3 Amazing senses

Lesson 1 Vocabulary 1

What do you know?

1 What can you see, hear and smell when you walk down your street?
2 Which sense do you think is most important: sight, sound, smell, taste or touch? Why?

UNIT OBJECTIVES

- Talk about our senses and feelings
- Use modals of deduction and present continuous for future
- Read a story extract
- Read and write an online article
- Talk about a photo

1 3.1 **Match the words to the photo. Then listen, check and repeat.**

a bang **b** whisper **c** sharp **d** rough **e** burning **f** rotten

g smooth **h** pale **i** savoury **j** bright **k** shiny **l** whistle

2 **Work in groups. Match as many words as you can from Activity 1 to the objects in the table.**

a pineapple	a knife	a barbecue	fireworks	ice
rough				

3 **Think. Answer the questions.**

1 Look around your classroom. How many objects can you describe using the words from Activity 1?
2 Which is your favourite sense?

Key learning outcome: Identify and use words to describe senses

Activity Book, p.34

1 3.2 Listen and read. Which senses does Bruno use?

B: Hi, Ling. We've just had a science lesson at school about our senses and now I think I can sense everything more!

L: Oh, really, what kind of things?

B: Well, I'm in the street, so I can hear traffic, people chatting and a baby crying. Wait, I just heard a loud bang! And another one!

L: **It could be balloons popping** ...

B: It's getting faster and louder, so **it can't be balloons**. And I can see something bright and shiny.

L: **It may be a party**. Are there lots of people?

B: Yes, there are. **It might be a festival**. And now I can hear a whistle too! I know – it's a *samba* band!

L: Oh, cool! So, **the banging must be the drums**.

B: Yes, and now it's really loud!

2 Look at the examples in bold in the dialogue. Think and decide.

1 We use *could be*, *might be* or *may be* when we are **sure about / guessing** something.
2 We use *must be* when we are **not sure / sure** something is true.
3 We use *can't be* when we are **sure / not sure** something isn't true.

3 3.3 Listen and follow. Then make your own sentences.

Grammar reference, p.120

must / may (not) / might (not) / could / can't be

It That smell That noise Those lights	must be may / might be could be	a barbecue. balloons. food.
	may / might not be can't be	a plane. cameras at a party.

Look

Which answer is correct?

1 *I just heard a loud bang!*
*It **could be / can be** balloons.*
2 *It's getting faster and louder!*
*It **can't be / mustn't be** balloons.*

4 Team Time Play a card game in groups.

Go to Activity Book, p.133

Activity Book, p.35 **Key learning outcome:** Use modal verbs of deduction

Before you read

1 Think and discuss.

1 Do we all use our senses in the same way?

2 Can your senses save your life? If so, how?

2 Look at the title of the story and the pictures. What do you think the story is about? Skim the text and find out. Then read and check.

Skimming

To understand the general idea of a text, we **skim** the text quickly. Remember:

- Don't read every word or every sentence.
- Read only the first and last sentence of each paragraph.

KRIT SMELLS DANGER

The trees were wet and the rain was heavy as Krit and his young cousin, Aran, moved through the rainforest. Aran wasn't happy. He was **getting tired**. This was all new and strange to him, and he didn't understand where they were going.

'My stomach is making noises,' he said. 'It must be lunch time. Can we stop soon?'

Krit wasn't surprised. Aran was visiting him in his home in the south of Thailand. Aran came from the cold north and Krit knew he wasn't happy in the hot southern environment.

'No,' said Krit. 'We're eating lunch at one o'clock and it can't be 12 noon yet. Look! The sun is still low. Come on! I want to show you a special place with a magic pool.'

Aran sighed, but continued walking through the rough plants.

The trees were whispering overhead. Suddenly, Aran stopped. He felt something at his feet.

'What's that?'

'Oh, don't worry!' said Krit. 'It's probably just a snake!'

'*Just* a snake?' Aran whispered, terrified. He looked down. There was a long, wet leaf on his foot. Krit laughed.

'Trust me. I know the rainforest. I'll tell you when danger is near,' he said.

Walking through the forest was difficult.

'I'm really **getting hungry** and tired!' said Aran. 'Can we stop and eat something?' Krit pulled something brown from a tree and cut it open with a sharp knife. Inside was a pale fruit.

'Yuck!' said Aran. 'That smells rotten. I can't eat that!'

'Try it with your eyes shut,' said Krit. Aran closed his eyes and put a piece in his mouth. 'What does it taste like?' asked Krit.

'Oh, not bad! It could be a peach or something!' said Aran, surprised.

'You see,' said Krit. 'I know the rainforest. I'll ...'

'Yes, I know,' said Aran. 'You'll tell me when danger is near.' Krit smiled and they walked on.

Key learning outcome: Read and respond to an extract from a fiction story

Aran saw a patch of soft, bright green grass. He was really tired now. 'Oh, that looks nice. Let's rest there for a minute,' he said, running towards it.

'Stop!' said Krit. 'It might be dangerous! I can smell it!'

'Don't be silly,' said Aran. 'You can't smell danger!'

'No, stop, please!' shouted Krit.

But Aran was already lying down on the grass. Krit **was worried**. He quickly picked some white flowers around him and made a necklace. Suddenly, Aran screamed. His skin was going red – very red.

'Help! Help!' he shouted. Krit ran towards him and put the necklace of white flowers around his neck. Then, he pulled Aran away from the grass.

As they sat on the path, Aran started to **feel better**. 'What's this?' he asked Krit, pulling at the flowers.

'It's a special medicinal plant,' Krit explained. 'We make it into jewellery and its medicine goes into your skin. Just relax and let it work.'

'You really know the forest,' Aran smiled. 'Can you tell me more about how you smell danger?' This trip was going to be fun after all!

After you read

3 Scan the text quickly and find these details.

1 The place Aran is from.
2 The time of day.
3 The food they eat.
4 The dangerous place.
5 The thing Krit made.
6 The medicine.

Scanning

To find details we are interested in, we **scan** the text to look for the information we need:

- Look for key words that match the information you want.

Reflect and learn from the experience of others

4 Read and discuss.

1 How did Aran feel about the rainforest at the beginning of the story? Give examples.
2 How did he feel at the end of the story?
3 Why did his feelings change?
4 Describe a time when you changed your mind about something. What happened? Why did you change your mind?
5 What kind of things have you learned from the experience of others?

What happens when a sense organ detects information?

1 3.5 **Match the words to the photos. Then listen, check and repeat.**

a disappointed **b** impressed **c** calm **d** cheerful **e** confused **f** anxious

2 3.6 **Read and discuss questions 1 and 2. Then listen and check your ideas.**

What are you doing next week? Do you have a big test coming up? Or maybe an important sports match? Most of us get anxious before a test or competition.

1 What can we do to feel calm?
2 How can we stay cheerful when we are disappointed with a result?

3 3.6 **Listen again and match the senses to what can help you feel calm.**

1 hearing	**a** an instrument
2 smell	**b** a rose
3 touch	**c** a river
4 sight	**d** a drink
5 taste	**e** a smooth lake

4 3.6 **Listen again and match the phrases to the information or example that follows.**

1 In other words, ...	**a** the sea or a smooth lake can make you more cheerful.
2 What's more...	**b** find what works for you.
3 ... such as ...	**c** using your hands to play a musical instrument can make you feel better.
4 For example, ...	**d** think about how a cup of hot chocolate on a cold day can make you feel.

Listen for more information

When you listen to longer texts, listen for words and phrases which tell you the speaker is going to give more information about a topic or an example, e.g.

For example, ... *In other words, ...*
... such as ... *What's more ...*

5 **Discuss in pairs. What's your favourite way to feel better?**

Key learning outcomes: Identify and use words to talk about feelings; Listen for more information

Activity Book, p.37

1 3.7 Listen and read. Does Elena want to watch Mason's video talk?

M: Hi, Elena. **What are you doing on Saturday?**
E: **I'm not doing anything**. Why?
M: **I'm doing a video talk** on sound meditation for friends. Do you want to come?
E: What's sound meditation?
M: You learn to listen to everything around you at that moment, even the sounds you don't like, like a loud bang or a whistle. Meditating using sounds can help you stay calm when you're anxious.
E: Sounds interesting. **When are you doing the talk?**
M: At three o'clock.
E: OK, I'll come! Who else is taking part?
M: Three of my classmates and Ling. **Bruno isn't coming** because **he's doing a guitar exam** on Saturday afternoon.
E: Maybe we could listen to him later!

2 Look at the examples in bold in the dialogue. Think and decide.

1 In the dialogue, the present continuous verbs describe actions in the **present / future**.
2 We use the present continuous in this way when something is **not certain / arranged**.

3 3.8 Listen and follow. Then make your own questions and answers.

Grammar reference, p.120

Present continuous for future

What Where Who When	are is	you she / he your friends	going doing meeting	on Saturday? with your family? at the weekend? to a workshop?

I She / He You / We / They	'm / is / are 'm not / isn't / aren't	doing going meeting	a class my friends to a workshop	on Saturday at 11 o'clock. this afternoon. after lunch.

4 Work in pairs. Ask and answer about future arrangements. Give details (*who*, *what*, *where*, *when*) in your answers.

on Friday after school | this weekend
on Monday morning | tomorrow lunchtime
on Sunday | for your next holiday

What are you doing on Friday after school?

I'm going to a pizza restaurant with my friend at 6 o'clock.

Before you read

1 **Look at the pictures and think. Answer the questions.**

1 What country is the text about?
2 What is happening in picture 1?
3 What is the girl doing in picture 2?
4 How do you think the boy feels in picture 3?

2 **Read and check your ideas in Activity 1.**

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Nunchi: how to enter a room

Are you starting a new school soon? Read about how *nunchi* can help you feel comfortable!

My parents are Korean but we lived in the USA until I was 11. So, I spoke mostly English. Then, we moved back to South Korea. Moving was difficult at first because I couldn't understand many words. But using *nunchi* helped me make friends in my new town and my new school.

Nunchi (pronounced *nun-chee*) means 'eye-measure' in Korean, but it's not about the size of your eyes! *Nunchi* is the art of understanding what other people are thinking and feeling. First, you think about groups of people as a whole, not each person individually. Second, you decide what to say or do – especially, whether to speak or not. It's an idea that is hundreds of years old, but it's very useful for living in the 21st century.

Here are the most important stages to remember:

1 **Watch** when you enter a room of people. Your presence in the room has changed the atmosphere. Don't make any more changes too quickly. Don't say anything or do anything, just watch.

2 **Listen** to people's words. Don't feel that you have to ask questions. People sometimes ask questions because they don't like silence or because they're anxious. But if you wait, answers will usually come to the questions in your head. Keep listening.

3 **Think** about what people *aren't* saying. Don't think someone must be cheerful just because they *sound* cheerful. Look at people's faces and their body language. Do these match their words? Think about how they really feel.

4 **Pay attention** by always watching, listening and thinking. In groups, things change all the time, so pay attention to everything. Try to understand the group quickly and you'll soon feel comfortable in your new place.

Follow these stages and soon you'll be using *nunchi* too. Remember: it's about watching, listening, thinking and paying attention to everything. It's about being aware. And it's about choosing to be silent or to speak. Start working on it now. You won't regret it!

By Nari Park Published 2 days ago

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Key learning outcome: Read and respond to an online article

Search

Which part of the brain processes information from the senses?

After you read

3 Read again and answer.

1 What did *nunchi* help Nari with when she moved back to South Korea?
2 What should you do when you first enter a room? Why?
3 Is it a good idea to ask a lot of questions? Why / Why not?
4 What does *think about what people aren't saying* mean? Why is it a good idea?
5 What is it important to pay attention to? Why?
6 Would you like to learn how to do *nunchi*? Why / Why not?

Recognise that a picture can tell us something additional

We can often understand ***more*** about a text when we look carefully at the pictures. Pictures can help us:

- understand the main idea of different parts of a text.
- learn extra details about the ideas in a text.

4 Look at pictures 1–3 and choose.

1 Which picture shows these stages of *nunchi*?
   a Think
   b Watch
   c Listen
2 In which pictures can you find the following extra details?
   a An example of how to understand someone's facial expression.
   b An example of where you can use *nunchi.*
   c An example of how a group can feel.

5 Watch the video about using *nunchi*. Answer the questions.

1 What happens when Fiona enters the room without *nunchi*? Why?
2 What happens when she enters the room with *nunchi*? Why?
3 How does the video help you understand the text further?

Does something like *nunchi* exist in your culture? What could someone new to your culture learn?

Key learning outcomes: Recognise that a picture can tell us something additional; Infer meaning from pictures

Communication skills

1 **Look and think. What can you see in the photo? How sure are you about what the photo shows?**

2 **Watch two friends discussing the photo in Activity 1. Check your ideas.**

3 **Watch again. Number the parts of the conversation (a–c) in order.**

a The girl and boy talk about what the things in the photo might be.

b They describe what they can see in the photo

c They guess what the things in the photo are.

4 **Match the parts of the sentences. Listen again and check.**

Describe a photo

1 There's something brown and white ...
2 The brown part at the bottom ...
3 It's similar ...
4 In the background ...
5 The grey part **looks** ...
6 It **looks like** ...
7 It makes me think of...

a the sky.
b looks quite rough.
c there's something grey.
d food.
e further away.
f at the top.
g in the foreground.

Ask questions to include the listener

Make sure you include your listener in a conversation by:

- inviting the listener to participate, e.g. *isn't it? What about the brown part?*
- asking for his/her opinion, e.g. *What do you think? What about you?*

Go to Activity Book, p.40, Activities 1 & 2

5 **Plan your conversation.** Go to Activity Book, p.40

6 **Talk Partners** **Work in pairs. Take turns to practise your conversation. Use phrases from Activity 4 and ask questions to include your partner.**

At the top, there's something green. It looks like some kind of food. What do you think?

Yes, I think you're right.

7 **Reflect. Discuss your conversation with your partner.**

Key learning outcomes: Have a conversation about a close-up photo; Ask questions to include the listener

1 **Read the article. Which of our senses helps us remember best?**

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Our senses and memories

We know our senses are important for keeping us safe. But they also help us remember things from our past. Which sense do you think is best for this?

Let's start with touch. I can't think of anything that I remember using touch, so I don't think it helps us remember things very well. However, I think sight is helpful. I recently looked at a photo of me at my grandpa's house and I remembered the things I did on my holiday with him last year. We swam in the sea and ate lots of pizza! But when I smell the sea or taste pizza I can imagine I'm there with him. So, I think those senses must be stronger. Finally, hearing special songs can help us remember. My grandpa loves rock music and when I hear a song by his favourite band, I always think of him and the nice things we've done together.

To conclude, I think the senses of smell and taste must be the best for helping to remember things from the past. It isn't surprising the taste of pizza makes me feel happy!

2 **Read the article again and answer the questions.**

1 What does touch help the writer remember?
2 What does sight help the writer remember?
3 What does smell help the writer remember?
4 What does taste help the writer remember?
5 What does sound help the writer remember?

3 **Read the article again and find:**

1 the question the article asks
2 three details that answer the question
3 the conclusion

4 **Plan and write an article.** Go to Activity Book, p.41

Organise an article into paragraphs

Use paragraphs to make your article easier to read:

- **Paragraph 1:** Introduce the topic and state your question.
- **Paragraph 2:** Give details and examples.
- **Paragraph 3:** Answer your question in the conclusion.

What do you know now?

Think about Unit 3

Go to Activity Book, p.44

Key learning outcomes: Use paragraphs; Plan and write an article

Review

In English *could be* and *might be* mean the same. Can you think of any examples of other words in your language or in English that are different but have the same meaning?

1 **Work in pairs. Say what you think each picture *might / may / could / can't / must* be. Then find the answers at the end of the page.**

I think this could be a dress.

Yes, it might be part of a costume.

Next week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mario's task	*Kim and Ben's task*	*David's task*	*Lizzie's task*	*Anna and Omar's task*	*Jamil's task*
make	**do**	**clean**	**paint**	**rehearse**	**perform**

2 **Work in pairs. Look at the calendar in Activity 1. Make sentences about the friends' plans for next week.**

On Monday, Mario is making a costume.

3 **Look at the pictures. How did you use to feel about these things when you were younger? How do you feel now? Ask and answer in pairs. Use the adjectives below and your own ideas.**

calm confused cheerful anxious disappointed

When you were younger, how did you use to feel about maths?

I used to feel confused about maths, but now I feel fine.

Monday: make a costume **Tuesday**: do make-up **Wednesday**: clean the stage **Thursday**: paint the set **Friday**: rehearse with the band **Saturday**: perform to the audience

Key learning outcome: Review grammar and vocabulary from Units 2 and 3

Exam tip: Speaking, Parts 1 and 2

- Listen carefully to the examiner's question.
- Look carefully at the picture and think about the vocabulary you need.
- Make sure you describe everything you can see.

1 Work in pairs. Take turns to ask and answer the questions.

- Where do you live?
- Who do you live with?
- How often do you use a computer?
- How do you get to school every day?

2 What kinds of things can you describe in a photo?

3 Work in pairs, A and B. Take turns to describe your photo. You each need to speak for about one minute.

A

B

4 Work in pairs. Discuss what you said in Activity 3.

1 Did you communicate well?
2 Did you speak clearly?
3 Did you use correct grammar and vocabulary?

Key learning outcome: Practise for B1 Preliminary for Schools Speaking, Parts 1 and 2