

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.

hearing sight smell taste touch

1	2	3	4	5
				

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

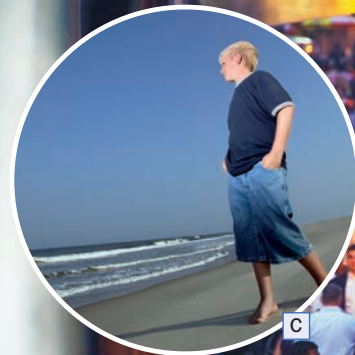
3 a Match the verbs to the five senses. Write them in the table in Exercise 2a.

feel hear listen look see sound touch watch

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.

- It's so good not wearing shoes. The grass _____ so soft under my feet.
- There's so much traffic. Everything _____ so noisy here.
- 'What do you think of this one?' 'Wow! That _____ fantastic.'
- There's so much to _____ in the city. It's huge.
- It's so hot here, and that water _____ so cool.
- I like Mexican food. This _____ really good.
- I can't _____ anything apart from amazing music.
- Sometimes I lie on the grass and imagine I can _____ the clouds in the sky.
- I love _____ the sea. It's so blue under the sky.
- I like _____ to music while I walk. It's relaxing.





6 a 2.05 **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.

ssssssssmmmmellllll

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.

- Which perfumes and fragrances can you name?
- 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.

- Where do you think the text comes from – an encyclopaedia, a magazine or a history book?
- What is it about?
- 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.



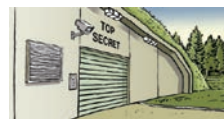
5 When you buy a fragrance, the cheapest thing you are buying is the actual fragrance. The bottle and the box cost more to produce.

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 >2.06 Read the text and decide if each sentence is correct or incorrect. If it's correct, write C. If it's incorrect, write I.

- The very first perfumes were oils and water.
- New fragrances appear every day.
- The world's first perfume maker was called Mesopotamia.
- The first fragrance for men appeared in 1994.
- Each fragrance has more than 5,000 ingredients.
- 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.

- Which facts in the article surprised you? Why?
- Should fragrances be banned in some public places? If so, which?

GO BEYOND

A picture caption is a short text that usually appears under a picture. Write captions for the pictures in the text. Use information from the text.



Use the past, present and future passives to talk about senses

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 **will 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)	found located
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

by + the person/thing that did the action

See GRAMMAR DATABASE, page 124.

PRACTISE

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

A new fast-food restaurant, *Sixth Sense*, (1) **will be opened** (open) by superstar singer Justin next Tuesday. At the new restaurant, customers (2) **will not be allowed** (not allow) to see the food they eat. All the food (3) **will be served** (serve) in the dark. *Sixth Sense* chef, Gerard LePong, says people (4) **will be given** (give) the chance to experience fast food in a new way. I asked Gerard: ' (5) **will be told** (people / tell) what they're eating?' His answer was 'No. If you eat at *Sixth Sense*, you (6) **will not be shown** (not show) the menu until after you've eaten. Enjoy!'



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

- In the past, most fruit and vegetables **were sold** (sell) in markets.
- They **are chosen** (choose) for their taste and not for the way they looked.
- In the UK, these days most fruit and vegetables **are sold** (sell) in supermarkets.
- They **are often rejected** (often / reject) by supermarkets because they don't look good.
- The supermarkets say that if they start putting ugly fruit on their shelves, it **will be left** (leave) on the shelves by customers.
- But if tomorrow's fresh food **is grown** (grow) only to look good, its taste **will be lost** (lose) forever.

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

- In the US, people **spend** more than \$100 billion on processed foods each year.
In the US, more than \$100 billion is spent on processed foods each year.
- People often **choose** a product because of the photo on the packaging.
- However, when they **prepare** the food, it can look very different.
- 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?

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

- 3 **2.07** Listen again and choose the correct answers.

- Amy Shore basically wants people to ...
A visit a website. B do a street survey. C visit Manchester.
- 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.
- She gives an example of how white is associated with death in ...
A China. B countries with jungles. C the West.
- 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.

HOW TO

follow a conversation

- ☐ Basically, ... and The thing is, ... introduce an important point.
- ☐ For example, ... and For instance, ... introduce examples.
- ☐ Although, Even though and However add contrasting information.

REACT

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

- Which of the colours reflects the way you feel now?
- Which is your favourite colour? Why do you like it?
- 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. |



GO BEYOND

Do the Words & Beyond exercise on page 134.

»»» Talk about the purpose of doing things

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?

(In order) to ... , so (that) ...

Use:

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

Form:

(in order) to + infinitive

in order to is more formal than to

so (that) + subject...

+ can/present simple = now, in general

+ can/will/present simple = in the future

+ could/would/past simple = in the past

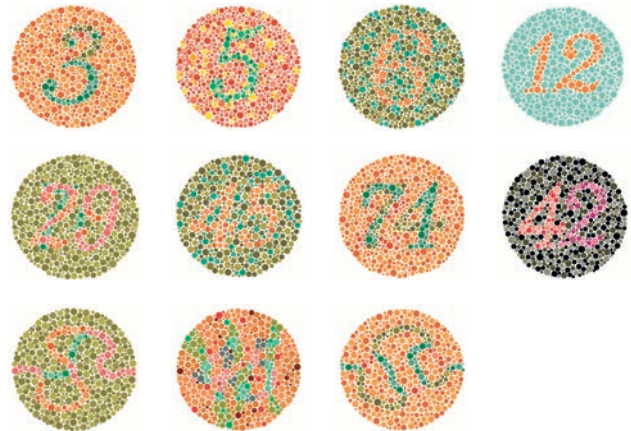
See GRAMMAR DATABASE, page 124.

PRACTISE

3 Choose the correct option to complete the sentences.

- 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.
- At that time, blind people used their fingers *to* / *so* feel the shape of normal letters.
- A soldier called Charles Barbier visited the school *in order* / *so that* to demonstrate a system he'd created for soldiers.
- He created his system *in order* / *so that* soldiers could pass messages at night.
- Louis adapted Barbier's system *to* / *so* make it possible for blind people to read and write.
- Over the years, the system has been adapted *in order* / *so that* it can be used in almost every language.

4 2.08 Complete the conversation with to or so. Then listen and check your answers.



- Mike:** We're talking to Jacquie today
(1) _____ we can learn something about being colour-blind. How did you find out you were colour-blind, Jacquie?
- Jacquie:** My art teacher asked me to stay after class one day (2) _____ talk to me. She thought it was strange that I had painted the sky purple. I did a test (3) _____ find out if I was colour-blind.
- Mike:** What's the test like?
- Jacquie:** They show you a circle with lots of coloured dots (4) _____ find out if you can see a number in the dots. They also do the test (5) _____ they can discover which type of colour-blindness you have.
- Mike:** Is it a problem being colour-blind?
- Jacquie:** Not really. But I usually buy clothes with a friend (6) _____ I don't choose colours that look bad together.

5 Complete the sentences in your own words using in order to/to or so that/so.

- I use my phone's touchscreen ...
- Lifts have Braille on the buttons ...
- You try clothes before you buy them ...
- We often use our sense of touch ...
- Signs often use the colour red ...
- You enter your PIN number in a cash machine ...

SPEAK

6 Work in pairs. Answer the questions.

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

We need our sense of smell in order to/so that ...

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

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**?**

- How accurate do you think the article is?
- In what situations might someone not read a person's body language correctly?
- 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.**

- Think of a situation for the scene and who the characters are.
- Decide what happens in the scene. Think about how the characters feel and how they can express this with body language.
- 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.

- 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. ☐
- How much does someone like you? The closer they stand to you, the more they possibly like you. ☐
- 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. ☐
- We communicate best when we look each other in the eye. If someone looks down while they are talking, they might be hiding something. ☐
- If someone moves their head to one side while you're talking to them, it can mean that they're interested. ☐
- 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. ☐

REFLECTION POINT



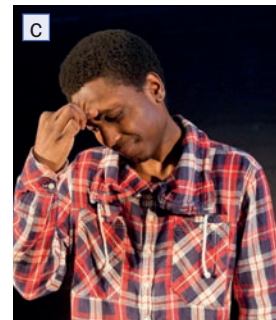
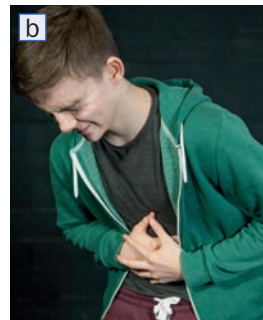
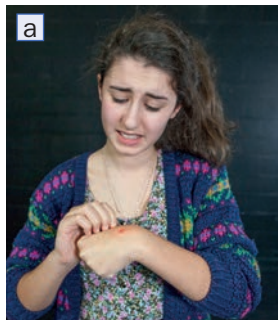
Sometimes our body language can reveal a lot about the way we think and feel. However, there might be other reasons for our expressions and body movements. So it isn't always accurate.

Ask for help with words at the chemist's

SPEAK

1 Work in pairs. Look at the photos and answer the questions.

- What's wrong with the people in the photos?
- What should they do?
- 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?

1
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.

2
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.
- I'm not _____ how to say it in English.
 - I don't understand what this _____.
 - I don't know what it's _____.
 - It's a special cream _____ keeping insects away.
 - 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.

- Think of another product you buy at the chemist's.
- 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.
- Change roles and repeat steps 1 and 2.

HOW TO

ask for help with words

- When you don't know the name of something:
- Say that you don't know the word.
 - Explain what it's for (*it's for* + verb + *-ing*).

When you don't understand a word:

- Say that you don't understand.
- Ask the other person for more information.

PHRASEBOOK 2.11

Explaining what you need

I need something for ... / It's for ...
 I need some of that cream/liquid/stuff ...
 I'm not sure how to say it in English.
 I don't know what it's called.

Asking for help

I don't understand what this means.
 Does that mean ... ?
 Is this the right thing for ... ?
 What's the difference between ... and ... ?

WRITING A place I really like

Link similar ideas

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.

PHRASE BYTES

It's a photo of ...
It reminds me of ...
I don't know anywhere like this.



Get it right

quite = fairly but not very
quiet = with very little noise

- 3 **a 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 *also* 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.

- b Underline examples of all the linking words in the description in Exercise 2.**

PRACTISE

- 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*)

PLAN

- 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?

WRITE AND CHECK

- 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?**

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.

_____/12

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.

_____/10

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.

_____/16

(in order) to ... , so (that) ...

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

HOW TO PLAY SENSAWORLD

- 1 In SensaWorld, you use your senses _____ complete tasks.
- 2 You complete the tasks _____ you can collect points.
- 3 You collect points _____ exchange them for tickets.
- 4 You need the tickets _____ travel to the next world.
- 5 You are given a wallet _____ you won't lose your tickets.
- 6 You need your tickets _____ you'll be able to get home.

_____/12

Your score: ____/50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- 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. _____