BUSINESS NEWS LESSONS

Second-hand, vintage, sustainable – the clothes revolution

onestop**english**

Level: Advanced (C1-C2)

Time: Approximately 90 minutes

Business topics: sales, retail, customer preferences, sustainability

Business language: useful business vocabulary, phrases and expressions, language for selling

Activities: key words, understanding the text, business language, discussion, writing a sales advertisement text

Groups: Whole class, one-to-one, small groups

Overview: This article discusses changes within the clothing retail industry and what drives clothes buying habits across different ages groups

1. Warmer

a. Students write the descriptions of the retail possibilities under the corresponding photos. Suggest other words that can be used instead of the ones provided, (which are from the article) and say where they usually buy clothes.

Key:
a. thrift store   b. mall   c. online marketplace

2. Lead in

a. Students match the demographical groups to their descriptions and say whether they belong to (or identify with) any of the groups. Then they discuss the question before scanning the article to find statistics (e.g., in the final paragraph and paragraph 6)

Key:

1.	Baby boomer	someone who was born in the years after World War 2, between 1946 and 1964
2.	Millennial	a person who became an adult around the year 2000
3.	Generation X	the people born in the 1960s and 1970s

b. Students discuss the questions and scan the article .

3. Key words

a.

Key:

1.	soured on	7.	browsing
2.	scored	8.	rifling through
3.	rack	9.	courting
4.	frown on	10.	flaming out
5.	burgeoning	11.	vouches for
6.	apparel	12.	capitalise

4. Understanding the article

a. Students choose the best sentence ending from the three options a, b, and c according to the information in the article.

Key:

1.	c	4.	c
2.	b	5.	b
3.	b	6.	b

5. Business language

a. Students find multi-word expressions and phrases in the article that match the meanings. The section numbers are given to help them.

Key:
1. *public markets*
2. *powering the trend*
3. *bigger players*
4. *revenue growth*
5. *bricks and mortar*
6. *consolidating and maturing*
7. *circular market*
8. *high-impact model*

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b. Next, they decide which are going to be useful for them in their business lives and write more than one sentence of their own for each.

6. Discussion questions

a. Put the students in pairs or small groups and ask them to discuss the questions. When students have gone through all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme – reselling online

a-c. This task includes many business elements such as writing an advertisement, selling a product, and customer satisfaction.

With a partner, students work through the tasks a-c as laid out on the worksheet. They should decide on one outfit which consists of at least four items, e.g., a dress and shawl plus bag and shoes or trousers and a jacket plus shirt and tie. To encourage teamwork and collaboration, tell them to do the task as though one of them attended the wedding and the other is helping them sell the items.

At all times they should not only be trying to make the best sale, but also considering the needs and wishes of potential customers. Encourage them to include all the facts such as size and colour but to also think beyond these and consider cleanliness (e.g., has the item been steam-cleaned? Does it come from a non-smoking household?, etc.). They should consider future customer feedback, reviews, and ratings.

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