

| SENSE                                                                             | TITLE                                     | TIMING                                                                                           |
|-----------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------|
|  | Ignite Your Language: A Sensory Challenge | <br>45' - 60' |

| AUTHORS    | KEY WORDS           | LANGUAGE |
|------------|---------------------|----------|
| João Mouro | Burn, oxygen, flame | English  |

| LEVEL | GROUP LEVEL                       | AGE     |
|-------|-----------------------------------|---------|
| B1    | Secondary Education (High School) | 12 - 13 |

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

| OBJECTIVES           |                                                                                                                             |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>COMMUNICATIVE</b> | • Students describe sensory experiences, report experimental results and explain cause-and-effect relationships in English. |
| <b>FUNCTIONAL</b>    | • Learn sense related words                                                                                                 |
| <b>CULTURAL</b>      | • Learn how certain adjectives are said in different languages                                                              |

|                    |                                                                                                                                                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>METHODOLOGY</b> | • CLIL and experiential learning combining Chemistry experiments with English language practice.                                                                                                                                 |
| <b>TECHNIQUES</b>  | • Sensory observation, practical experimentation, collaborative work and audio comparison activities.                                                                                                                            |
| <b>RESOURCES</b>   | <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=f9KiWxPivhs">https://www.youtube.com/watch?v=f9KiWxPivhs</a></li> <li>○ <a href="https://elevenlabs.io/">https://elevenlabs.io/</a></li> </ul> |
| <b>ICT TOOL</b>    | • Camera (mobile phone) + Eleven Labs (site) + Computer + Video projector + Speakers                                                                                                                                             |

## ASSESSMENT

### Sensory Adjective Fill-in (Vocabulary Focus)

Instructions: Choose the best sensory adjective from the box to complete each sentence. Use each word only once.

| Waxy | Smooth | Sweet | Rough | Smoky | Warm |

- Before the experiment, the glass jar felt \_\_\_\_\_ and \_\_\_\_\_ to the touch.
- The lit candle gave off a \_\_\_\_\_ aroma because it contained vanilla essence.
- We used the \_\_\_\_\_ wick to light the candle.
- After the flame was extinguished, we smelled a \_\_\_\_\_ odor near the wick.
- After the candle burned, the wax felt \_\_\_\_\_ to the touch before it cooled down.

### Scientific Procedure Fill-in (Procedure & Concept Focus)

Instructions: Choose the best word to complete the scientific description of the experiment.

| Extinguishes | Oxygen | Longest | Volume | Record | Combustion |

- We need to \_\_\_\_\_ the time when the flame goes out.
- The process of burning is called \_\_\_\_\_.
- The candle needs \_\_\_\_\_ to keep burning.
- The large jar had the largest \_\_\_\_\_ of air, so the candle burned the \_\_\_\_\_.
- When the jar is placed over the candle, the flame eventually \_\_\_\_\_ because the air runs out.

### Cause and Effect Match-Up (Structure & Grammar Focus)

Instructions: Match the cause (Column A) with the correct effect (Column B).

| Column A (Cause)                                       | Column B (Effect)                        |
|--------------------------------------------------------|------------------------------------------|
| 1. We placed a large jar over the candle,              | A. so we could smell a faint smoky odor. |
| 2. The flame consumed all the oxygen,                  | B. and the glass felt cool and smooth.   |
| 3. The candle was scented with cinnamon,               | C. so it burned for the longest time.    |
| 4. We touched the jar before lighting the candle,      | D. so the flame extinguished quickly.    |
| 5. We quickly lifted the jar after the flame went out, | E. so we smelled a spicy aroma.          |

| DESCRIPTION OF ACTIVITIES |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appetizer                 | 10' | <b>Activity 1</b><br>Activity (5 Minutes): "The Five Senses Quick Quiz"<br><br>Start by asking: "How many senses do we have?"<br><br>Review and practice essential sense vocabulary (Choral Repetition): Sight, Smell, Touch, Hearing, Taste.<br><br>Focus on the two main senses for the class: Smell and Touch. Introduce 3-4 key adjectives for each (e.g., Smooth, Rough, Hot, Cold / Sweet, Smoky, Strong, Faint).<br><br>Activity (5 Minutes): "Materials Check" (Touch Focus)<br><br>Ask students to safely touch the materials before lighting the candle (jars, cold wax, wick).<br><br>They describe what they feel aloud or in a notebook, using the new vocabulary: "The glass is cool and smooth." "The wax is hard."                                                                                                                                                                                                                                                                                                                   |
|                           |     | <b>Activity 2</b><br>Introduce the central scientific concept ( <i>Combustion</i> ) and the timing procedure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Salad                     | 5'  | <ul style="list-style-type: none"> <li><b>Procedure (3 Minutes):</b> Explain the experiment's rationale: "<i>We need <b>oxygen</b> for <b>combustion</b>.</i>" "<i>The jar <b>seals</b> the oxygen.</i>"</li> <li><b>Preparation (2 Minutes):</b> Review the timing steps: "<b>Light, Place, Start, Stop, Record.</b>"</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Main Dish                 | 15' | <b>Activity 3</b> <ul style="list-style-type: none"> <li><b>Trial 1 &amp; Smell (5 Minutes):</b> <ul style="list-style-type: none"> <li>Light the first (vanilla/ <b>sweet-scented</b>) candle.</li> <li><b>"Small Jar Trial":</b> Time until the flame <b>extinguishes</b>.</li> <li>Immediately after, the student <b>smells</b> the vapor from the jar.</li> <li><b>Reporting (Smell):</b> Students write in their "<b>Sensory Observation Report</b>"</li> <li><i>"I smell a <b>sweet</b> and <b>smoky</b> aroma."</i></li> </ul> </li> <li><b>Trial 2 &amp; 3 (10 Minutes):</b> <ul style="list-style-type: none"> <li>Repeat the process for the <b>Medium</b> (spicy/ <b>strong-scented</b>) and <b>Large</b> (plain/ <b>waxy-scented</b>) jars.</li> <li>Students focus on <b>Sight</b>: Compare the <b>flame height</b> and the <b>time</b>.</li> <li><b>Reporting (Table):</b> Students record the 3 times and the 3 smell adjectives.</li> <li><i>(Expected Result: Large Jar &gt; Medium Jar &gt; Small Jar).</i></li> </ul> </li> </ul> |
|                           |     | <b>Activity 3 - Compare the scientific and linguistic results, using the recorded/translated audio material.</b><br><br>Compare the scientific and linguistic results, using the recorded/translated audio material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Dessert                   | 10' | <ul style="list-style-type: none"> <li><b>Scientific Analysis (3 Minutes):</b> <ul style="list-style-type: none"> <li><b>Discussion in English:</b> "<i>Which jar burned the <b>longest</b> time?</i>" "<i>Why?</i>" (Answer: Because of the <b>volume</b> of <b>oxygen</b>).</li> </ul> </li> <li><b>Audio Exercise (7 Minutes): "Eleven Labs Comparison Challenge"</b> <ul style="list-style-type: none"> <li>Use a segment of the video script that was recorded and translated (e.g., the Smell Phase description).</li> <li><b>Step 1:</b> Play the original English audio. Ask students to <b>write only the sensory adjectives</b> they hear (e.g., <i>sweet, smoky, strong</i>).</li> <li><b>Step 2:</b> Play the Portuguese translation generated by Eleven Labs.</li> <li><b>Discussion (in English):</b> "<i>Did the translation use the word 'sweet' ?</i>" (Encouraging discussion about vocabulary nuances).</li> </ul> </li> </ul>                                                                                                    |



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Artificial intelligence aided

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