

5




The senses


Unit Objectives

- Talk about the senses and sleep
- Read about the senses and technology
- Talk about food
- Write a for and against essay about free time



On Track Video

- 1  Watch the video about the '5-4-3-2-1' technique. What does the technique help people do?
- 2  Watch again. Copy and complete each stage of the '5-4-3-2-1' technique with a word from the video.
 - a five things you can ...
 - b four things you can ...
 - c three things you can ...
 - d two things you can ...
 - e one thing you can ...
- 3 **YOUR TURN**  Try the '5-4-3-2-1' technique. Then tell a partner. How many of the things were the same as your partner's?

OK, for 'things you can smell', I had hand cream and chewing gum! What about you?
- 4 **MEDIATION**  Your friends don't understand English. Explain three important details of the video to them in your language.

Unit Objectives

Talk about the senses and sleep

Read about the senses and technology

Talk about food

Write a for and against essay about free time

Unit summary**Vocabulary**

The senses: verbs and adjectives: *colourful, disgusting, fresh, hard, rough, salty, shiny, smooth, soft, sour, spicy, sweet; feel, look, smell, taste*

Sleep: *fall asleep, feel sleepy, have a nightmare, have dreams, lie awake, lie in bed, wake up, yawn*

Grammar

Present perfect: for and since: *I've had my hearing aids for a few years. I've had them since I was 12 years old.*

Past simple or present perfect?: *Have you ever fallen asleep at school? I've never done that. Once, I fell asleep at the cinema.*

Key phrases

Talk about food:

Describing ingredients: *It's got ... in it.*

It's made with ...

Describing ways of cooking: *You bake / cook it in the oven.*

You boil / fry it in a (frying) pan.

You grill it / cook it under the grill.

Describing what comes with the main dish: *It's served with ...*

It comes with ...

Saying what you think about the dish: *It sounds ...*

I think it probably (smells, looks, tastes) ...

Language point

Use expressions of contrast: *although, however, on the one hand, on the other hand*

On Track Video**Warm-up**

- Ask students to look at the photo and elicit that it shows an eye. Put students into pairs and give them two minutes to write as many more parts of the body as they can.
- Bring all the words together on the board. Make sure that the list includes *eyes, hands, ears, nose* and *mouth*.
- Ask questions about the parts of the body associated with the senses, e.g. *What do you use your eyes for? What do you use your ears for?* See if students already know the sense words, but don't teach them yet if they don't.

- Teach the word *senses* and tell students this unit is all about the senses.

1  **Unit opener video script p132**

- Tell students that they're going to watch a video about using your senses.
- Play the video for students to answer the question.
- Check the answer as a class.

ANSWER

It helps people to calm down.

2  **Unit opener video script p132**

- Ask students to read the stages of the technique before they watch again.
- Put them into pairs to discuss which answers they can remember from the first time they watched.
- Play the video for them to check and complete their answers, then check answers with the class.

ANSWERS

a see b hear c feel d smell e taste

3 Your turn

- Allow students time to try the technique and write their ideas individually. Tell them to ask you if they need any vocabulary.
- Put them into pairs to tell each other what they wrote.
- Ask some pairs how many of their things were the same.

MEDIATION Tell students they are going to practise the skill of mediating information from English into their own language. Ask *Is this easier or more difficult than mediating from your own language into English? Why?* Remind them that mediating into their own language is a useful task for checking how much they have understood in English.

4 Mediation

- Tell students they need to explain three things from the video in their own language.
- Allow them time to prepare their ideas individually, then put them into pairs to take turns to explain.
- Ask students what they found difficult about the task. As a class, discuss ways around the difficulties.

Optional activity

Think about a place that you know and imagine you are there, e.g. the cinema. Don't tell students the place, but tell them five things you can see, four things you can hear, three things you can feel, two things you can smell and one thing you can taste. See if students can guess the place.

Ask students individually to think about a place they know and list the things they can see, hear, feel, smell and taste. They then work in groups to tell their classmates their ideas and see if their classmates can guess the place. For feedback, ask *Which places were easy to guess?*

Vocabulary

Learning Objective

Talk about the senses

The senses: verbs and adjectives

CONTINUOUS ASSESSMENT Learning intentions

Learning objectives Communicating the learning objectives to students provides them with a context for the upcoming lesson, and helps them to track their progress. At the start of the lesson, write the learning objective on the board. Focus on each sense in turn and ask students what adjectives they can use to describe things, e.g. *How can you describe things you can hear? How can you describe things you can taste?* Elicit a few ideas from the class, then ask students in pairs to write down some adjectives for each sense. At the end of the lesson, ask students to look at their list of adjectives again and see how many more they can add from the lesson.

Warm-up

- Ask *What's your favourite food? Why do you like it?* Put students into pairs to discuss their favourite foods and why they like them.
- Discuss their ideas as a class and find out which foods are very popular and why.

iPack Vocabulary presentation interactive

- An interactive task to present the vocabulary with pictures and audio.

1 5.01

- Ask students to copy the sentences into their notebooks.
- They could work in pairs to complete them with the correct adjectives.
- Play the audio for them to check their answers.
- Check answers with the class.
- Play the audio again, pausing for students to repeat the adjectives.

ANSWERS

- 1 spicy
- 2 sweet
- 3 sour
- 4 hard
- 5 soft
- 6 rough
- 7 smooth
- 8 colourful
- 9 shiny
- 10 fresh
- 11 disgusting

Did you know?

- Read out the information in the *Did you know?* box.
- Students might also be interested to know that the first use of fingerprints to convict a criminal took place in 1910, when a burglar in the US left his fingerprint on a freshly painted railing. The fingerprint was used in court and helped to convict him.

2 5.02

- Explain that durian, jackfruit, rambutan and mango are all types of fruit. Explain that the top picture shows rambutan, and the bottom picture shows mango.
- Ask students to complete the task individually, then put them into pairs to compare their answers.
- Play the audio for students to check their answers, then check answers with the class.

ANSWERS

- 1 hard
- 2 soft
- 3 shiny
- 4 fresh
- 5 colourful
- 6 smelled
- 7 sweet
- 8 tasted

3

- Demonstrate the task by saying one or two foods and objects and asking *Which adjectives do they match?* Elicit ideas.
- Ask students to think of their ideas and make notes individually.

4 Your turn

- Read out the example answers, then put students into pairs and ask them to take turns describing the foods and objects they chose in exercise 3. Their partner should try to guess what they are.
- Monitor while they are working, and correct any mistakes you notice in a feedback session at the end.

Optional activity

Put students into pairs. Ask them to imagine they are in a restaurant, eating a meal. Ask them to write a short description of the food and the restaurant, using as many adjectives and verbs as they can from exercise 1. Ask pairs in turn to read their descriptions to the class. See which students managed to use all the adjectives.

iPack Vocabulary practice PDF

- Mixed-ability 1–3-star tasks to practise the vocabulary.

Further practice

Vocabulary, Workbook p30

Vocabulary, Essential Workbook pE18

Vocabulary, Puzzles and games, Essential Workbook pE42

Vocabulary reference, Workbook p74

Vocabulary worksheets, TRB p32

The senses: verbs and adjectives

i Vocabulary presentation

1 **5.01** Copy and complete the sentences with the adjectives in the box. Listen and check.

colourful disgusting fresh hard rough **salty**
shiny smooth soft sour spicy sweet

TASTE	
These pretzels taste salty .	This curry tastes ¹ ...
These sweets taste ² ...	Lemons and limes taste ³ ...
FEEL	
This wood feels ⁴ ...	This blanket feels ⁵ ...
This sandpaper feels ⁶ ...	These stones feel ⁷ ...
LOOK	
These balloons look ⁸ ...	These beetles look ⁹ ...
SMELL	
These flowers smell ¹⁰ ...	This rubbish smells ¹¹ ...

DID YOU KNOW?

For years, scientists thought our fingerprints (the small lines on our fingers and thumbs) existed to help us hold things. Recently, research has shown they actually help make our sense of touch better.

2 **5.02** Choose the correct words to complete the travel journal. Listen and check.

My Asia Travel Journal

Some fruits, like the durian, jackfruit, and rambutan, have a ¹ **hard / sweet** skin on the outside, and ² **soft / salty** fruit on the inside. In Vietnam, they call rambutans 'chom chom', meaning 'messy hair', because of their unusual skin! On the inside, there is ³ **shiny / rough**, white fruit.



These ⁴ **fresh / spicy** flowers at the market in Kunming, China, were very ⁵ **colourful / smooth**. They ⁶ **felt / smelled** amazing!



Mango sticky rice was my favourite Thai dessert. I like very ⁷ **disgusting / sweet** food and I thought it ⁸ **tasted / looked** delicious.



3 Write down three or four foods and objects. Then match them with the sense adjectives in exercise 1.

4 YOUR TURN In pairs, play a guessing game. Use your ideas from exercise 3.

They're small and they taste salty. **Pretzels!**

No. What else tastes salty? **Peanuts?**

Yes!

i Vocabulary practice Complete all activities in your notebook. **55**

A magazine article

1 5.03 What do you think the people in the photos have in common? Read and listen to the article, and check.

THE BRAIN: our sixth sense

Humans have got five senses: sight, hearing, smell, taste, and touch. Interestingly, we get 80% of our sensory information through our eyes. Living with impaired vision presents challenges, but happily, technology can help.



Erik Weihenmayer has been blind since he was 14, but that hasn't stopped him from becoming a climber. In 2001, he became the first (and only) blind person to climb Mount Everest! Now, Erik climbs with a BrainPort device that helps him to 'see'. The BrainPort sends images from a video camera, via a micro-processor, to a pad on his tongue. Electrodes on this pad form shapes. The tongue feels the shapes, and then, incredibly, the brain transforms the information into simple pictures. With the help of his BrainPort, Erik can walk, play ball games with his children, and climb without assistance.

Craig Lundberg lost his sight when he was in his early twenties and, like Weihenmayer, he has continued to live an active life. Since losing his sight, amazingly, he has run a marathon, completed a 550 km bike ride and climbed Mount Kilimanjaro! Lundberg was one of the first people to try the BrainPort, and he was excited about how the device might improve life for blind people. He was able to identify objects, read words and walk without help when using the BrainPort.



Reading strategy

Identify a writer's attitude

Identify how a writer feels about what they write by looking for comment adverbs such as *obviously*, *unbelievably* and *amazingly*.

2 Study the Reading strategy. Then find four comment adverbs in the text.

3 Read again. Then answer the questions. Use the comment adverbs to help you.

- 1 What does the writer think about the importance of sight for humans?
- 2 How does the writer feel about how technology can help?
- 3 What does the writer think about the way the brain and the BrainPort work together?
- 4 How does the writer feel about Craig Lundberg's active life?

4 Are the sentences true or false? Correct the false ones.

- 1 We get about half our sensory information through our sense of sight.
- 2 Erik Weihenmayer was born blind.
- 3 Erik was the first blind person to climb Mount Everest.
- 4 Erik can climb without help thanks to his BrainPort.
- 5 Craig Lundberg lost his sight when he was 10.
- 6 Craig thought the BrainPort might help blind people.
- 7 Craig uses the BrainPort to write.

5 **YOUR TURN** In pairs, discuss the questions.

- 1 Order the senses from most important to least important. Explain your reasons.

I think ... is the most important sense because ...

- 2 In what other ways do you think technology will help us in the future?

Perhaps technology will help us cure diseases.

Guided mediation

Reading

Learning Objective

Understand a magazine article about the senses and technology

A magazine article

Warm-up

- With books closed, write on the board: *crisps, an apple, a T-shirt*.
- Remind students that in the last lesson they learned 12 new adjectives. Ask students in pairs to remember the adjectives and match as many as they can to each item on the board.
- Check the answers.

POSSIBLE ANSWERS

crisps: hard, rough, salty (spicy, disgusting)
an apple: hard, sweet, fresh, smooth, shiny (sour)
a T-shirt: colourful, soft, smooth

1 5.03

- Focus on the photos and ask students to read the title of the article. Check they understand *brain*.
- Read out the question and elicit some possible answers, but don't confirm them yet.
- Tell students to read the text as you play the audio.
- Check the answer with the class.

ANSWER

They are blind and use a BrainPort device to 'see'.

2 Reading strategy

- Read out the Reading strategy. Give one or two examples of sentences with comment adverbs and ask questions to elicit the meanings of the adverbs, e.g. *Luckily, the door was open. How do I feel about this?* (I feel pleased – it was lucky.) *Surprisingly, I enjoyed the trip. How do I feel about the trip?* *Did I expect to enjoy it?* (I enjoyed it, but I didn't expect to – I was surprised.).
- Ask students to find the comment adverbs in the article.
- Check answers with the class.

ANSWERS

interestingly, happily, incredibly, amazingly

3

- Ask students to read the article again and answer the questions. Remind them to use the comment adverbs to help them.
- Check answers with the class.

ANSWERS

- 1 **It's interesting that it's so important.**
- 2 **They are happy about it.**
- 3 **It's incredible.**
- 4 **It's amazing.**

4

- Ask students to read the sentences and decide if the statements are true or false. Remind them to correct the false ones.
- Allow students to compare their answers in pairs, then check with the class. Elicit the part of the article which confirms each answer.

ANSWERS

- 1 **false (We get 80% of our sensory information through our sense of sight.)**
- 2 **false (He has been blind since he was 14.)**
- 3 **true**
- 4 **true**
- 5 **false (He was in his early twenties.)**
- 6 **true**
- 7 **false (He uses it to read.)**

CONTINUOUS ASSESSMENT Success criteria

Before you start the *Your turn* discussion activity, read out the questions and the example answers. Point out the use of the superlative form in the first answer and ask *What other language might be useful for this question?* (comparatives, *not as ... as*). Point out the use of *perhaps* in the second example and ask *What other language might be useful for this question?* (*might, it's possible that ...*). Point out also the use of *I think* in the first example answer and ask *What other phrases can you use for giving opinions?* (*In my opinion, I believe*). Tell students that it is useful to prepare their ideas before a discussion task and also set themselves some targets for language they can use, depending on how ambitious they feel. Allow students time to think about the questions individually and prepare their answers and language targets. When students have completed the activity, ask how well they managed to meet their language targets.

5 Your turn

- Allow time for students to have their discussions.
- Monitor while they are working, and notice how well they use a range of language.
- Ask some pairs to tell the class the order of senses they agreed on.
- Give feedback on the range of language they used.

Optional activity

Familiar tasks: Put students into pairs and ask them to imagine that, like Erik and Craig, they have lost their sense of sight. Ask them to think about a familiar task they do every day, e.g. go to school, make a sandwich. Ask them to plan how they would do the task without being able to see. Ask pairs in turn to tell the class their ideas.

iPack Guided mediation interactive

- An interactive task to practise mediation.

Further practice

Reading a magazine article, Workbook p34
Reading, Essential Workbook pE20
Reading worksheet, TRB p60

Grammar

Learning Objective

Talk about things that have happened using the present perfect with *for* and *since*

Present perfect: *for* and *since*

CONTINUOUS ASSESSMENT Learning intentions

Learning objectives Read out the learning objective. Ask students in pairs to think of one or two examples using the present perfect. Refer them back to p45, to remind them what they have already learned. Ask *How do you think we use the present perfect with for and since?* Ask students if they noticed any examples of these uses in the article on p56. If necessary, ask *How long has Erik been blind?* Refer students back to the article to check the answer (since he was 14). At the end of the lesson, ask them how confident they now feel about using the present perfect with *for* and *since*.

Warm-up

- Ask students *Do you know anyone who can't hear very well? What do you think would be difficult if you can't hear very well?*
- Discuss their ideas as a class, then ask *What device can people use if they can't hear very well?* Elicit the word *hearing aid*.

iPack Grammar animation

- Presentation of the form and use of the present perfect with *for* and *since*.

1 5.04

- Tell students to read Grammar in context while you play the audio, then read out the question and elicit the answer.

ANSWER
Carla's

Stop

- Read out the information in the *Stop* box with the class. Point out the distinction in the examples between a period of time (20 minutes = *for*) and a point in time (10.30 = *since*).

2

- Go through the table as a class. Ask questions about the example sentences to check that students understand the meaning, e.g. *Did Carla start using hearing aids in the past?* (yes) *Does she still use them now?* (yes) Explain that we use the present perfect with *for* and *since* to talk about an action that started in the past and is still continuing now.
- Elicit how students express this idea in their own language. If their language uses a present tense, point out that this is a common error in English: **have a hearing aid since I was ten*.
- Students could work in pairs to decide if each time expression is a period of time or a point in time.
- Check answers with the class.

ANSWERS

Period of time: a week, three years, a month
Point in time: last week, three years ago, 13 October

3

- Ask students to match the sentence halves.
- Check answers with the class.

ANSWERS

1 c 2 f 3 b 4 a 5 d 6 e

4

- Ask students to copy the sentences into their notebooks and complete them with the correct words.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

1 since 2 for 3 since 4 since 5 for 6 since

5

- Read out the first set of prompts and the example question and answer. Point out to students that they will need to choose *for* or *since* for each answer.
- Ask students to write the questions and answers in their notebooks.
- Put students into pairs to compare their answers, then check answers with the class.

Early finishers

- Ask students to write one more question with *How long* and the present perfect.

ANSWERS

- 1 How long have you studied English? / I've studied it for eight years.
- 2 How long have we been in this class? / We've been in this class since 9.30.
- 3 How long has your best friend known you? / My best friend has known me for ten years.
- 4 How long have you had this English book? / I've had it since the start of this year.
- 5 How long have you been a teenager? / I've been a teenager for 18 months.

6 Your turn

- Ask students to read the questions in exercise 5 again and think about their own answers.
- Read out the example dialogue in the speech bubbles and point out that we use *How about you?* to ask the same question back to someone.
- Put students into pairs to ask and answer the questions.
- Ask some students questions about their partner, e.g. *How long has (Eva) studied English?*

iPack Grammar practice PDF

- Mixed-ability 1–3-star tasks to practise the present perfect with *for* and *since*.

Further practice

Grammar: Present perfect: *for* and *since*, Workbook p32

Grammar, Essential Workbook pE19

Language summary, Student's Book p102

Grammar reference & practice, Workbook p62

Grammar, Puzzles and games, Essential Workbook pE43

Grammar Practice: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium

Present perfect: *for* and *since*

Grammar animation

- 1 5.04 Read and listen to Grammar in context. Whose are the hearing aids?

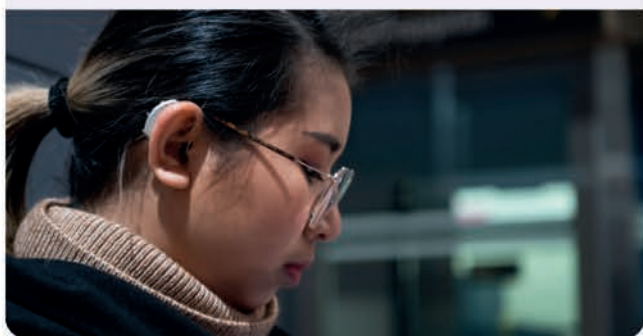
Grammar in context

Dr. Felix How long have you had your hearing aids?

Carla I haven't had them for long.

Dad I think she's had them for about three years. Is that right, Carla?

Carla Yes, I've used them since I was 17.



Affirmative

I've used the hearing aids **since** I was 17.
She's **had** them **for** about three years.

Negative

I **haven't had** them **for** long.
Dr. Felix **hasn't seen** Carla **since** she was 16.

Questions

How long **has** Carla **had** her hearing aids?
How long **have** you **had** your hearing aids?



STOP

since = the point in time when an action started

for = the period of time that an action lasted

*I've been here **for** 20 minutes.*

*I've been here **since** 10.30.*

- 2 Study the table. Then look at the time expressions in the box. Which time expressions are periods of time and which are points in time?

48 hours a week last week three years ago
three years a month 13 October yesterday

Period of time - 48 hours

Point in time - yesterday

- 3 Match the sentence halves.

- | | |
|-----------------------------------|-------------------------|
| 1 Has Alice lived in London for | a two years. |
| 2 We haven't lost a match since | b six o'clock? |
| 3 Have you been here since | c ten years? |
| 4 Rudy has been at university for | d you studied English? |
| 5 How long have | e Lara played football? |
| 6 How long has | f I joined the team. |

- 4 Copy and complete the sentences with *for* or *since*.

They've lived in Amsterdam **for** ten years.

- We've walked 12,000 steps every day ... last weekend.
- I've had a headache ... a few hours.
- We've been at this school ... we were 12.
- Has she been here ... 3.30?
- You haven't spoken to Simon ... ages.
- I've felt sick ... I had breakfast.

- 5 Write questions with *How long* and the present perfect. Write the answers with *for* or *since*.

you / live here?

I / live / here / I was three

How long have you lived here?

I've lived here since I was three.

- you / study / English?
I / study / it / eight years
- we / be / in this class?
we / be / in this class / 9.30
- your best friend / know / you?
my best friend / know / me / ten years
- you / have / this English book?
I / have / it / the start of this year
- you / be / a teenager?
I / be / a teenager / 18 months

- 6 **YOUR TURN** In pairs, ask and answer the questions in exercise 5. Give answers that are true for you.

How long have you lived here?

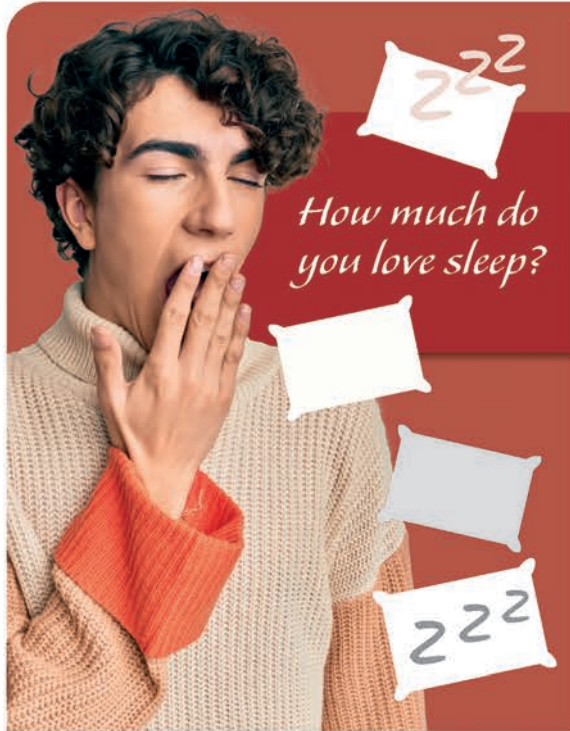
I've lived here for seven years. How about you?

Grammar practice

Sleep

Vocabulary presentation

1 5.05 Read and listen to the quiz and check the meaning of the bold words. What do they mean in your language?



- 1 I **yawn** as soon as someone else yawns.
T = 2 points F = 1 point
- 2 I always **feel sleepy** after school.
T = 2 points F = 1 point
- 3 I hate getting up. I **lie in bed** for hours at the weekend.
T = 2 points F = 1 point
- 4 I **fall asleep** as soon as my head touches the pillow.
T = 2 points F = 1 point
- 5 I sometimes **lie awake** at night.
T = 1 point F = 2 points
- 6 I **wake up** early on Saturdays.
T = 1 point F = 2 points
- 7 I **have dreams** about flying!
T = 2 points F = 1 point
- 8 After I **have a nightmare**, I'm worried for a few minutes, but then I just go back to sleep.
T = 2 points F = 1 point



KEY 8-10: You're happier awake than asleep. That's OK, but remember you need sleep to stay healthy.
11-13: You like a good night's sleep, but you can get out of bed when you need to.
14-16: You love sleep! Nothing will get you out of bed.

2 Do the quiz. Are the sentences true or false for you?

3 Add up your points. Look at the key, and compare your results in pairs. Do you agree?

4 5.06 Listen to the podcast. What is the main idea?

- a Secondary school hours don't work well with teenagers' body clocks.
- b Teenagers' poor sleep habits cause bad grades at school.
- c Teenagers should go to bed earlier.

5 5.06 Listen again. Are the sentences true or false?

- 1 A ten-year-old should naturally feel sleepy at about 9 p.m.
- 2 Our body clocks stay the same as we get older.
- 3 Teachers say teenagers need to sleep between 9 and 9.5 hours each night.

6 5.07 Copy and complete the podcast summary with the numbers and times. Listen and check.

7 7 8.30 9.30 9 9½ 10 11 13

Until the age of 13, most people feel sleepy at around ¹ ... p.m. After this age, people usually feel sleepy at around ² ... p.m. or midnight. Teenagers need lots of sleep – up to ³ ... hours every night. If secondary school starts at ⁴ ... a.m., you need to get up at about ⁵ ... a.m. If you go to bed at midnight, that's only ⁶ ... hours' sleep in total. That's why some secondary schools have changed classes to start at ⁷ ... or ⁸ ... a.m.

7 **YOUR TURN** Would you prefer school to start later? Why? / Why not?

Yes, I'd prefer to have more time in bed!

Vocabulary practice

Vocabulary

Learning Objective

Talk about sleep habits

Sleep

Warm-up

- With books closed, ask *What question can only be answered with 'no', and can never be answered with 'yes'?*
- Put students into pairs to discuss the question, then discuss students' ideas as a class.
- If no one guesses the answer, tell students now: *Are you asleep?*

iPack Vocabulary presentation interactive

- An interactive task to present the vocabulary with pictures and audio.

1 5.05

- Play the audio and ask students to read and listen to the quiz.
- Students can use a dictionary to check the meaning of the words in bold. Alternatively, read out each sentence in turn and use the context to teach the meaning of the words in bold.
- Elicit how students say the words in their own language.
- Play the audio again, pausing after the words in bold for students to repeat.

2

- Ask students individually to read the quiz again and decide if each sentence is true or false for them.

3

- Point out the points listed in red below each question, and point out the key at the bottom of the quiz.
- Ask students to add up their points and read the key. Then put them into pairs to compare their results and discuss if they agree or not.
- Ask for a show of hands to find out how many students fall into each category. Ask for a show of hands to find out who thinks they get enough sleep, and who thinks they need more.

4 5.06 Audio script p132

- Ask students to read the question and the three possible answers, then play the audio.
- Allow students to compare their answers in pairs, then check with the class.

ANSWER

a

5 5.06 Audio script p132

- Ask students to read the sentences and try to answer from memory if they are true or false.
- Play the audio again for them to listen and check their answers.
- Check answers with the class, eliciting the correct form of the false sentences.

ANSWERS

- 1 true
- 2 false (Our body clocks change as we get older.)
- 3 true

6 5.07

- Ask students to copy the summary into their notebooks and complete it with the correct numbers.
- Allow students to compare their answers in pairs, then play the audio again for them to listen and check.
- Check answers with the class.

ANSWERS

- 1 9 2 11 3 9½ 4 8.30 5 7 6 7 7 9.30 8 10

7 Your turn

- Read out the task and the example in the speech bubble.
- Write on the board the two headings: *Start later* and *Not start later*. Ask *What reasons can you think of for starting school later? What reasons can you think of for not starting later?* Elicit a few ideas from the class for each side of the argument and make notes on the board, e.g.
Start later: give students more time to sleep, they will be more awake, do better at school.
Not start later: will encourage students to go to bed later, won't be able to do activities in the evening, will get tired at the end of the day.
- Allow students one or two minutes individually to think about their own opinions, then put them into pairs to discuss the question.
- Ask pairs in turn to tell the class their ideas and reasons. You could end with a class vote to find out how many students would be in favour of starting later.

Optional activity

Research: Say *People can sometimes fall asleep with their eyes open*. Ask students to look online and find two more interesting or surprising facts about sleep. They can do the research in their own language. Put them into groups to share what they learned in English, then ask each group in turn to tell the class the most interesting fact they found.

iPack Vocabulary practice PDF

- Mixed-ability 1–3-star tasks to practise the vocabulary.

Further practice

Vocabulary, Workbook p31

Vocabulary, Essential Workbook pE18

Vocabulary, Puzzles and games, Essential Workbook pE42

Vocabulary reference, Workbook p74

Grammar

Learning Objective

Talk about things that have happened using the past simple and present perfect

Past simple or present perfect?

Warm-up

- Write on the board: *What's the strangest dream you've ever had? What's the latest you've ever woken up?*
- Put students into pairs to ask and answer the questions, then ask some students to tell the class their answers.
- As they answer, write some sentences on the board using the past simple, e.g. *(Tony) once dreamed he was an astronaut. (Ana) once woke up at midday.*
- Underline the verbs in the questions and answers and elicit that the questions use the present perfect and the answers use the past simple. Ask *Can you explain why?* Allow students time to discuss in pairs, then elicit a few ideas, but don't confirm them yet.

iPack Grammar animation

- Presentation of the use of the past simple and present perfect.

1 5.08

- Ask students to read Grammar in context while you play the audio.
- Check the answer to the question.

ANSWER

Lou's brother

2

- Go through the table as a class and check that students understand everything.
- Point out that when we use the past simple, we always say when something happened, e.g. *I went to Paris once / last year / in the summer / two years ago.*
- Point out that we only use the present perfect when we don't say exactly when something happened, e.g. *I've already watched that film (= at some time in the past). We can't use the present perfect if we say when something happened, e.g. ~~I've watched that film last week.~~*
- Ask students to read the sentences and choose the correct options.
- Put students into pairs to compare their answers, then check with the class, referring back to the table if necessary to explain the answers.

ANSWERS

- 1 've visited, was
- 2 've seen, saw
- 3 had, Have you ever had
- 4 Have you ever been, was, didn't go

3

- Read out the first conversation and the example answers. As you read out each answer, ask *Is this generally about the past, or do we know when?*
- Ask students to copy the conversations and complete them.

- Put students into pairs to compare their answers, then check answers with the class.

Early finishers

- Ask students to write a similar conversation with a question and answer.

ANSWERS

- 1 Have you ... earned, paid
- 2 Have you ... driven, rode
- 3 Have you ... given, spoke
- 4 Have you ... visited, went

4

- Ask students to write the questions individually.
- Put students into pairs to compare their answers, then elicit each question from the class. You could write the questions on the board, to make sure students all have the correct form to work with in the next task.

Early finishers

- Ask students to write one more question using *Have you ever ... ?* to ask their classmates.

ANSWERS

- 1 Have you ever slept in a tent?
- 2 Have you ever forgotten something important for school?
- 3 Have you ever sold something to a friend?
- 4 Have you ever had an argument with a friend?
- 5 Have you ever had a dream about living in another country?

5 Your turn

- Read out the task, then read out the example question and answer.
- Ask students to read the questions in exercise 4 again and think about their answers before they work in pairs.
- For feedback, ask about each activity, e.g. *Who has slept in a tent?* Encourage one or two students to tell the class about their experiences.

CONTINUOUS ASSESSMENT Feedback and intervention

Avoiding repeated mistakes Remind students that they have studied and practised the new grammar in the lesson, but sometimes it takes a while to feel confident about new grammar. Suggest to students that in speaking and writing tasks, they keep a note of mistakes they typically make, e.g. using the past simple instead of the present perfect. If they find they are still making mistakes in a few weeks, tell them they can go back to the Grammar reference & practice in the Workbook to remind themselves of the rules and repeat the practice.

iPack Grammar practice PDF

- Mixed-ability 1–3-star tasks to practise using the past simple and present perfect.

Further practice

Grammar: Past simple or present perfect?, Workbook p33

Grammar, Essential Workbook pE19

Language summary, Student's Book p102

Grammar reference & practice, Workbook p62

Grammar, Puzzles and games, Essential Workbook pE43

Grammar Practice: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium

Past simple or present perfect?

i Grammar animation

1 **5.08** Read and listen to Grammar in context. Who is the person in the picture?

Grammar in context

Liv Have you ever **fallen asleep** anywhere unusual?

Lou No, I've **never done** that, but my brother **has fallen asleep** in some strange places! Last week, we went to the cinema, and he **fell asleep** during the film.



Tense	Use	Example
Past simple	to say when something happened (exact time)	My brother fell asleep at the cinema last week.
Present perfect	to talk generally about past experiences when we don't know/say the exact time	Have you ever fallen asleep anywhere unusual? I've never done that. My brother has fallen asleep in some strange places.

2 **🗣️** Study the table. Choose the correct past simple or present perfect forms.

- We 've **visited** / **visited** Portugal lots of times. Our last visit **has been** / **was** two years ago.
- I **saw** / 've **seen** that film before. I **saw** / 've **seen** it last month.
- I 've **had** / **had** a nightmare last night. **Did you ever have** / **Have you ever had** one?
- Kevin: **Did you ever go** / **Have you ever been** to a zoo?
Elliot: No, I haven't. There **was** / **has been** a school trip to one last year, but I **haven't gone** / **didn't go**.

3 Copy and complete the conversations with the pairs of verbs in the box. Use the present perfect and the past simple.

drive / ride earn / pay give / speak
~~have / stay~~ visit / go

'Have you ever **had** a sleepover at Amy's?'
'Yes. I **stayed** at her house last Friday.'

- '... ever ... any money?'
'Yes. My parents ... me €10 for cleaning the car last weekend.'
- '... ever ... a car?'
'No, but I ... a motorbike last summer.'
- '... ever ... a presentation to more than 100 people?'
'Yes. I ... about the environment to the whole school last year.'
- '... ever ... the USA?'
'No, I haven't, but we ... to Mexico on holiday a few years ago.'

4 **🗣️** Write questions using the prompts below. Use the present perfect with *ever*.

swim / in the ocean
Have you ever swum in the ocean?

- sleep / in a tent
- forget / something important for school
- sell / something to a friend
- have / an argument with a friend
- have / a dream about living in another country

5 YOUR TURN **🗣️** Ask and answer the questions in exercise 4. Use short answers in the present perfect: *Yes, I have* / *No, I haven't*. If there is more information, add a sentence in the past simple.

Have you ever swum in the ocean?

Yes, I have. I swam in the ocean in France last July.

i Grammar practice

Listening: A conversation

- 1 5.09 Look at the list of foods. Which do you think might make you feel sleepy? Which can keep you awake? Listen and check.

bananas burgers cherries
crisps nuts pizza pretzels

Listening strategy

Identify unknown words

Identify the meaning of unknown words by thinking about the context and meaning of the rest of the sentence.

- 2 Read the Listening strategy. Then read the extracts from the conversation, and look at the bold words. Choose the correct definitions. Why did you choose these answers?

- 'I have a snack, brush and **floss** my teeth, then I get into bed.'
 - another way of saying brush your teeth
 - another thing you do to your teeth to clean them
 - a device you wear on your teeth
- 'She **did some research** and discovered that ...'
 - studied the facts about something
 - changed her behaviour in certain ways
 - asked herself some important questions
- 'Burgers are **tough** for your body to digest, so your system has to work hard ...'
 - difficult
 - easy
 - impossible

- 3 5.09 Listen again. Are the sentences true or false?

- Mayumi is having trouble sleeping at the moment.
- Mayumi sleeps with her light on.
- Ife says brushing your teeth makes you sleep badly.
- Eating burgers in the evening helps you fall asleep.
- Your body produces melatonin when it's time to go to sleep.

4 YOUR TURN In pairs, discuss the questions.

- What do you usually do, eat and drink before you go to bed?
- Do you think these things make it easier or more difficult to sleep? Why?

Listening extension

Speaking: Talk about food



- Watch part 1 of Alex's video. Who is Alex with and what are they doing today?
- Watch part 2 of the video. In your notebook, match the people with their dishes and the countries their dishes are from.

Alex
Ben
Clara
Danni

crumble
curry
pavlova
ratatouille

England
France
India
New Zealand

- Watch part 3 of the video. Who wins the competition?
- Watch part 3 again and choose the correct option.
 - The **curry** / **ratatouille** is served with rice.
 - The **curry** / **ratatouille** is vegetarian.
 - The ratatouille was cooked in **the oven** / **a pan**.
 - The **crumble** / **pavlova** is made with eggs and sugar.
 - The **crumble** / **pavlova** is served with ice cream.
 - Alex **bought** / **made** his dish.

Communication

Listening: A conversation

Learning Objective

Understand a conversation

Warm-up

- Ask *What do you usually have for breakfast?* Ask individual students to tell the class.
- Then ask *What would be your ideal breakfast? Why?* Ask students to compare their ideas in pairs.
- Elicit some of their ideas and reasons for an ideal breakfast, then ask *What foods would you never eat for breakfast? Why?* Discuss as a class, and elicit the idea that different foods are more suited to different times of day.

CONTINUOUS ASSESSMENT Learning intentions

Learning objectives Read out the learning objective and remind students that focusing on the Listening strategy in each unit will gradually help them improve their overall listening skills. Read out the Listening strategy (Identify unknown words) and explain that every time they listen, there will be words that they haven't heard before. Explain that learning to identify and understand these will help them understand better. Return to the learning objective when students have completed all the listening tasks and ask if they think they have improved.

1 5.09 Audio script p132

- Put students into pairs and ask them to read the list of foods and discuss the questions.
- Elicit a few ideas and reasons, then play the audio for students to listen and check.
- Check answers with the class.

ANSWERS

Burgers, crisps, pizza and pretzels can keep you awake. Bananas, cherries and nuts can make you feel sleepy.

2 Listening strategy

- Read out the Listening strategy and explain that being able to work out the meaning of words you don't know is a useful listening skill.
- Ask students to read the extracts and choose the correct definitions of the bold words.
- Check answers with the class, encouraging students to say why they chose each answer.

ANSWERS

1 b 2 a 3 a

3 5.09 Audio script p132

- Allow students time to read the sentences and try to answer from memory if they are true or false.
- Play the audio again for them to listen and complete the task.
- Check answers as a class, playing the audio again if necessary and pausing to confirm each answer.

ANSWERS

1 true 2 false (She sleeps with her light off.) 3 false (She says eating the wrong snacks makes you sleep badly.) 4 false (Eating burgers can affect your sleep.) 5 true

4 Your turn

- Put students into pairs to discuss the questions.
- For feedback, ask some pairs to report back to the class.

iPack Listening extension interactive

- An interactive activity to provide further listening practice or discussion.

Further practice

Listening, Workbook p35

Listening, Essential Workbook pE21

Speaking: Talk about food

Learning Objective

Talk about food

Warm-up

- Ask *What dishes can you make?* Ask students individually to make a list of dishes they can make, then put them into pairs to compare.

1 Speaking video script p133

- Ask students to read the questions, then play part 1 of the video.
- Check answers with the class.

ANSWER

He is with his friends (Ben, Clara and Danni), having a cooking competition.

2 Speaking video script p133

- Read out the task, then read out the four dishes to model pronunciation: *crumble* /'krʌmbəl/, *curry* /'kʌrɪ/, *pavlova* /pæv'ləʊvə/, *ratatouille* /,rætə'tu:ɪ/.
- Ask students to copy the names of the people, places and countries into their notebooks, then play part 2 of the video for them to watch and complete the matching task.
- Check answers with the class.

ANSWERS

Alex: curry, India

Ben: pavlova, New Zealand

Clara: ratatouille, France

Danni: crumble, England

3 Speaking video script p133

- Read out the question, then play part 3 of the video.
- Check the answer with the class.

ANSWER

Danni

4 Speaking video script p133

- Ask students to read the sentences and options, then play part 3 of the video again for them to choose the correct options.
- Check answers with the class.

ANSWERS

1 curry 2 ratatouille 3 a pan 4 pavlova 5 crumble 6 bought

5 Speaking strategy 5.10

- Read out the information and phrases in the Speaking strategy. Check that students understand all the vocabulary in the phrases, then give an example of each phrase in a complete sentence to check that they understand how each one is used, e.g. *It's got nuts in it. It's made with eggs, sugar and flour.*
- Ask students to copy the dialogue and complete it with the correct phrases. Check that they understand all of the food vocabulary (e.g. *lentils, garlic*), and point out that if they are not sure which cooking verb to use, they can look for clues in the language in the dialogue. Play the audio for students to check their answers.
- Check answers with the class.

ANSWERS

- 1 got
- 2 made
- 3 boil
- 4 fry
- 5 come
- 6 served

Optional activity

Play the audio again, pausing after each of the phrases in the Speaking strategy. Ask students to notice the pronunciation. Students can then work in pairs to practise the dialogue.

6 Global skills

- Read out the information in Global skills.
- Ask students to read the questions and think about their answers individually, then put them into pairs to discuss.
- Ask pairs in turn to tell the class some of the foods they have tried or would like to try. If some students have tried unusual foods, encourage them to describe the foods. Ask questions to revise some of the vocabulary from p55, e.g. *Is it spicy? Is it sweet?*

7

- Read out the task, then ask students individually to prepare their ideas. Monitor while they are working, and encourage them to ask you if they need any vocabulary.
- Put students into pairs to describe their dishes to each other. Explain that they will describe and discuss their dish in more detail in the next task, so they should see this task as practice.

Let's speak!

CONTINUOUS ASSESSMENT Success criteria

Being natural Ask students to read the model task. Point out that the model seems quite rigid, because it is all written down in a fixed order, and explain that it is written in this way to help students who are less confident. But explain that if they are confident enough, they should also try to be natural and respond to what their partner is telling them with their own questions, reactions or ideas, while still using the phrases from the Speaking strategy. Ask students to think about how confident they feel about responding in a more natural way, or how closely they want to stick to the model. When they have finished the activity, allow students a little time to reflect on how well they did. If there is time, students could practise again with a different partner and try to include some more of their own responses.

8

- Students work in pairs to have conversations in which they ask and answer questions about their dishes.
- Monitor while they are working and note down any common mistakes that you hear. Correct these in a feedback session at the end.

Further practice

Real Talk: Active Learning Kit, Unit 5

Speaking strategy

Talk about food

Use these phrases to describe ingredients:

- It's got ... in it.
- It's made with ...

Use these phrases to describe ways of cooking:

- You bake / cook it in the oven.
- You boil / fry it in a (frying) pan.
- You grill it / cook it under the grill.

Use these phrases to describe what comes with the main dish:

- It's served with ...
- It comes with ...

5 **5.10** Copy and complete the dialogue with words from the Speaking strategy. Listen and check.

Padma Dinner time! I've made dhal.
 Ross Dhal? What's it ¹ ... in it?
 Padma It's a lentil dish, ² ... with onions, garlic, and spices.
 Ross How do you cook it?
 Padma First you ³ ... the lentils in a pan of water. Then you ⁴ ... the onions, garlic and spices in a frying pan. Then you add it all together.
 Ross What does it ⁵ ... with?
 Padma It's ⁶ ... with rice and salad.
 Ross Well, it smells delicious, Padma. Let's eat!



GLOBAL SKILLS

Trying new types of food

If you get the chance to try food from another country, take it! Food is a great way to learn about other cultures, especially if you also learn how to cook it.

- 6 **6** Read Global skills and discuss the questions in pairs.
- Which are your favourite foods from other countries?
 - Which foods from other countries would you like to try?
- 7 **7** Work in pairs. Explain to your partner how to make a simple dish. Use a dish you know, a dish from the video, or one of the ideas in the box.

eggs on toast a hot chocolate drink
 pasta and a simple sauce

- What is it made with?
- How is it cooked?
- What is it served with?

LET'S SPEAK!

8 **8** In pairs, ask and answer questions about each other's dishes. Say what you think about the dish. Follow this model.

My dish is called ...

It's got ... in it. / It's made with ...

You bake / boil / cook / fry / grill ... in a (frying) pan / in the oven / under the grill.

It comes with ... / It's served with ...

What do you think of my dish?

What's it got in it? / What's it made with?

How do you make it? / How is it cooked?

What does it come with? / What is it served with?

... is(n't) / are(n't) my favourite / I absolutely love ... / I can't stand ... / I'm not keen on ...

It sounds ... / I think it probably (smells, looks, tastes) ...

i Real Talk: Active Learning Kit

Complete all activities in your notebook.

A for and against essay

1 Read the essay quickly. Does Alicia agree or disagree with the statement in the essay?

Task: Write a for and against essay on the following statement: 'Secondary school classes should start after 10 a.m.'

Teenagers' body clocks mean they need to sleep between about 12 a.m. and 9 a.m. However, most schools start before 9 a.m. As a result, teenagers aren't getting enough time in bed. Should secondary school classes start after 10 a.m.?

On the one hand, if teenagers can sleep longer, they won't be tired and will find it easier to concentrate. This could mean better grades and better health for young people.

On the other hand, if school begins later, school staff will need to start and finish work later. Parents might also need to change their daily routines, especially if they have children of different ages.

In conclusion, if teachers and parents are able to make the necessary changes, I think secondary school classes should start later. Although it will be difficult for some adults, it will benefit teenagers' health and education.

Alicia Harvey



2 Read Alicia's essay again. Copy and complete the table.

The problem	Teenagers are too tired.
The cause of the problem	
The idea	
For the idea	
Against the idea	
Conclusion	Schools should start later. This will benefit teenagers' health and education.

Writing strategy

Use expressions of contrast

Use these expressions of contrast to explain differences: *although, however, on the one hand, on the other hand*

3 Read the Writing strategy. Then find expressions of contrast in Alicia's essay.

4 Read and complete the essay with expressions of contrast from the Writing strategy.

Most teenagers know that it is important to eat healthily. ¹... , not all of them choose to do so at school. Should school cafeterias only serve healthy food to students?

²... , there are advantages to limiting school cafeteria menus in this way. Students will have to eat a balanced meal at lunchtime and this will help them to concentrate in afternoon lessons.

³... , perhaps it is unfair to force young people to eat healthily. If there are only healthy options available, some students might go without lunch, or eat only unhealthy snacks they buy or bring themselves.

In conclusion, ⁴... it is good for schools to offer healthy food, I think it is also important to give young people the choice of what they eat.

LET'S WRITE! Language practice

5 Read the task. Then plan your essay. Make a table like the one in exercise 2 and complete it with your ideas.

Task: Write a for and against essay on the following statement: 'Teenagers should study less and have more free time.'

6 Write your essay.

- Use your plan from exercise 5.
- Use Alicia's essay and the essay in exercise 4 as models.
- Use the expressions of contrast in the Writing strategy.

On the one hand, it's important for teenagers to get good marks ...

On the other hand, too much stress is bad for our health ...

Although studying is important, it's not the only thing that matters ...

7 Check your writing.

- use expressions of contrast
- present perfect with *for* and *since*; present perfect and past simple
- sense verbs and adjectives; sleep words

Writing

Learning Objective

Write a for and against essay about free time

A for and against essay

Warm-up

- Ask students if they can remember the podcast they listened to about sleep earlier in the unit. Ask *What ideas did it mention?* Elicit that it was about teenagers and their sleep habits, and it said that some secondary schools now start later, to allow students more time to sleep.
- Write on the board the headings *For* and *Against*. Ask *What arguments are there for starting schools later? What arguments are there against?* Elicit ideas and make notes on the board under the two headings. Encourage students to think of a range of different arguments that other people might make, not just their own opinions.
- Read out the learning objective and explain that in a for and against essay you write about a topic and present arguments both for and against it.

1

- Ask students to read the essay and answer the question.
- Check the answer with the class.

ANSWER

She agrees.

2

- Ask students to copy the table into their notebooks, then read the essay again and complete it.
- Put students into pairs to compare their answers, then check with the class.

ANSWERS

The cause of the problem: Teenagers' body clocks mean they need to sleep between about 12 a.m. and 9 a.m. However, most schools start before 9 a.m.

The idea: Secondary school classes should start after 10 a.m.

For the idea: Teenagers won't be as tired and will find it easier to concentrate; could mean better grades and health.

Against the idea: School staff will need to start and finish work later; parents may need to change their daily routines.

Optional activity

Ask students to look at the essay again. Ask *How many paragraphs are there?* (four)

Go through the table in exercise 2 with the class, eliciting which information is in each paragraph.

Ask *Where does Alicia give her own opinion?* Elicit that she only gives her own opinion in the conclusion (*I think ...*).

Tell students they should use this same paragraph structure for their own essay.

ANSWERS

Paragraph 1: The problem, The cause of the problem, The idea

Paragraph 2: For the idea

Paragraph 3: Against the idea

Paragraph 4: Conclusion

3 Writing strategy

- Read out the Writing strategy and explain that we use an expression of contrast when we are giving ideas that are different from the ideas we gave earlier.
- Ask students to find the three expressions of contrast in the essay.
- Check answers with the class and point out that we use *On the one hand ...*, *On the other hand ...* as a pair.

ANSWERS

Paragraph 1: However, ...

Paragraph 2: On the one hand, ...

Paragraph 3: On the other hand, ...

Paragraph 4: Although ...

4

- Ask students to read the essay and write the correct expressions of contrast 1–4 in their notebooks.
- Check answers with the class.

ANSWERS

1 However

2 On the one hand

3 On the other hand

4 although

Let's write!

iPack Language practice interactive

- An interactive task to practise writing a for and against essay.

5

- Read out the task.
- Ask students to draw a table in their notebooks and complete it to plan their essay. If time is short, they could add another column to the table they drew in exercise 2.
- Encourage them to ask you for any vocabulary they need.

ANSWERS

Students' own answers.

6

- Remind students that they should use their ideas from exercise 5, and they can use Alicia's essay and the text in exercise 4 as models.
- Refer them to the checklist in exercise 7 to remind them what language they should try to include in their essay.
- Give them time to write their essays.

Early finishers

- Ask students to write a second, alternative conclusion, giving a different opinion.

7

- When students have finished their essays, tell them to use the checklist to check their writing.

Further practice

Writing, Workbook p35

Writing, Essential Workbook pE21

Writing worksheet, TRB p68

Watch

Learning Objective

Understand a video about synaesthesia

Synaesthesia

Before you watch

Warm-up

- With books closed, tell students you are going to mime the five senses and they must guess them. Ask them to all shout out the answers at once.
- Mime each of the five senses in turn, e.g. eating something (taste), looking at something (sight), listening (hearing), smelling a flower (smell), touching something (touch).
- Write the five senses on the board.

1

- Read out the introductory sentences. Students could then work in pairs to look at the picture and answer the questions.
- Check answers with the class.

ANSWERS

- 1 sight
- 2 taste
- 3 touch
- 4 hearing

2

- Read out the question and the example answers in the speech bubbles. Put students into pairs to think of ideas, then ask pairs in turn to tell the class their ideas.

ANSWERS

Students' own answers.

While you watch

3  Watch video script p133

- Ask students to read through the sentence beginning and the three possible endings before you play the video.
- Play the video. Then check the answer with the class.

ANSWER

c

4  Watch video script p133

- Ask students to read the items and try to remember the order they appear in.
- Play the video again so that students can complete the task and check their answers.
- Check answers with the class.

ANSWERS

1 c 2 a 3 e 4 b 5 d

5  Watch video script p133

- Ask students to read the sentences and try to answer from memory.
- Play the video again for students to check their answers.
- Check answers with the class.

ANSWERS

- 1 psychologist
- 2 200
- 3 4%
- 4 a connection
- 5 food companies

After you watch

MEDIATION Tell students that in exercise 6 they will practise the skill of mediating information from their own language into English. Point out that the information they find online may be quite complex or technical, so they will have to simplify it in order to express it in English. Encourage them to make notes, and then use their notes to tell their partner what they learned.

6 Mediation

- If you have access to the internet in class, do this now. If not, set it for homework.
- Set a time limit for students to do their research, and encourage them not to get too involved in the details they find.
- Remind students they can do their research in their own language.
- Give students time to make notes in their own language, then write three sentences in English. Help with vocabulary where necessary.

7

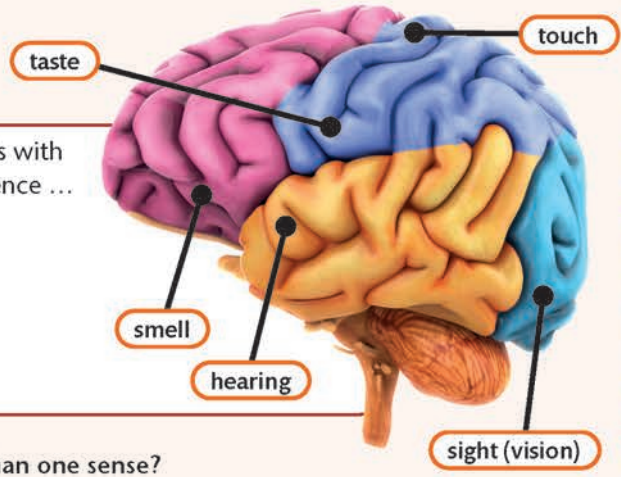
- Put students into groups to share their sentences and discuss what they found interesting and surprising. Ask them to choose the most surprising fact to tell the class.
- Ask groups in turn to tell the class the most surprising fact that they found.

iPack Video extension interactive

- An interactive task for students to further practise the topic of the video.

Synaesthesia

Before you watch



1 Look at the picture and answer the questions.

The sensory cortex is in the outer part of the brain. It deals with the five senses. Which sense do you use when you experience ...

- the aroma of a delicious meal? *smell*
- 1 the beautiful orange light of a sunset?
- 2 a bite of a sweet strawberry?
- 3 the rough texture of a stone?
- 4 the sound of someone's voice?

2 Can you think of things that you experience with more than one sense?

When I watch TV, I hear it and I see it.

When it rains, I can feel it, see it, and smell it.

While you watch

3 Watch the video and choose the correct answer.

Professor Spence wants to:

- a advertise his synaesthesia business.
- b convince us that synaesthesia exists.
- c share his knowledge about synaesthesia.

4 Watch again and put the items in the order they appear.

- a Examples of synaesthesia
- b Using all of the senses in the perception of food
- c Meeting Professor Charles Spence
- d Using the research to help the food business
- e How the sensory cortex processes senses

5 Choose the correct answers. Watch the video and check.

- 1 Professor Charles Spence is a **businessman** / **psychologist**.
- 2 Scientists have known about synaesthesia for more than **2,000** / **200** years.
- 3 About **14%** / **4%** of people have got synaesthesia.
- 4 With synaesthesia, there's a **connection** / **no connection** between areas of the sensory cortex.
- 5 Professor Spence is helping **food companies** / **researchers** to understand how people experience products with their senses.

After you watch

6 **MEDIATION** Go online and find out more about synaesthesia. Write three sentences about information that you found interesting.

7 In groups, share your sentences. What was the most surprising fact?

Video extension

Complete all activities in your notebook.