

## Dress codes

**Level:** Advanced

**Age:** Adults

**Time:** Up to 90 minutes

**Lesson aim:**

- To explain about dress codes at work

**Skills:** Listening, Speaking

**Materials:**

- Worksheet
- Live from London: Business "Dress codes" video
- Transcript

### Before you watch

#### A

The aim of this activity is to enable students to briefly share information and opinions about work and dress codes. It also prepares the learners for the video content. They ask and answer questions in pairs. There is no need for lots of detail at this stage.

#### B

This activity aims to explore how we judge others based on their appearance. Tell students to work in pairs. Skip through the video without pressing play. Find a still of one speaker. Instruct students to briefly discuss what words come to mind when they see the person. Focus their attention on the outfit. For example: Do they look professional? Would you say they are smartly dressed? Relaxed? 'Business-like'? Personable? Display four or five different stills from the video. After a brief discussion, student ask and answer the reflection questions. You may need to concept check the word 'preconception'.

### Video

#### A

Play the full video. Students respond to the question in pairs. This is an opportunity to share a personal response to the video content.

#### B

Students watch the video again and answer the questions.

### Key:

1. We could infer that Chris is married because he is wearing a wedding ring. Also, students' own answers.
2. Vivek initially suggests that beachwear such as flip-flops is not appropriate. He then says it is acceptable in hot weather but not if meeting clients.
3. Both Tolani and Jenny mention that they dress formally when meeting clients.
4. Asif says it makes people feel comfortable when you resemble them.
5. Anne prefers (casual) dresses to suits.

### C

The aim of this activity is for students to share further opinions about the video content. Concept check the statements as the learners require.

### Language focus

#### A

The aim of this activity is for learners to explore some of the specific words and phrases in the video. Students match each word or phrase with its correct meaning.

### Key:

1. f    2. c    3. a    4. b    5. d    6. e

#### B

The aim of this activity is for learners to practice using the new words and phrases from the video in context. Students complete the gaps in each short dialogue using the phrases from Activity A.

### Key:

1. To be fair
2. acceptable (You could highlight that 'unacceptable' is an alternative for 'not acceptable'.)
3. appropriate
4. As long as
5. per se
6. tend to

## C

The aim of this activity is for students to further explore the topic-specific vocabulary. Learners review the transcript and add useful words and phrases to their table.

### Key:

#### Items of clothing and accessories:

dress, chinos, jumper, shirt, cufflinks, trousers, belt, wedding ring, watch, jeans, t-shirt, shorts, flip-flops, suit, tie, boots (booted) trainers, sweat top, jacket, blouse

#### Phrases for describing dress code:

smart-casual, business-casual, formal, relaxed, casual, 'suited and booted', smart

Students then share views on which items of clothing relate to each dress code.

## Communication focus

### A

The Communication focus for this lesson offers students a choice of possible tasks.

**Task 1** is a chance for learners to describe the dress code at their workplace in greater detail than at the start of class. Encourage learners to use some of the language from the Language focus if relevant.

**Task 2** is an opportunity for students to use some of the topic-specific language in a more formal context.

**Task 3** is a role play / improv task. It might not suit all learners. You could exploit this further by encouraging learners to improvise the other dialogues from the Language focus.

**Task 4** explores the general topic of dress codes further. This can be personalised by having learners discuss their own jobs.