

# 3 Amazing senses

## Lesson 1 Vocabulary 1

1 Unscramble and write the words to describe senses.



ganb  
bang



ingnurb



uoryvas



hgtirb



tohmsa



uoghr



raps



hynis

2 Write the words from Activity 1 and below in the correct categories. Some words can go in more than one category.

whisper   pale   rotten   whistle

smell	see	taste	hear	feel
	pale			

3 Read, circle and complete the sentences for you.

1 I like wearing bright / shiny / pale clothes because

\_\_\_\_\_ !

2 I don't like savoury / rotten food because

\_\_\_\_\_ !

3 I get worried when I hear a whisper / bang / whistle because

\_\_\_\_\_ !



1 Read and circle. 

- 1 That bang **must be** / **can't be** fireworks starting! Look – up there!
- 2 Oh, there's the whistle – but it **can't be** / **might be** the end of the match already!
- 3 That burning smell **could be** / **must be** the barbecue or the wood. I'm not sure!
- 4 I used a lot of chilli so the burger **may be** / **might not be** too spicy for you. Check and see.
- 5 Be careful! The wood is very rough so it **might not be** / **could not be** safe.

2 Complete the sentences using *must*, *may*, *might*, *could*, or *can't + be*. 

- 1 I'm sure she is in the library. I can see her bike.  
She must be in the library.
- 2 He's coming this week but I don't know when.  
He \_\_\_\_\_ coming tomorrow.
- 3 They saw Bruno yesterday so I'm sure he's not on holiday.  
He \_\_\_\_\_ on holiday.
- 4 I can't find my homework but maybe I left it at school.  
It \_\_\_\_\_ in my classroom.
- 5 It's black, white and orange – it's definitely a tiger!  
An animal that looks like that \_\_\_\_\_ a tiger!

3 **Exam practice** Read and complete the text. Write one word for each gap. 

## DAY OF SENSES AT THE MUSEUM




### REVIEW

Our science museum is having a day of senses – and it's amazing! When you walk through the different rooms, each one <sup>1</sup> has a different smell. You have to say what you think the smell could <sup>2</sup> \_\_\_\_\_. You smell something burning and you think it <sup>3</sup> \_\_\_\_\_ be a candle but it's a firework. Then there's a room <sup>4</sup> \_\_\_\_\_ it's dark and you touch different objects. You talk about what you can feel, then guess! Some are easy – if it feels cold and smooth, you know it <sup>5</sup> \_\_\_\_\_ be metal. But for others, you <sup>6</sup> \_\_\_\_\_ be sure! Using your senses definitely helps you remember things much better. It's worth a visit!



After you read

1 Remember the story. Number the statements in order.

- a 'It could be a peach or something!'
- b '... it can't be 12 noon yet.'
- c 'It must be lunch time. Can we stop soon?'
- d 'Just relax and let it work.'
- e 'It might be dangerous! I can smell it!'



2 Read the story on Pupil's Book pages 34–35 again. Write answers to the questions.

- 1 Why does Aran think it must be lunch time?  
*Because his stomach is making noises.*
- 2 Why doesn't Aran want to eat the fruit?  
\_\_\_\_\_
- 3 What does Krit do to help Aran?  
\_\_\_\_\_
- 4 How does Krit know what to do?  
\_\_\_\_\_

3 **Critical thinking** Answer the questions.

- 1 Why was Aran unhappy at the beginning of the story? How do you know?  
\_\_\_\_\_
- 2 Why do you think Aran didn't listen to Krit about the grass being dangerous?  
\_\_\_\_\_

**Word work: Collocations (verb + adjective)**



Some verbs and adjectives often go together:

*be patient get lost*

Find and write the adjectives in the story that go with these verbs.

- get \_\_\_\_\_
- get \_\_\_\_\_
- be \_\_\_\_\_
- feel \_\_\_\_\_

4 Complete the text.

Going to new places?

When you go somewhere new, like another country, it can be very different – but don't <sup>1</sup> be worried. I think the best advice is to <sup>2</sup> \_\_\_\_\_ and just watch and listen until you see how things are done. There are going to be times when you <sup>3</sup> \_\_\_\_\_ because you have been walking around too much. Or you might <sup>4</sup> \_\_\_\_\_ because you don't know what to eat. But once you can chat to someone you will start to <sup>5</sup> \_\_\_\_\_ in the new place! Local people will talk to you and help you. If you're worried you might <sup>6</sup> \_\_\_\_\_, you can also ask for directions.



### 1 Complete the sentences.

impressed   disappointed   calm   cheerful   confused   anxious

- I'm disappointed . I got a terrible exam result. It must be because I didn't study.
- I don't understand this at all! I'm \_\_\_\_\_.
- This food is fantastic. I'm \_\_\_\_\_. You are such a good cook!
- I'm \_\_\_\_\_. I'm taking deep breaths to relax before the competition.
- I'm really worried about my test tomorrow. I'm feeling \_\_\_\_\_.
- I'm feeling \_\_\_\_\_ - I'm sure it will be better next time!

### 2 Complete the blog with adjectives from Activity 1.

About   Blog   Articles

Search

WE CAN SEE HOW YOU'RE FEELING!

We talk about the feelings inside us, but do you know that usually there are physical clues that show how you're feeling? For example, if your mouth goes down and your eyes look very sad, it's clear you are <sup>1</sup> disappointed. Or the opposite - when we see someone smiling and walking in a confident way, we know that they're <sup>2</sup> \_\_\_\_\_. We're very sensitive to signs in our friends. Is someone biting their lip or chewing their hair and not smiling? That's a sign they're <sup>3</sup> \_\_\_\_\_. If they're not showing strong emotions, you know they're feeling <sup>4</sup> \_\_\_\_\_. Often when people are <sup>5</sup> \_\_\_\_\_, they look worried and ask lots of questions. We can also show people we're <sup>6</sup> \_\_\_\_\_ with them by clapping or responding with wide eyes and an open mouth.







### 3 Listen and match.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>Some people prefer the sounds of nature</li> <li>A lovely smell makes</li> <li>The feel of an object can</li> <li>You can feel more cheerful</li> <li>The taste of a delicious drink</li> </ol> | <ol style="list-style-type: none"> <li>you breathe more calmly.</li> <li>when you see a beautiful picture.</li> <li>to music.</li> <li>make you feel better.</li> <li>makes you feel less anxious.</li> </ol> |
|--|---|



1 Complete the dialogue with the present continuous form of the verbs.

- Hey, Mason. When <sup>1</sup> are you doing (you / do) your video talk about Sound Meditation?
- On Saturday.
- Oh - I <sup>2</sup> \_\_\_\_\_ (take) my guitar exam that day, but I'd love to hear it. Could you do it again on Sunday?
- Yes! Anya wants me to do it then as well.
- What <sup>3</sup> \_\_\_\_\_ (she / do) on Saturday?
- She <sup>4</sup> \_\_\_\_\_ (visit) her grandparents. But she <sup>5</sup> \_\_\_\_\_ (not / do) anything on Sunday afternoon. What about you?
- I <sup>6</sup> \_\_\_\_\_ (not / do) anything after two o'clock, so any time after that's fine.
- OK, let's do it at 2.30 pm on Sunday.

2 Exam practice Read. For each question choose the correct answer.

Choosing a musical instrument

By Simon Taylor

Last weekend, I heard my cousin Ella playing the piano. She can play the piano very well - I was impressed! But it made me feel a bit sad too because I can't play any musical instruments. I want to learn to play something, but I'm confused about which instrument to choose.

This week, I'm meeting up with people who play different instruments. First, I'm visiting my friend Xander, who plays the guitar. I like the guitar but I'm not sure that it's the one for me because it might be a bit too quiet. He also plays the drums, which look like fun but may be too noisy! If I listen to them it will help me decide.

The other instrument I want to try is the trumpet. My dad and I are going to a music shop in town on Saturday and I'm having a quick lesson there. The only problem is that it might be too noisy as well! Another friend of mine, William, is doing a video talk tomorrow. He's talking about how the guitar, piano and trumpet make you feel when you play them and listen to them. I think it sounds interesting because music can change someone's mood, and it might help me decide.



- |   |   |
|---|---|
| <p>1 Simon felt sad because ...</p> <p>A he thinks Ella plays the piano quite badly.</p> <p><b>B</b> he would like to be able to play music.</p> <p>C he wants to play the piano with Ella.</p>     | <p>3 What does Simon say about the music shop?</p> <p>A He thinks the lesson is going to be too quick.</p> <p>B He wants to try the trumpet.</p> <p>C His dad wants to try a noisy instrument.</p>    |
| <p>2 Simon is meeting Xander because ...</p> <p>A he wants to learn the guitar.</p> <p>B he wants to borrow his friend's drums.</p> <p>C he wants to hear what the guitar and drums sound like.</p> | <p>4 Simon wants to listen to William's talk in order to ...</p> <p>A help him decide which instrument to choose.</p> <p>B learn more about how to play the guitar.</p> <p>C change how he feels.</p> |



## After you read

- 1  Look at the text on Pupil's Book pages 38–39 again. Match the words to the definitions (1–5). Use the information in the text to help you. 

**My dictionary** ✕

silence
~~presence~~
body language
attention
regret

- 1 being somewhere
- 2 watching, listening or thinking about something carefully
- 3 no noise
- 4 feel sad or disappointed about something you did or didn't do
- 5 hand and face movements used to communicate

presence

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- 2 Read the text again. Read and circle. 

- 1 Nari spent the first part of her life in the USA / South Korea.
- 2 Nari could / couldn't speak Korean very well when she first moved there.
- 3 *Nunchi* is mostly about being sensitive to individual people / whole groups.
- 4 *Nunchi* is an idea that started a long time ago / this century.
- 5 You should talk immediately / after thinking about body language.



- 3  Read the texts again. In what order should you do these things? Why? 

- a Speak                       b Think                       c Look and listen

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- 4 **Critical thinking** What do you think? Write.

- 1 Do you think about people's body language and facial expressions a lot? Why / Why not?  
\_\_\_\_\_
- 2 Are you someone who asks a lot of questions or someone who listens and waits? Why?  
\_\_\_\_\_

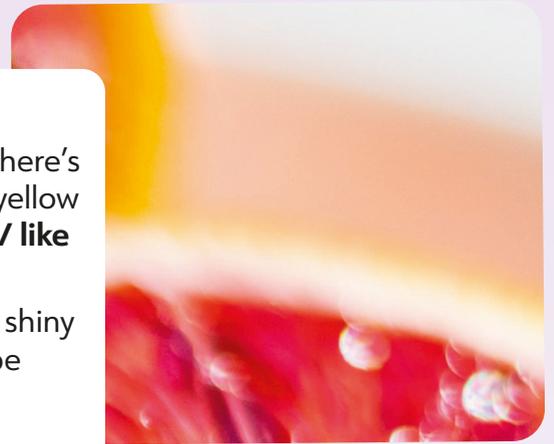
1 Read and circle.

A: Look at this photo! What is it? Your turn.

B: <sup>1</sup> **At** / **In** the bottom, there's something red and <sup>2</sup> **at** / **on** the top, there's something yellow. <sup>3</sup> **On** / **In** the background, there are white and yellow parts, aren't there? The yellow <sup>4</sup> **look** / **looks** smooth. It looks <sup>5</sup> **as** / **like** plastic. I think it might be a phone. What about you?

A: I don't think it's a phone. Look, <sup>6</sup> **in** / **at** the foreground there are shiny parts. It <sup>7</sup> **make** / **makes** me think of something to eat. It could be some oranges. Yes, I think that's it! What do you think?

B: Yes, I think you're right!



2 **3.2 Pronunciation: Linking between words** Listen and repeat.

- 1 It might be a phone.                      2 It could be some oranges.

3 Read, think and write sentences to describe the photo.

- 1 What you can see in the foreground: *In the foreground, I can see something grey and hard.*
- 2 What you can see in the background: \_\_\_\_\_
- 3 What you can see at the top: \_\_\_\_\_
- 4 What you can see at the bottom: \_\_\_\_\_
- 5 What it looks like / How it looks: \_\_\_\_\_
- 6 What you think it might/could be: \_\_\_\_\_



4 Choose ideas from Activity 3. Write notes.

Describe what you can see in the photo: \_\_\_\_\_  
 Describe what it looks like / how it looks: \_\_\_\_\_  
 Describe what you think it might / could be: \_\_\_\_\_

5 Look at the checklist and tick (✓). Go back to Pupil's Book, p.40

Decide:

- what ideas to include.
- the order of my ideas.

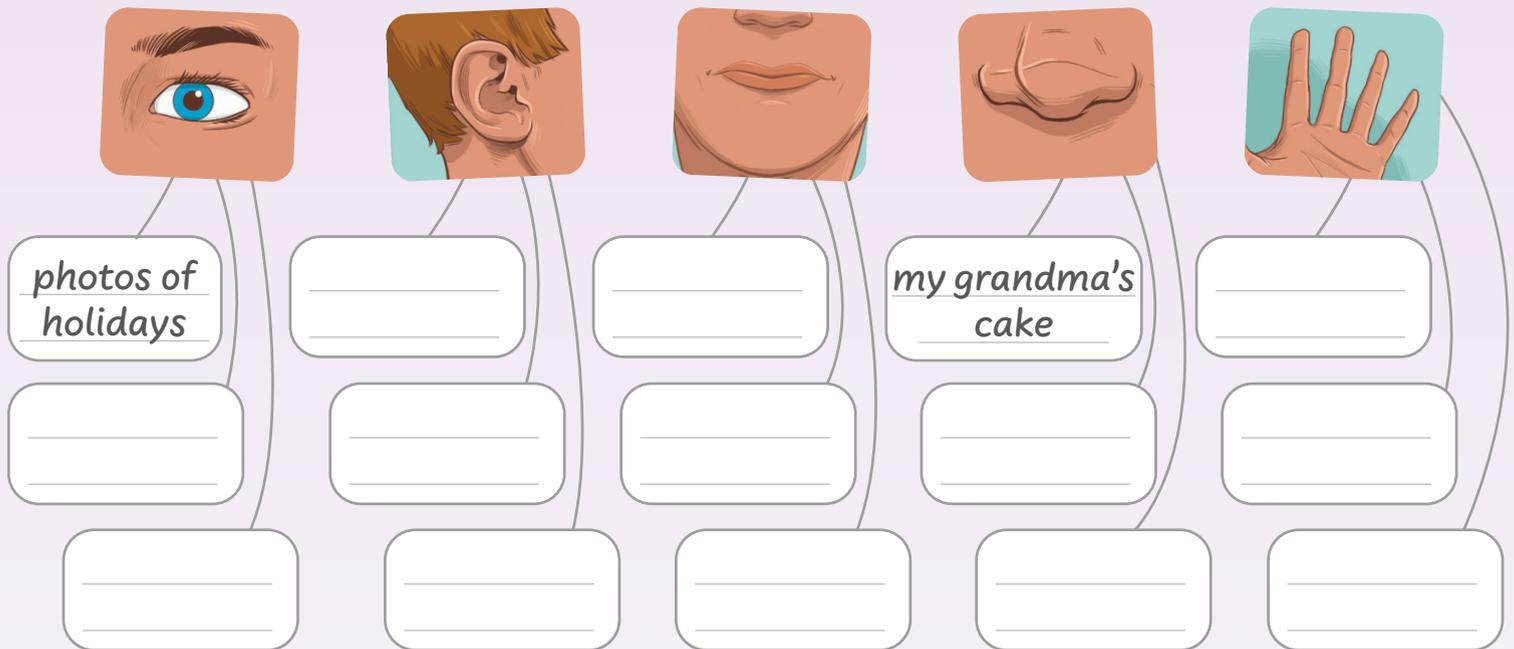
Be ready to:

- use language to describe the photo clearly.
- link some words together when I speak.



## Plan

- 1 Think about an article about what our senses help us remember best. Complete the mind map. 



- 2 Choose three ideas from Activity 1. Write notes for your article. 

**Beginning**

How can I introduce my topic?

\_\_\_\_\_

What question can I ask? \_\_\_\_\_

**Middle**

What three examples of senses and memories can I include?

\_\_\_\_\_

\_\_\_\_\_

**Conclusion**

How can I answer my question?

\_\_\_\_\_

How can I finish my article?

\_\_\_\_\_

## Write

- 3  Now write a draft of your article in your notebook. Remember to use your notes from Activity 2. 



# Review

## 1 Complete the sentences. There are three words you don't need.

bang whispering sharp rough rotten smooth savoury ~~bright~~ shiny

- 1 The sun is so bright (strong) – I'm getting my sunglasses.
- 2 She was \_\_\_\_\_ (speaking very quietly) so I couldn't hear her!
- 3 The table was so \_\_\_\_\_ (reflecting light) when it was clean.
- 4 This rubbish smells \_\_\_\_\_ (bad). When are you emptying the bin?
- 5 The road is \_\_\_\_\_ (not very smooth). Be careful – it might be dangerous.
- 6 Did you hear that \_\_\_\_\_ (loud noise)? It might be that something has fallen?



Can you think of any more adjectives that describe how something sounds, looks, smells or tastes? Use a dictionary to help.

## 2 Find, underline and correct the six errors.

**A:** Hey, I'm giving a talk tomorrow in class and I'm really ~~cheerful~~. I'm worried it might not be anxious interesting enough.

**B:** Oh, try not to worry. It's important to stay disappointed so you can think clearly.

**A:** But I'm impressed about how much detail we need to include. My teacher will be really calm if I do it badly, because she thinks I can do well.

**B:** Well, look. Check it again tonight and try to be more anxious. I saw your last talk. It was really good and I was very disappointed!

## 3 Match to make sentences.

- |   |                                      |
|---|--------------------------------------|
| 1 When I'm walking I get                | a patient and wait calmly.           |
| 2 There's no need to be                 | b lost in the forest.                |
| 3 The bus might not come for ages so be | c hungry, so I always take a picnic. |
| 4 She's studying now but she gets       | d better. Don't worry.               |
| 5 Take a map so you don't get           | e worried about that bang.           |
| 6 Have something to eat and you'll feel | f tired easily.                      |

#### 4 Complete the dialogue. There is one verb phrase you don't need.

'm going 'm doing 'm meeting are you going 'm not doing ~~are you doing~~ are going

A: Hi, Martina! What <sup>1</sup> are you doing on Saturday?

B: I <sup>2</sup> \_\_\_\_\_ to my tennis lesson in the morning but  
I <sup>3</sup> \_\_\_\_\_ anything after that. Why?

A: I <sup>4</sup> \_\_\_\_\_ a quiz at the School Fair on Saturday afternoon. You have to guess what things are without looking – just by touching, tasting and smelling them. Do you want to come?

B: Sounds fun!

A: I <sup>5</sup> \_\_\_\_\_ Sally later and we <sup>6</sup> \_\_\_\_\_ into town to buy different things for the quiz.

#### 5 Read and circle.

TOUCH, TASTE  
AND SMELL FUN QUIZ

Try and guess what these things are without looking!













**Hannah**

- 1 It tastes nice. I'm not sure – it **can't be** / **could be** ice-cream.
- 2 They smell delicious. I'm certain – they **must be** / **might be** strawberries.
- 3 It feels like metal. I'm sure – it **can't be** / **may not be** food.

**Mike**

- 4 It smells like food. But I'm not sure – it **must be** / **might not be** food.
- 5 It tastes savoury. I'm not sure – it **might be** / **can't be** pizza.
- 6 It smells horrible. I'm sure – it **may be** / **must be** rotten food.

#### 6 Unscramble and write the questions. Then write answers for you.

1 are / your / What / holiday / for / next / doing / you / ?

\_\_\_\_\_

2 are / weekend / you / Who / at / meeting / the / ?

\_\_\_\_\_

3 after / doing / What / are / school / you / ?

\_\_\_\_\_

## Think about Unit 3

Read the unit objectives and the sentences below. Write.

### UNIT OBJECTIVES

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

★ **What I did best in this unit is ...**

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**because ...**

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★ **Something I did really well is ...**

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**because ...**

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☁️: **I want to get better at ...**

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**by ...**

- |   |   |
|---|---|
| <input type="radio"/> reading some blogs about senses and feelings. | <input type="radio"/> practising the new vocabulary with a partner.         |
| <input type="radio"/> writing new sentences with the grammar.       | <input type="radio"/> writing my article again and checking with a partner. |
| <input type="radio"/> listening to a podcast about our senses.      | <input type="radio"/> playing the digital games on my Pupil's App.          |

**My ideas:**

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Go to the map on pp.4-5 and complete your unit pass.



### Exam tip: Reading, Part 5

Read the text quickly to get the main idea.

For each gap, try each option. Look at the words before and after the gap to decide which word fits best.

Read the sentence around the gap and check your answer makes sense.

#### 1 Read the first paragraph of the text in Activity 2. Then answer the questions.

- 1 Which of these words fits best in gap 1? A place B photo C hands D tree
- 2 Why does that word fit best?

\_\_\_\_\_

#### 2 Read. For each question, choose the correct answer.

### My nature blog

By Meilin Wong

#### Dead leaf or butterfly?

I went for a walk in the forest with my uncle last week and we saw something interesting on a (1) \_\_\_\_\_ - a Dead Leaf Butterfly. This butterfly is difficult to see because it doesn't look like a butterfly - it looks like a dead leaf. It's all brown and dry!

Its scientific name is *Kallima inachus* and it's common in many countries in Asia. When my uncle (2) \_\_\_\_\_ me the butterfly, I was confused and (3) \_\_\_\_\_ because I couldn't see anything special. In fact, I thought it must be a joke because all I could see was rough, pale brown leaves. He told me to (4) \_\_\_\_\_ quietly and look more closely.

After a while, I saw the leaves move and I (5) \_\_\_\_\_ that they weren't leaves. It was a butterfly which looked exactly like dead leaves. Then I got another surprise. When the butterfly opened its wings, the other side was full of bright colours - completely the opposite of the brown. Sometimes it's hard to (6) \_\_\_\_\_ our own eyes!

- |               |                |                |              |
|---------------|----------------|----------------|--------------|
| 1 A place     | B photo        | C hands        | D tree       |
| 2 A prepared  | B photographed | C showed       | D told       |
| 3 A impressed | B disappointed | C disorganised | D improved   |
| 4 A see       | B delay        | C wait         | D understand |
| 5 A realised  | B asked        | C touched      | D described  |
| 6 A report    | B introduce    | C behave       | D believe    |

#### 3 Check your answers with a partner. Look at the exam tip again. Did you follow the advice?

