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Level 5 – 19th November, 2020

New project to recreate smells from centuries ago

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<https://breakingnewsenglish.com/2011/201119-historic-smells-5.html>

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Please try Levels 4 and 6. They are (a little) harder.

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THE READING

From <https://breakingnewsenglish.com/2011/201119-historic-smells-5.html>

What did the sixteenth century smell like? A team of researchers wants to find out. Scientists, historians and experts have embarked on a \$3.3 million project to identify and recreate the aromas from the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural Heritage Practice and Research". They will develop an online encyclopaedia of smells that will include biographies of those that are specific to past times. The website will include insights into the emotions created by the smells in bygone centuries.

The team said: "Smells shape our experience of the world, yet we have little sensory information about the past." It lists 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...digital text? How can we represent smell...in a database? How should we safeguard our olfactory heritage? And - Why should we?" The team wants people to be aware of many smells. It 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>

PHRASE MATCHING

From <https://breakingnewsenglish.com/2011/201119-historic-smells-5.html>

PARAGRAPH ONE:

- | | |
|---------------------------------------|--------------------------|
| 1. A team of researchers wants | a. \$3.3 million project |
| 2. Scientists, historians | b. early 20th centuries |
| 3. embarked on a | c. by the smells |
| 4. identify and recreate | d. to find out |
| 5. from the 16th and | e. centuries |
| 6. develop an online | f. the aromas |
| 7. insights into the emotions created | g. and experts |
| 8. in bygone | h. encyclopaedia |

PARAGRAPH TWO:

- | | |
|------------------------------------|----------------------|
| 1. Smells shape our experience | a. will answer |
| 2. we have little sensory | b. fragrant elements |
| 3. questions it hopes researchers | c. in a database |
| 4. the key scents that have shaped | d. information |
| 5. represent smell | e. smells |
| 6. safeguard our olfactory | f. our cultures |
| 7. be aware of many | g. of the world |
| 8. both the foul and the | h. heritage |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/2011/201119-historic-smells-5.html>

What did the (1) _____ like? A team of researchers wants to find out. Scientists, historians (2) _____ embarked on a \$3.3 million project to (3) _____ the aromas from the 16th and early 20th centuries. The project is called "Odeuropa: Negotiating Olfactory and Sensory Experiences in Cultural (4) _____ Research". They will develop an online encyclopaedia of smells that will (5) _____ those that are specific to past times. The website will include insights into the emotions created by the (6) _____ centuries.

The team said: "Smells (7) _____ of the world, yet we have little (8) _____ the past." It lists questions it hopes researchers will answer. These are: "What are the key scents...that have shaped our cultures? How can (9) _____ data from...digital text? How can we represent smell...in a database? How should (10) _____ olfactory heritage? And - Why should we?" The team wants people to be aware of many smells. It said: "We are (11) _____ people to consider both the foul and (12) _____ of Europe's olfactory past."

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2011/201119-historic-smells-5.html>

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HISTORIC SMELLS SURVEY

From <https://breakingnewsenglish.com/2011/201119-historic-smells-4.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.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

