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Level 6 – 19th November, 2020

New project to recreate smells from centuries ago

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<https://breakingnewsenglish.com/2011/201119-historic-smells.html>

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Please try Levels 4 and 5 (they are easier).

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THE ARTICLE

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth century smelt like? A team of researchers is trying to find out. Scientists, historians and experts in smells have embarked on a \$3.3 million project to identify and even recreate the aromas that filled the air between the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is to develop an online encyclopaedia of smells, including biographies of distinct odours that are specific to past times. The website will reveal insights into the emotions aroused by the smells in bygone centuries and the places associated with certain scents.

The project website says: "Smells shape our experience of the world, yet we have very little sensory information about the past." It lists a series of questions it hopes researchers will answer. These are: "What are the key scents...that have shaped our cultures? How can we extract sensory data from large-scale digital text and image collections? How can we represent smell in all its facets in a database? How should we safeguard our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an array of smells, pleasant and unpleasant. He said: "We are trying to encourage people to consider both the foul and the fragrant elements of Europe's olfactory past."

Sources: <https://www.theguardian.com/science/2020/nov/17/scents-of-history-study-hopes-to-recreate-smells-of-old-europe>
<https://odeuropa.eu/>
<https://www.youtube.com/watch?v=m6iMmeFLvhg>

WARM-UPS

1. HISTORIC SMELLS: Students walk around the class and talk to other students about historic smells. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

sixteenth century / historians / experts / project / aromas / develop / past / insights / experience / information / questions / culture / data / image / database / fragrant

Have a chat about the topics you liked. Change topics and partners frequently.

3. SMELL: Students A **strongly** believe smell is our most important sense; Students B **strongly** believe it is our least important sense. Change partners again and talk about your conversations.

4. SENSES: How important are these senses? What would life be like without them? Complete this table with your partner(s). Change partners often and share what you wrote.

	How Important?	What Life Would Be Like Without Them
Smell		
Sight		
Touch		
Hearing		
Taste		
Intuition		

5. THE PAST: Spend one minute writing down all of the different words you associate with the word "the past". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. AROMAS: Rank these with your partner. Put the best aromas at the top. Change partners often and share your rankings.

- coffee
- Chanel #5
- freshly baked bread
- popcorn
- the countryside
- banana
- incense
- fresh air

VOCABULARY MATCHING

Paragraph 1

- | | |
|------------------|--|
| 1. expert | a. Relating to the sense of smell. |
| 2. embarked | b. A book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically. |
| 3. aroma | c. A person who has a comprehensive and authoritative knowledge of or skill in a particular area. |
| 4. olfactory | d. Belonging to a time in the past. |
| 5. encyclopaedia | e. Begin a course of action, especially one that is important. |
| 6. distinct | f. A easy-to-recognise, typically nice smell. |
| 7. bygone | g. Recognizably different in nature from something else of a similar type. |

Paragraph 2

- | | |
|--------------|--|
| 8. sensory | h. Very disagreeable, horrible, nasty, disgusting, etc. |
| 9. extract | i. Relating to feelings or the what we understand through touch, sight, hearing, taste, and smell. |
| 10. facet | j. Remove or take out. |
| 11. heritage | k. An impressive range of a particular type of thing. |
| 12. array | l. Valued objects and qualities such as cultural traditions, unspoiled countryside, and historic buildings that have been passed down from previous generations. |
| 13. pleasant | m. A particular aspect or feature of something. |
| 14. foul | n. Giving a sense of happy satisfaction or enjoyment. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

1. TRUE / FALSE:

Read the headline. Guess if a-h below are true (T) or false (F).

- a. There is a \$30 million project to research smells from centuries ago. **T / F**
- b. Researchers will try to recreate smells of the early 20th century. **T / F**
- c. Researchers want to create an online encyclopaedia of smells. **T / F**
- d. The article said the website will include smells from all over the world. **T / F**
- e. The website said we have a lot of sensory information about the past. **T / F**
- f. Researchers will look into the key scents that shaped our cultures. **T / F**
- g. Researchers will try to put the smells in a database.
- h. The team leader wants people only to be aware of nice smells. **T / F**

2. SYNONYM MATCH:

Match the following synonyms. The words in **bold** are from the news article.

- | | |
|----------------------|---------------|
| 1. trying | a. aspects |
| 2. project | b. clear |
| 3. distinct | c. related |
| 4. reveal | d. form |
| 5. associated | e. string |
| 6. shape | f. attempting |
| 7. series | g. disgusting |
| 8. extract | h. disclose |
| 9. facets | i. take out |
| 10. foul | j. venture |

3. PHRASE MATCH:

(Sometimes more than one choice is possible.)

- | | |
|------------------------------------|----------------------------|
| 1. know what the sixteenth century | a. filled the air |
| 2. embarked on a | b. its facets |
| 3. recreate the aromas that | c. centuries |
| 4. The goal is to develop | d. fragrant |
| 5. aroused by the smells in bygone | e. \$3.3 million project |
| 6. Smells shape our experience | f. shaped our cultures |
| 7. the key scents that have | g. of smells |
| 8. represent smell in all | h. smelt like |
| 9. be aware of an array | i. of the world |
| 10. the foul and the | j. an online encyclopaedia |

GAP FILL

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth century (1) _____ like? A team of researchers is trying to find out. Scientists, historians and experts in smells have (2) _____ on a \$3.3 million project to identify and even recreate the (3) _____ that filled the air between the 16th and (4) _____ 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is to develop an online encyclopaedia of smells, including biographies of (5) _____ odours that are (6) _____ to past times. The website will reveal insights into the emotions aroused by the smells in (7) _____ centuries and the places associated with (8) _____ scents.

The project website says: "Smells (9) _____ our experience of the world, yet we have very little sensory information about the past." It lists a (10) _____ of questions it hopes researchers will answer. These are: "What are the key (11) _____...that have shaped our cultures? How can we (12) _____ sensory data from large-scale digital text and image collections? How can we represent smell in all its (13) _____ in a database? How should we (14) _____ our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an (15) _____ of smells, pleasant and unpleasant. He said: "We are trying to encourage people to consider both the (16) _____ and the fragrant elements of Europe's olfactory past."

embarked

specific

early

certain

smelt

bygone

aromas

distinct

scents

foul

facets

shape

array

extract

series

safeguard

LISTENING – Guess the answers. Listen to check.

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

- 1) Would you like to know what the sixteenth _____?
 - a. century melts like
 - b. century smite like
 - c. century smitten like
 - d. century smelt like
- 2) A team of researchers is trying to find out. Scientists, historians and _____
 - a. expats in smells
 - b. expects in smells
 - c. experts in smells
 - d. excerpts in smells
- 3) embarked on a \$3.3 million project to identify and even _____
 - a. reek create the aromas
 - b. leek create the aromas
 - c. recreates the aromas
 - d. recreate the aromas
- 4) develop an online encyclopaedia of smells, including biographies _____
 - a. of distinct odours
 - b. of distinction odours
 - c. of distant odours
 - d. of distanced odours
- 5) The website will reveal insights into the emotions aroused by the smells _____
 - a. in bye gone centuries
 - b. in buy gone centuries
 - c. in bygone centuries
 - d. in be gone centuries
- 6) yet we have very little sensory information _____
 - a. about the passed
 - b. about the past
 - c. about the parsed
 - d. about the psst
- 7) How can we represent smell in _____
 - a. all its facets
 - b. all its faucets
 - c. all its fact check
 - d. all its fact sets
- 8) How should we safeguard our _____
 - a. olfactory hurry stage
 - b. olfactory inheritance
 - c. olfactory hermitage
 - d. olfactory heritage
- 9) Dr William Tullett wants people to be aware of an _____
 - a. allay of smells
 - b. array of smells
 - c. alloy of smells
 - d. a ray of smells
- 10) consider both the foul and the _____
 - a. fragrant elements
 - b. fragrance elements
 - c. flagrant elements
 - d. flay grant elements

LISTENING – Listen and fill in the gaps

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth (1) _____? A team of researchers is trying to find out. Scientists, historians and experts in smells (2) _____ a \$3.3 million project to identify and even recreate the (3) _____ the air between the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is to develop an online encyclopaedia of smells, including biographies (4) _____ that are specific to past times. The website will reveal insights into the (5) _____ the smells in bygone centuries and the places associated (6) _____.

The project website says: "Smells (7) _____ of the world, yet we have (8) _____ information about the past." It lists a series of questions it hopes researchers will answer. These are: "What are the key scents...that have shaped our cultures? How can (9) _____ data from large-scale digital text and image collections? How can we represent smell in all (10) _____ a database? How should we safeguard our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an (11) _____, pleasant and unpleasant. He said: "We are trying to encourage people to consider (12) _____ and the fragrant elements of Europe's olfactory past."

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

1. What century did the article ask if we were interested in knowing about?
2. How much will the project cost?
3. How many centuries will the scientists research?
4. What will the researchers develop an online version of?
5. What will a website reveal insights into?
6. What did the website say shapes our experience of the world?
7. What does the website list?
8. What do the researchers hope to safeguard?
9. Who is William Turret?
10. What smells do the researchers want us to be aware of?

MULTIPLE CHOICE - QUIZ

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

- 1) What century did the article ask if we were interested in knowing about?
 - a) the 17th century
 - b) the 16th century
 - c) the 18th century
 - d) the 19th century
- 2) How much will the project cost?
 - a) \$3.2 million
 - b) \$2.3 million
 - c) \$2.2 million
 - d) \$3.3 million
- 3) How many centuries will the scientists research?
 - a) 3
 - b) 4
 - c) 5
 - d) 6
- 4) What will the researchers develop an online version of?
 - a) an encyclopaedia
 - b) the smell of chocolate
 - c) a smell detector
 - d) the 18th century
- 5) What will a website reveal insights into?
 - a) how people lived in bygone centuries
 - b) emotions aroused by smells
 - c) our noses
 - d) olfactory processes
- 6) What did the website say shapes our experience of the world?
 - a) smells
 - b) noses
 - c) olfactory systems
 - d) foul smells
- 7) What does the website list?
 - a) smells
 - b) centuries
 - c) questions
 - d) nose shapes
- 8) What do the researchers hope to safeguard?
 - a) our olfactory heritage
 - b) noses
 - c) smells
 - d) the 16th century
- 9) Who is William Turret?
 - a) a 16th century scientist
 - b) a smell expert
 - c) an encyclopaedia writer
 - d) the team leader
- 10) What smells do the researchers want us to be aware of?
 - a) dangerous smells
 - b) fresh bread
 - c) pleasant and unpleasant ones
 - d) smells that make us happy

ROLE PLAY

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Role A – Smell

You think the sense of smell is the most important sense. Tell the others three reasons why. Tell them why their senses aren't as important. Also, tell the others which is the least important of these (and why): taste, hearing or touch.

Role B – Taste

You think the sense of taste is the most important sense. Tell the others three reasons why. Tell them why their senses aren't as important. Also, tell the others which is the least important of these (and why): smell, hearing or touch.

Role C – Hearing

You think the sense of hearing is the most important sense. Tell the others three reasons why. Tell them why their senses aren't as important. Also, tell the others which is the least important of these (and why): taste, smell or touch.

Role D – Touch

You think the sense of touch is the most important sense. Tell the others three reasons why. Tell them why their senses aren't as important. Also, tell the others which is the least important of these (and why): taste, hearing or smell.

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'historic' and 'smell'.

historic	smell
-----------------	--------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• century• experts• air• called• specific• bygone	<ul style="list-style-type: none">• shape• series• extract• facets• array• foul
--	--

HISTORIC SMELLS SURVEY

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Write five GOOD questions about historic smells in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

HISTORIC SMELLS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'historic'?
3. What do you think of the idea of historic smells?
4. What do you think the 16th century smelt like?
5. What does the 21st century smell of?
6. Do you think the past smelt more or less fragrant than today?
7. What smells from the past are missing today?
8. Which smells today do you want to become history?
9. What do you think of your smells?
10. What do other people think of your smells?

New project to recreate smells from centuries ago – 19th November, 2020
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HISTORIC SMELLS DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'smell'?
13. What do you think about what you read?
14. What do you think of bad breath?
15. What do you think of B.O. (body odour)?
16. What century would you like to smell?
17. How do countries smell differently?
18. Can digital information recreate a smell?
19. What do you think of the idea of watching a smell-o-vision?
20. What questions would you like to ask the researchers?

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

LANGUAGE - CLOZE

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth century (1) _____ like? A team of researchers is trying to find out. Scientists, historians and (2) _____ in smells have embarked on a \$3.3 million project to identify and even recreate the aromas that (3) _____ the air between the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is to develop an online encyclopaedia of smells, including (4) _____ of distinct odours that are specific to past times. The website will reveal (5) _____ into the emotions aroused by the smells in bygone centuries and the places associated (6) _____ certain scents.

The project website says: "Smells shape our experience of the world, yet we have very little (7) _____ information about the past." It lists a series of questions it hopes researchers will answer. These are: "What are the (8) _____ scents...that have shaped our cultures? How can we extract sensory data from large-scale digital text and image collections? How can we represent smell in all its (9) _____ in a database? How should we safeguard our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an (10) _____ of smells, pleasant and unpleasant. He said: "We are trying to encourage people to consider both the (11) _____ and the fragrant elements of Europe's olfactory (12) _____."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|--------------|---------------------|-----------------|
| 1. | (a) smelt | (b) molt | (c) molten | (d) molted |
| 2. | (a) expats | (b) expects | (c) experts | (d) extant |
| 3. | (a) smelt | (b) fragrant | (c) filled | (d) wafted |
| 4. | (a) biosphere | (b) biology | (c) autobiographies | (d) biographies |
| 5. | (a) incense | (b) insiders | (c) insights | (d) incisive |
| 6. | (a) at | (b) with | (c) to | (d) as |
| 7. | (a) sensing | (b) sensory | (c) séance | (d) nonsense |
| 8. | (a) quay | (b) key | (c) queue | (d) chi |
| 9. | (a) facts | (b) faucets | (c) facets | (d) faces |
| 10. | (a) ally | (b) alloy | (c) allay | (d) array |
| 11. | (a) fowl | (b) fool | (c) foal | (d) foul |
| 12. | (a) parsed | (b) psst | (c) passed | (d) past |

SPELLING

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Paragraph 1

1. abedmkre on a \$3.3 million project
2. recreate the asrmoa
3. briigehsopa of distinct odours
4. The website will reveal htsigni into the emotions
5. aroused by the smells in byoeng centuries
6. places associated with certain cssten

Paragraph 2

7. It lists a rseies of questions
8. we have very little sesryon information
9. we represent smell in all its tcfase
10. safeguard our olfactory hragteei
11. We are trying to ncoagueer people
12. both the foul and the aagrftn elements

PUT THE TEXT BACK TOGETHER

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Number these lines in the correct order.

- () people to be aware of an array of smells, pleasant and unpleasant. He said: "We are
- () text and image collections? How can we represent smell in all its facets in a database? How should we
- () trying to encourage people to consider both the foul and the fragrant elements of Europe's olfactory past."
- () is to develop an online encyclopaedia of smells, including biographies of distinct odours that are
- () safeguard our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants
- () information about the past." It lists a series of questions it hopes researchers will answer. These are: "What are the key
- () specific to past times. The website will reveal insights into the emotions aroused
- () scents...that have shaped our cultures? How can we extract sensory data from large-scale digital
- () by the smells in bygone centuries and the places associated with certain scents.
- () The project website says: "Smells shape our experience of the world, yet we have very little sensory
- () out. Scientists, historians and experts in smells have embarked on a \$3.3 million project to
- () called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal
- (**1**) Would you like to know what the sixteenth century smelled like? A team of researchers is trying to find
- () identify and even recreate the aromas that filled the air between the 16th and early 20th centuries. The project is

PUT THE WORDS IN THE RIGHT ORDER

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

1. the what know smelt like . sixteenth To century
2. researchers is out . of A trying find team to
3. Experts embarked project . a \$3.3 million smells in on
4. the that aromas the Recreate air . filled
5. the emotions aroused Insights by the smells . into
6. the little sensory We past . about have information
7. our have The key shaped scents that cultures .
8. all smell facets . in represent its We
9. smells . Be of aware array of an
10. the elements . fragrant foul Consider both and the

CIRCLE THE CORRECT WORD (20 PAIRS)

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth *centuries / century* smelt like? A team of researchers is trying to find out. Scientists, historians and *expats / experts* in smells have *earmarked / embarked* on a \$3.3 million project to identify and even recreate the *aromas / amorous* that filled the air between the 16th and early 20th centuries. The *projectile / project* is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is *to / for* develop an online encyclopaedia of smells, including *biographies / autobiographies* of distinct odours that are *sure / specific* to past times. The website will *reveal / devolve* insights into the emotions aroused by the smells in *bygone / bye-bye* centuries and the places associated with certain scents.

The project website says: "Smells shape our *experiment / experience* of the world, yet we have very *small / little* sensory information about the past." It lists a *serious / series* of questions it hopes researchers will answer. These are: "What are the key scents...that have *sharpened / shaped* our cultures? How can we *extract / expect* sensory data from large-scale digital text and image collections? How can we represent smell in all its *faucets / facets* in a database? How should we safeguard our olfactory *hermitage / heritage*? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an *array / alloy* of smells, pleasant and unpleasant. He said: "We are trying to encourage people to consider both the *fowl / foul* and the fragrant elements of Europe's *satisfactory / olfactory* past."

Talk about the connection between each pair of words in italics, and why the correct word is correct.

INSERT THE VOWELS (a, e, i, o, u)

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

W__ld y__ l_k_ t_ kn_w wh_t th_ s_xt__nth c_nt_ry sm_lt l_k_? _ t__m _f r_s__rch_rs _s try_ng t_ f_nd __t. Sc__nt_sts, h_st_r__ns _nd _xp_rts _n sm_lls h_v_ _mb_rk_d _n _ \$3.3 m_ll__n pr_j_ct t_ _d_nt_fy _nd _v_n r_cr__t_ th_ _r_m_s th_t f_ll_d th_ __r b_tw__n th_ 16th _nd __rly 20th c_nt_r__s. Th_ pr_j_ct _s c_ll_d "_d__r_p_: N_g_t__t_ng _lf_ct_ry _nd S_ns_ry _xp_r__nc_s _n C_lt_r_l H_r_t_g_ Pr_ct_c_ _nd R_s__rch". Th_ g__l _s t_ d_v_l_p _n _nl_n_ _ncycl_p__d__ _f sm_lls, _ncl_d_ng b__gr_ph__s _f d_st_nct _d__rs th_t _r_ sp_c_f_c t_ p_st t_m_s. Th_ w_bs_t_ w_ll r_v__l _ns_ghts _nt_ th_ _m_t__ns _r__s_d by th_ sm_lls _n byg_n_ c_nt_r__s _nd th_ pl_c_s _ss_c__t_d w_th c_rt__n sc_nts.

Th_ pr_j_ct w_bs_t_ s_ys: "Sm_lls sh_p_ __r _xp_r__nc_ _f th_ w_rld, y_t w_ h_v_ v_ry lttl_ s_ns_ry _nf_rm_t__n _b__t th_ p_st." _t l_sts _s_r__s _f q__st__ns _t h_p_s r_s__rch_rs w_ll _nsw_r. Th_s_ _r_: "Wh_t _r_ th_ k_y sc_nts...th_t h_v_ sh_p_d __r c_lt_r_s? H_w c_n w_ _xtr_ct s_ns_ry d_t_ fr_m l_rg_ - sc_l_ d_g_t_l t_xt _nd _m_g_ c_ll_ct__ns? H_w c_n w_ r_pr_s_nt sm_ll _n _ll _ts f_c_ts _n _ d_t_b_s_? H_w sh__ld w_ s_f_g__rd __r _lf_ct_ry h_r_t_g_? _nd - Why sh__ld w_?" T__m l__d_r Dr W_ll__m T_lltt w_nts p__pl_ t_ b_ _w_r_ _f _n _rr_y _f sm_lls, pl__s_nt _nd _npl__s_nt. H_ s__d: "W_ _r_ try_ng t_ _nc__r_g_ p__pl_ t_ c_ns_d_r b_th th_ f__l _nd th_ fr_gr_nt _l_m_nts _f __r_p_'s _lf_ct_ry p_st."

PUNCTUATE THE TEXT AND ADD CAPITALS

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

would you like to know what the sixteenth century smelt like a team of researchers is trying to find out scientists historians and experts in smells have embarked on a 33 million project to identify and even recreate the aromas that filled the air between the 16th and early 20th centuries the project is called odeuropa negotiating olfactory and sensory experiences in cultural heritage practice and research the goal is to develop an online encyclopaedia of smells including biographies of distinct odours that are specific to past times the website will reveal insights into the emotions aroused by the smells in bygone centuries and the places associated with certain scents

the project website says smells shape our experience of the world yet we have very little sensory information about the past it lists a series of questions it hopes researchers will answer these are what are the key scents that have shaped our cultures how can we extract sensory data from largescale digital text and image collections how can we represent smell in all its facets in a database how should we safeguard our olfactory heritage and why should we team leader dr william tullett wants people to be aware of an array of smells pleasant and unpleasant he said we are trying to encourage people to consider both the foul and the fragrant elements of europes olfactory past

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2011/201119-historic-smells.html>

Would you like to know what the sixteenth century smelled like? A team of researchers is trying to find out. Scientists, historians and experts in smell have embarked on a \$3.3 million project to identify and even recreate the aromas that filled the air between the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". The goal is to develop a non-linear encyclopaedia of smells, including biographies of distinct odours that are specific to past times. The website will reveal insights into the emotions aroused by the smells in bygone centuries and the places associated with certain scents. The project website says: "Smells shape our experience of the world, yet we have very little sensory information about the past." It lists a series of questions it hopes researchers will answer. These are: "What are the key scents... that have shaped our cultures? How can we extract sensory data from large-scaled digital text and image collections? How can we represent smell in all its facets in a database? How should we safeguard our olfactory heritage? And - Why should we?" Team leader Dr William Tullett wants people to be aware of an array of smells, pleasant and unpleasant. He said: "We are trying to encourage people to consider both the foul and the fragrant elements of Europe's olfactory past."

HOMework

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about this news story. Share what you discover with your partner(s) in the next lesson.

3. HISTORIC SMELLS: Make a poster about historic smells. Show your work to your classmates in the next lesson. Did you all have similar things?

4. RESEARCH: Write a magazine article about funding more research on historic smells. Include imaginary interviews with people who are for and against this.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. LETTER: Write a letter to an expert on historic smells. Ask him/her three questions about them. Give him/her three of your opinions on smells. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

VOCABULARY (p.4)

1. c 2. e 3. f 4. a 5. b 6. g 7. d
8. i 9. j 10. m 11. l 12. k 13. n 14. h

TRUE / FALSE (p.5)

- a F b T c T d F e F f T g T h F

SYNONYM MATCH (p.5)

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

COMPREHENSION QUESTIONS (p.9)

1. The 16th century
2. \$3.3 million
3. Five
4. An encyclopaedia
5. Emotions aroused by smells
6. Smells
7. Questions
8. Our olfactory heritage
9. The team leader
10. Pleasant and unpleasant ones

WORDS IN THE RIGHT ORDER (p.20)

1. To know what the sixteenth century smelt like.
2. A team of researchers is trying to find out.
3. Experts in smells embarked on a \$3.3 million project.
4. Recreate the aromas that filled the air.
5. Insights into the emotions aroused by the smells.
6. We have little sensory information about the past.
7. The key scents that have shaped our cultures.
8. We represent smell in all its facets.
9. Be aware of an array of smells.
10. Consider both the foul and the fragrant elements.

MULTIPLE CHOICE - QUIZ (p.10)

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

ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.
(It's good for your English ;-)