

SENSE	TITLE	TIMING
	Can you feel it? The power of touch	 45 minutes

AUTHOR	KEY WORDS	LANGUAGE
Adelajda Patyk	Senses, adjectives	English

LEVEL	TARGET GROUP	AGE
A2+ / B2	Secondary school students	15

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Describing objects using sensory details (textures). - Expressing physical sensations. - Identifying objects by touch.
FUNCTIONAL	LANGUAGE OBJECTIVES: - Adjectives: rough, smooth, prickly, slimy, fluffy, sticky. - Grammar: Sense verbs (<i>It feels rough / It feels LIKE velvet</i>). LINGUISTIC OBJECTIVES - Build lexical and grammatical mastery around sensory perception (focus: touch)

TECHNIQUES	- Group work - Pair work - Gamification - Brainstorming - Creative pitch
RESOURCES	"Mystery Box" (box with objects like sandpaper, cotton, slime). Smartphones (for ICT apps). Blindfolds (optional). https://wordwall.net/resource/106607773
ICT TOOLS	- Mentimeter - Quizlet - Wordwall - Padlet

DESCRIPTION OF ACTIVITIES		
Appetizer Warm up	10'	"The Mystery Box Challenge" (Sensory Hook) - The teacher brings a box with hidden objects (pinecone, wet sponge, silk). - Volunteers put their hand inside (without looking) and describe the texture. ICT (Mentimeter): Classmates listen and type adjectives they hear into a word cloud. Goal: Guess the object based on "It feels..." descriptions.
Salad	5'	Activity 1 "Texture Hunters" (Vocabulary Building) - ICT (Quizlet/Wordwall): Quick digital matching game on phones. - Task: Match adjectives (e.g., <i>prickly</i>, <i>slimy</i>) to images of surfaces (e.g., <i>cactus</i>, <i>snail</i>). - Grammar check: Difference between "It is rough" (object) vs. "I feel itchy" (person).
Main dish	15'	Activity 2 "Blind Artist" (Descriptive Communication) - Pair work: Student A (The Feeler) touches a hidden object and describes it to Student B (The Artist). - Constraint: Cannot name the object, only use texture words ("<i>It feels cold, smooth, and has sharp edges</i>"). - Student B must draw the object based solely on the description. - Reveal and compare.
Dessert	10'	Activity 3 "The Haptic Future" (Creative Pitch) - Work in small groups (3-4 students). - Task: Invent a product that solves a problem using touch/texture (e.g., <i>A fuzzy phone case for stress relief</i> or <i>Prickly alarm clock</i>). - ICT (Padlet): Post the Product Name + Slogan (e.g., "<i>Wake up fast. Feel the prickle.</i>"). 30-second sales pitch to the class.
Smile	5'	"High Five Feedback (Exit Ticket)" Take a note/ observation / - Formative evaluation. - Before leaving, students "high five" a poster on the door and answer one question: "Name one rough object." "Use 'It feels like' in a sentence."



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EVALUATION (Formative or sommative)

Observation of adjective use during "Main Dish" (Blind Artist).

Assessment of creativity and vocabulary accuracy in slogans during "Dessert" (Creative Pitch).

ASSESSMENT GRID /20		
Aspect	Criteria	Points
Language	Accurate and varied vocabulary	_/5
Creativity	Original sensory description	_/5
Presentation	Clear, aesthetic layout	_/5
Reflection	Personal connection / emotion	_/5



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