**UNIT 5**

**FIVE SENSES**

**IN THE PICTURE** Can you feel it?

Talk about how we use our senses

**WORK WITH WORDS**

1. **RECALL** Work in pairs. Do the tasks. You have three minutes.
   a. Write down the letters of the alphabet. Write the names of parts of the body for as many letters as you can. Use the photos to help you.
   b. Which of the words can you match to the five icons in Exercise 2a?

2. a. Write the names of the five senses next to the correct icons.

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<tr>
<td>hearing</td>
<td>sight</td>
<td>smell</td>
<td>taste</td>
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   1   2   3   4   5

   b. **2.01** Listen and check. Then listen and repeat.

3. a. Match the verbs to the five senses. Write them in the table in Exercise 2a.

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<tr>
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<td>hear</td>
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   b. Which of the sense words in Exercise 2 can also be verbs?
   c. **2.02** Listen and check. Then listen and repeat the verbs.

4. **2.03** Listen and match sentences 1–10 to the photos a–e.

5. **2.04** Complete the sentences with the correct form of the verbs in Exercise 3.

   Listen and check.

   1. It's so good not wearing shoes. The grass ________ so soft under my feet.
   2. There’s so much traffic. Everything ________ so noisy here.
   3. ‘What do you think of this one?’ ‘Wow! That ________ fantastic.’
   4. There’s so much to ________ in the city. It’s huge.
   5. It’s so hot here, and that water ________ so cool.
   6. I like Mexican food. This ________ really good.
   7. I can’t ________ anything apart from amazing music.
   8. Sometimes I lie on the grass and imagine I can ________ the clouds in the sky.
   9. I love ________ the sea. It’s so blue under the sky.
   10. I like ________ to music while I walk. It’s relaxing.
6 a  PRONOUNCE  Listen to the consonants in blue in the words below. Then listen and repeat.

smell   taste   sound   watch   strong   grass   text   message   sky   hand   soft

b  Do you find any of the consonant combinations difficult? Which ones? If so, practise saying the consonants slowly.
  sssssssmmmmllllll

7  THE MOVING PICTURE  Watch the video and imagine you are in each scene. Say something using the sense verbs.

8  Some sense verbs can also be nouns. Choose the correct nouns for these sentences.

1  I like the smell / sound of fresh bread. It reminds me of home.
2  I hate the taste / sound of motorbikes. They’re so noisy.
3  I really like the look / taste of honey. It’s sweet.
4  I don’t like the look / smell of this homework. It’s really difficult.

SPEAK

9  Work in pairs. Write the names of things you love or hate. Tell your partner.

1  I love / hate the smell of
2  I love / hate the taste of
3  I love / hate the sound of
4  I love / hate the look of

GO BEYOND

Do the Words & Beyond exercise on page 134.
SPEAK AND READ

1 Work in pairs. Answer the questions.
1 Which perfumes and fragrances can you name?
2 What different types of products use fragrances?

2 a Read the tips in the HOW TO box.
b Before you read, look at the text and pictures, and answer the questions.
1 Where do you think the text comes from—an encyclopaedia, a magazine or a history book?
2 What is it about?
3 What information do you think it includes?

HOW TO

find specific information

Before you read, look at any pictures or other visuals.
Think about the connection between the pictures, the title, the topic and the style of text (news story, manual ...).
Look at the visuals when you read. They can help you understand new words.

9 things you should know about FRAGRANCES

1 The world's first chemist was a woman called Tapputi, who made perfumes in Mesopotamia in the 2nd millennium BC.
2 The word 'perfume' comes from the Latin per fumum which means 'through smoke'. The first form of perfume was incense. It was produced from burning wood or plants and was used in religious ceremonies.
3 Ancient Egyptians and Romans created the first liquid perfumes using water and oils. In Rome, perfume was used by both women and men on their bodies and in their houses.
4 Today, perfumes are often called fragrances. A new fragrance appears almost every day, and many of them are promoted by celebrities.
5 When you buy a fragrance, the cheapest thing you are buying is the actual fragrance. The bottle and the box cost more to produce.
6 It is almost impossible to tell the difference between fragrances that have been created for women and for men. The first popular unisex fragrance for both women and men was first sold in 1994.
7 Companies that create perfume for fragrances also make the fragrances that are used for cleaning products, air fresheners and crisps.
8 More than 4,000 ingredients are used in the fragrance industry. The formula of each perfume is kept secret, and the ingredients aren't listed on the bottle.
9 Some fragrances can cause headaches or allergic skin reactions in some people. Many people don't like the smell of fragrances and hope they will be banned in public spaces.

3 Read the text and decide if each sentence is correct or incorrect. If it's correct, write C. If it's incorrect, write I.
1 The very first perfumes were oils and water.
2 New fragrances appear every day.
3 The world's first perfume maker was called Mesopotamia.
4 The first fragrance for men appeared in 1994.
5 Each fragrance has more than 5,000 ingredients.
6 The fragrance bottle is often more expensive to produce than the fragrance.

4 Which tips in the HOW TO box did you use for help with Exercises 2b and 3? Tick (√) them.

REACT

5 Work in pairs. What do you think? Tell your partner.
1 Which facts in the article surprised you? Why?
2 Should fragrances be banned in some public places? If so, which?
A new fast-food restaurant, Sixth Sense, will be opened by superstar singer Justin next Tuesday. At the new restaurant, customers are not allowed to see the food they eat. All the food is served in the dark. Sixth Sense chef, Gerard LePong, says people give the chance to experience fast food in a new way. I asked Gerard: ‘people / tell’ what they’re eating? His answer was ‘No. If you eat at Sixth Sense, you not show the menu until after you’ve eaten. Enjoy!’

READ Grammar in context

1 Read about Molly’s breakfast. Answer the question at the end of the text.
When Molly had breakfast this morning, her senses were working hard. First, visual messages were sent to her brain. (Eggs on toast! They look good, but maybe they’re bad.) Then some cells which are found in the nose sent another message. (They smell Ok up here!) Finally, the thousands of taste buds that are located on the tongue sent a final message. (They taste really nice!) When all the messages were received by her brain, she was given the OK to eat them. Unfortunately Molly has a cold. Tomorrow she’ll be given eggs again, but she won’t be given the OK by her brain. Why not?

STUDY

2 Complete the explanations with words from the text in Exercise 1.

Passives (present, past and future)

Use:
When the action is more important than the person/thing that does the action.

Form:
Positive and negative
be + past participle

Present simple: am/are/is (not)
Past simple: was/were (not)
Future: _______ / _______ be

Questions are/is/were/was + you/he, etc + past participle will + you/she, etc + be + past participle by + the person/thing that did the action

PRACTISE

3 Complete the news story with the future passive form of the verbs.

A new fast-food restaurant, Sixth Sense, will be opened by superstar singer Justin next Tuesday. At the new restaurant, customers are not allowed to see the food they eat. All the food is served in the dark. Sixth Sense chef, Gerard LePong, says people give the chance to experience fast food in a new way. I asked Gerard: ‘people / tell’ what they’re eating? His answer was ‘No. If you eat at Sixth Sense, you not show the menu until after you’ve eaten. Enjoy!’

4 Complete the sentences with the correct passive form of the verbs.

1 In the past, most fruit and vegetables were sold in markets. In the past, more than $100 billion is spent on processed foods each year.
2 They choose for their taste and not for the way they looked. People often choose a product because of the photo on the packaging.
3 In the UK, these days most fruit and vegetables are sold in supermarkets. Companies receive a lot of complaints each year.
4 They often reject by supermarkets because they don’t look good. However, when they prepare the food, it can look very different.
5 The supermarkets say that if they start putting ugly fruit on their shelves, it will leave on the shelves by customers. Companies receive a lot of complaints each year.
6 But if tomorrow’s fresh food is grown only to look good, its taste lose forever.

5 Rewrite the sentences using the passive form of the verbs in blue.

1 In the US, people spend more than $100 billion on processed foods each year. In the US, more than $100 billion on processed foods each year.
2 People often choose a product because of the photo on the packaging. People often choose a product because of the photo on the packaging.
3 However, when they prepare the food, it can look very different. However, when they prepare the food, it can look very different.
4 Companies receive a lot of complaints each year. Companies receive a lot of complaints each year.

SPEAK

6 Work in pairs. Compare the information in Exercises 4 and 5, talking about your country. How will people eat food in the future?
LISTENING AND VOCABULARY  The power of colour

Follow a conversation

SPEAK AND LISTEN

1 a What do you associate each colour in the box with? Write the first word you think of. Then compare your words with your partner.

black blue brown gold green grey
orange pink purple red silver yellow

black – night

b Find as many of the colours as you can on the colour wheel.

2 a Read the tips in the HOW TO box.

b Listen to the interview with Amy Shore about the National Colour Wheel and order the topics.
a The ways in which different cultures interpret colours.
b A survey carried out in Manchester.
c The reasons for doing the new survey.
d How people can take part in the survey.

3 Listen again and choose the correct answers.

1 Amy Shore basically wants people to ...
A visit a website. B do a street survey. C visit Manchester.

2 The main purpose of the survey is to ...
A know what colours mean. B make people more aware of colour. C create an international database.

3 She gives an example of how white is associated with death in ...
A China. B countries with jungles. C the West.

4 The presenter associates the colour green with ...
A grass. B the environment. C the country he was born in.

4 Which tips in the HOW TO box did you use for help with Exercises 2b and 3? Tick (✓) them.

REACT

5 Work in pairs. Look at the colour wheel and answer the questions.

1 Which of the colours reflects the way you feel now?
2 Which is your favourite colour? Why do you like it?
3 Work in pairs. Complete the colours task. Student A looks at page 141. Student B looks at page 142.

WORK WITH WORDS

6 Match the colour idioms and phrases (1–10) to the definitions (a–j).

1 as black as night a suddenly feel angry
2 black and white b tell a small lie to make someone feel better
3 as white as a sheet c clear and simple
4 get the green light d very dark
5 be in the red e be sad or depressed
6 once in a blue moon f very pale, especially when frightened or ill
7 out of the blue g get permission to do something
8 tell a white lie h spend more money than you have
9 feel blue i very rarely
10 see red j suddenly and unexpectedly

7 Work in pairs. Make a list of things that ...

... make you see red. ... are black and white.
... make you feel blue. ... only happen once in a blue moon.

Workbook, pages 56–57
READ

Grammar in context

1 Read the story of Braille. Do young people today still use it?

**Blind people** have restricted or no sight. They depend on their other senses in order to live independently. They use their sense of touch to read Braille. A form of Braille was used by Napoleon’s soldiers so that they could communicate silently at night. But it was a French teenager called Louis Braille who developed the idea so blind people could use it. These days, however, young people prefer using electronic screen readers so that they don’t have to use Braille.

STUDY

2 Read the explanations and underline examples in Exercise 1. Do they refer to now (in general) or to the past?

**Form:**

- **(in order) to** + infinitive
- **so (that)** + subject...
  + can/present simple = now, in general
  + can/will/present simple = in the future
  + could/would/past simple = in the past

**Use:**

To explain why somebody does, did or will do something.

See Grammar Database, page 124.

PRACTISE

3 Choose the correct option to complete the sentences.

1. When he was 10, Louis Braille went to one of the first schools for the blind **in order** / **so that** he could study with other blind boys.
2. At that time, blind people used their fingers **to** / **so** feel the shape of normal letters.
3. A soldier called Charles Barbier visited the school **in order** / **so that** to demonstrate a system he’d created for soldiers.
4. He created his system **in order** / **so that** soldiers could pass messages at night.
5. Louis adapted Barbier’s system **to** / **so** make it possible for blind people to read and write.
6. Over the years, the system has been adapted **in order** / **so that** it can be used in almost every language.

**Workbook**, page 58

SPEAK

6 Work in pairs. Answer the questions.

1. Why do we need each of the five senses?
2. If you had to live without one of the senses, which would you choose and why?

**If I had to live without a sense, I’d choose my sense of ... because ...**

We need our sense of **smell** in order to **so that** ...
COMMUNICATE & COOPERATE

LANGUAGE BEYOND

Recognise non-verbal communication

SPEAK AND READ

1 Work in pairs. Choose one of the phrases in the box. Communicate the phrase to your partner without speaking. Can your partner understand you?

Be quiet. Do you know the time? I can’t hear you. I’m hungry. I’m tired. It tastes disgusting. OK. What’s that smell?

2 Read about body language. Based on your experience, tick (✓) the points (1–6) you think are true. Then compare your answers with your partner.

DO

3 Work in groups. In turns, demonstrate the examples of body language in Exercise 2. Think of other examples. What do they mean?

REFLECT

4 Discuss the questions with your class. Do you agree with the REFLECTION POINT?

1 How accurate do you think the article is?
2 In what situations might someone not read a person’s body language correctly?
3 How aware are you of your own body language? Do you ever try and control or change it? If so, in what situations?

EXTEND

5 Work in groups. Create a scene from a silent film.

1 Think of a situation for the scene and who the characters are.
2 Decide what happens in the scene. Think about how the characters feel and how they can express this with body language.
3 Rehearse your scene and then perform it for the rest of the class. Can the other students describe what happens?

We often use gestures, facial expressions and eye movements to communicate with each other. Although we often do this deliberately in order to say something specific, our expressions and body movements also communicate things we don’t mean to say. Look at these examples.

1 To find out if someone is telling the truth, look at their movements. If they touch things a lot while they are talking, then they might be lying.
2 How much does someone like you? The closer they stand to you, the more they possibly like you.
3 The way a person stands can say a lot about their character. If they stand with their arms folded, they might be trying to build a wall between you and them.
4 We communicate best when we look each other in the eye. If someone looks down while they are talking, they might be hiding something.
5 If someone moves their head to one side while you’re talking to them, it can mean that they’re interested.
6 When someone ‘mirrors’ your body language and does the same movements as you, this means they might like you or they want you to like them.

Workbook, page 61
SPEAKING At the chemist’s

Ask for help with words at the chemist’s

SPEAK

1 Work in pairs. Look at the photos and answer the questions.
   1 What’s wrong with the people in the photos?
   2 What should they do?
   3 Which of the situations have you been in?

WATCH OR LISTEN

2 Watch or listen to the scenes. Which problem in Exercise 1 is not talked about in the scenes?

Finn: Are you all right there?
Bella: I need something for my (1). I’ve got … I’m not sure how to say it in English. It’s a pain.
Finn: You mean (2)?
Bella: Yes. Is this the right thing for a (3)?
Finn: Yes, it is.
Bella: Also I don’t understand what this means. Can you help me?
Finn: Let me see. Ah … sunset yellow. It’s a colour they use in the medicine.
Bella: I see. Does this sign mean that it is bad for you?
Finn: It can be bad for some people. Are you allergic to anything?
Bella: No, I don’t think so.
Finn: Then you’re probably OK.

Ruby: Can I help you?
Emma: Yes. I need some of that cream you put on your (4). I don’t know what it’s called. It’s a special cream for keeping (5) away.
Ruby: Do you mean (6) repellent?
Emma: I think so.
Ruby: This one is very good.
Emma: What does ‘light fragrance’ mean?
Ruby: It means the lotion has a fragrance, but it’s not very strong. Here. Smell it.
Emma: You called it a lotion. What’s the difference between a lotion and a cream?
Ruby: A cream is thicker than a lotion.
Emma: OK. Thank you. I’ll take it.

3 Watch or listen again and write the missing words.

4 a Read the tips in the HOW TO box.
   b Complete the phrases from the conversation. Then listen and repeat. Pay attention to which words are stressed.
   1 I’m not ________ how to say it in English.
   2 I don’t understand what this ________.
   3 I don’t know what it’s ________.
   4 It’s a special cream ________ keeping insects away.
   5 What’s the ________ between a lotion and a cream?

5 Match the phrases in Exercise 4b to the tips in Exercise 4a.

ACT

6 Work in pairs. Complete the tasks.
   1 Think of another product you buy at the chemist’s.
   2 Role-play a conversation between a shop assistant at a chemist’s and a customer. The customer doesn’t know the name of the object and needs help with words.
   3 Change roles and repeat steps 1 and 2.

Workbook, page 59
SPEAK AND READ

1 Work in pairs. Look at the photo and describe it. What similar places do you know?

2 Read the description. Which part of the description doesn’t fit the photo?

My grandmother lives in a big, old house in Scotland. We go to stay there three or four times a year. Other relatives often come too, so the house is always full of people. The house is in the middle of nowhere, and there aren’t any shops or cinemas nearby, but we never get bored. There are hills to climb and a huge forest to explore. And there’s the sea as well. We spend hours on the beach. I love the feeling of the wind on my face and the sand under my feet. I also love swimming, although the sea is freezing!

My gran is not only one of the coolest people on the planet, but she’s also an amazing cook. There’s always the smell of cooking and baking in the house. At night it sometimes feels quite scary because it’s so dark and quiet. But I love my grandmother’s house.

3 Read the tips in the HOW TO box.

HOW TO

link similar ideas

- Use and to join two parts of a sentence.
- Use also, too and as well to add another fact.
- Use as well after be and can, but before other verbs.
- Use too and as well at the end of a sentence.
- Use not only + but also to say that two things are true.

4 Rewrite the sentences using the words in brackets.

1 There’s a park near my house. I go there once or twice a week. (and)
2 It’s a good place to meet friends. It’s a good place to do sports. (not only + but also)
3 There are some basketball courts. There’s an area for skateboarding. (also)
4 Once a month there’s a market. They have concerts in the summer. (too)
5 I go there to have fun. I sometimes go there to read. (as well)
6 You see lots of different people there. People take their pets there. (too)

5 You’re going to write a description about a place you really like. Make a plan for your description.

WRITING PLAN

1 Give some basic information about the place. Where is it? What is it? When do you go there?
2 Describe the place in more detail. What’s the place like? What do you do there?
3 Use your senses. How does the place make you feel? What can you see and hear?
4 Explain why it’s special. Is there anything you don’t like about the place? Why is the place so special?

6 Use your plan and write your description. Then check it. Tick (√) the things in the plan.

SHARE

7 Swap your description with a partner. Which place would you most like to visit? Why?

Workbook, pages 60–61
VOCABULARY The senses

1 Complete Casper Wright’s introduction to his video game with the words in the box.

feel    hear    hearing    listening    look    see
sight    smell    sounds    taste    touch    watch

Don’t just sit and (1) _______ boring TV, with SensaWorld you can use your sense of (2) _______ to (3) _______ our amazing 3D visuals. Stop (4) _______ to boring music and really use your sense of (5) _______. You’ll be amazed when you (6) _______ the sound effects in the game. It (7) _______ incredible! And that’s not all. (8) _______ at these other great features! With SensaWorld you can use your fingers to (9) _______ and (10) _______ the objects around you. And with our special five senses system you can (11) _______ fragrances and (12) _______ food. With SensaWorld you really are part of the action.

Colour idioms

2 Complete the conversation from the game with colours.

Sally: Hello? I can’t see anything, it’s as (1) _______ as night here.
Avatar: Why are you here? People only come here once in a (2) _______ moon. You look as (3) _______ as a sheet.
Sally: Are you … a ghost?
Avatar: Maybe. Nothing’s ever (4) _______ and white in SensaWorld. Do I look like a ghost?
Sally: No … no. You look very well.
Avatar: Are you telling (5) _______ lies? Don’t make me angry. I see (6) _______ very easily.
Sally: I’m sorry.
Avatar: I’m the creator of SensaWorld. Life was good when I got the (7) _______ light to make SensaWorld. But then I had money problems, and soon I was in the (8) _______. Then out of the (9) _______ I had an idea. I could escape the real world and live inside SensaWorld. But I feel sad and (10) _______ being alone in a virtual world.

GRAMMAR Passive tenses

3 Complete the encyclopaedia entry with the passive forms of the verbs.

SensaWorld (1) _______ (create) by the inventor Casper Wright in 2011. He (2) _______ (inspire) by science fiction films. In 2012, he (3) _______ (interview) by a newspaper and said: ‘I want to create a video game that (4) _______ (use) by young people for the next 100 years. I think in the future players (5) _______ (connect) to other players on other planets.’ Soon after giving the interview, Casper Wright (6) _______ (report) missing by his family. Today the game (7) _______ (play) by millions of people around the world. Casper Wright (8) _______ (remember) for a very long time.

4 Write the SensaWorld rules using in order to/to or so that/so.

SKILLS CHECK

I can use pictures to help me understand.
I can follow a conversation.
I can recognise non-verbal communication.
I can ask for help with words at the chemist’s.
I can link similar ideas when I write.