

# Life's little luxuries

## Language

Vocabulary connected with luxuries, referencing words

## Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

## Comment

This eLesson looks at luxury and how our perception of luxury changes over time.

## How to use the lesson

- 1 Set the context of the reading – *luxury*. Ask students to think about three things they couldn't live without and three things they enjoy but don't really need. You could give examples for yourself so students understand. This could then be done either as a whole class activity or in pairs/small groups followed by class feedback. Then ask students to think about what was a luxury for their grandparents.
- 2 Pre-teach any vocabulary necessary for the first reading task, eg *rare*, *designer* (exercise 1). Set exercise 1 and give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in reading for detailed comprehension. If you feel your students might have problems with any of the words, you can refer them to the Glossary if appropriate. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 4 Exercise 3 focuses on referencing words (in this case, *anaphoric* reference: referring to something earlier in the text). You could give an example to demonstrate what to do: *Luxury goods are usually ones that are rare; ones refers back to *luxury goods**. You could ask students to scan the text quickly, find the underlined words from the exercise and circle them. They then decide which word it refers back to. You could ask them to draw an arrow back to the word(s) it refers to in the text, either in pairs or as a whole class task. Take feedback.
- 5 Exercise 4 gives students practice of the vocabulary from the text. Students choose the correct word to complete the sentences, then check their answers in pairs. Take feedback. Highlight the fact that *afford* is usually used with *can / can't* or *could / couldn't*. Focus on the stress of the words as underlined and the schwa sound /ə/ in the unstressed syllables: *afford* /ə'fɔ:d/, *propose* /prə'pəʊz/, *typical* /'tɪpɪkəl/, *income* /'ɪnkʌm/, *an insult* /'ɪnsʌlt/ (but the verb *to insult* has stress on the second syllable /ɪn'sʌlt/).
- 6 Exercise 5 gives students controlled practice of the vocabulary from exercise 4.
- 7 Exercise 6 gives students personalised practice of the same vocabulary. If appropriate, students write sentences that are true or them / their country. While they are doing this, you could monitor and encourage them to correct any mistakes and you could supply any vocabulary they need. They could then compare their sentences with a partner. Take feedback and you could put on the board any new vocabulary that students used in this exercise.
- 8 Exercise 7 gives students personalised speaking practice about luxuries. Set the discussion task for small groups if appropriate. Take class feedback.

## Reading eLesson

### Answer key

#### 1

- 1 Holland
- 2 Australia
- 3 Greece
- 4 Japan
- 5 Greece

#### 2

- 1 T
- 2 F (it was a luxury for most people, but not everyone)
- 3 F (it was an insult)
- 4 T
- 5 T
- 6 F (it is still true that people want small luxury items like handbags, scarves, wallets and purses)
- 7 F (in the future Chinese people will probably buy the most luxury goods)

#### 3

- 1 it = meat
- 2 types = kinds of fish
- 3 that = the 17th century
- 4 which = 3,000 guilders
- 5 they = Chinese people

#### 4

- 1 typical
- 2 types
- 3 income
- 4 insult
- 5 afford
- 6 propose
- 7 rare

#### 5

- 1 afford
- 2 typical
- 3 types
- 4 income
- 5 rare
- 6 insult
- 7 propose

6,7 Students' own answers / ideas.

### Related websites

The following websites might be useful for either you or your students.

- <http://www.bbc.co.uk/news/magazine-13875014>
- <http://www.bbc.co.uk/news/entertainment-arts-13901106>
- [http://www.businessweek.com/2000/00\\_17/b3678084.htm](http://www.businessweek.com/2000/00_17/b3678084.htm)