



## ALL THE RAGE

**Level:** Upper Intermediate (B2-C1)

**Age:** Teenagers / Adults

**Time:** 45 minutes

**Language summary:** Expressions related to fashion and youth culture groups; language of comparison; language of speculation

**Image work:** Looking at an image from different perspectives; using an image as a stimulus for discussion

### PROCEDURE:

**1** Ask students to discuss the meaning of this expression (*it means 'very popular'*) which is often applied to fashion. Accept any plausible uses of this expression and compare the examples your students find.

**2** The picture was taken in an urban environment. Although hip hop is often associated with the USA, it has travelled widely, with local groups using this style to sing or perform in their own languages. Ask if any of the students can describe local hip hop artists from their country. The clothes are typical of hip hop. The name tags identify a particular group within hip hop culture.

### **3** Key

*to be in fashion = a style or custom that is popular at a particular time (e.g. High heels are in fashion at the moment)*

*dressed to kill = wearing very attractive clothes that will make people notice you*

*fashion victim = someone who always wears clothes that are popular, even if these clothes don't suit them*

*to dress up = to wear fashionable clothes, often to attend a special event*

*to cut a fine figure = to look very attractive*

*wolf in sheep's clothing = someone who seems friendly, but is in fact unpleasant or cruel*

### **4** Key (suggested answers):

Goth	Dark colours, often black, with heavy make-up to create a pale face. Dyed black hair, dark lipstick and fingernails. Some Goths wear clothes inspired by the Victorian era.	Influenced by 19th century Gothic literature, particularly horror and romance. Gothic rock is loud and has a strong beat.
Punk	Ripped clothing, safety pins, bright colours and hair dye (mohican hairstyle), Dr Marten boots, rubber, vinyl and leather clothing.	Using theatrical fashion to outrage others, drawing attention to the danger of conformity, a special kind of dancing called 'pogo'. Punk rock (simple tunes that can be played by anyone), singing in a non-melodic way deliberately with lyrics that make a strong social statement.
Emo	Tight jeans in bright colours, t-shirts with band names, studded belts, black wristbands, thick rimmed glasses, and hairstyles that cover the eyes (often dyed bright colours).	Talking about intensely personal experiences and situations. Rock music characterised by lyrics that display emotional vulnerability.



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Heavy metal	Long hair, tight jeans, denim or leather jackets, biker boots. T-shirts, often with band names.	A special kind of dancing called 'headbanging'. Loud distorted music characterised by long guitar solos.
Rave	Lightweight clothes suitable for dancing for long periods of time. Trainers for comfortable dancing. Fluorescent clothing.	Electronic dance music (repetitive beats), rave parties, the importance of the DJ (rather than the live group). Laser light shows and dry ice. An ethos of peace and respect for others. Free style rave dancing.

**5** Encourage students to discuss this, then help them with vocabulary and ideas. Once they have discussed the statement in bold, ask them to feed back to the rest of the group. Allow students to talk about their own experiences of fashion and how it affects them.



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- 1 What do you think the expression *all the rage* means? With a partner, write a definition and discuss when we might use this expression.
- 2 Look at the picture with your partner. Where do you think it was taken? What kind of clothes and accessories does it show? Why do the boys have name tags on the back of their jackets? What kind of music is this type of fashion associated with? In your country, do people listen to this kind of music?
- 3 Do you know what these expressions associated with fashion mean? With a different partner, imagine a situation where you would use these expressions and write a sentence to demonstrate their meaning.
  - *to be in fashion*
  - *dressed to kill*
  - *fashion victim*
  - *to dress up*
  - *to cut a fine figure*
  - *wolf in sheep's clothing*
- 4 In groups of three, find three other music / fashion groups and note down as many factors about them as you know, as in the example. You could choose from Goth, Punk, Emo, Heavy metal, Rave or any other group of your choice.

Group	Type of clothes	Music / Beliefs
Hip hop	Baggy jeans, loose jackets with tags, head scarves, chunky jewellery.	Hip Hop, Rap – DJing / MCing. The importance of street music and urban spaces, graffiti as an art form, chunky jewellery.

- 5 In the same group, consider the following quotation from a punk musician. Do you agree or disagree with the statement in bold? What about the rest of the quote? How important should fashion be in our lives?

The clothes and the music were all about producing things yourself – DIY we called it. All you need is a few people with an instrument – anyone can do it. The clothes were put together using household objects and other cheap products. It was an anti-fashion statement. Instead of spending money on clothes, we recycled things for free. **Too much importance is placed on appearance in society** anyway and we wanted to make people think.