

Mario Herrera  
Christopher Sol Cruz

# BIG ENGLISH



2ND EDITION  
STUDENT'S BOOK

3

# 6

# Smells Good!

## Vocabulary

I will learn to name the five senses.



## Song Time!



1 Listen, look, and say.



1 This music sounds beautiful.



2 This band sounds awful.



3 This soup tastes horrible.



4 This pie tastes delicious.



5 This apple tastes sweet.

## Senses



6 These flowers smell nice.



7 My hair looks terrible.



8 My sweater feels soft.



9 These shoes feel tight.

2 Play the silly sentences game.



# Song

I will learn to ask and answer about the five senses.

105 106  
**3**

**Listen and sing. Why do the girls like Grandma's house?**

## Grandma's House

We love my grandma's house.  
It always smells so nice.  
It smells like ginger cookies,  
Sweet, with a little spice!

**Yummy smells and her smiling face.  
We really love my grandma's place.**

Grandma likes playing old songs  
From when she was very young.  
The music sounds so wonderful,  
We have to sing along.

We always do my favorite thing,  
Baking ginger cookies.  
They taste so nice and yummy,  
We are both very lucky!

**Chorus**



**4 Match the pictures with the words. Then ask and answer about 1.**



feel  
look  
smell  
sound  
taste



This ice cream  
tastes delicious.

Number  
4.



**THINK  
BIG**

Can you think of other things you  
describe with these adjectives?  
sweet tight beautiful horrible



# Story

I will read a story about the five senses.

108  
**5**

Listen and read. What kind of soup does Luke try?

## It Tastes Terrible!



1 Luke smells something bad coming from the kitchen.



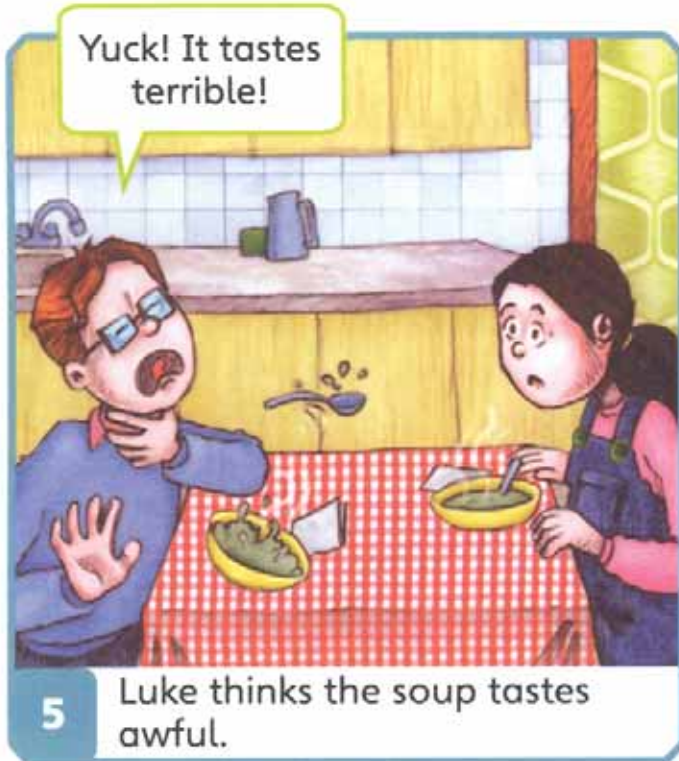
2 It is fish soup. Luke thinks it smells horrible.



3 Amy tries the soup.



4 Luke tries the soup.



**6 Put the sentences in order.**

- a Amy thinks the soup tastes OK.
- b Luke thinks the soup tastes terrible.
- c Luke thinks the fish soup smells awful.
- d Amy tries the soup.
- e Luke tries the soup.
- f Luke asks Amy to try the soup.



Which senses do you use when you are...

- a in a restaurant?
- b at a soccer game?
- c at school?

How do your senses make you aware of danger?



# Language in Action

I will listen to a dialog about the five senses.

109  
**7**

**Listen and read. Then say.**

**Cindy:** Hey, Mark. Do you want to hear my new song?

**Mark:** Uh... OK. Sure.

**Cindy:** *I don't want to run or play...  
I just want to sing all day...  
So, how does it sound?*

**Mark:** Um... it sounds... nice.

**Cindy:** Thanks! Do you want to hear more?

**Mark:** Uh... sorry, Cindy. I have to go. See you later!



**8**

**Look at 7. Role-play with a partner.**

110  
**9**

**Listen and stick. Number the pictures.**



# Grammar

I will learn to use *do* and *does* to ask and answer about the five senses.

How **does** the apple pie **taste**?

It **tastes** delicious.

How **do** your new shoes **feel**?

They **feel** tight.

## 10 Circle the correct verb.

- A:** How does the school band **sound** / **sounds**?  
**B:** They **sound** / **sounds** great. They practice every day.
- A:** How does my new shirt **look** / **looks**?  
**B:** It **look** / **looks** good. I like the color.
- A:** How does the sandwich **taste** / **tastes**?  
**B:** It **taste** / **tastes** awful. I don't like tomatoes!
- A:** How do these flowers **smell** / **smells**?  
**B:** They **smell** / **smells** nice.
- A:** How do your new gloves **feel** / **feels**?  
**B:** They **feel** / **feels** really warm.



## 11 Complete the questions with **do** or **does**.

- How \_\_\_\_\_ that pizza taste?
- How \_\_\_\_\_ the cookies smell?
- How \_\_\_\_\_ my hair look today?
- How \_\_\_\_\_ the shoes feel?
- How \_\_\_\_\_ the guitar music sound?

## 12 Look at 1. Ask and answer with a partner.



How does  
the music  
sound?

It sounds  
beautiful.





I will learn about how our senses keep us safe.

112  
13

**Listen and read. Why are our senses important?**

**CONTENT WORDS**  
avoid brain danger  
echo information  
senses sound waves  
taste buds tongue

## Our Senses Keep Us Safe

Do you know what senses are for? Every minute of every day our senses get information and send it to our brain. We use this information to understand the world around us. With our senses we understand when food looks, smells, or tastes good and fresh, or when it's bad and rotten. We also feel something hot or sharp or hear when danger is coming with our senses. Our senses are very important because they keep us safe.

Like people, animals use their senses to find food and avoid danger. But many animals' senses are very different from people's senses.

For example, we use our eyes to see, but bats can't see well. They have to use their ears. They make a sound and listen for an echo. They use the sound waves from the echo to 'see' how big something is and find it.

Snakes and lizards don't smell with their noses like us; they smell with their tongues! That's why their tongues are like a fork. The fork shape helps them understand where a smell is coming from.

Butterflies, on the other hand, don't taste with their tongues; they use their feet. They have tiny taste buds there. They help the butterfly understand what flower it is standing on. That's how they know they can eat it.



14

**Look at 13. Make sentences.**

- |                              |  |
|------------------------------|--|
| 1 Animals use their senses   | a to taste things.                     |
| 2 Bats use sounds            | b to smell things.                     |
| 3 Snakes use their tongues   | c to find food and avoid danger.       |
| 4 Butterflies use their feet | d to understand the size of something. |

**THINK BIG**

Why do animals use their senses differently from people? Which sense is the most important? Why?



I will learn about smelly jobs in different countries.

## CONTENT WORDS

awful clean fresh smelly stink take care of wet



**Listen and read. Which job smells best? Then match the jobs with the people.**

**a** Baker

**c** Garbage collector

**b** Zoo keeper

**d** Farmer

## How Does Your Job Smell?



1 André Tyrode is from Lyon. He makes cakes and pastries every day. "Everything I make tastes and smells wonderful. It makes people want to share delicious treats together, and that makes me happy." Is there anything bad about his job? Well, he gets up at 5:00 a.m. every day!



2 Alberto Rivera from Costa Rica likes his job because he can look at flowers all day. He grows and sells flowers on his farm, then sends them all over the world. Do all the flowers smell good? Yes, they do, but smelling that many flowers sometimes makes Alberto sneeze!



3 Candace Reilly is from Calgary, a city in Canada. She does a very important job. She picks trash and helps keep her city clean. Today, Calgary is the cleanest city in Canada! What does she say about a job like that? "My job doesn't smell great, in fact the trash really stinks, but I like making Calgary look, feel, and smell cleaner and better."



4 Sarah Ang takes care of Zelda, the Asian elephant at Singapore Zoo. It's one of the largest zoos in the world. "Sometimes Zelda smells, and I have to give her a bath. It's actually a great feeling when you take care of an animal like Zelda, but the smell is really awful." The bad thing is that when Sarah gives Zelda a bath, she has to take a bath, too.



**Why do some people do jobs that aren't very nice?**

## Writing | Paragraph: Final Sentences

I will learn to write final sentences.

As you know, a paragraph begins with a **topic sentence**. It introduces the subject of the paragraph.

I love tomatoes.

**Detail sentences** expand on your topic by giving details about it.

Home-grown tomatoes taste delicious, and they are good for you.

Fresh tomatoes right from the garden smell great.

They look nice in a salad, too.

You end your paragraph with a **final sentence**. It expresses the same idea as your topic sentence but in a different way.

Of all fruits and vegetables, tomatoes are my favorite.

### 16 Read the paragraph. Check (✓) the best final sentence.

Topic Sentence: My favorite toy is my teddy bear, Simpson.

Detail Sentences: Simpson is very old. He feels soft, and he always smells so nice. Simpson can't talk or run. But that's OK!

- Final Sentence:
- a Simpson is just an old teddy bear.
  - b I love Simpson more than any of my other toys.
  - c Simpson doesn't do anything.

### 17 Write a final sentence for this paragraph:

Fall is my favorite season. The colorful leaves on the trees look so pretty. The air feels nice and cool. And fall smells great, like pumpkins and burning leaves.

Final Sentence: \_\_\_\_\_  
\_\_\_\_\_



I will learn to use the sounds fl, pl, gl, and bl.

**115**  
**18** Listen, read, and repeat.

1 fl

2 pl

3 gl

4 bl

**116**  
**19** Listen and find. Then say.



**flip-flops**



**plum**



**glass**



**black**

**117**  
**20** Listen and blend the sounds.

1 f-l-a-g flag

2 p-l-a-n-t plant

3 p-l-a-y play

4 f-l-y fly

5 g-l-a-d glad

6 g-l-ow glow

7 b-l-o-ck block

8 b-l-ow blow

**118**  
**21** Read aloud. Then listen and chant.

It's summer.  
Yellow plums,  
Green plants.  
Flip-flops,  
Black shorts,  
It's summer.  
I'm glad!

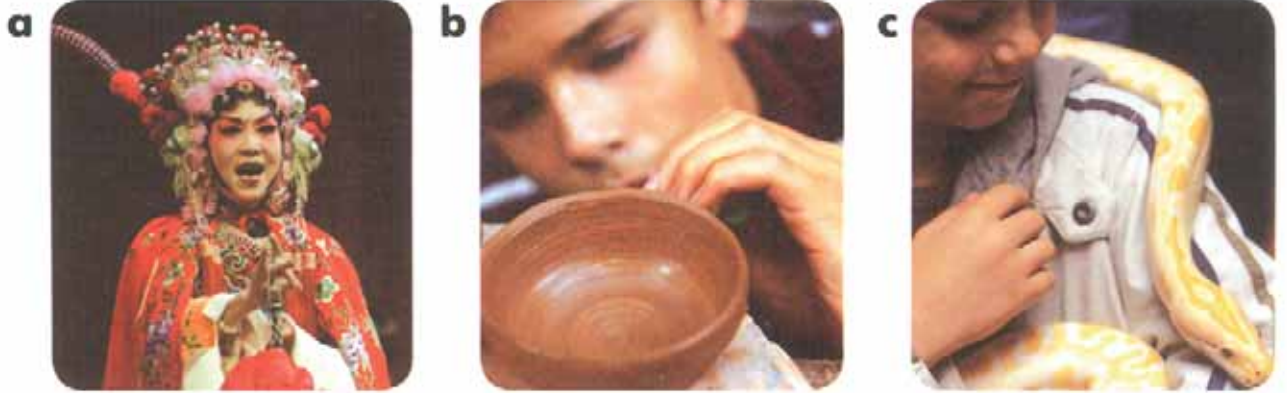


# Values | Try new things.

I will learn to talk about trying new things.

120  
22

Look, listen, and point.



23

Practice with a partner. Talk about something new that you want to try.



My mom showed me how to make oatmeal cookies. Do you want to make them with me?

OK!



Project

24

Work with a group. Make a **Try New Things** flip chart.





## 25 Complete the sentences with your own information.

- 1 My school lunch tastes \_\_\_\_\_.
- 2 When I sing, I sound \_\_\_\_\_.
- 3 My dog smells \_\_\_\_\_.
- 4 My mum looks \_\_\_\_\_.
- 5 My hat \_\_\_\_\_.
- 6 This apple \_\_\_\_\_.



## 26 Look at the pictures. Complete the questions.



- 1 How does the ice cream \_\_\_\_\_?
- 2 How does the rock band \_\_\_\_\_?
- 3 How does the man \_\_\_\_\_?
- 4 How does the stuffed animal \_\_\_\_\_?
- 5 How do the flowers \_\_\_\_\_?

### I Can

- use words for how things look, feel, taste, smell, or sound.



- use verbs and adjectives to talk about the five senses.



- talk about the five senses.



- write final sentences.



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# BIG ENGLISH



2ND EDITION  
WORKBOOK

3



# 6

# Smells Good!

## Vocabulary

1 Look and complete the sentences. Use words from the box.

feels looks smell sounds tastes

1 My sweater  \_\_\_\_\_ soft.

2 This pie  \_\_\_\_\_ delicious.

3 This music  \_\_\_\_\_ amazing.

4 My hair  \_\_\_\_\_ terrible.

5 These flowers  \_\_\_\_\_ nice.

2 Write about you.

1 What smells awful? \_\_\_\_\_

2 What smells wonderful? \_\_\_\_\_





Listen and number in order.





## Grandma's House


We always do my favorite thing,  
Baking ginger cookies.  
They taste so nice and yummy,  
We are both very lucky!

**Yummy smells and her smiling face.  
We really love my grandma's place.**

We love my grandma's house.  
It always smells so nice.  
It smells like ginger cookies,  
Sweet, with a little spice!

Grandma likes playing old songs  
From when she was very young.  
The music sounds so wonderful,  
We have to sing along.






**Chorus**







Look, read and circle.

-  1 How does the apple taste? It tastes **delicious** / **bad**.
-  2 How do these shoes feel? They feel **soft** / **tight**.
-  3 How does my hair look? It looks **terrible** / **nice**.
-  4 How does the band sound? The band sounds **bad** / **good**.
-  5 How do the flowers smell? They smell **awful** / **sweet**.

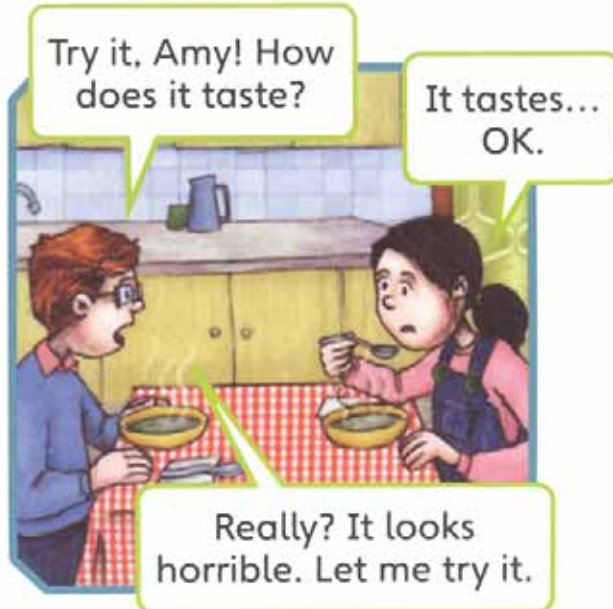
How did I do?





**5** Look and read. Then write **Luke** or **Amy**.

## It Tastes Terrible!



Sorry, I have a cold... achoo! I can't smell or taste anything!

- 1 \_\_\_\_\_ thinks the soup smells bad.
- 2 \_\_\_\_\_ thinks the soup doesn't look good.
- 3 \_\_\_\_\_ thinks the soup tastes OK.
- 4 \_\_\_\_\_ thinks the soup tastes terrible.
- 5 \_\_\_\_\_ can't taste or smell the soup.

**6** Think and write about you. Use **smell** or **taste** and the words from the box or your own ideas.

- 1 I think \_\_\_\_\_ terrible.
- 3 I think \_\_\_\_\_ horrible.
- 2 I think \_\_\_\_\_ nice.
- 4 I think \_\_\_\_\_ delicious.

a clean sock  
a flower    chocolate  
fish soup    ice cream



## 7 Listen and read. Circle T for true and F for false.

**Mom:** Alice, I have a new sweater for you.

**Alice:** Thanks, Mom. Oh! It feels nice and soft.

**Mom:** Do you like it?

**Alice:** Yes. I think it looks pretty. Thanks, Mom!



- 1 The sweater feels soft.                    T    F
- 2 Alice likes the sweater.                T    F
- 3 The sweater looks terrible.            T    F

## 8 Read and circle.

**Joe:** Lily, something smells <sup>1</sup> **bad** / **soft**.

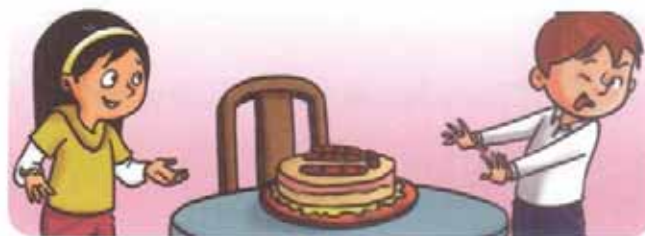
**Lily:** Oh, I made a hot dog cake!

**Joe:** A hot dog cake? That sounds  
<sup>2</sup> **delicious** / **horrible**. Yuck!

**Lily:** Do you want to <sup>3</sup> **taste** / **feel** it?

**Joe:** It <sup>4</sup> **smells** / **looks** OK, I guess. You <sup>5</sup> **taste** / **smell** it first.

**Lily:** It tastes awful!



## 9 Draw an interesting or funny cake. Color. Then write.

1 How does it taste?

\_\_\_\_\_

2 How does it smell?

\_\_\_\_\_

3 How does it look?

\_\_\_\_\_





How **does** the apple pie **taste**? It **tastes** delicious.

How **do** your new shoes **feel**? They **feel** good.

## 10 Look, read, and match.

1 They look pretty. They smell nice.

2 It looks cute. It feels soft.

3 It tastes good. It feels cold.

4 They look hot. They taste delicious.

5 It feels wet. It sounds nice.



## 11 Read and circle.

1 How **do** / **does** the soup taste?

2 How **do** / **does** the apples smell?

3 How **do** / **does** the shoes feel? 4 How **do** / **does** the pie taste?

5 How **do** / **does** the music sound? 6 How **do** / **does** the shirts look?

**12** Complete the questions with **do** or **does**. Then look and complete the answers.



- 1 **A:** How \_\_\_\_\_ the sand feel?  
**B:** It \_\_\_\_\_ hot.
- 2 **A:** How \_\_\_\_\_ the hat look?  
**B:** It \_\_\_\_\_ pretty.
- 3 **A:** How \_\_\_\_\_ the birds sound?  
**B:** They \_\_\_\_\_ loud.
- 4 **A:** How \_\_\_\_\_ the sandwiches taste?  
**B:** They \_\_\_\_\_ delicious.

**13** Read, circle, and complete the sentences. Use words from the box.

delicious great nice quiet soft

### Today Is a Great Day!

- 1 I am wearing my new clothes. They **look** / **sound** \_\_\_\_\_.
- 2 My baby brother isn't crying. The house **tastes** / **sounds** \_\_\_\_\_.
- 3 I am taking a walk in the garden. The flowers **smell** / **sound** \_\_\_\_\_.
- 4 I am eating my favorite lunch. It **feels** / **tastes** \_\_\_\_\_.
- 5 I am playing with my clean cat. She **tastes** / **feels** \_\_\_\_\_.





**14** Find and write the words.



ensak

1 \_\_\_\_\_



yutbfert

2 \_\_\_\_\_



tab

3 \_\_\_\_\_

**15** Listen, read, and write.

echo hear senses eyes  
taste buds tastes tongues

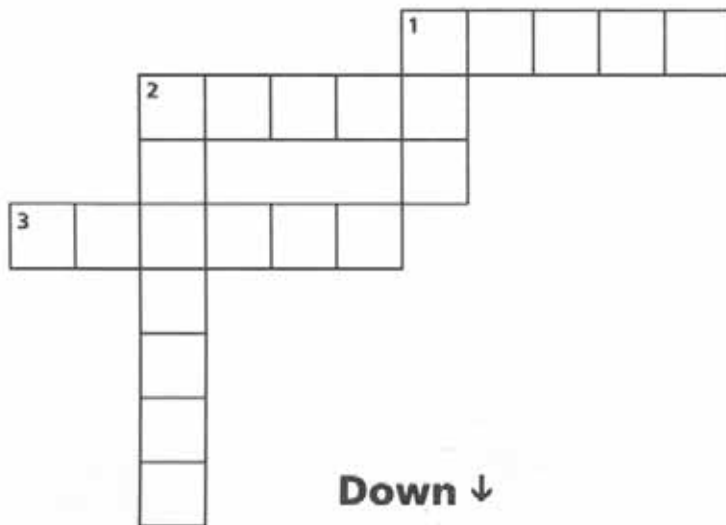
1 Our <sup>1</sup>\_\_\_\_\_ are sending information to our brain all the time. Our senses keep us safe. We can see and <sup>2</sup>\_\_\_\_\_ if we're in danger. When we need food, our senses tell us if our food looks, smells, and <sup>3</sup>\_\_\_\_\_ good.

2 Animals have senses, too. We see with our <sup>4</sup>\_\_\_\_\_, but bats can't see well so they use their ears. They make sounds and listen for an <sup>5</sup>\_\_\_\_\_.

3 Reptiles like snakes, lizards, and chameleons smell with their <sup>6</sup>\_\_\_\_\_ and not with their noses. Butterflies have tiny <sup>7</sup>\_\_\_\_\_ on their feet. They tell the butterfly what flower it's on.



**16** Look at **15**. Use the clues to complete the crossword puzzle.



**Across →**

- 1** Snakes \_\_\_\_\_ with their tongues.
- 2** Butterflies \_\_\_\_\_ with their feet.
- 3** Our \_\_\_\_\_ keep us safe.

**Down ↓**

- 1** Bats use their ears to \_\_\_\_\_ things.
- 2** We use our \_\_\_\_\_ to taste things.

**17** Read and match.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><b>1</b> We understand the world around us</li> <li><b>2</b> We can taste food and look at it</li> <li><b>3</b> Animals use their senses, too,</li> <li><b>4</b> A bat uses echos</li> <li><b>5</b> Reptiles taste the air around them</li> </ul> | <ul style="list-style-type: none"> <li><b>a</b> to help them see in the dark.</li> <li><b>b</b> but they often use them differently.</li> <li><b>c</b> with their tongue.</li> <li><b>d</b> to know if it's good to eat.</li> <li><b>e</b> because our senses send information to our brain.</li> </ul> |
|--|---|





**18** Read the text in the Student's Book. Match and write.

- |                    |                               |
|--------------------|-------------------------------|
| 1 André makes      | a flowers. They smell _____.  |
| 2 Alberto grows    | b trash. It really _____.     |
| 3 Candace picks up | c Zelda. Zelda smells _____.  |
| 4 Sarah washes     | d pastries. They taste _____. |

**19** Look, read, and match.

- 1 trash collector
- 2 zoo keeper
- 3 baker
- 4 farmer



**20** Find and write the words.

odgo

1 \_\_\_\_\_

losfewr

2 \_\_\_\_\_

satipers

3 \_\_\_\_\_

walfu

4 \_\_\_\_\_

nktiss

5 \_\_\_\_\_

hatsr

6 \_\_\_\_\_



**21** Read and circle **T** for true or **F** for false.

- 1 A paragraph starts with a final sentence. T F
- 2 A topic sentence is the first sentence in a paragraph. T F
- 3 There are usually a few detail sentences in a paragraph. T F

**22** Read and match the **final sentences**.

1 My favorite animals are sea lions. They can do great tricks and they can swim.

2 Butterflies are interesting. They look beautiful and they can fly.

3 My grandma's house smells good. Her cookies taste delicious. She plays the piano.

- a They are my favorite insects!
- b It's always a great place to visit.
- c They are wonderful animals.

**23** Write a **final sentence**.

topic sentence → Lizards are amazing.

detail sentences → They can run fast.  
They smell with their tongues.  
They usually feel dry and cool.

final sentence → \_\_\_\_\_  
\_\_\_\_\_





**24** Read and circle **fl**, **pl**, **gl**, and **bl**.

play swan slim  
 flag glad block  
 flip-flops glass plum black

**25** Underline the words with **fl**, **pl**, **gl**, and **bl**. Then read aloud.

- 1 There is a castle with a black flag.
- 2 Drink the glass of orange juice and eat the plum cake.

**26** Connect the letters. Then write.

- |      |     |   |       |
|------|-----|---|-------|
| 1 fl | um  | a | _____ |
| 2 pl | ack | b | _____ |
| 3 gl | ag  | c | _____ |
| 4 bl | ass | d | _____ |

**27** Listen and write.

It's summer.  
 Yellow <sup>1</sup>\_\_\_\_\_. Green <sup>2</sup>\_\_\_\_\_.  
<sup>3</sup>\_\_\_\_\_, <sup>4</sup>\_\_\_\_\_ shorts,  
 It's summer.  
 I'm <sup>5</sup>\_\_\_\_\_!



## 28 Look, read, and circle.



It **taste** / **tastes** delicious.



They **smell** / **smells** good.



It **feel** / **feels** hot.



She **look** / **looks** beautiful.

## 29 Complete the questions with **do** or **does**. Then write answers about you.

1 How \_\_\_\_\_ a butterfly look?  
\_\_\_\_\_

2 How \_\_\_\_\_ the rain feel?  
\_\_\_\_\_

3 How \_\_\_\_\_ your hair look today?  
\_\_\_\_\_

4 How \_\_\_\_\_ your shoes feel?  
\_\_\_\_\_

My hair looks bad today.

