

'A swipe at fashion capitalism': Telfar's experiment lets customers set prices

Level 1: Elementary – Teacher's notes

Article summary: The article describes how one fashion brand changed its prices and why it makes its items more accessible.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Comparative and superlative adjectives

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about their opinions on fashion and whether spending a lot of money is a good idea. Encourage students to share examples from their own lives.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups.

Key:

- | | |
|-----------------------|--------------------|
| 1. <i>go shopping</i> | 6. <i>discount</i> |
| 2. <i>clothes</i> | 7. <i>popular</i> |
| 3. <i>price</i> | 8. <i>reason</i> |
| 4. <i>decide</i> | 9. <i>uniform</i> |
| 5. <i>customer</i> | 10. <i>believe</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. *customer*
2. *go shopping*
3. *decide*
4. *uniforms*
5. *prices*

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 1, they may say, 'Telfar makes bags and clothes' or similar.

Key:

1. *bags and clothes*
2. *80 dollars*
3. *The customer chooses the price.*
4. *29*
5. *the founder of the company Telfar*
6. *an important manager at the company*
7. *so more people can buy their products*
8. *It helps them understand what customers want, and it helps them know how much to order.*
9. *White Castle*

4. Key language

- a. Students could be asked to do this exercise individually, and then compare their answers in pairs. At least one form of these adjectives is used in the text. As an extension activity, you could ask students to go back to the text, find them, and say which adjective forms were used.

Key:

- | | |
|----------------------------|------------------------|
| 1. <i>more popular</i> | 5. <i>cheaper</i> |
| 2. <i>the most popular</i> | 6. <i>the cheapest</i> |
| 3. <i>large</i> | 7. <i>few</i> |
| 4. <i>larger</i> | 8. <i>the fewest</i> |

- b. Students could be asked to do this exercise individually, and then compare their answers in pairs.

Key:

1. *cheaper than*
2. *their most popular*
3. *few*
4. *larger*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

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6. In your own words

- a. Students do an online search to find more information about fashion prices. Encourage them to give reasons and cite personal examples.
- b. Students could then present their reports to the class.