

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

### Level 1: Elementary

**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

- 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. *familiar*
2. *waste*
3. *guilty*
4. *taste*
5. *decision*
6. *fancy*

### 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 is 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. *seeing stuff go to waste*
4. *a blue blazer, a dark red skirt and a brown coat*
5. *trying to remember why you liked them in the first place*
6. *She wanted to get dressed up for everyday things.*
7. *Accept they were mistakes, give them to charity and move on.*
8. *in an airport*
9. *She wears colour a lot less but still likes colourful clothes.*
10. *the person she was 15 years ago*

### 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. You may wish to review clothing vocabulary words before students begin the warmer.

### 2. Key words

- a. Ask students to do the activity individually and then compare their answers in pairs or small groups. Students may be familiar with *taste* as a verb, as in one's sense of taste, and with *question* as a noun. As an extension activity, ask students to highlight the key words in the article. For further practice, ask students to circle any unfamiliar words and have them look up the definitions.

**Key:**

- |             |              |
|-------------|--------------|
| 1. <i>c</i> | 6. <i>b</i>  |
| 2. <i>b</i> | 7. <i>b</i>  |
| 3. <i>c</i> | 8. <i>c</i>  |
| 4. <i>a</i> | 9. <i>b</i>  |
| 5. <i>a</i> | 10. <i>a</i> |

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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 want 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>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>dress:</b> to put clothes on yourself or someone else	<b>dress up:</b> to put on fancy or formal clothes for a special event
<b>move:</b> to change position	<b>move on:</b> to accept that something has changed and be ready for new experiences

**Key:**

1. *move on*
2. *use up*
3. *give up on*
4. *dress 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. *dressed up*
2. *move on*
3. *give up on*
4. *use up*

#### 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 reflect more deeply about how their personal style and fashion preferences have changed. Ask them to answer one or more of these questions: *How have your clothing tastes and styles changed with age? How did you choose new clothing, shoes or accessories ten years ago? How do you choose now? How do you think clothing tastes and styles will change in another ten years? What's a fashion mistake you made? What's one fashion trend you hope returns?*
- b. Students can then present their reflections in small groups or as a class. Encourage students to share their thoughts, ideas, anecdotes and questions in their responses. Encourage students to use phrasal verbs in their presentations.