

## Financial trouble in the Notting Hill Carnival food festival paradise

**Level:** Advanced (C1–C2)

**Time:** Approximately 90 minutes

**Overview:** This article discusses the Notting Hill Carnival and how it's become more costly and complicated for the vendors to be there.

**Business topic:** Labour cost, food industry, public festivals

**Business language:** paraphrasing quotes

**Activities:** Key words, understanding the article, business language, discussion, writing a formal business plan

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

### Key:

1. poultry
2. buckle from
3. revellers
4. mitigate
5. threshold
6. input costs
7. soaring
8. welfare
9. race riots
10. carpenter
11. solidify
12. cultural touchstone
13. upmarket
14. owing to
15. watchdog

### 4. Understanding the article

- a. Ask students to read the statements and then find the relevant parts of the article to determine if the statements are true or false. Encourage students to not only correct the false statements but also be ready to explain what supports the true statements. Have them share their answers in pairs or small groups before eliciting answers from the whole class.

### Key:

1. True
2. True
3. False – It increased by 50 per cent from four years ago.
4. True
5. True
6. True
7. False – It was started last century.
8. True
9. True
10. True

### 1. Warmer

- a. Ask students to discuss the questions in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

### 2. Reading for gist

- a. Have students skim the article and choose the main idea. Then ask students to scan for phrases that support their answer.

### Key:

2

### 3. Key words

- a. Have students work individually to match the key words to the definitions by referring to the section number given in brackets. Have students compare their answers in pairs. Elicit answers from the whole class.

## 5. Business language – paraphrasing direct quotes

- a. Have students look at the quotes from the article and point out that they express a similar sentiment, but one is a direct quote, the other isn't. Explain that formal writing often avoids direct quotes, or as in the case of this article, alternates between direct and indirect quotes to add variety to the style. The most obvious way to make a quote indirect is reported speech (if you wish to practice that, you can use the Intermediate worksheet for it). However, for proficiency in English, students need to know varied ways of paraphrasing a direct quote.

- b. Ask students to work individually and match the direct quotes with the paraphrases. Then have them compare answers in pairs or small groups to complete the task. Draw their attention to the words used to paraphrase each quote.

### Key:

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

- c. Have students rewrite sentences using the words and phrases given. Monitor closely because the correct answers may vary. Put all the correct variants on the board to further show students that they should practise the ability to paraphrase.

### Key:

1. *The students expressed worries about their career prospects after graduation.*
2. *The HR Director has warned that the employment costs would decrease hiring.*
3. *Parents expressed concerns about the effectiveness of the new anti-phone school policy.*
4. *The business owners claimed they struggle to find skilled hires, so they had started offering more flexible home-office solutions.*

## 6. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. When students have covered 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 - business plan for a market stall

- a. Explain that students are going to write a business plan for a market food stall like the ones mentioned in the article.

1. Ask students to work in pairs or small groups. Ask them first to read the text and fill in the notes

### Key:

*input costs*  
*profitability*  
*upmarket*  
*cultural touchstones*  
*varied, Plan B*

2. Once students have completed this task, hold a quick class discussion. Ask students if they agree with these tips and if they would like to add anything to them.
3. Ask students to work individually and draft their plans. When they are done, you can ask them to work in pairs, exchange their business plans and give each other feedback.