

'Smellmaxxing' and 'frag heads': how the gen Z perfume boom came up roses for indie brands

Level 2: Intermediate

Article summary: This article explains a new trend in perfumes as independent perfume creators create new smells, and younger generations create new ways to wear perfumes.

Time: 60 minutes

Skills: Reading, Writing, Speaking

Language focus: Use of the gerund

Materials needed: One copy of the worksheet per student

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

Key:

- | | |
|----------------|-------------------|
| 1. blend | 9. juggernauts |
| 2. boomed | 10. matching |
| 3. brand | 11. niche |
| 4. cognoscenti | 12. personalising |
| 5. enhancing | 13. pioneers |
| 6. fragrance | 14. replicas |
| 7. inspired | 15. scent |
| 8. instincts | |

3. Comprehension check

- a. Students answer the questions based on the information in the article. If possible, encourage students to add more explanatory information when they answer, e.g. in item 3, they may say, *Scent layering means wearing two or more perfumes at the same time in order to create a new, personalised smell instead of just wearing one smell.*

Key:

Suggested answers:

- 'Girl of the Year' by Thin Wild Mercury
- Gen Z and millennials
- Scent layering means wearing two or more perfumes at the same time instead of just one.
- Having a personal scent
- Because luxury brands like Loewe or Armani are very expensive.
- Dupes are cheaper copies of designer perfumes that provide luxury style at low prices.
- Beyonce's Lemonade
- They are self-taught and did not follow the traditional path of studying chemistry, attending perfume school or working at a fragrance house.
- Her family photo albums with photos of Gambian beaches
- Scents like lipstick, sun cream from a day at the beach or smoking in a car

1. Warmer

- a. This activity aims to let students consider different scents and how people choose to wear different perfumes. Ask them to share stories about great and terrible choices they or their friends have made when using perfume or aftershaves. End by exploring how students select which perfume or combination of perfumes to wear. Encourage students to think about the occasion they are wearing the perfume for or the effect they are trying to have.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|----------------|-------------------|
| 1. replicas | 9. matching |
| 2. scent | 10. enhancing |
| 3. blend | 11. fragrances |
| 4. boom | 12. inspired |
| 5. brands | 13. niche |
| 6. cognoscenti | 14. personalising |
| 7. instincts | 15. pioneers |
| 8. juggernauts | |

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4. Key language

- a. This activity helps students see the different uses of the gerund. As an extension activity, ask students to explore the rules and think of further examples for each one.

Key:

1. c
2. a
3. b

- b. Students select gerunds from the box and complete the sentences. Encourage students to consider the differences between the words and also the surrounding words in the sentences. When students have finished, ask them to match the sentences to the rules. Explain that sentence 6 is an example of a gerund as the object of a sentence.

Key:

1. *experimenting*
2. *creating*
3. *personalising*
4. *sharing*
5. *Learning*
6. *including*
7. *losing*
8. *marketing*
9. *Smellmaxxing*

Rule 1: 1, 2, 7

Rule 2: 3, 4, 8

Rule 3: 5, 6, 9

- c. Students complete the sentences with their own ideas. The first sentence is an example of rule 3, and the second sentence is an example of rule 1. However, it ends with a preposition (like), so it could also be an example of rule 2 if students use a gerund when describing the smell. Save some time for students to share examples of their work.

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. Ask students to imagine they have to create a signature perfume for a celebrity. Put students in groups. Then ask them to choose a famous person that they would like to imagine a perfume for. Once they have chosen a celebrity, ask them which smells best represent that person and what the perfume should smell like. Encourage students to use the questions to help them come up with ideas.
- b. Students then present their perfume to the class. They should present it as if they were pitching to their chosen celebrity. The presentations should include a description of the perfume. There are phrases and a model provided to support students. Ask them to include gerunds in their description. Also, make sure students include an explanation of what the perfume represents and the effect it will have on people.