

## Simple Pleasures – Teacher’s Notes

Level:	B1+
For:	Teenagers or adults
Length:	90 minutes
Language:	Zero conditional with “when” & present simple, vocabulary for describing senses/feelings associated with pleasure
Aim:	<ul style="list-style-type: none"><li>- Speaking descriptively about experiencing things with the 5 senses.</li><li>- Reading skills: Identifying forms in sentence structure.</li><li>- Critical thinking: How we can appreciate small things more through being aware of our different senses.</li></ul>

### Lesson Plan

#### Speaking (10 mins)

1 & 2 These can be done as a class. Read out the brief description of “simple pleasures”. Make sure the students understand the concept. You may need to prompt with one or two more examples yourself.

For each picture make sure the students talk about the **experiences** and how these relate to the 5 senses rather than simply describe what they can see in the picture. They might need help to find the appropriate vocabulary to describe certain senses.

#### Pair work (15 minutes)

3. Before the students start this task, check they understand each of the 5 senses.

Students work in pairs to come up with 5 of their own simple pleasures, one for each sense. Encourage them to think of adjectives to describe each experience.

4. This is a lead in to the reading. If they’ve included food or drink, it’s possible they can say they enjoyed it with all 5 senses.

#### Reading & vocabulary (20 mins)

5. The text is quite short and features examples of the language point of Zero Conditional + “when” – but they will look at this after they have done the vocabulary exercise. Before the students read the text, ask if anyone has an example of a simple pleasure which involves all 5 senses.

6. While the students are reading, they need to work out the meaning of the underlined words matching them to the definitions below.

7. Looking at the form of the sentences. The main information the students need to identify here is that:

- there are two **clauses\*** (you’ll need to explain what a clause is)
- one starts with *when*
- both use the verb in the *present simple form*.

If the students need help identifying these three things, a good starting point is to tell them to find the verbs in each sentence.

➤ Explain that this form is called the Zero Conditional form.

\*a clause is a group of words which contains at least a subject and a verb.



### Language Point (10 mins)

Go through the Language Point section as a class

**“if” or “when” + Zero Conditional** Students may already be familiar with the “if” conditional form. Whether or not they are, it’s a good idea to point out that “when” can replace “if” in Zero Conditionals and that there is no significant change in the meaning.

### Practice (25 minutes)

#### Part A - Answer Key

1. They feel cosy when they **hear** the sound of the crackling fire F
2. He always laughs and jumps in when he **sees** a puddle. G
3. When I **smell** the sea air, it reminds me of home. D
4. When she **tastes** fresh orange juice, she **feels** energised. H

**Part B** make sure the students understand that they are using the same form as in part A. Plus they need to describe the experience from their personal point of view.

#### Speaking

**Part C** The students can go back into the same pairs as for Ex 3 and use the chart to come up with their own Zero Conditional sentences. This should be done as a speaking exercise, if possible, without writing down their sentences.

**Part D** Encourage the students to move around the room, the aim is to find some other students who share the same or similar simple pleasures. Remind them that they should continue to practice using the Zero Conditional.

### Discussion (10 minutes)

To finish off ask the students discuss if they think it’s important to appreciate these experiences. Some students may be aware of ideas like “mindfulness” and “being in the present” as being beneficial to our mental welfare. For others it may not be so obvious. One way to illustrate the idea is to ask students to imagine if they lost one sense, what they would miss.

### Homework Task

Explain what a **log** is (and how it is now more commonly known as a blog or vlog). Each daily entry can be short, a sentence or two just noting the experience and the senses. A nice idea would be for students to record the moment with a photo or video where possible. These could then be shared in the following lesson. Or you could use Padlet or another such online platform be an ideal way for students to share their simple pleasures.