think that the students want to know who their teachers are. You know, some of the subjects in high school are not all that interesting, so I think if you know your teachers more personally, it can help the students become more interested in their subjects.

Video Script

Um, I would, I would love to have a stylish teacher. And it's because when I was high school, I, we all had to wear, um, dark colors uniforms and then the teachers wore really simple clothes. And it was, we found it quite boring.

I think that the way people dress is an expression of who they are. And I think that the students want to know who their teachers are. Some of the subjects in high school are not so interesting, but I think if you know the teacher well, it would help the students, um, become more interested in that subject.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students match three words with their definitions.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A. 1. a 2. b 3. a 4. c 5. d

B. 1. b 2. c 3. a

C. 1. a 2. b

LINKS

If you would like the class to do additional research on dress code for teachers, here are some useful links:

Schools enforce dress codes—for teachers:

http://www.usatoday.com/life/2003-08-20-dress-code_x.htm

Dress code too for teachers?

<http://www.nationnews.com/editorial/292058893434132.php>

This dress code targets teachers:

http://www.enquirer.com/editions/1999/06/30/loc_this_dress_code.html