

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

Level 1: Elementary

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: Comparative adjectives

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. *aftershave*
2. *community*
3. *expert*
4. *fashionable*
5. *luxury*
6. *perfume*
7. *sold out*
8. *enhanced*
9. *inspired*
10. *scent*

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.

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. *experts*
2. *communities*
3. *enhancing*
4. *fashionable*
5. *aftershave*
6. *scent*
7. *inspired*
8. *perfume*
9. *sold out*
10. *luxury*

3. Comprehension check

- a. Students mark the sentences true or false based on the information in the article. Encourage students to correct any that are false.

Key:

1. *False – Thin Wild Mercury is a new company.*
2. *False – The perfume market is bigger now because of the popularity of perfumes with young people.*
3. *True*
4. *True*
5. *False – 'Dupes' are cheaper copies of perfumes made by big companies.*
6. *True*

4. Key language

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

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

Level 1: Elementary

Key:

One syllable: Add -er.	<i>cheaper</i>
One syllable with -e: Add -r.	<i>larger</i>
One syllable with consonant vowel consonant: Double the consonant and add -er.	<i>bigger</i>
Two syllables with -y: Remove -y and add -ier.	<i>happier</i>
Two or more syllables: Use more.	<i>more popular</i>
Irregular: Change the spelling.	<i>better</i>

- b. Ask students to find three more examples of comparatives in the text and add them to the table.

Key:

One syllable: Add -er.	<i>cheaper</i> <i>smaller</i>
One syllable with -e: Add -r.	<i>larger</i> <i>stranger</i>
One syllable with consonant vowel consonant: Double the consonant and add -er.	<i>bigger</i>
Two syllables with -y: Remove -y and add -ier.	<i>happier</i>
Two or more syllables: Use more.	<i>more popular</i> <i>more fashionable</i>
Irregular: Change the spelling.	<i>better</i>

- c. Students complete the sentences with the comparative form of the words from the box.

Key:

- bigger*
- smaller*
- stranger*
- more fashionable*
- happier*
- cheaper*
- more popular*
- better*

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 describe good and bad smells for a perfume. Have them compare their ideas and say which smells are better or worse.
- b. Students then present their ideas to the class. Ask them to include comparatives to describe the different smells.