

Milan's Via Monte Napoleone becomes world's most expensive shopping street

Level 2: Intermediate

Article summary: The article explores why Via Monte Napoleone has grown to become the most expensive shopping street in the world.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Relative clauses with *which*

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. *synonymous*
2. *fancy*
3. *appreciation*
4. *comparison*
5. *Luxury, High-end*
6. *hotspot*
7. *buzz*
8. *popularity*

1. Warmer

- a. The purpose of this activity is to get students thinking and talking about luxury brands in fashion. Ask students to make a list of four fashion brands that come to mind with the word *luxury*. Remind students that the word *luxury* means a thing that is expensive and pleasant but not essential. Then have students talk to their classmates to find out what they thought. Encourage students to express and justify their opinions with reasons. As an extension activity, you could tally the top five brands for the class.

2. Key words

- a. Ask students to do the activity 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. <i>fancy</i> | 7. <i>exceptionally</i> |
| 2. <i>Appreciation</i> | 8. <i>Prestige</i> |
| 3. <i>comparison</i> | 9. <i>Creativity</i> |
| 4. <i>luxury, high-end</i> | 10. <i>popularity</i> |
| 5. <i>hotspot</i> | 11. <i>synonymous</i> |
| 6. <i>buzz</i> | |

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, 'Via Monte Napoleone is 350 metres long' or similar.

Key:

1. *350 metres*
2. *New York's Fifth Avenue, London's New Bond Street and Paris's Champs-Élysées*
3. *34 years*
4. *More than 30 per cent*
5. *The euro's appreciation against the US dollar*
6. *As high as 20,000 euros (17,000 pounds sterling)*
7. *Prestige and lack of supply (of rental property)*
8. *Váci utca in Budapest, Omotesando in Tokyo, Midosuji in Osaka, the Design District in Miami and Indiranagar 100 Feet Road in Bengaluru*
9. *8.5 million*
10. *"You get a much better plate of pasta and glass of wine nearby."*

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4. Key language

- a. The activity gives students an opportunity to practise non-restrictive relative clauses with *which*. Remind students that this type of clause provides non-essential information and can be removed from a sentence without changing the core meaning. You may wish to remind students to offset this type of clause with a comma. As an extension activity, ask students to give other examples.

Key:

1. Rent on the street, **which** ranked second last year behind Fifth Avenue, can reach as high as 20,000 euros a square metre annually.
 2. Kering, **which** owns Gucci, bought a prime spot on the street earlier this year.
 3. Via Monte Napoleone, **which** is far smaller than the other global luxury hotspots, is home to the world's biggest high-end names.
 4. All of them choose to show at Milan fashion week, **which** periodically injects more high-fashion buzz to the city.
- b. Students have the opportunity to expand what they've learned about the non-restrictive relative clauses with *which* by writing their own sentences. Invite students to challenge themselves and get creative as they write their sentences. Save some time for students to share examples of their work. As an extension activity, review restrictive relative clauses and invite students to think of examples with this form. Ask students to fill in the gaps in pairs or small groups.

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 research more about luxury fashion brands or real estate prices around the world. Ask them to answer one or more of these questions:
- **Fashion:** What are some up-and-coming brands that are coming onto the fashion scene? What are some of the largest fashion companies? How much are they worth?
 - **Real estate:** In which cities are the rents rising the fastest? What is causing this growth? If you were going to invest, where would you buy property? Why?
- b. Students could then present their reports to the class. Encourage students to include facts and statistics when they share their research findings. Have them share their opinions and give reasons to support their answers.