

Proyecto "Transversalidad e Integración Curricular en la Educación Media Técnico Profesional"

PATRONAJE Y ESCALADO INDUSTRIAL

GUÍA DE APRENDIZAJE DE INTEGRACIÓN CURRICULAR
SECTOR CONFECCIÓN



Guía de Aprendizaje de Integración Curricular

Formación General:

Inglés

Formación Diferenciada:

Módulo: Desfile Bilingüe

Educación Media Técnico Profesional.

Secretaría Ejecutiva de Educación Técnico Profesional
Ministerio de Educación.

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PROYECTO DE INTEGRACIÓN CURRICULAR

PATRONAJE Y ESCALADO INDUSTRIAL

GUÍA DE APRENDIZAJE DE INTEGRACIÓN CURRICULAR

“NUEVO UNIFORME LICEO JOSÉ FRANCISCO VERGARA”

ESPECIALIDAD: VESTUARIO
MÓDULO: DESFILE BILINGÜE

INGLÉS



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INTRODUCCIÓN

En este módulo se espera que los estudiantes aprendan vocabulario relacionado a su especialidad ya sea relacionado a las herramientas de trabajo, a la clasificación de prendas que utilizan, que demuestren comprensión lectora. Además de identificar los tipos de prendas que cada persona utiliza para que puedan describirlas en los desfiles de modas que realizarán.

Para alcanzar dicho objetivo, el modulo ha sido desarrollado integrando la asignatura de Inglés y basándose en los módulos del Programa de la especialidad de Vestuario y Confección. Este módulo considera 4 Sesiones de trabajo con un total de 8 horas pedagógicas.

Para abordar estos aprendizajes, cada sesión propone un eje central:

- Identificar las herramientas y materiales de trabajo.
- Reconocer verbos
- Entender y seguir instrucciones en inglés.
- Aprender a describir prendas de vestir.

Cada uno de los ejes propuestos permite al estudiante vincularse de forma efectiva con las herramientas a utilizar, procesos y formas de trabajo de la especialidad.

Todo el módulo y cada sesión de trabajo propone diferentes ejercicios a realizar y al mismo tiempo entrega herramientas para poder resolverlas.

Para concretar los aprendizajes se proponen diversas estrategias metodológicas en las cuales se promueve la generación de sus propios aprendizajes, fortaleciendo la activación de conocimientos previos en cada sesión según el tema propuesto, el desarrollo de lectura y pronunciación adecuada de textos originales, el juego de roles y la presentación oral donde se utiliza el trabajo en equipo y el apoyo entre pares. Al mismo tiempo, se promueve la retroalimentación entre profesor/estudiante y entre compañeros.



OBJETIVO DE APRENDIZAJE E INDICADORES DE EVALUACIÓN

OBJETIVOS DE APRENDIZAJE

1. Identificar palabras, frases, y expresiones claves, expresiones idiomáticas de uso más recurrente, vocabulario temático, conectores, en textos orales en diversos formatos o al participar en interacciones cotidianas y conversaciones de la clase.
2. Formulan y responden preguntas relacionadas con el vocabulario temático en conversaciones e interacciones de la clase, asocian expresiones de uso frecuente al tema de la unidad y a otros conocidos por ellos.
3. Expresar cantidades, contar y enumerar. Expresarse con claridad, usando palabras y expresiones de uso común.
4. Identificar vocabulario temático y describir la ropa que usan las personas. Unir ideas usando conectores confirmar información, usar estructuras gramaticales y pronunciación
5. Expresión oral por medio de interacciones y exposiciones en torno a temas como experiencias personales, temas de otras asignaturas, otras culturas y textos leídos o escuchados.



RUTA DEL APRENDIZAJE

1

Identificar palabras, frases, y expresiones claves, expresiones idiomáticas de uso más recurrente, vocabulario temático, conectores, en textos orales en diversos formatos o al participar en interacciones cotidianas y conversaciones de la clase.

2

Formulan y responden preguntas relacionadas con el vocabulario temático en conversaciones e interacciones de la clase, asocian expresiones de uso frecuente al tema de la unidad y a otros conocidos por ellos.

4

Identificar vocabulario temático y describir la ropa que usan las personas. Unir ideas usando conectores confirmar información, usar estructuras gramaticales y pronunciación

3

Expresar cantidades, contar y enumerar. Expresarse con claridad, usando palabras y expresiones de uso común.

5

Expresión oral por medio de interacciones y exposiciones en torno a temas como experiencias personales, temas de otras asignaturas, otras culturas y textos leídos o escuchados.



PRESENTACIÓN

CUSTOM DESIGN "TOOLS"

SESSION 1

Como una forma de integrar los conceptos asociados a la especialidad de vestuario y al uso del idioma inglés, se hace referencia al vocabulario básico y frases hechas para relacionarlas a las herramientas y materiales a utilizar en la creación de prendas de vestir.

Desde la asignatura de inglés se desprende el objetivo en el cual los estudiantes:

Leen y demuestran comprensión de ideas principales e información relevante en textos informativos, descriptivos, narrativos auténticos y simples.

Principalmente, se desprende del objetivo, el criterio donde reconocen palabras, expresiones y frases hechas relacionadas a la creación de una prenda de vestir.

Desde el área de Vestuario, en el Módulo de desfile bilingüe los estudiantes:

- Determinan los tipos de materiales y herramientas a utilizar
- Reconocen palabras, expresiones y frases hechas relacionadas con el mundo de la creación de prendas de vestir y las usan para desenvolverse en los temas de la unidad.

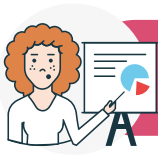
RESUMEN

En esta sesión estudiante se enfrenta a vocabulario relacionado a las herramientas de trabajo, conceptos que deben saber y ser capaz de asociar de forma adecuada. Luego ellos leerán una situación problema donde deberán: pensar, reflexionar y encontrar una solución al problema mencionado. Además de esto, ellos leerán un texto donde deben mostrar comprensión de lectura y responder las preguntas.

SUMMARY

In this session the student faces vocabulary related to the work tools, concepts that they should know and be able to associate in an appropriate way. Then they will read a problem situation where they should: think, reflect and find a solution to the mentioned problem. In addition to this, they will read a text where they must show reading comprehension and answer the questions.





LET'S PRACTICE

PRE – READING ACTIVITIES

What kind of tools and materials do you know?

A- MATCH THE IMAGES WITH ITS MEANING

Seam Ripper	Scissors	Rotary Cutter	Hand Sewing Needles
Pincushion	Machine needles	Iron	Shears
Flexible Tape Measure	Threads	Safety Pins	Sewing Gauge
Marking Pencil		Straight Pins	





BASIC SEWING WORDS

B- READ THE FOLLOWING DEFINITIONS AND COMPLETE IT WITH THE CORRECT WORD.

Oversew	Machine stitch	Hem	Basting
Seam	Fray	Needle	Edge
Fabric	Diagonal	Fold	Stitch
Thread	Running Stitch	Backstitch	

1.		: A sewing stitch made by a sewing machine, sometimes using more than one thread
2.		: Having an oblique or slanted direction
3.		: A loose temporary sewing stitch to hold layers of fabric together. This is used to hold fabric in position while it is being permanently stitched
4.		: It is the strongest hand stitch and is used to imitate machine stitches.
5.		:Sew (two edges) with close stitches that pass over them both
6.		:A sharp pointed implement (usually steel)
7.		: A link or loop made by sewing, knitting, or needlework
8.		:Bend or lay so that one part covers the other
9.		:A line determining the limits of an area
10.		:A fine cord of twisted fibers used in sewing and weaving
11.		: Artifact made by weaving or felting or knitting fibers
12.		: A join between two pieces of cloth
13.		: Small, even, hand stitches run in and out. This stitch is used for seams and for gathering.
14.		: The edge of a piece of cloth
15.		: Wear away by rubbing



PROBLEM SITUATION



LET'S
READ

At the beginning of the class, a group of students were sent to the office because they did not wear the traditional uniform.

The general inspector asked to the students, why weren't you wearing the uniform? And the students said: because we don't feel identified with that uniform, besides there are different colors between the others uniforms.

For that reason the principal together with parents and teachers determined to design a new uniform, where students feel comfortable and identified. And to carry out that design we will work with students of custom design specialty. But, there is a percentage of foreign students who do not master the Spanish language and they only can communicate through the English language.

So, custom design specialty will work together with the English subject, so that foreign students can learn the methods and processes of that specialty. Also the rest of the students can learn a second language.

Al comienzo de la clase, se envió a un grupo de estudiantes a la oficina porque no usaban el uniforme tradicional. El inspector general les preguntó a los estudiantes, ¿por qué no usaban el uniforme? Y los estudiantes dijeron: porque no nos sentimos identificados con ese uniforme, además de que hay diferentes colores entre los otros uniformes.

Por esa razón, el director junto con los padres y maestros determinaron diseñar un uniforme nuevo, donde los estudiantes se sientan cómodos e identificados. Y para llevar a cabo ese diseño vamos a trabajar con estudiantes de especialidad de confección. Pero hay un porcentaje de estudiantes extranjeros que no dominan el idioma español y solo pueden comunicarse a través del idioma inglés.

Por lo tanto, la especialidad de confección trabajará en conjunto con la asignatura de inglés, para que los estudiantes extranjeros puedan aprender los métodos y procesos de esa especialidad. También el resto de los estudiantes puede aprender un segundo idioma.



HAGÁMOSLO

According to the scene problem. Read and answer the following questions:

1) What concepts related to custom design do you know?

.....
.....
.....

2) Write a list of tools that you need to make an uniform.

.....
.....
.....

3) What verbs are related to the construction of uniforms?

.....
.....
.....

4) According to the text. What is the main problem?

.....
.....
.....

5) Thinking about the problem. How do you sort out it?

.....
.....
.....

6) Draw your uniform suggestion



7) According to your knowledge, what is the first thing that foreign students should know when they want to create a garment?

.....
.....
.....

WHILE ACTIVITIES

SEWING TOOLS

E- You must search all the words that are related to sewing tools.

F- Then, Use the clues and your list of sewing tool to find the proper term. Write the correct term in the correct space

Used to secure fabric together when sewing.	NIPS	_____
Sewing tool used for measuring short spaces such as hems	GGEAU	_____
Notion used to sew a garment together with a machine or needle	DTEHAR	_____
Needed for cutting fabric; have a raised handle and uneven holes	RESASH	_____
Used to protect your finger while you are hand sewing	EBTLMHI	_____
Conveniently holds pins and needles while you are sewing	NPI HNCIOUS	_____ _____
Used to remove stitches	MSAE PEPRIR	_____ _____
Flexible tape used to take body measurements	ATPE MERSAUE	_____ _____
Equipment used to press seams and to remove wrinkles in fabric	METAS ORNI	_____ _____
Large and expensive sewing tool; our class room has the Huskavarna Scandinavia 200	WIGSEN INMHACE	_____ _____



TAKE NOTES



POST ACTIVITIES

READING COMPREHENSION

C- Read the text.

D- Answer the questions.

WHAT IS A PATTERN DESIGNING?

Pattern is the procedure of a technical system for the organization in the construction of a garment. Through this technical system, a pattern is developed starting from a design elaborated by means of a drawing of the garment, or of a complete set in a plane, complying with the follow-up of some measurements, whether they are anthropomorphic (standards measurements) or anatomical measurements, and taking an order of procedures or steps, after the pattern is drawn, it is taken to the cutting table, to make the stroke on the fabric and cut to finish in the construction or assembly of a garment.

There are domestic patterns which are usually silk paper, manila paper or kraft paper, they include instructions for use, suggestions on the most appropriate fabric and possible adaptations. They are available in a wide variety of styles, models, sizes, prices

Patrónaje es el procedimiento del sistema técnico para la organización de la construcción de una prenda de vestir. Mediante este sistema técnico se desarrolla un patrón partiendo de un diseño elaborado mediante un dibujo de la prenda, o de un conjunto completo en un plano, cumpliendo con el seguimiento de unas medidas, sean antropomorfas (medidas standards) o medidas anatómicas, y llevando un orden de procedimientos o pasos, después de elaborado el patrón, se lleva a la mesa de corte, para hacer el trazo sobre la tela y cortar hasta terminar en la construcción o armado de una prenda de vestir.



Answer these questions:

1) Write your own definition about what is Pattern designing?

.....

.....

.....

2) These paragraph is an informative or descriptive text? And why?

.....

.....

.....

3) *What types of measures does the text mention?*

.....
.....
.....

4) *What are the different types of domestic patterns that exist?*

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**TAKE
NOTES**

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TYPES OF FABRICS

SESSION 2

Dentro de la construcción de una prenda de vestir existen diferentes procesos. Por lo mismo, en esta sesión el foco de atención será conocer e identificar los tipos de telas que se requieren para la creación de las diferentes prendas que existen. El alumno deberá reconocer conceptos claves que se relacionan a los tipos de telas que se utilizan.

Desde la asignatura de inglés se desprende el Objetivo de Aprendizaje en el cual los estudiantes:

- Leen y demuestran comprensión de ideas principales e información relevante en textos informativos, descriptivos y narrativos auténticos, simples y de variada extensión, como textos relacionados a la especialidad de vestuario.
- Usan estructura del estilo indirecto para informar lo dicho por otros.

Principalmente, se desprenden del objetivo, los criterios donde reconocen palabras, expresiones y funciones gramaticales.

Desde del área de Vestuario, en el módulo de desfile bilingüe en los objetivos de Aprendizaje Genéricos, los estudiantes:

- Determinan los tipos de telas con sus características y tipos de estampados.

RESUMEN

Para esta etapa, el estudiante se enfrenta a los diferentes tipos de telas que existen, ellos observaran imágenes de cada una de ellas. Todo con el fin de conocer sus principales características.

SUMMARY

For this stage, the student faces the different types of fabrics that exist; they will observe images of each one of them. All in order to know its main features



**TAKE
NOTES**



APLIQUEMOS LO APRENDIDO

PRE – READING ACTIVITIES

A- READ THE DEFINITION ABOUT FABRIC AND ANSWER THE QUESTION.

TYPES OF FABRICS

What is a fabric?

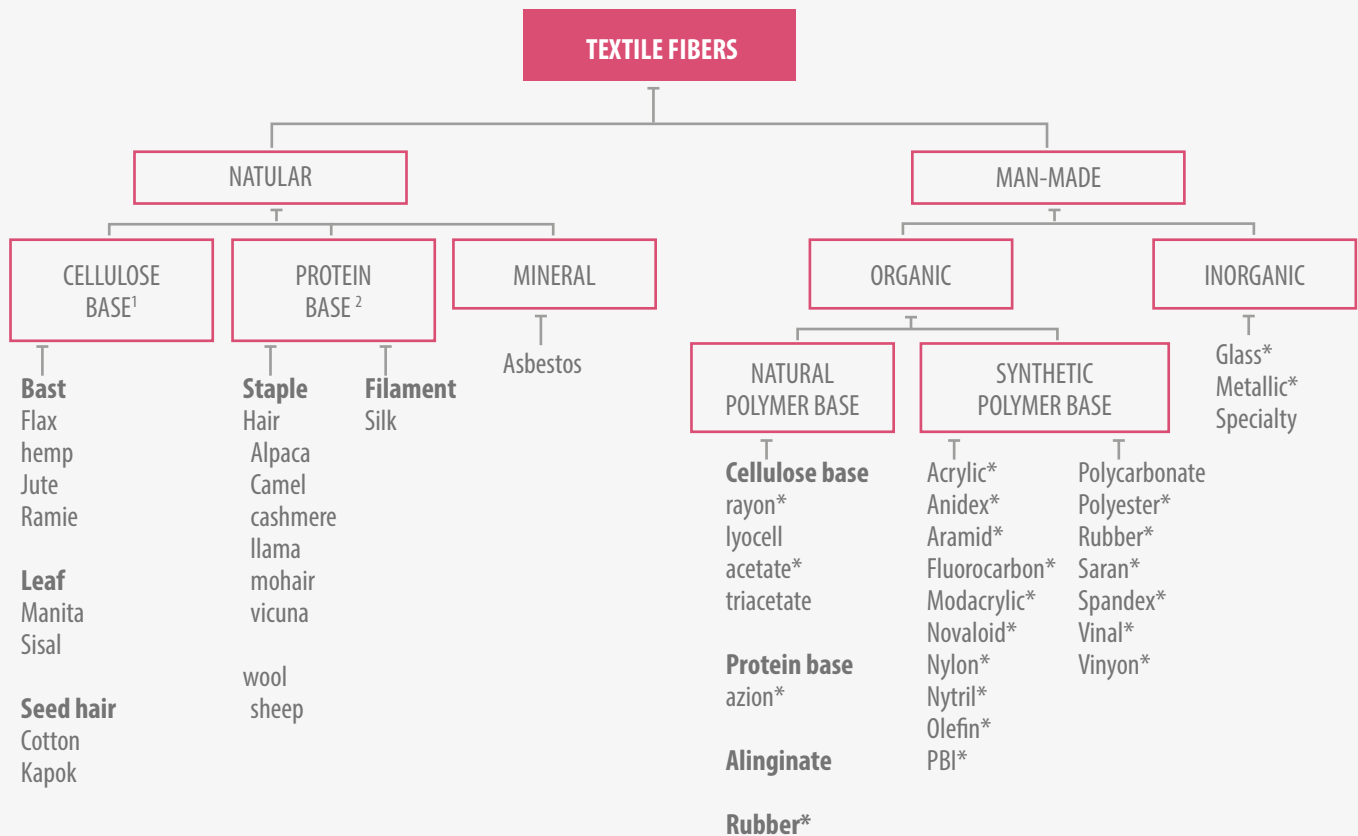
Fabric or cloth is a flexible artificial material that is made by a network of natural or artificial fibers. The example is thread or yarn which is formed by weaving or knitting as in textiles. Cloth is mostly used in the manufacturing of clothing and household furnishings etc.

La tela o paño es un material artificial flexible que se fabrica mediante una red o fibras naturales o artificiales. El ejemplo es hilo que se forma tejiendo como en textiles. La tela se usa principalmente en la fabricación de ropa y muebles para el hogar, etc.



VISUALICEMOS

GENERAL CLASSIFICATION OF TEXTILE FIBERS



Make a list about what types of fabrics do you know?

.....

.....

.....

B- READ EACH DEFINITION AND CHOOSE THE CORRECT CONCEPT:

Chiffon - Rubber - Denim - Cashmere - Satin - Jersey - Wool - Lather - Waterproof Calico

1.		: rendered impervious to water by some special process, as coating or treating with rubber.
2.		:the fine soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, especially when shorn and prepared for use in making cloth or yarn.
3.		:a fabric, such as silk, having a glossy, shiny face and a soft, smooth texture.
4.		: the fine, soft wool of the Kashmir goat, or yarn made from this wool.
5.		:a material made from the skin of an animal by tanning or a similar process.
6.		:a heavy fabric of cotton woven with white and blue threads, used esp. for jeans.
7.		:a tough elastic polymeric substance made from the latex of a tropical plant or synthetically.
8.		:a white unprinted and bleached cotton fabric.
9.		:a sheer fabric of silk or rayon
10.		:a plain-knit, machine-made fabric of wool, silk, nylon, etc., that is usually soft and elastic, used for garments.



TAKE NOTES

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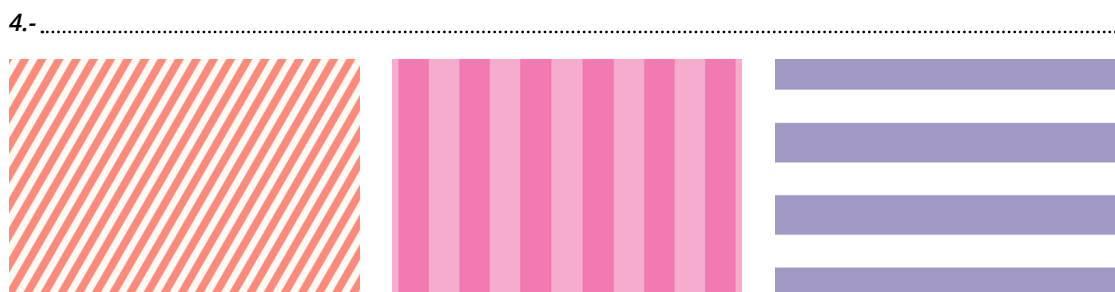
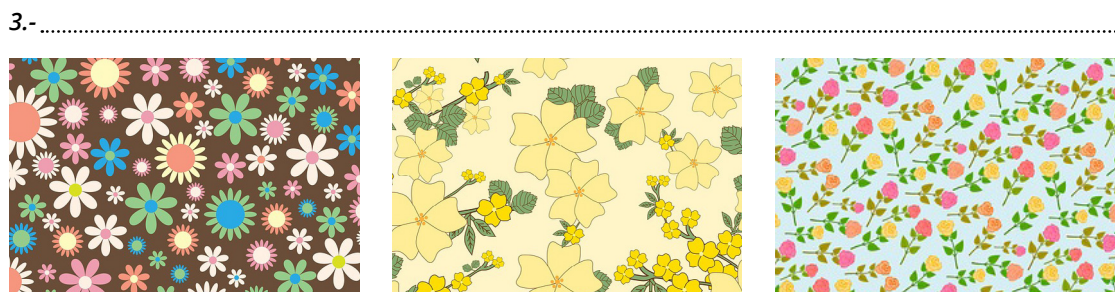
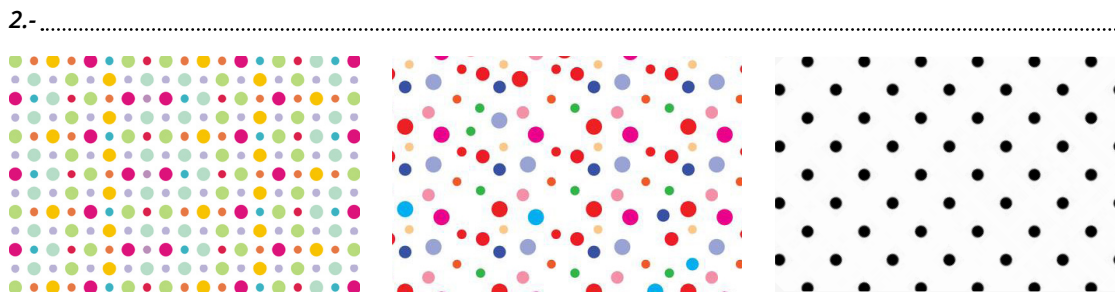
WHILE ACTIVITIES

C- LOOK THE IMAGES !!

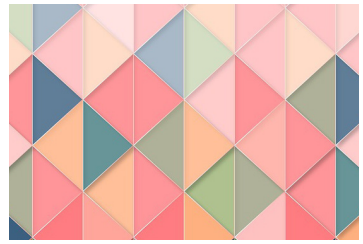
D. CHOOSE THE CORRECT OPTION AND WRITE THE CONCEPT BELOW

TYPES OF PATTERN / PRINT

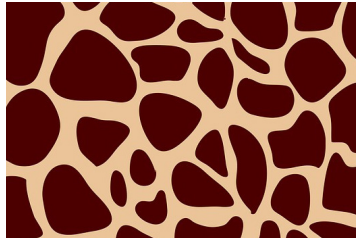
GEOMETRIC - STRIPED - SPOTTED - FLOWERY - CHECKED - ANIMAL PRINT



5-.....



6-.....



E- READ THE SENTENCES, ORDER THE KEY WORD AND FILL THE GAPS

- A. Do you like the on my shirt? *(erpntta)*
- B. Joe wore a suit and a shirt. *(dekccch)*
- C. Edith disliked the design on the curtains. *(tgreicoem)*
- D. Eugene looked cute in his T-shirt. *(tsirdep)*
- E. Jane preferred the skirt to the striped one. *(ttedsop)*
- F. Penny wore a vest and long skirt. *(loerfyw)*
- G. It was a cheerful dress in a floral design. *(inptr)*





POST ACTIVITY

F- READ THE DEFINITION AND LOOK THE CHART

Remember!!

What is reported speech?

Reported speech is how we represent the speech of other people or what we ourselves say.
 El discurso informado es la forma en que representamos el habla de otras personas o lo que nosotros mismos decimos.

REPORTED SPEECH CHART

CHANGES

FROM:

TO:

TENSE	DIRECT SPEECH	TENSE	REPORTED SPEECH
PRESENT SIMPLE	"I work hard."	PAST SIMPLE	He said that he worked hard.
PRESENT CONTINUOUS	"I am working hard."	PAST CONTINUOUS	He said that he was working hard.
PAST SIMPLE	"I worked hard yesterday ."	PAST PERFECT	He said that he had worked hard the previous day / the day before .
PAST CONTINUOUS	"I was working hard at six this morning ."	PAST PERFECT CONTINUOUS	He said that he had been working hard at six that morning .
PRESENT PERFECT	"I have worked hard."	PAST PERFECT	He said that he had worked hard.
PRESENT PERFECT CONTINUOUS	"I have been working hard."	PAST PERFECT CONTINUOUS	He said that he had been working hard.
PAST PERFECT	"I had worked hard."	PAST PERFECT	He said that he had worked hard.
FUTURE SIMPLE	"I will work hard."	CONDITIONAL	He said that he would work hard.
MODALS	"I can work hard." "I could work hard." "I may work hard." "I must work hard." "I shall work hard." "I should work hard."		He said that he could work hard. He said that he had been able to work hard. He said that he might work hard. He said that he had to work hard. He said that he should work hard. He said that he should work hard.

G- MAKE THE REPORT OF THE SENTENCES IN THE EXERCISE ABOVE.

1. Designer : "The model has worn a beautiful dress"

Report:

2. Girl: "Yesterday, I bought a fashionable jacket"

Report:

3. Model: "it's a cold day, I don't have a coat"

Report:

4. Girl: " I am learning to use the sewing machine!!"

Report:

5. Designer: "The fashion show will be next week"

Report:



**TAKE
NOTES**

Handwriting practice area with six horizontal lines.

CLOTHES AND ACCESSORIES

SESSION 3

Dentro del mundo de la moda, es importante para el estudiante aprender y reconocer los nombres de cada prenda de vestir, manejar vocabulario que estén relacionados a las prendas y los accesorios que acompañan a estas.

Desde la asignatura de inglés se desprende el Objetivo de Aprendizaje en el cual los estudiantes:

- Identifican palabras y frases clave, expresiones de uso frecuente, vocabulario temático, conectores, verbos en textos escritos.
- Demuestran comprensión de textos no literarios (como descripciones, instrucciones, procedimientos, avisos publicitarios, emails, diálogos, páginas web, biografías, gráficos) identificando Ideas generales, información específica y detalles.
- Se expresan oralmente por medio de la reproducción diálogos con intercambios breves y simples.

Para lograr dicho objetivo, se desprenden los criterios donde leen y responden preguntas utilizando el tiempo gramatical "Simple Present", identifican y utilizan vocabulario temático. Además, dramatizan diálogos.

Desde el módulo de desfile bilingüe tanto en el objetivo de aprendizaje y los objetivos de aprendizajes Genéricos, los estudiantes:

- Identifiquen los nombres de las diferentes prendas de vestir, además que puedan clasificarlas.
- Lean, ordenen y reproduzcan un dialogo relacionado a la unidad.
- Comprendan los diversos textos y respondan de forma correcta.

RESUMEN

Para esta etapa, el estudiante deberá reconocer vocabulario relacionado a las diferentes prendas de vestir, clasificar prendas de vestir, leer y reproducir un dialogo y para finalizar leer diferentes textos y responder.

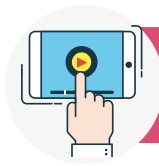
SUMMARY

For this stage, the student must recognize the vocabulary related to the different garments, classify the garments, read and reproduce a dialogue and finally read different texts and answer.



**TAKE
NOTES**

CLOTHES AND ACCESSORIES



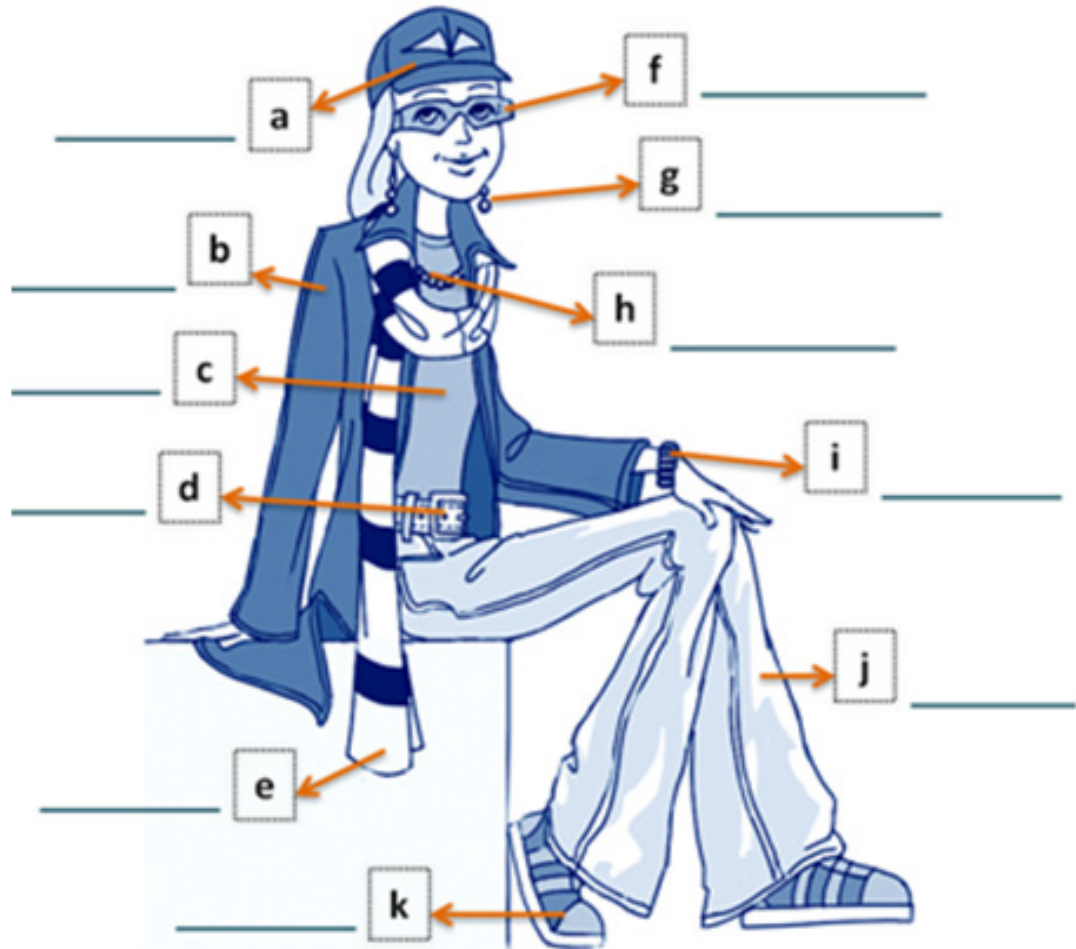
VISUALICEMOS

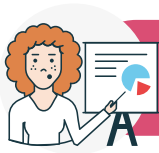
PRE-READING ACTIVITIES

What kind of clothes and accessories do you know?

A- CHOOSE THE WORDS WHICH ARE IN THE BOX. THEN WRITE IT IN THE RIGHT PLACE FROM A TO K IN THE PICTURE.

Belt	Earrings	Jeans	Trainers
Bracelet	Jacket	Scarf	T-shirt
Cap	Necklace	Sunglasses	





**LET'S
PRACTICE**

B- CHOOSE THE CORRECT ANSWER

What do you wear on your feet?

- A. A dress
 - B. Trainers
-

What do you put around your neck?

- A. A necklace
 - B. a watch
-

What do you put on your head?

- A. A cap
 - B. underwear
-

What do you wear over a shirt?

- A. Jeans
 - B. A jacket
-

What do both boys and girls wear?

- A. Skirt
 - B. shorts
-

What do you wear to go to bed?

- A. A hoodie
 - B. pyjamas
-

What do you wear around your neck?

- A. A scarf
 - B. socks
-

What do you wear on a cold rainy day?

- A. A coat
 - B. a bikini
-

What do you wear to climb a mountain?

- A. Flip – flops
 - B. boots
-

C- READ AND COMPLETE THE SENTENCES WITH THE WORDS BELOW

Belt	Boots	dress	gloves	jumper	sandals	shirt	skirt	socks	swimsuit
				trouser		t-shirt			

1. Simone wears high brown.....in the winter.
2. Do you want to go swimming? I have got a new blue
3. Does Paul wear or shorts on hot days?
4. Students wear white.....and black trousers at that school.
5. Carol never wear dresses or she always wear jeans.
6. Sally wears a shirt and aunder her coat on cold days.
7. I rarely wear shoes in the summer. I wear
8. He often wears jeans and a in warm weather.
9. Boys don't usually wear a skirt or a
10. You wearon your feet with shoes.
11. People wear on their hands on cold days.
12. I need a Because these jeans are too big for me!

WHILE ACTIVITIES

- D- Read and order the conversation**
- E- Practice pronunciation with a partner**

1.	I like that shirt!
2.	So do I
	Ask the clerk
	Oh, look! Heres's another shirt just like it.
	How much is it?
	Does it have a price tag?
	I will
	I don't know. The tag is missing
	That's a great price
	Yes, It does. It's only \$20
	You'd better try them on first. 0.0
	I think I'll buy both of them!

F. COMPLETE THE 15 SENTENCES USING THE WORDS BELOW

Buttons	Cotton	Extra- large	Fit	Fitting room
Jacket	Jeans	Jewelry	Large	Material
Medium	Price	Size	Small	Zipper

1. How much do these shoes cost? What is the _____?
2. Could I please try on this suit? Where is the _____?
3. These pants are too _____. I need a larger size.
4. Most shirts have small, round _____s.
5. I wear the largest size, _____.
6. Most _____ are blue, but mine are black.
7. My wife likes to wear earrings and bracelets and rings. She really likes _____.
8. It's colder today than it was yesterday. You should wear a _____ when you go outside.
9. What size do you wear: small, _____, or large?
10. Clothing is made from many different kinds of _____ like cotton, leather, and wool.
11. The _____ on my jacket is broken. Now I can't open my jacket.
12. Do your clothes _____ well, or are they too large or too small?
13. I like the color and style, but the _____ is too big. I need something larger.
14. My T-shirt is made from _____.
15. These socks don't fit. They're too _____. I need smaller socks



**TAKE
NOTES**



FASHION STYLE

How fashionable are you?

G- READ AND ANSWER THE QUIZ

1. You see a really cool pair of shoes in a shop, but they are very expensive. What do you do?

- A. Buy them. I always spend a lot of Money on clothes. (3pts)
 - B. Leave them in the shop. I can buy cheaper shoes somewhere else. (2 pts)
 - C. Buy them if they´re good quality and they´re going to last a long time. (1pto)
-

2. You want to buy a pair of jeans. Which do you choose?

- A. The most comfortable ones. (1pto)
 - B. The most fashionable ones. (2pts)
 - C. The most unusual ones. (3pts)
-

3. Your mum buys a sweater for or birthday, but you don´t like it. Do you wear it?

- A. Yes. I don´t want to hurt my mum, but I hope my friends don't see me. (2ptos)
 - B. No. I don´t want my friends to think I´m unfashionable. (3ptos)
 - C. Of course. My mum always chooses my clothes. (1pto)
-

4. Your friend comes to school wearing the same coat as you. What do you think?

- A. I hate when people copy my clothes. (3pts)
 - B. I´m happy she/he likes my coat. (2pts)
 - C. I´m not the only one who buys cheap clothes. (1pto)
-

5. You need new clothes. Do you like shopping for clothes?

- A. I enjoy shopping when I find clothes I really like, but I only go shopping when I need something. (2pts)
- B. I love shopping. I must have fashionable clothes. (3pts)
- C. I hate shopping. I prefer it when my mum does my shopping for me. (1pto)

RESULTS:

5 - 8

Fashion isn't very important to you. You prefer to wear clothes that are comfortable. You don't care what other people think about your appearance.

9 - 12

Well done! You are fashionable and you are unique. You like to wear fashionable clothes, but you only wear what you like.

13 - 15

You wear fashionable clothes, but you are not unique. You only wear clothes you think other people like. It's time to start buying clothes you like.



**TAKE
NOTES**



POST ACTIVITIES

Reading Comprehension

H- READ THE TEXT.

FASHIONS

Spring, summer, autumn, winter: every season there are new clothes and new fashions in the shops. Colours and styles keep changing. One season black is the 'in' colour, but the next season everyone is wearing orange or pink or grey. One season tight-fitting clothes are fashionable and the next season baggy clothes are 'in'.

The length of women's skirts goes up and down from year to year. In the 1960s, miniskirts became very fashionable and a woman could wear a skirt twenty or thirty centimetres above the knee. A few years later, maxi skirts became trendy and then you had to wear skirts twenty or thirty centimetres below the knee.

Each season there is always a 'correct' length and if your skirt is just a little too long or too short some people will think that you are very unfashionable. Men have similar problems with their shirts. Some years it is fashionable to wear very small collars. Another year small collars become out-dated and large button-down collars are trendy.

Sometimes it even becomes fashionable to wear shirts with no collars at all. A shirt that you once thought was very trendy can look strangely old-fashioned a few years later. And your father's shirts, which you always thought were very conservative and traditional, can suddenly become stylish. Keeping up with the fashions can be very expensive. So one way to save money is never to throw your old clothes out. If you wait long enough, the clothes are out of fashion today will be back in fashion tomorrow. Yesterday's clothes are tomorrow's new fashions.



I. CHOOSE THE BEST ANSWER ACCORDING TO THE INFORMATION IN THE PASSAGE

1. *New fashions come out every*

- A. year
 - B. season
 - C. two years
-

2. Tight-fitting clothes are

- A. Always in fashion
 - B. Sometimes unfashionable
 - C. Always conservative
-

3. The fashionable length for a woman's skirt depends on

- A. The year
 - B. The woman's height
 - C. The colour of the skirt
-

4. You can tell if a man's shirt is trendy by looking at

- A. The collar
 - B. The buttons
 - C. The colour
-

5. It's a good idea to keep your parents' old clothes because

- A. They are conservative
 - B. The style might be 'in' again in a few years' time
 - C. It is always trendy to wear old-fashioned clothes
-

J. THINK ABOUT

1. Do you like shopping for clothes? Why? Why not?

.....
.....
.....

2. What clothes are you and your friends wearing at the moment?

.....
.....
.....

3. What styles and colors are fashionable at the moment for men and for women?

.....
.....
.....

HOW TO DESCRIBE A GARMENT?

SESSION 4

Para poder llevar a cabo el Módulo de desfile bilingüe, es importante que el estudiante sepa como describir una prenda de vestir.

Para lograr esto, el estudiante debe saber los nombres de las prendas de vestir, adjetivos que describen el material y otras características de ellas.

Desde la asignatura de inglés se desprende el Objetivo de Aprendizaje en el cual los estudiantes:

- Se expresen oralmente por medio de diálogos con intercambios breves y simples, que incorporen las funciones comunicativas de años anteriores y las funciones de describir acciones en presente continuo.

Para demostrar logros con el objetivo seleccionado se utilizan los criterios donde los alumnos describen acciones en presente continuo y dramatizan diálogos utilizando vocabulario temático.

En el área de vestuario, desde el Módulo de desfile bilingüe, los estudiantes:


- Identifican vocabulario y adjetivos relacionados a prendas de vestir, clasifican estos de acuerdo a los tipos de prendas y luego siguen el orden de los adjetivos.
- Observan imágenes y escriben oraciones sobre el tipo de prenda que está usando cada niña.
- Realizan un dialogo relacionado a una desfile de moda y dramatizan.

RESUMEN

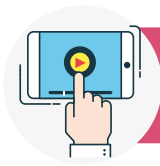
Para esta etapa, el estudiante debe trabajar en pareja y crear un diálogo sobre el desfile de moda utilizando el vocabulario y el tiempo gramatical requerido, además ellos deben dramatizarlo.

SUMMARY

For this stage, the student must work in pair and create a dialogue about fashion show using vocabulary and required grammatical time, besides they must dramatize it.



TAKE NOTES



PRE - ACTIVITIES

GARMENTS

A. FIND THESE WORDS RELATED TO CLOTHES IN THE CROSSWORD. THEN MATCH THE PICTURES.

	BUCKLE
	BUTTON
	COLLAR
	CUFF
	HEEL

	LACES
	POCKET
	SLEEVE
	STRAP
	ZIP

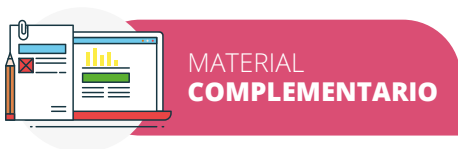
	1	2	3	4	5	6	7	8	9	10
A	a	r	m	z	k	c	u	f	f	a
B	b	e	l	u	i	o	x	a	a	c
C	u	b	a	b	m	p	f	s	c	g
D	t	y	c	t	a	h	e	e	o	s
E	t	h	e	h	s	e	k	v	l	t
F	o	i	s	l	e	e	v	h	l	r
G	n	k	l	u	w	l	i	o	a	a
H	a	l	e	h	b	p	o	y	r	p
I	e	p	b	u	c	k	l	e	e	l
J	p	o	c	k	e	t	a	p	e	r



B. CLASSIFY THE LIST OF WORDS TO THE CORRECT HEADLINE.

Heel	tights	cuff	crease	sleeve
knickers	belt	buckle	Turn ups	sole
zip	gloves	hat	stockings	braces
Silk scarf	buttons	cufflinks	lapel	lining
collar	flares	pocket	Laces	seam
toe	Button hole	earrings	handbag	bra

<i>Shirt</i>	<i>Trousers</i>	<i>Jacket</i>	<i>Accessories</i>	<i>Lingerie</i>	<i>Shoes</i>



How to describe a Garment?

Do you remember the order of adjectives?

WHAT IS AN ADJECTIVE?

It is a member of a class of words that describe nouns, as nice in a nice day, or beautiful in She is very beautiful.

REMEMBER!!! SEQUENCE OF MULTIPLE ADJECTIVES IN CHART FORM:

<i>Quantity</i>	<i>opinion</i>	<i>Size</i>	<i>Age</i>	<i>Shape</i>	<i>Color</i>	<i>Origin</i>	<i>Material</i>	<i>Purpose</i>	<i>Noun</i>
three	boring	big	new	round	black	Italian	Plastic	Sports	jacket
A lot	cute	small	old	oval	red	French	Cotton	Wedding	skirt

C- USE THE DICTIONARY AND CLASSIFY THE FOLLOWING ADJECTIVES:

Plastic – old – slim- Russian – early – heavy- square- glass- crimson – small- polar- ancient
 Important – oval – marvelous – broad – maroon- woolen – pretty –modern – wavy – oceanic-
 Wide – beige- northern – china- funny – young –steel – pleasant – tiny – straight – tall – German- Useful – purple – silver - enormous – woo-
 den – new –African –white

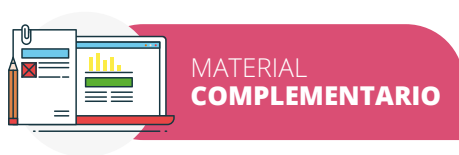
<i>Opinion</i>	<i>Size</i>	<i>Age</i>	<i>Shape</i>	<i>Color</i>	<i>Origin</i>	<i>Material</i>
1.						
2.						
3.						
5.						
6.						
7.						



D- ACCORDING TO THE CHART. READ AND ORDER THE FOLLOWING ADJECTIVES:

- I gave her for her birthday.
(Handkerchiefs, beautiful, white, cotton)
- Have you seen lying on the floor?
(a pair of gloves, brown, leather)
- She was wearing
(a sweater, winter , woolen , purple, Italian)
- My mother bought for the picnic
(big, Chinese, blue, ugly, tablecloth)
- There wereon the bed
(a lot of laces, china, little, useless)
- Why don't you wear it's rather cold.
(thick, your coat, fur, russian)

7. there wasoutside the house.
(black, a pair of sneakers, terrifying, huge, sport)
8. I bought
- (pink, new, round, small, travel, sunglasses)*
9. It is an..... kilt
(Scottish, red, awesome, knee length, modern, men's)



HOW TO DESCRIBE PEOPLE WEARING GARMENT?

PRESENT CONTINUOUS TENSE

We use the Present Continuous Tense to talk about something which is happening now, in this moment or in this period; it is often followed by time expressions as NOW (ora), TODAY (oggi), AT THE MOMENT (in questo momento)

STRUCTURE:

AFFIRMATIVE: SUBJECT + VERB "TO BE" (present) + VERB +ING

NEGATIVE: SUBJECT + VERB "TO BE" NEGATIVE (present) + VERB +ING

INTERROGATIVE: VERB "TO BE" (present) + SUBJECT + VERB +ING

AFFIRMATIVE

I **am** reading
 You **are** reading
 He/She /it **is** reading
 We **are** reading
 You **are** reading
 They **are** reading

NEGATIVE

I'm **not** reading
 You **aren't** reading
 He/She /it **isn't** reading
 We **aren't** reading
 You **aren't** reading
 They **aren't** reading

INTERROGATIVE

Am I reading?
Are you reading?
Is he/ she/ it reading?
Are we reading?
Are you reading?
Are they reading?



APLIQUEMOS LO APRENDIDO

CHECK THEM OUT!

- *write – writing, skate skating, make – making
- *swim – swimming, run – running, sit-sitting

DESCRIBING CLOTHES



E- LOOKING AT THE PICTURES ABOVE, COULD YOU DESCRIBE WHAT THE GIRLS ARE WEARING?

1.	2.	3.	4.	5.



MATERIAL COMPLEMENTARIO

USEFUL VOCABULARY

BOOTS
 CLOGS
 FLIP FLOPS
 HIGH-HEELED SHOES
 LOAFERS
 MOCCASINS,
 MULES
 PLATFORM SHOES
 SANDALS
 SHOES
 SLIPPERS
 WELLINGTONS
 TRAINERS
 CAP
 COAT
 DRESS
 GLOVES
 HAT
 HOODIE
 JACKET
 JEANS
 LONG SLEEVE SHIRT
 LONG SLEEVE T-SHIRT

FASHIONABLE
 GRUNGY
 LARGE
 LEATHER MATCHING
 PLAID
 POLKA DOT REFINED
 RIPPED
 SKINNY SLEEVELESS STRIPED
 STYLISH
 TIGHT
 TORN
 TRENDY
 WELL-FITTING
 SWEATER / PULLOVER
 SWEATSHIRT
 TROUSERS
 TURTLENECK
 SHORT SLEEVE SHIRT
 SKIRT
 SOCKS
 SUIT
 TIGHTS
 TOP
 TRACKSUIT

BELT
 BRACELET
 EARRINGS
 GLASSES
 HANDBAG
 NECKLACE
 PURSE
 RING
 SCARF
 UMBRELLA
 WALLET
 WATCH
 A-LINE
 BAGGY
 BRIGHT
 CASUAL
 MINISKIRTS
 OVERALLS
 RAINCOAT



TAKE NOTES



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