



C1 Synesthesia

Guided Listening



EXERCISE 1

LOOK AT THE OBJECTS BELOW AND ANSWER THE QUESTIONS.

1. What colour are the objects below?
2. How do they taste?
3. How do they feel?
4. What sound do they make?



bananas



cocoa



hammer



newspapers



slushie

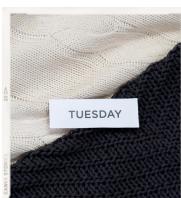


whipped cream

EXERCISE 2

LOOK AT THE WORDS BELOW AND ANSWER THE QUESTIONS.

1. What colour are the objects below?
2. How do they taste?
3. How do they feel?
4. What sound do they make?



Tuesday



number three



childhood



school



letter Z



your name

EXERCISE 3

WATCH THE FIRST PART OF A VIDEO ABOUT SYNESTHESIA. FILL IN THE GAPS WITH THE MISSING WORDS. ([VIDEO](#) - 0:00 - 0:47)

Synesthesia is a neurological phenomenon that pairs at least two _____.

Synesthesia is experienced by _____ of the world's population.



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EXERCISE 4 MATCH THE WORDS WITH THE DEFINITIONS. WATCH THE SECOND PART OF THE VIDEO AND CHECK THE ANSWERS. ([VIDEO](#) - 0:48 - 1:34)

1. Synesthesia	A. Perception of letters and numbers as colours, sounds, personalities, etc.
2. Anesthesia	B. A phenomenon in which people experience joined sensations (e.g. colour and taste simultaneously).
3. Grapheme	C. Perception of words as tastes.
4. Phoneme	D. Not being able to perceive sensations.

EXERCISE 5 DISCUSS THE QUESTIONS BELOW. WATCH THE THIRD PART OF THE VIDEO AND CHECK YOUR ANSWERS. ([VIDEO](#) - 1:35 - 2:10)

1. Do you think that having synesthesia is a disorder? Why (not)?
2. Are there any benefits of having synesthesia?

EXERCISE 6 WATCH THE LAST PART OF THE VIDEO AND ANSWER THE QUESTIONS BELOW. ([VIDEO](#) - 2:11- 3:45)

1. Do people with synesthesia perceive things in the exact same way?
 - a. Yes.
 - b. No.
2. Which parts of the brain control taste and colour?
 - a. *Taste in the frontal lobe and colour in the back.*
 - b. *Colour in the frontal lobe and taste in the back.*
3. Which group of people is more commonly affected by synesthesia?
 - a. *Linguists.*
 - b. *Mathematicians.*
 - c. *Artists.*

EXERCISE 7 READ THE STATEMENT BELOW. DO YOU AGREE WITH IT? WHY (NOT)?

Inwardly, we're all synesthetes, outwardly unaware of the perceptual couplings happening all the time.



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EXERCISE 8 DISCUSS THE QUESTIONS BELOW.

1. How do you remember people's names, new words, etc?
2. Do you think that synesthesia can affect an individual's perception of the world and their daily life?
3. Are there any drawbacks to having synesthesia?
4. Would you like to see through the eyes of a synesthete?
5. Are there any other neurological conditions you heard of and you find interesting?

Teacher's notes

Exercise 1 + 2. Warm-up

10 mins

As a group, look at the six pictures of different items. Students work in pairs and discuss their answers to the questions. Elicit and compare the answers with other students.

Look at the other six words and in the same pairs try to answer the same questions. Collect the answers and once again compare them as a group. This time focus on eliciting explanations from each student. For example, ask students to explain why they believe that Tuesday is blue and tastes bitter, etc.

Exercise 3. Listening Part 1 (0:00 - 0:47)

5 mins

Ask the students if they have ever heard about a condition called synesthesia. Students may predict what the condition is about, or go straight to the listening task.

Read two sentences about synesthesia and predict the missing words. Listen to the first part of the video (0:00 - 0:46) and fill in the gaps with the missing words. Discuss if students are surprised by any of this information.

Answers:

senses / 4%

Exercise 4. Listening Part 2 (0:48 - 1:34)

5 mins

The next part of the video deals with an explanation of more scientific words and definitions and helps students better understand this condition. Before watching the video, students read the four words and match them with their definitions. Watch the second part of the video (0:48 - 1:34) and check the answers.

Answers:

1B, 2D, 3A, 4C

Exercise 5. Listening Part 3 (1:35 - 2:10)

7 mins

Students work in pairs or small groups and answer the questions about synesthesia. Collect the answers and check if students believe that synesthesia is a disorder and what may be some potential advantages of having it. Watch the third part of the video (1:35 - 2:10) and check the answers.

Answers:

1. *Synesthesia is a trait, like having blue eyes, rather than a disorder because there's nothing wrong.*
2. *In fact, all the extra hooks endow synesthetes with superior memories. (For example, remembering people's names by associating them with colours).*

Exercise 6. Listening Part 4 (2:11 - 3:45)

5 mins

Quickly read through questions 1-3 and predict the answers to the questions. Listen to the last part of the video (2:11 - 3:45) and check if your answers were correct. Discuss if there are any other groups of people which could also be affected by this condition.

Answers:

1B, 2A, 3C

TOTAL TIME: ~50 mins

Teacher's notes

Exercise 7. Post-listening discussion

7 mins

Read a direct quote from the recording. Explain the words inwardly (inside your mind and not expressed to other people) and outwardly (in a way that relates to how people, situations, or things seem to be, rather than how they are inside).

Elicit examples of how people without synesthesia may experience it subconsciously (while watching a film, perceiving the sound from actors' mouths, rather than the speakers).

Do students agree with this statement? Explain the answers.

Exercise 8. Pair discussion

8 mins

Put students into pairs or small groups. Students discuss the answers to their questions. Monitor the activity and provide any help as needed. Finish by sharing the answers with the rest of the group.

Error correction

3 mins

Provide speaking feedback.