

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

Level 2: Intermediate – Teacher's notes

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

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Words with both verb and noun forms

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 situational reasons why they might make exceptions to their usual spending habits.

2. Key words

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

Key:

- | | |
|----------------------|------------------------|
| 1. <i>logo</i> | 7. <i>afford</i> |
| 2. <i>sold out</i> | 8. <i>accessible</i> |
| 3. <i>experiment</i> | 9. <i>barrier</i> |
| 4. <i>brand</i> | 10. <i>popularity</i> |
| 5. <i>stock</i> | 11. <i>bestseller</i> |
| 6. <i>demand</i> | 12. <i>manufacture</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. <i>bestseller</i> | 4. <i>afford</i> |
| 2. <i>brand</i> | 5. <i>logo</i> |
| 3. <i>sold out</i> | 6. <i>manufacture</i> |

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 is famous for their shopping bags' or similar.

Key:

1. *their bags*
2. *50 dollars*
3. *80 dollars*
4. *320 dollars*
5. *Clemens is Telfar's founder, and Radboy is the company's creative director.*
6. *Customers choose the price.*
7. *to make their products more accessible/affordable*
8. *It helps them collect data about what customers want the most and helps them know how much of each product to order.*
9. *"It's not for you; it's for everyone."*

b. **Key language**

- a. Students could be asked to do this exercise individually, and then compare their answers in pairs. These words can be used as nouns or verbs. As an extension activity, you could ask students to go back to the text, find the words and say which part of speech was used. You may point out that, as a verb, *demand* has a different meaning: saying *firmly that you want something*. This is a second meaning for the noun too.

Key:

1. *discount*
discounted
2. *price*
priced
3. *demanded*
demand
4. *stocking*
stock
5. *cost*
costs
6. *charge*
charged

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

Key:

1. noun
verb
2. noun
verb
3. verb
noun
4. verb
noun
5. noun
verb
6. noun
verb

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.

6. In your own words

- a. Students use an internet search engine to find more information about fashion pricing. Ask students to choose a type of clothing they would like to buy, such as boots. Students look for three items at three different prices: cheap, affordable, and expensive and then compare the items. Ask students to answer: *What's the same about them? What's different? Which would you buy?* Encourage students to give reasons and cite personal examples.
- b. Students could then present their reports to the class.