

The Senses - Teacher's Notes

Level: Previous knowledge of L2, pre-intermediate

Time: 2 lessons of 45 minutes each

Age group: 13-14

Class size: up to 24

Student interaction: group, individual, class

Skills trained: speaking, reading, listening, and writing

Competencies: learning, problem solving, communication, social and interpersonal competencies

Percentage L1 / L2: 25 / 75 %

Materials: bowls, ice cubes, apple, samples of different things of different tastes, spoon or fork, scarf to blindfold a partner, dictionaries

Resources: handout

Equipment: OHP if possible

Main aims: to enable the students to gain preliminary knowledge of the concepts and terminology of the phases, tastes, senses, and to reinforce the vocabulary of the parts of body; to draw the students' attention to a connection between the senses and learning styles

Specific Subject Knowledge Objective:

Students will:

- distinguish the differences between solids, liquids and gas in terms of phase transition and the conditions under which the change can happen
- reinforce and, in some cases, gain the vocabulary and lexis used for description

Specific Linguistic Objectives:

Students will:

- be able to read, understand and use simple adjectives
- be able to ask and answer *Wh-* questions
- be able to read and understand subject-specific vocabulary
- be able to take part in simple discussions, eg, justifying, asking for repetition and clarification
- be able to ask for definitions
- be able to ask and answer questions according to their opinion
- be able to write simple sentences and definitions
- be able to conduct a simple group experiment in English

- become more aware of present, past and future tenses in English
- be able to read and understand simple instructions

Cross curriculum links:

- Physics – solid, soft, warm, cold,... thawing
- Art – colours
- Biology – parts of the body, senses, taste
- Psychology – different learning styles

Lesson 1:

Observation

Lead in: Ice cubes

- Divide the class into pairs and give each pair a bowl.
- While you put ice cubes into each bowl, explain the aim of the lesson (to explore and describe sensory experience).
- Ask students to make a list of adjectives and similar words to describe the ice cube.
- Check students' notes.

Exercise 1

Stage 1: Senses

- Show the students a big, nice (red) apple and try to elicit as much information about it as possible.
- Hand out the student's worksheet.
- Students fill in the chart, by writing down adjectives according to the part of the body used to gain information about 'the apple'.
- Try to elicit the 5 senses and words for each sense.
- Students make notes in the chart.

Exercise 2

Stage 2: Experiment

- For this stage students will need: apple, samples of different things of different tastes, spoon or fork, scarf to blindfold a partner, dictionaries.
- Explain how the experiment will work and then ask students to put the instructions in Exercise 2 in the correct order.
- Ask them to ask about the taste last.
- Once they have ordered the sentences, students can use the instructions to do the experiment.
- Students work in pairs, the student who is not blindfolded makes notes of B's answers and reports to the class at the end of the experiment.
- Students swap roles.
- Finally allow your students to compare their outcomes with another pair.

Exercise 3

Stage 3: Phases

- Draw attention to the ice cube, again. Explain 'solid phase'.
- Ask: what phase is the ice cube in your bowl in?
- Elicit what else water can change into and under what conditions.

- Introduce basic phases and the conditions for phase changes using the diagram in this exercise on the student's worksheet.

Extra work suggestions: consolidation

- Review the lesson with the help of the students.
- Pay special attention to new vocabulary as well as language structures (*Wh*-questions, asking for description, consolidation, etc.). This stage of lesson works well as a competition.

Game 1: Review of new vocabulary

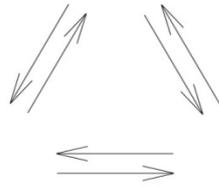
- Ask between two to four students to leave the classroom.
- Invite the rest of the class to write new vocabulary from the previous lesson on the blackboard. Words can be written in random order and at any angle as long as they are legible.
- You can control this part of the game by limiting the number of words to be put on the blackboard, or the number of words one student is allowed to write on the board.
- Students need to check that the word they want to put on the board has already been written.

Game 2: Describing objects

- Example sentence: I am holding a picture of an object, it is in a solid state, it is round, usually it is light brown in colour with some red and yellow, it feels warm, it tastes salty and it smells nice. What is it? (pizza)
- Divide the class into two groups, and arrange the two groups into a single semi-circle – with one group making one half, and the other the other half and a teacher and appointed assistant on either end.
- Tell students they are going to play: *Tell me what I am whispering.* (The assistant or second teacher helps to start the activity at the other end of the semicircle.)
- Teachers/assistants whisper into the first students' ear the description of a picture they are holding in their hands (as in the example above).
- Students whisper the message they hear to the student beside them. Once the message gets to the middle, the last student in each group says the name of the object they think matches the description. This can be done as a competition.
- As a second stage, this game can be done in pairs with students thinking of their own objects and describing them to a partner.

Test:

- This test can be given to consolidate students understanding of the transition phases as taught in Exercise 3 of the Student's Worksheet.
- Feedback suggestions: "Good / Average / Very well / Well done / Excellent / That's right / That's not quite right, etc."
- Draw the diagram below on the board/OHP and ask students to copy it, fill in the text and explain what it means.



- Check individually or as a class.

As an extension to the above test, do the following exercise:

Draw the arrows on the blackboard but without the text and ask students to come in turns to the blackboard, each student writes one piece of information on the diagram and explains what is it.

Game 3: See / Hear or Feel?

- Ask the students to draw 3 columns with: See, Hear, Feel as headers.
- Explain that you are going to read some words one after another.
- As soon as the student hears a word he must write the word into one of the columns without any hesitation.
- Explain to the student not to worry about being correct. *Just write the word into the column following your very first impression of the word. I will explain later the reason for this exercise.*
- When done, ask students to count which of their columns contains the most words.
- Now explain that each column shows the way our brain imagines and remembers things, on first impression. According to these results students can tell what kind of learning style they tend to use: visual (with the most words in column See), auditory (Hear) or kinaesthetic (Feel).
- Discuss the results of this exercise as a class.

The Senses - Worksheet Answer Key

Exercise 2:

The correct order is: 4, 9, 6, 8, 5, 1, 10, 3, 2 and 7

Exercise 3:

When we heat up something solid, it changes into liquid. When we cool down gas it becomes liquid. The process whereby something in a solid phase moves straight into a gas phase without moving through a liquid phase is called sublimation, the inverse process is deposition.

For Exercise 1:**Language support on OHP or blackboard:**

Lead in:

What is it like?

It is cold / wet.

What colour is it?

It is colourless / red / grey / ...

It is solid / soft.

The Senses

Worksheet

Exercise 1: Parts of the body

Reading, writing, speaking

Complete the table.

Parts of the body	Adjectives	Sense
eyes		sight
mouth, tongue		taste (sweet, sour, salty, bitter)
nose		smell
fingers, skin		touch
ears		hear

Exercise 2: Experiment instructions

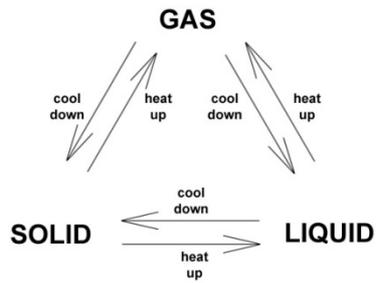
Reading

Put the instructions into the correct order.

1. Student A asks: "How does it taste?"
2. Student B's own answer.
3. Student A asks: "What is it?"
4. Student A blindfolds student B.
5. Student B answers: "Yes, I do," or "No, I don't."
6. Student A puts a sample into student B's mouth.
7. Student A notes down all B's answers into the appropriate column.
8. Student A asks: "Do you like it?"
9. While student A is waiting to get a sample from the teacher, student B is thinking about how he/she will describe his/her experience.
10. Student B answers: "It tastes sweet", or "It tastes bitter", or "It tastes sour", or "It tastes salty."

Exercise 3: Phases and their changes

Writing



Fill in the gaps with appropriate word. One word is used more than once.

solid liquid heat up phase sublimation cool down

When we _____ something solid, it changes into liquid.

When we _____ gas it becomes _____.

The process whereby something in a _____ phase moves straight into a gas _____ without previously being in a _____ phase is called _____, the inverse process is deposition.