**Linguaskill Lesson Plans**

**Reading Lesson 3**

**Description**

The topic of this lesson is the five senses. It looks at the grammar and meaning of vocabulary connected to the senses. The lesson also focuses on preparing learners for the multiple-choice cloze task (‘multiple-choice gap-fill’) in the Linguaskill Reading test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise language related to the five senses * to raise awareness of the requirements of multiple-choice cloze tasks * to develop techniques and strategies for this task-type based on practice of a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B2 level. Note that while most of the vocabulary is more suitable for B2-level learners, the techniques are also useful for learners at B1 level. |
| **Materials required** | * Student’s Worksheets 1–3 (one copy for each learner) |

**Procedure**

1. Explain that the lesson will focus on recognising the differences between words linked by topic and on language and techniques which are useful for the multiple-choice cloze task (‘multiple-choice gap-fill’) in the Linguaskill Reading test.
2. Ask learners to write down the five senses as quickly as possible and shout ‘stop’ when they have got all five. Ask the first learner to come and write them on the board. With a lower-level class, model the activity by eliciting one sense (i.e. smell) first and tell learners it is ok to demonstrate the sense if they don’t know the word for it.

Class feedback. Accept words which are similar in meaning (i.e. ‘hear’, ‘listen’, ‘sound’) but elicit or give the correct form (‘hearing’). Ask learners to identify the word-types (all nouns) and note that ‘smell’, ‘taste’ and ‘touch’ are also verb-forms.

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| **Key**   * smell * taste * touch * hearing * sight |

1. Ask learners to look at **Student’s Worksheet 1** and match the words in the box with the senses. Tell learners to check answers with a partner and then check as a class. During feedback, focus on the grammar of the words (i.e. word-type and dependent prepositions – ‘stare/look at’, ‘glance at/through’ and ‘listen to’).

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| **Key**   |  |  | | --- | --- | | Smell | scent  perfume | | Taste | flavour  bite | | Touch | stroke  grab  rub  feel | | Sight | stare  glance (n. and v.)  look (n. and v.)  see  spot  watch  vision  view | | Hearing | listen  sound |  |  | | --- | | stare flavour vision glance scent sound look stroke  bite see grab rub spot feel listen perfume view watch | |

1. Draw learners’ attention to the ‘sight’ words and ask whether they all mean the same thing. Elicit differences in meaning between some of the words, i.e. ‘look at’ (active meaning – choose to see something) vs. ‘see’ (passive meaning – to notice things with your eyes) and ‘stare’ (look at for a long time) vs. ‘glance’ (look at quickly). Give learners **Student’s Worksheet 2** and ask them to complete **Exercise 1** using suitable words from **Student’s Worksheet 1**. Point out that they can use words from both sides of the table, that more than one word may be possible and that the form of the verbs may need to be changed for some sentences. Ask learners to check with a partner before checking together as a class. In feedback, identify the contextual clues (meaning or grammar) that help make the right choice and concept-check the differences in meaning.

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| **Key**   1. It’s easy to **spot/see** the difference between the twins because they have different colour hair.  * ‘spot’ is the best choice, i.e. see something you are looking for. ‘spot the difference’ is a common collocation.  1. Which **flavour** ice cream do you want? Strawberry or chocolate? 2. I’ve only got time for a quick **glance/look** through the report now – I’ll read it more carefully later.  * ‘quick’ forces the need for a word that gives the idea of a brief look.  1. If you **listen** very carefully, you should be able to **hear** the sound of the birds singing.  * active vs. passive hearing  1. She felt the **touch** of his hand and turned around slowly. 2. I **looked/stared** at the document for ages, but I didn’t **see/spot/notice** the spelling mistake.  * ‘for ages’ forces the need for a word that gives the idea of looking for a long time.  1. Can I **stroke/touch** the dog, or will it bite me?  * clarify the difference between these two words (stroke = a longer touch).  1. There’s no point in hiding, I can **see** you behind the door.  * i.e. the ability to see rather than an active decision to look |

1. Ask learners to look at **Exercise 2** on **Student’s Worksheet 2** and complete the sentences alone before checking with a partner. During group feedback, elicit or give explanations for the answers and why the other options are not correct.

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| **Key**   1. A   The other three options all need to be followed by ‘at’. Also ‘glancing’ (i.e. looking quickly) does not fit the context.   1. C   The other three options do not give the meaning of repeated movement with some energy. ‘stroked’ is similar in meaning, but is a gentle movement, so does not fit the context. ‘touched’ is not a repeated movement.   1. C   ‘scent’ is also connected to ‘smell’ but is a positive word, so does not fit the context. The other two words relate to taste.   1. A   ‘glance’ and ‘spot’ have the meaning of a quick or unplanned look, so do not fit with ‘carefully’.  ‘look’ needs to be followed by ‘at’. |

1. Tell learners that **Exercise 2** above is similar to the items they need to complete in the multiple-choice cloze task in the Linguaskill Reading test. All options will be the same word-type but only one will fit the gap. Explain that the discussions they have had about why the other options are not correct are the strategies they should use when completing this type of task. Elicit the two key reasons why options may not be correct (**Key** – grammar of the word (e.g. dependent prepositions) and meaning).
2. Ask learners to look at **Exercise 3**, which is one item from a sample multiple-choice cloze task. They should complete it alone, check with a partner and then with the class (**Key** – ‘sight’).
3. Give learners **Student’s Worksheet 3**, which is the full sample test, including the item they have just looked at. Ask them to work through it on their own before checking with a partner. Check as a class, highlighting reasons for wrong answers (word grammar and meaning).

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| **Key**   1. C – sight [example from the previous stage of the lesson] 2. A – instantly 3. B – response 4. D – exploit (cf. ‘profit from’, ‘benefit from’) 5. A – key (cf. ‘the first/top’) |

1. You could finish the lesson with small-group discussions about the different senses. Ask learners to give examples of their favourite smells, sounds, views and tastes.

**Student’s Worksheet 1**

**There are many ways of talking about the five senses. Look at the words and expressions below and put them in the correct place in the table.**

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| Smell |  |
| Taste |  |
| Touch |  |
| Sight |  |
| Hearing |  |

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| stare flavour vision glance scent sound look stroke  bite see grab rub spot feel listen perfume view watch |

**Student’s Worksheet 2**

**Exercise 1**

**Read the sentences below and choose the correct words from Student’s Worksheet 1 to fill the gaps.**

**You can use words from both sides of the table.**

**There may be more than one correct answer.**

**You may need to change verb-forms so that they fit the sentence.**

1. It’s easy to \_\_\_\_\_\_\_ the difference between the twins because they have different colour hair.
2. Which \_\_\_\_\_\_\_ ice cream do you want? Strawberry or chocolate?
3. I’ve only got time for a quick \_\_\_\_\_\_\_ through the report now – I’ll read it more carefully later.
4. If you \_\_\_\_\_\_\_ very carefully, you should be able to \_\_\_\_\_\_\_ the sound of the birds singing.
5. She felt the \_\_\_\_\_\_\_ of his hand and turned around slowly.
6. I \_\_\_\_\_\_\_ at the document for ages, but I didn’t \_\_\_\_\_\_\_ the spelling mistake.
7. Can I \_\_\_\_\_\_\_ the dog, or will it bite me?
8. There’s no point in hiding, I can \_\_\_\_\_\_\_you behind the door.

**Exercise 2**

**Complete each sentence using one of the words below it.**

1. I’ll never forget \_\_\_\_\_\_\_\_\_\_ that amazing waterfall.

**A**  seeing **B**  looking **C** staring **D**  glancing

1. She \_\_\_\_\_\_\_\_\_\_\_ her hands together to keep them warm.

**A** stroked **B** touched **C** rubbed **D** grabbed

1. They really didn’t like the strong \_\_\_\_\_\_\_\_ of rubbish they noticed as soon as they walked into the restaurant.

**A** scent **B** flavour **C** smell **D** taste

1. The coach \_\_\_\_\_\_\_\_ all the players carefully in training before choosing his team for the match.

**A** watch **B** glance **C** spot **D** look

**Exercise 3**

**Linguaskill Test Sample Task**

**Complete the sentence using one of the words below.**

Most of us probably feel that our sense of smell is less important than our senses of

**1.** \_\_\_\_\_\_\_\_\_\_\_\_, hearing, touch or taste.

**A**  seeing **B** view **C** sight **D**  vision

**Student’s Worksheet 3**

**Complete the text using one of the words below.**

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| Most of us probably feel that our sense of smell is less important than our senses of  **(1)** \_\_\_\_\_\_\_\_\_\_\_\_, hearing, touch or taste. Yet a sudden perfume – the sweet smell of freshly cut grass, newly baked bread or even the odour of petrol – can **(2)** \_\_\_\_\_\_\_\_\_\_ carry us off to distant places in our memories. Smells create a powerful emotional  **(3)** \_\_\_\_\_\_\_\_\_\_\_\_.  Marketing departments around the world **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_ this whenever they can in order to help us part with our hard-earned cash. A recent study by an Indian hotel, for example, found that its guests agreed that scent was a **(5)** \_\_\_\_\_\_\_\_\_\_\_ factor in the enjoyment of their hotel stay, along with the quality of the hotel’s food and the behaviour of its staff. |

1. seeing view sight vision
2. instantly presently accurately correctly
3. conclusion response consequence reply
4. profit operate benefit exploit
5. key first top high