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## IN THE PICTURE Can you feel it?

Talk about how we use our senses

Pages 50-51

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Play <i>Snowman</i> to introduce the title of the unit and recycle pronouncing the letters of the alphabet.
<b>WORK WITH WORDS</b>		Recycle parts of the body. Associate sense verbs and nouns with each of the five senses. Listen to sentences to say which sense is being described. Practise saying consonant combinations. Watch a video and describe the scene using the sense verbs.
<b>SPEAK</b>		Write about things you love or hate and describe them to your partner.

### Get started

Books closed. Play a game of *Snowman* (see Games page 33) to introduce the title of the unit: *Five Senses*.

### WORK WITH WORDS

#### 1a and 1b **RECALL**

- Divide the class into pairs. Allow three minutes to do both tasks.
- First ask students to write the names of parts of the body for as many letters of the alphabet as they can.
- Then ask students which words they can match to the five icons in Exercise 2a.
- Stop them after three minutes and choose different students to say their answers.
- Ask students to do the Work with Words task on page 134.

#### SUGGESTED ANSWERS

##### Exercise 1a

ankle arm back chest ear eye elbow finger  
foot hand knee leg mouth neck nose shoulder  
teeth throat thumb toe tongue

##### Exercise 1b

1 eye 2 ear 3 hand, finger, thumb 4 nose  
5 mouth, teeth, tongue

#### 2a

- Refer students to the names of the five senses in the box and ask them to write them next to the correct icons.

#### 2b 2.01

- Play the track for students to listen and check.
- Play the track again for students to listen and repeat.

#### ANSWERS / AUDIO SCRIPT 2.01

1 sight 2 hearing 3 touch 4 smell 5 taste

#### 3a

- Ask students to match the verbs in the box to the five senses in the table in Exercise 2a. Don't confirm the answers at this point.

#### 3b

- Elicit which of the sense words in Exercise 2a can also be verbs.

#### ANSWERS

touch, smell, taste

#### 3c 2.02

- Play the track for students to listen and check their answers to Exercise 3a.
- Play the track again for students to listen and repeat.

#### ANSWERS / AUDIO SCRIPT 2.02

1 sight - look, see, watch 2 hearing - hear, listen, sound  
3 touch - feel, touch 4 smell - smell 5 taste - taste

#### Extra activity

Ask students to write their own example sentence for each of the verbs: *hear, listen, look, see* and *watch*, eg: *I heard a noise outside my bedroom. What kind of music do you listen to?* (See Tips for help with these verbs page 29)

#### Extra activity

Ask students to add vocabulary relating to the senses to the table in Exercise 2a, eg in column 4 *Smell*, they could write *odour, fragrance, perfume, scent*, etc. Under *Sight*, they could write *vision, appearance, stare*, etc.

4  2.03

- Refer students to the photos and explain that they will hear 10 sentences and should match each of them to one of the photos.
- Play the track for students to listen and match. Point out that some of the photos will be matched with several sentences.

**ANSWERS / AUDIO SCRIPT** 2.03

1 a 2 e 3 c 4 d 5 b 6 a 7 c 8 a  
9 a 10 d

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

5  2.04

- Ask students to use the verbs in Exercise 3 to complete the sentences.
- Play the track for students to listen and check.

**ANSWERS / AUDIO SCRIPT** 2.04

1 feels 2 sounds 3 smells 4 see 5 looks 6 tastes  
7 hear 8 touch 9 watching 10 listening  
See Student's Book page 50 for audio script.

**Extra activity**

Play a memory game in groups. Model the activity with the class first. Ask the first student to say a phrase with one of the sense verbs, eg *I see the blue sea*. The next student must repeat what the first student said, *She sees the blue sea* and add another phrase, such as *I hear the waves*. The third student must repeat what the first two students have said, eg *She sees the sea. He hears the waves*, and add another one, such as *I look at the sky*. If a student forgets a phrase he/she is out of the game. The last student to remember all phrases correctly is the winner.

6a  2.05 **PRONOUNCE**

- Play the track for students to listen to the words, paying particular attention to the consonants in blue.
- Play the track again for students to listen and repeat.

**AUDIO SCRIPT** 2.05

See Student's Book page 51 for audio script.

## 6b

- Point out that the letters in blue are all groups of consonants pronounced together. Ask students if they find any of these consonant combinations difficult.
- Encourage them to practise saying the consonants slowly in pairs, focusing on any that they find particularly difficult.

7 **THE MOVING PICTURE** 

- Explain to the students they are going to watch a video and they should imagine they are in each scene.
- Ask students to say something using the sense verbs.

## 8

- Elicit the five senses from the class. Then elicit the sense verbs they have been practising. Remind students that some sense verbs can also be nouns.
- Ask students to choose the correct option to complete each of the sentences.
- Nominate different students to read out their answers.

**ANSWERS**

1 smell 2 sound 3 taste 4 look

**SPEAK**

## 9

- Give students a minute to reflect and write the names of things they love or hate to complete the sentences.
- Divide the class into pairs to read their sentences to each other. Encourage them to say if they feel the same way.
- Invite some students to say one interesting thing about their partner in open class.

**Extra activity**

Ask students to write another sentence to explain the reason why they love or hate the things in Exercise 9. Refer them to the sentences in Exercise 5 to help as a model for their answers.

**GO BEYOND**

Ask students to do the Go Beyond task on page 134.

**Homework**

Ask students to find a picture of a city or a landscape in a magazine or on the internet. Encourage them to write a description of the scene using as many sense verbs and nouns as they can in their answer.

## READING Fragrance fact file

Use pictures to help you understand

Page 52

STAGE	TIME	FOCUS
GET STARTED		Discuss personal experiences and recycle vocabulary related to the five senses.
SPEAK AND READ		Name perfumes and fragrances and talk about products that use fragrances. Read a text on facts about fragrances. Discuss tips on how to use pictures to help you understand a text.
REACT		Discuss surprising facts about fragrances and if they should be banned in some public places.

### Get started

Elicit the names of the five senses. Ask students which senses they think are the most and least important and ask them to explain their reasons in a brief class discussion.

Write these questions on the board and ask students to write one more question for each of the senses.

Sight: *What's your favourite colour?*

Taste: *What food didn't you like when you were young, but do now?*

Smell: *Can you remember a smell that takes you back to your childhood?*

Touch: *What don't you like to touch?*

Hearing: *What sounds don't you like?*

Divide the class into pairs to discuss these questions and take turns to ask and answer their own questions. Nominate different students to share their answers with the class.

### SPEAK AND READ

#### 1

- Ask students to brainstorm things that smell nice. Elicit answers in open class, eg *a rose, perfume, freshly-cut grass, Mum's cooking!*
- Divide the class into pairs to answer the questions. Set a time limit of two minutes.
- Invite different students to share their ideas with the class.

#### 2a

- Ask students to discuss why it is useful to look at pictures and text titles before you read a text.
- Refer students to the tips in the **HOW TO** box to see if they thought of the same tips. Invite volunteers to read the tips out loud.

#### 2b

- Before students start to read, ask them to look at the text and pictures quickly in order to answer the questions.
- Ask students to discuss their answers in pairs before you elicit and check them in open class.

#### 3 2.06

- Ask students to read the text to decide if each sentence is correct or incorrect. Don't play the audio at this point. Ideas for using the audio are given at the end of the lesson.
- Ask students to correct the incorrect sentences.
- Encourage students to compare their answers in pairs before you check them in open class.

### ANSWERS

- I (The very first perfume was incense made from burning wood or plants.)
- C
- I (The world's first perfume maker was a woman called Tapputi. She lived in Mesopotamia.)
- I (The first unisex fragrance appeared in 1994.)
- I (More than 4,000 ingredients are used in the fragrance industry.)
- C

#### 4

- Ask students which tips in the **HOW TO** box they used to help them in Exercises 2b and 3.

### Fast finishers

Ask students to find words in the text to match these definitions: *a scientist who studies chemistry* (chemist); *something often burnt at religious ceremonies* (incense); *something we use to make a room smell nice* (air freshener); *affected by an allergy* (allergic); *to say officially that you must not do something* (banned).

### REACT

#### 5

- Divide the class into pairs to discuss the questions.
- Invite different students to share and explain their point of view. Try to develop a class discussion.

### Recorded reading text 2.06

The reading text is recorded as an extra audio track which can be exploited for various purposes.

In this lesson, use the audio for checking Exercise 3. Stop the track at each point to ask if the answer is correct or incorrect. Where it is incorrect, elicit the correct answer.

### GO BEYOND

Elicit what a caption is. Then refer students to the explanation given. Focus students on the pictures in the text and ask them to write captions using information from the text.

### Homework

Ask students to write a list of smells they associate with living in a flat or a house (cooking, pets, laundry, rubbish, etc) and say which smells are pleasant or unpleasant.

## GRAMMAR Passives (past, present and future)

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

Page 53

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Play a game to recycle vocabulary related to the five senses and pre-teach key words for this lesson.
<b>READ</b>		Read a text about a girl's breakfast and discuss the effect of a cold on your taste buds.
<b>STUDY</b>		Use the text to complete the grammar explanations about past, present and future passives.
<b>PRACTISE</b>		Complete a news story and sentences with the correct passive form of the verbs. Rewrite sentences using the passive form.
<b>SPEAK</b>		Compare information about food consumption in your country and discuss how people will eat food in the future.

### Get started

Play a game of *Double your Bet*. Ask students to work in pairs to decide if the statements below are true or false. Explain that each pair has 100 points to bet on true statements. They can distribute their points as they like, but they must spend all their points and note down how they have spent them. Explain that true statements double the points they bet. However, if they get it wrong, they lose twice the points they have bet.

When they have finished betting, tell students which of the statements are true and ask them to total up the bets to see who won the game.

#### Statements:

*The idea of there being five senses was conceived by Homer, the Greek philosopher.* (False – it was Aristotle.)

*Ten thousand taste buds can be found inside our mouths.* (True)

*Fish have the most highly developed sense of taste.* (False – insects do.)

*In general, girls have more taste buds than boys.* (True)

*Taste is the weakest of the five senses.* (True)

*Dogs have noses that are up to 100 times more sensitive than ours.* (False – it is thought that dogs' noses are 2,000–100 million times more sensitive than ours.)

*People who suffer from anosmia cannot smell at all.* (True)

*People who have hyperosmia are very sensitive to taste.* (False – they are very sensitive to smells.)

*In the US, there is a National Sense of Smell Day in April.* (True)

*There are four basic kinds of taste.* (True – sweet, salty, sour and bitter)

### READ Grammar in context

#### 1

- Refer students to the picture and ask them to describe what is happening (*a teenage girl is about to eat an egg on toast*). Elicit if students had a similar breakfast this morning.
- Invite students to read the text about Molly's breakfast and answer the question at the end of the text.

#### ANSWER

When you have a cold, your nose is blocked and you can't smell the food. Without your sense of smell, the food tastes different.

### STUDY

#### 2

- Focus students on the grammar explanations and ask them to complete the information with words from Exercise 1.
- Go through the explanations with the class, nominating students to give their answers and read out example sentences from Exercise 1 for each of the grammar explanations.

#### ANSWERS

past participles: sent, given/received    future: will/won't

#### Extra activity

Students may need more controlled practice with the passive form before doing Exercise 3. Ask students to find examples of past, present and future passives in the text and write them in their notebooks. Drill the positive, negative and question form for each example.

Then ask students to change the sentences to the active form, eg *The brain sent visual messages*, etc.

#### ANSWERS

##### Past passive

Visual messages were / weren't sent to her brain / Were visual messages sent to her brain?

When all the messages were / weren't received by the brain / Were all the messages received by the brain?

She was / wasn't given the OK / Was she given the OK?

##### Present passive

Some cells which are / aren't found in the nose / Are some cells found in the nose?

The taste buds are / aren't located on the tongue / Are the taste buds located on the tongue?

##### Future passive

She'll / won't be given eggs again / Will she be given eggs again?

She'll / won't be given the OK by her brain / Will she be given the OK by her brain?

### PRACTISE

#### 3

- Focus students on the news story and ask them to complete the text with the future passive form of the verbs in brackets. Before they start, point out the example.
- Encourage students to compare their answers in pairs before you ask for a volunteer to read out the completed news story.

- Invite students to say if they would like to go to the new fast-food restaurant *Sixth Sense* and to say why or why not.

#### ANSWERS

- 2 won't be allowed    3 will be served    4 will be given  
5 Will people be told    6 won't be shown

#### 4

- Ask students to complete the sentences with the correct passive form of the verbs in brackets. Before they start, draw students' attention to the example.
- Encourage students to compare their answers in pairs before you nominate different students to read out their answers.

#### ANSWERS

- 2 were chosen    3 are sold    4 are often rejected  
5 will be left    6 is grown; will be lost

#### 5

- Focus students on the first sentence and the example answer and go through the transformation with the class.
- Ask students to rewrite the remaining sentences using the passive form of the verbs in blue.

#### ANSWERS

- 2 A product is often chosen because of the photo on the packaging.  
3 However, when the food is prepared, it can look very different.  
4 A lot of complaints are received by companies each year.

#### Alternative procedure: less confident classes

If students are still unsure about how to change an active sentence to passive, explain that they should follow these steps:

- Make the object of the active sentence the subject of the passive sentence.
- Form the passive using the correct tense of the verb to be and change the active verb to its past participle.
- Make the subject of the active sentence the object of the passive sentence (although the subject can sometimes be omitted because it is unnecessary).

#### Fast finishers

Ask fast finishers to look at the text on page 52 and find as many examples as they can of passive sentences.

#### SPEAK

#### 6

- Divide the class into pairs to compare the information given in Exercises 4 and 5 with the situation in their own country.
- Invite students to discuss how they think people will eat in the future. Encourage them to try to include the passive form in their discussion.
- Nominate different students to explain their opinions and try to develop a class discussion to close the activity.

#### Homework

Ask students to write three breakfast menus: a healthy breakfast, an unhealthy breakfast and a breakfast that will be eaten in the future. Encourage the students to read out their menus to their partner at the start of the next class and discuss who has invented the healthiest, unhealthiest and most futuristic breakfast.

## LISTENING AND VOCABULARY The power of colour

### Follow a conversation

Page 54

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary related to colours to introduce the theme of the lesson.
SPEAK AND LISTEN		Talk about words you associate with different colours. Read about and practise tips on how to recognise words and phrases that develop ideas. Listen to an interview about the National Colour Wheel and find out how culture affects your choice of colour.
REACT		Discuss which colour reflects the way you are feeling now and your favourite colour.
WORK WITH WORDS		Find out the meaning of colour idioms and expressions. Discuss experiences related to colour idioms and expressions.

#### Get started

Write the following list on the board: *A suit for an interview, A mobile phone, Chocolate, The building we are in, Nail polish, A motorbike, The walls in your bedroom, A sports car.*

Divide the class into pairs to discuss which colour is the best for each item on the list.

Invite different students to come up and write the colours they have talked about on the board. In open class, discuss why students chose the same, similar or different colours.

#### SPEAK AND LISTEN

#### 1a

- Ask students to think of what they associate with each colour in the box and write the first word they think of.

- Invite students to compare their ideas in pairs before you discuss the colour associations in open class.

#### Fast finishers

Ask students to categorise the colours as 'hot' (orange, red, yellow ...) or 'cold' (blue, grey, green, silver ...).

#### 1b

- Focus students on the colour wheel and ask them to find the colours given in the box that are on the wheel.
- Ask them to work with a partner and take it in turns to point to a colour.

#### 2a

- Ask students to read the tips in the **HOW TO** box. Invite a volunteer to read them out loud.

2b  2.07

- Tell students that they are going to listen to an interview with Amy Shore about the National Colour Wheel. Before they listen, ask them to read the list of topics.
- Play the track for students to listen and number the topics in the order they are mentioned.

**ANSWERS / AUDIO SCRIPT**

 2.07

a 3 b 4 c 2 d 1

**Presenter:** So, Amy, tell us about the National Colour Wheel.  
**Amy:** Well, basically, we're asking people to visit our website at [www.nationalcolourwheel.co.uk](http://www.nationalcolourwheel.co.uk) so that they can take part in our national colour wheel survey.  
**Presenter:** What do people have to do to take part?  
**Amy:** It's very simple. They just have to look at our colour wheel and choose the colour that represents the way they feel and then choose their favourite colour.  
**Presenter:** So what's the purpose of the survey?  
**Amy:** Well, we're doing the survey in order to make people think about the importance of colour in their lives and to discover the nation's favourite colour. The thing is, our lives are full of colours, from the colours of the clothes we wear to the colours of our walls at home. But how much do we really know about what those colours mean?  
**Presenter:** I imagine you'd get different results in different countries. I was reading on your website about how colours mean different things in different cultures.  
**Amy:** That's right. These days, we often assume that everyone on the planet is exactly the same. But the way we all relate to colours shows how different we are. For example, in the West, we associate the colour white with peace, while in China it means death. We associate the colour green with nature and the environment, while in some parts of the world, especially countries with jungles, it means danger.  
**Presenter:** Although I associate green with Ireland, but that's probably because I'm Irish.  
**Amy:** That's another good example. But, even though we react to colours in different ways, they have a powerful influence on all of us. We saw this in a similar survey in Manchester. Most of the 20,000 people who took part chose yellow to describe the way they were feeling. Yellow is a happy, sunny colour. However, the city's 'favourite colour' was blue. Curiously, no-one chose white or grey as their favourite colour.  
**Presenter:** Fascinating stuff. Well, good luck with the survey.  
**Amy:** Thank you.

3  2.07

- Play the track again for students to listen and choose the correct answers.
- Encourage them to compare their answers in pairs before you check them in open class.

**ANSWERS**

1 A 2 B 3 A 4 C

4

- Ask students which tips in the **HOW TO** box they used to help them in Exercises 2b and 3.

**REACT**

5

- Divide the class into pairs to look at the colour wheel and answer the questions.
- In open class, invite students to discuss whether they chose the same, similar or different colours.
- Ask students to work in the same pairs and each choose a role, A or B. Refer Student A to the task on page 141 and Student B to the one on page 142.

- When they have finished, do a quick class survey to see if most students said the same colours.

**WORK WITH WORDS**

6

- Refer students to the list of idioms and phrases and ask them to match them to the definitions.

**ANSWERS**

1 d 2 c 3 f 4 g 5 h 6 i 7 j 8 b 9 e  
10 a

**Extra activity**

Read out these sentences for students to complete with one of the phrases from Exercise 6.

- 1 I couldn't see anything in the *Sixth Sense* restaurant. It was \_\_\_\_\_ .
- 2 I spent too much at the weekend and now I'm \_\_\_\_\_ .
- 3 Do you feel all right? You look \_\_\_\_\_ .
- 4 I find the colour grey depressing. It makes me \_\_\_\_\_ .
- 5 We're waiting to \_\_\_\_\_ to go on a trip at the end of term.
- 6 I don't usually eat vegetables, maybe \_\_\_\_\_ .
- 7 The loud music started \_\_\_\_\_ and woke me up.
- 8 The results of the survey weren't \_\_\_\_\_ .
- 9 When I don't want to hurt people's feelings, I sometimes \_\_\_\_\_ .
- 10 It upsets me when people waste food. It makes me \_\_\_\_\_ .

**ANSWERS**

1 as black as night 2 in the red 3 as white as a sheet  
4 feel blue 5 get the green light 6 once in a blue moon  
7 out of the blue 8 black and white 9 tell a white lie  
10 see red

7

- Divide the class into pairs to make a list of things that make them see red, feel blue, are black and white and only happen once in a blue moon.
- Invite students to share some of their answers in open class.

**Extra activity**

Tell students some colour jokes to see if they can think of the answers and find them funny.

*What is black and white and 'red' all over?* (A newspaper – there is a play on words on the homophone red/read)

*What is black and white and black and white and black and white?* (A penguin rolling down a hill)

You could invite students to tell the class any suitable jokes about colours that they know. Encourage them to translate them into English to see if they are funny.

**GO BEYOND**

Ask students to do the Go Beyond task on page 134.

**Homework**

Ask students to write 100 words about important colours in their country and what they represent.

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Recycle vocabulary from the unit so far and introduce the theme of the lesson.
<b>READ</b>		Read about the story of Braille and say if young people still use it today.
<b>STUDY</b>		Read the grammar explanations and underline examples of (in order) to and so (that) in the text.
<b>PRACTISE</b>		Use the target language to complete sentences and a conversation. Write sentences with (in order) to and so (that).
<b>SPEAK</b>		Exchange opinions and compare your ideas.

**Get started** 

Play a game of *Pictionary*. Divide the class into teams. Ask each team to send a volunteer to the front of the class. Give the students at the front of the class a word or phrase to draw on the board.

As the students are drawing, the first team to correctly shout out what it is, wins a point.

Repeat this several times with different students. Suggested words and phrases are: *fragrance, crisps, the five senses, taste buds, traffic, supermarket, shelves, survey.*

Invite students to think of other ways that we can communicate words, apart from saying them or drawing them. (You could introduce the idea of Braille here as well as miming words.)

**READ Grammar in context**

**1**

- Refer students to the photo and elicit what they think the boy is doing and what the text is going to be about.
- Ask the students to read the story of Braille and find out if young people today still use it.
- Nominate a student to say the answer.

**ANSWER**

No. They prefer using electronic screen readers.

**STUDY**

**2**

- Read through the grammar explanation with the class and ask them to underline examples of each point in Exercise 1.
- Encourage students to compare their answers in pairs before you check them in open class by inviting different students to read out one sentence at a time and to say whether or not their sentence included an example.

**ANSWERS**

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.  
 in order to live, to read, so that they don't - refer to now (in general).  
 so that they could, so blind people could - refer to the past

**PRACTISE**

**3**

- Ask students to read the sentences and choose the correct option to complete them.
- Encourage students to compare their answers in pairs before you choose different students to read them out.

**ANSWERS**

1 so that 2 to 3 in order 4 so that 5 to  
 6 so that

**Extra activity**

Give students 60 seconds to memorise the sentences in Exercise 3. Ask students to work in pairs to take it in turns to test each other. One student closes his/her book and the other student reads out the first part of the sentence to see if their partner can remember the rest.

**4**  2.08

- Elicit from students whether they know anyone who is colour-blind and, if so, how this affects their everyday life.
- Ask students to read the conversation between Mike and Jacquie and complete it with *to* or *so*. Circulate and monitor students, helping if necessary.
- Play the track for students to listen and check their answers. You could stop the track and elicit the answers from different students, asking why they chose that option in order to consolidate usage.

**ANSWERS**

1 so 2 to 3 to 4 to 5 so 6 so

**5**

- Invite students to complete the sentences in their own words using *in order to/to* or *so that/so*.
- Encourage students to compare their sentences in pairs or small groups.
- Nominate different students to read out their answers.

**SPEAK**

**6**

- Divide the class into pairs to answer the questions in Exercise 6. Before they start, invite two confident students to complete and read out each of the model sentences.
- Find out students' reasons for their answers.

## Homework

Ask students to make sentences using *in order to/to* or *so that/so* and these phrases: *save money; learn English; study hard; not carry a lot of money; not sunbathe too long; eat a lot of vitamins.*

LANGUAGE  
& BEYOND

COMMUNICATE &amp; COOPERATE

## Recognise non-verbal communication

Page 56

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle vocabulary related to the senses and present words from the lesson.
SPEAK AND READ		Communicate a phrase without speaking to your partner. Read a text about body language and discuss points that you think are true with your partner.
DO		Find examples of body language in the text and demonstrate with a partner.
REFLECT		Reflect on how body language can reveal things about us but is not always accurate.
EXTEND		Create a scene from a silent film and perform it for the rest of the class.

## LIFE SKILLS RECOGNISE NON-VERBAL COMMUNICATION

Non-verbal communication is not only important in communicating meaning, but also in building social relations. The ability to relate well to others is important throughout life and non-verbal communication plays a key role. Developing the ability to understand and use non-verbal communication can help you connect with others, express what you really mean, navigate challenging situations and build better relationships at home, at school and in the future workplace.

In order for students to get better at reading non-verbal communication, they should observe people around them and notice how people act and react to each other. Remind students that they should be aware of individual differences and that people from different countries and cultures tend to use different body language signals.

Students can train themselves to use non-verbal signals that match their words and reinforce what they are saying. They can use body language, for example, to convey positive feelings even when they are not actually experiencing them. If they're nervous about a situation, eg a job interview or a first date, they can use positive body language to signal confidence, even though they're not feeling it.

Get started 

Play a game of *Articulate!* Prepare by writing some key words and phrases from the lesson on small pieces of card. Divide the class into two or more teams. Explain to students that the objective is to be the first team to correctly guess all the words that your team-mates describe in the time given. Point out that all players must take it in turns to take the top card from the pack and explain the word to their team. When a team member shouts out the correct answer, the next describer quickly takes another card and repeats the process. When the time runs out, each team counts the number of cards that were correctly guessed. Before they start, make the rules clear:

## When describing a word, you must not:

- Say what letter the word starts with or how many letters it has.
- Say the word or any derivative, eg if the word is *time* you can't say *timer* or *timed*, etc.
- Use 'it rhymes with' or 'it sounds like' type clues.

## When describing a word, you can:

- Choose to *pass* and not play a card – but only once each turn.
- Gesticulate, act and mime (but *NOT* mouth) the word.

## Possible words and phrases for cards:

*gesture, face, eye, movement, communicate, body, to tell a lie, stand, character, hide, mirror, disgusting, smell, reveal, accurate, feel, tired, quiet, hear, taste, head, wall*

## SPEAK AND READ

1

- Divide the class into pairs to take it in turns to choose one of the phrases in the box and communicate it to their partners without speaking to see if they can understand.

2

- Focus students on the text about body language. Ask them to read it and tick the points that they believe are true, based on their own experience.
- Ask students to compare answers in pairs before you start a class discussion by inviting different students to say which points are true for them and why.

## DO

3

- Divide the class into groups and refer them back to the text to find examples of body language.
- Encourage them to take it in turns to demonstrate the body language described.
- Invite them to demonstrate other suitable examples to see if their partners can interpret them correctly.

## REFLECT

4

- Focus students on the **REFLECTION POINT** and elicit whether they agree or not.
- Encourage students to discuss the questions in open class, inviting different students to answer each question.

### Extra activity

Ask students to look back at the article to help them think of at least five ways they can use non-verbal communication to create a good impression.

### SUGGESTED ANSWERS

Stand tall with your shoulders back.  
Smile and maintain eye contact. Give a firm handshake.  
Put your head to one side when you listen.  
Mirror your partner's body language.

### Extra activity

Ask students to talk about last weekend in pairs. In a less confident class, you could ask students to read out a conversation in the book (for example Exercise 4 on page 55). Get them to concentrate on their own and their partner's body language. After their conversation, ask students to give feedback on their partner's non-verbal communication and ask if their partner agrees with their analysis.

### Extra activity

Ask students what body language they might use in these situations: *You're at a party and it's New Year. You've got a presentation in front of the class tomorrow. You've just had a fight with your friend. You've got an interview for a babysitting job tomorrow.*

## EXTEND

5

- Divide the class into groups to create a scene from a silent film, following the instructions.
- Circulate and help students with any difficulties.
- Encourage students to rehearse their scene and perform it for other students to describe what happens.

### Extra activity

If you have the facilities, play a silent film for students. Silent films are excellent for getting students to produce language. You could try Buster Keaton's *Nothing but Pleasure*, Charlie Chaplin's *The Kid*, *The Red Balloon* directed by Albert Lamorisse or Jacques Tati's *Les Vacances de Monsieur Hulot* and *Jour de Fête*. Alternatively, you could use more modern films like Mr Bean's *The Swimming Pool* or a Wallace and Grommit film.

Divide the class into pairs or small groups. Explain that one or two students should watch the film and describe what is happening to the other students who have their backs to the screen. Ask students to swap places every few minutes and, if necessary, write the vocabulary students need on the board as the actions happen.

### Homework

Ask students to research cultural differences in hand or facial gestures. Encourage them to write short notes that they can use at the beginning of the next class to talk in groups.

## SPEAKING At the chemist's

Ask for help with words at the chemist's

Page 57

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary to talk about common illnesses and what you can buy at the chemist's.
SPEAK		Look at photos of common health complaints and say what is wrong and what the people in the photos should do.
WATCH OR LISTEN		Watch or listen to scenes in a chemist's where people are asking for products. Practise asking for help with words when you don't know the name of something.
ACT		Role-play a conversation between a shop assistant and a customer at a chemist's.

### Get started

Write these jumbled sentences on the board for students to order in pairs. Encourage them to race against each other to try to be the first to unscramble the sentences.

*do / do / have / you / when / headache / What / a / you / ?*  
(What do you do when you have a headache?)  
*been / recently / sick / you / Have / ?*  
(Have you been sick recently?)  
*any / got / you / Have / allergies / ?*  
(Have you got any allergies?)  
*to / you / go / chemist's / do / often / the / How / ?*  
(How often do you go to the chemist's?)  
*buy / chemist's / can / at / What / you / the / ?*  
(What can you buy at the chemist's?)

Invite students to come up and write the sentences in the correct order. Drill the pronunciation of *headache* /'hedɪk/. Remind students that *chemist's* is British English (in the US they say *pharmacy* or *drug store*).

Encourage students to ask and answer the questions in pairs. Choose different students around the class to say what their answers were for different questions. Elicit and write a list of products you can buy at the chemist's on the board (eg sun cream, antiseptic cream, plasters, painkillers, eye drops, etc) and save this to give students ideas in Exercise 6.

## SPEAK

## 1

- Refer students to the photos and ask *Do these people look happy? How do you know?*
- Divide the class into pairs to answer the questions.
- Nominate different students to share their answers.

## WATCH OR LISTEN

2  2.09

- Play the scenes for students to watch or listen. Ask students to note down which of the problems shown in the photos is not mentioned in the scenes.
- Encourage students to compare their answer in pairs before you nominate a student to say the answer.

## ANSWERS / VIDEO/AUDIO SCRIPT



Photo c (headache) is not talked about.

## 1

**Finn:** Are you all right there?

**Bella:** I need something for my stomach. I've got ... I'm not sure how to say it in English. It's a pain.

**Finn:** You mean stomach ache.

**Bella:** Yes. Is this the right thing for a stomach ache?

**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 skin. I don't know what it's called. It's a special cream for keeping insects away.

**Ruby:** Do you mean insect 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  2.09

- Play the scene again for students to listen and write the missing words.
- Choose different students to say the answers.

## ANSWERS

1 stomach 2 stomach ache 3 stomach ache 4 skin  
5 insects 6 insect

## Alternative procedure: more confident classes

Encourage more confident students to try to remember and write in the missing words. Then play the track for them to listen and check their answers.

## 4a

- Ask the students to read the tips in the **HOW TO** box. Invite two volunteers to read the tips out loud.

4b  2.10

- Focus students on the phrases from the conversation and encourage them to complete any words they can from memory.
- Play the track for students to complete the phrases or check their answers.
- Play the track again for students to listen and repeat. Encourage them to pay attention to the words that are stressed (underlined in the answers).

## ANSWERS / AUDIO SCRIPT



1 sure 2 means 3 called 4 for 5 difference

1 I'm not sure how to say it in English.

2 I don't understand what this means.

3 I don't know what it's called.

4 It's a special cream for keeping insects away.

5 What's the difference between a lotion and a cream?

## Extra activity

Ask students to read out the conversations in pairs.

## 5

- Ask students to match the phrases in Exercise 4b to the tips in Exercise 4a.

## ANSWERS

1 Say that you don't know the word.

2 Say that you don't understand.

3 Say that you don't know the word.

4 Explain what it's for.

5 Ask the other person for more information.

## ACT

6  2.11

- Divide the class into pairs to complete the tasks. Encourage students to use the ideas on the board from the *Get started* activity to help them think of products you buy at a chemist's. Before they start, play the track with the expressions in the **PHRASEBOOK** box and encourage them to use these in their role-play. Set a time limit of five minutes to prepare and act out the scene.
- Ask students to change roles and repeat with another product you can buy at the chemist's.
- Ask students to present one of their conversations to the class.

## Alternative procedure: less confident classes

In a less confident class, ask students to prepare the conversation in written form before doing this as a speaking activity. When students change roles and repeat with another product you buy at the chemist's, ask students to try to perform the role-play without their written notes.

## Homework

Ask students to find four or five pictures of things that they do not know the English for. Ask them to write about these objects using the expressions in the **PHRASEBOOK**. At the beginning of the next class, ask students to work in pairs. Ask them to read out each description and for their partner to guess the picture it refers to.

## WRITING A place I really like

Link similar ideas

Page 58

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle language from the unit.
SPEAK AND READ		Describe a picture and talk about similar places. Read a description to match to the picture. Look at linking words to join two parts of a sentence.
PRACTISE		Link sentences together to make them more complex.
PLAN		Plan a description of a place you really like.
WRITE AND CHECK		Write the description and check you have covered the points in the plan.
SHARE		Swap your description with another student and discuss which place you would most like to visit.

### Get started

Play a game of *Three in a Row* (see page 33). To win a square, teams take it in turns to choose a square and make a correct sentence linking the two items, eg *Sometimes you can find the same things in the chemist's and the supermarket.*

chemist's / supermarket	Braille / electronic screen readers	look / watch
body language / what you say	listen / hear	feel blue / see red
silent films / Charlie Chaplin	visual messages / taste buds	dictionary / history book

### SPEAK AND READ

1

- Divide the class into pairs to look at the photo and describe it and tell their partner about any similar places they know. Before they start, refer students to the expressions in the **PHRASE BYTES** box and encourage them to use these in their discussion.
- Nominate different students to describe the photo and say if they know a similar place.

2

- Ask students to read the description and say which part of the photo doesn't match.
- Elicit the answer in open class.
- Draw students' attention to the **Get it right** box. Ask students to underline the example sentence in the text. Remind students that *quite* is a one-syllable word whereas *qui-et* has two syllables.

#### ANSWER

In the picture there's no forest but in the description it says there's a forest.

3a

- Refer students to the tips in the **HOW TO** box. Invite volunteers to read the tips out loud.

3b

- Invite students to look back at the text in Exercise 2 and underline all the linking words from the **HOW TO** box.

#### ANSWERS

Other relatives often come too, so the house ...  
The house is in the middle of nowhere, and there aren't any ...  
... hills to climb and a huge forest to explore. And there's the sea as well.  
... wind on my face and the sand under my feet. I also love swimming ...  
My gran is not only one of the coolest people on the planet, but she's also an amazing cook.

#### PRACTISE

4

- Focus students on the sentences and ask them to rewrite them using the words in brackets to link the ideas. Point out that some will be joined into one sentence, whereas others will still be two sentences.
- Encourage students to compare their answers in pairs before you check them in open class.

#### ANSWERS

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

#### Extra activity

Ask students to work in pairs to write a sentence that describes each of the following words in sensory, descriptive terms: *sand, river, trees, house, birdsong*.

Encourage them to use at least two adjectives. Then ask them to note which of the five senses they have described, eg *I love the feeling of fine, golden sand between my toes.* – touch/sight.

**PLAN**

5

- Explain to students that they are going to write a description about a place they really like.
- Focus their attention on the **Writing plan** and go through the different points with them.
- Give students 10 minutes to write their ideas for their plan. Circulate and help students if necessary.

**WRITE AND CHECK**

6

- Ask students to use their plans and the model description to write their own description. Encourage them to use some of the language they have studied in this unit. Set a time limit of 10 minutes.
- When students have finished writing, encourage them to check their work.

**SHARE**

7

- Ask students to swap their description with a partner to read and discuss which place they would most like to visit and explain why.

**Homework**

Ask students to write five sentences to connect some of the ideas in the *Get started* activity using *and*, *also*, *too*, *as well* and *not only + but also*.

**VOCABULARY The senses**

1

- Divide the class into pairs to look at the words in the box and match the words to the five senses (touch – feel, touch; sight – look, see, sight, watch; smell – smell; hearing – hear, hearing, listening, sounds; taste – taste.
- Ask students to work individually to complete Casper Wright’s introduction to his video game with the words in the box.
- Encourage them to compare their answers in pairs before you check them in open class.

**ANSWERS**

1 watch 2 sight 3 see 4 listening 5 hearing  
6 hear 7 sounds 8 Look 9 touch/feel  
10 feel/touch 11 smell 12 taste

**GRAMMAR Passive tenses**

3

- Write a scrambled past passive sentence on the board for students to order, eg: *invented Marconi The was by radio* (The radio was invented by Marconi) and elicit from students which tense this sentence is in and how we form the passive.
- Explain that the text is an encyclopaedia entry and ask them to complete it with the passive form of the verbs in brackets.
- Nominate different students to read the text out loud, sentence by sentence, to check answers in open class.

**ANSWERS**

1 was created 2 was inspired 3 was interviewed  
4 will be used 5 will be connected 6 was reported  
7 is played 8 will be remembered

**Colour idioms**

2

- Explain to students that they are going to complete the conversation from the video game with colours to make typical English expressions.
- In a less confident class, write the colour options on the board: *black, white, red, blue, green*.
- Divide the class into pairs to complete the conversation by writing a colour in each gap.
- Nominate different students to read out their answers to check them in open class.
- Invite students to read the conversation out loud in pairs.

**ANSWERS**

1 black 2 blue 3 white 4 black 5 white 6 red  
7 green 8 red 9 blue 10 blue

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

4

- Ask students to read the *SensaWorld* rules and complete them using *in order to/to* or *so that/so*.
- Circulate and monitor as students are doing the task. If you feel they are having difficulty, stop them mid-task and do a quick review of when we use *in order to/to* and *so that/so*.
- Check answers in open class.

**ANSWERS**

1 in order to / to 2 so that / so 3 in order to / to  
4 in order to / to 5 so that / so 6 so that / so

**Extra Resources**

Go to the Teacher’s Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- mid-term tests
- downloadable audio and audio scripts for the Student’s Book and Workbook
- videos and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- CLIL lesson, with full teacher’s notes
- a life skills lesson, with full teacher’s notes
- Speaking Database materials
- the *Beyond B1* wordlist
- test generator for Unit 5 testing materials (all skills)
- tips for using the Grammar Database
- and more!

Go to the Workbook pages 52–63 for further practice material