

## What can we learn from the clothes we buy but never wear?

### Level 2: Intermediate

**Article summary:** This article is about the author's investigation into why we buy certain clothes but don't wear them and what to do about it.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Phrasal verbs

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to get students thinking and talking about their fashion preferences and habits. Encourage them to share experiences and anecdotes with the class.

#### 2. Key words

- a. Ask students to do the activity individually and then compare their answers in pairs or small groups. You may wish to note that *waste* can be a noun or a verb. You may also wish to point out that *wardrobe* can also be used to refer to all the clothing and shoes you own. As an extension activity, ask students to highlight the key words in the article.

**Key:**

- |      |       |
|------|-------|
| 1. c | 7. b  |
| 2. b | 8. b  |
| 3. a | 9. c  |
| 4. c | 10. b |
| 5. a | 11. a |
| 6. a | 12. c |

- 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. *ghosted*
2. *disconnected*
3. *sustainable*
4. *blazer*
5. *Pastel*
6. *wisdom*
7. *mental*
8. *guilty*

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g. in item 1, they may say, 'The dress she rarely wears is daffodil yellow' or something similar.

**Key (suggested answers):**

1. *yellow*
2. *guilt for buying a dress she didn't need and feeling bad for the dress itself*
3. *to wear the clothes in her wardrobe that she hangs on to but never actually wears*
4. *a sky blue blazer, a crimson silk skirt and a mustard coat*
5. *trying to find what drew you to them in the first place*
6. *It represented getting dressed up for everyday outings that could be done in casual clothes.*
7. *Face the fact they were mistakes, put them on the charity pile and move on.*
8. *in an airport*
9. *She wears colour a lot less as she gets older but is still drawn to colourful clothes.*
10. *wisdom*

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#### 4. Key language

- a. The activity gives students an opportunity to study some phrasal verbs from the article. After they've checked their answers, you may wish to discuss the differences in meaning between the verb alone and the phrasal verb (see comparisons below). As an extension activity, ask students to look for the phrasal verbs in the article.

Base verb and meaning	Phrasal verb and meaning
<b>let:</b> to allow or permit	<b>let go of:</b> to stop holding something or someone
<b>use:</b> to put something to use for a purpose	<b>use up:</b> to finish a supply of something
<b>give:</b> to offer or provide something to someone	<b>give up on:</b> to expect someone or something to fail
<b>think:</b> to have an opinion or idea	<b>think back:</b> to remember something that happened in the past
<b>hang:</b> to fasten or support something at the top leaving the other parts free to move	<b>hang on to:</b> to hold or continue holding onto something or to wait for a short time
<b>catch:</b> to take hold of something, especially something that moving through the air	<b>catch up:</b> to reach the same quality or standard as someone or something else

**Key:**

1. *let go of*
2. *use up*
3. *give up on*
4. *think back*
5. *hang on to*
6. *catch up*

- b. Students have an opportunity to practise the phrasal verbs they've learned in context. As an extension activity, ask students to think of other phrasal verbs they know and write them on slips of paper. Then have students pick one and make a sentence with it.

**Key:**

1. *hang on to*
2. *think back*
3. *give up on*
4. *let go of*
5. *catch up*
6. *use up*

- c. Students have a chance to put what they've learned into practise by writing personalised sentences with phrasal verbs. If time allows, ask students to share some of their sentences with the class.

#### 5. Discussion

- a. Students discuss the quotes related to the article. Ask students how they feel about old items of clothing in their closets or other things they keep but no longer use. During the discussion, ask students to give their reasons and justifications for each answer, referring to their own experiences wherever possible.

#### 6. In your own words

- a. Ask students to think of periods in the past known for unique fashion trends. You can also bring images from 5-10 time periods to start the discussion. Ask them to pick one period and prepare a short presentation about its fashion themes following the questions.
- b. Students can then present their presentations to their groups or the whole class. Follow up with a discussion on which past fashion trends the students would like to wear.