

Children will learn how to:

- ◆ Identify and name parts of the face and body
- ◆ Describe what things look, sound, feel, smell and taste like
- ◆ Follow simple written instructions
- ◆ Sight read these words: eye, ear, nose, tongue, arm, hand, elbow, knee, leg, toes, feet, a cat, a duck, a circle, a triangle, a rectangle, a square, an apple, an orange, a banana, happy, sad, thin, fat, tall, short, clown chips, cake, ice cream, drum, radio, flowers, rubbish, balloon, car, bee, the sea, dog, mobile phone, beefburger, lemonade, can, thunder, hear, smell, taste, feel
- ◆ Read simple sentences
- ◆ Learn spelling

Main language

- ◆ I can see ... [a clown].
- ◆ I can hear ... [a car].
- ◆ I can feel ... [a triangle].
- ◆ It smells like ... [a banana].
- ◆ It tastes like ... [an apple].
- ◆ It tastes sweet/sour/salty.
- ◆ My eyes can see. My tongue can taste.

Vocabulary

- ◆ *Adjectives:* happy, sad, short, tall, fat, thin, soft, hard, rough, smooth, sweet, sour, salty
- ◆ *Verbs:* see, hear, feel, taste, smell
- ◆ *Body parts:* tongue, elbow, eye, ear, mouth, nose, hand, foot, arm, leg, knee, toe, feet
- ◆ *Animals:* dog, bees, duck, cat
- ◆ *Shapes:* triangle, rectangle, circle, square
- ◆ *Food and drink:* beefburger, lemonade, lemon, lime, chips, peanut, onion, sugar, salt, apple, orange, banana, honey, cake, ice cream, chocolate, potato, carrot
- ◆ *Nature:* trees, flowers, sea, thunder,
- ◆ *other:* clown, drum, radio, rubbish, telephone, car, ball, balloon, teddy bear

Skills

- ◆ Recognise objects by touch, smell, sound, taste, sight
- ◆ Read whole sentences that have been learned orally
- ◆ Transfer information from spoken statements to a chart
- ◆ Transfer information from a chart to spoken statements
- ◆ Give simple descriptions in terms of feelings
- ◆ Give simple descriptions in terms of appearance and texture
- ◆ Listen for detail
- ◆ Express an opinion
- ◆ Make associations
- ◆ Compare and contrast
- ◆ Apply prior knowledge
- ◆ Identify detail in pictures

- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Follow simple procedures in experiments
- ◆ Recognise the rhythm of English through songs and rhymes

Literacy

- ◆ Write parts of the body
- ◆ Complete sentences with adjectives
- ◆ Write opposites
- ◆ Classify words under different senses
- ◆ Join two parts of a word
- ◆ Practise reading and saying words with /f/ sound
- ◆ Complete sentences about senses
- ◆ Find words in a square
- ◆ Complete sentences using visual clues
- ◆ Categorize objects according to how they feel

Classroom language

- ◆ What colour is the clown's hat?
- ◆ How many clowns can you see?
- ◆ What colour is the happy clown?
- ◆ What can you ... [see/hear/feel?]
- ◆ Find things you can ... [see/hear/smell/taste].
- ◆ Look at the bottom of ... [page 27].
- ◆ Draw ... [a triangle].

Activities

- ◆ Sing songs and do action rhymes
- ◆ Read, match and write
- ◆ Listen and match
- ◆ Read, look and colour
- ◆ Complete charts
- ◆ Do simple experiments
- ◆ Build simple sentences using word cards
- ◆ Do more complex TPR activities
- ◆ Find words in a square
- ◆ Listen to sounds, look at spelling

# Five Senses

## Lesson 1

**Unit 3 Five senses**

abc Read.

eye, ear, tongue, arm, hand, elbow, knee, leg, feet, nose, toes

22

**Unit Three**

1 Name and write the parts of the body.

**The Body**

13

### You will need:

- **Poster:** Biff's Body
- **Word cards:** parts of the body

### Children will:

- listen to and join in with a song
- revise the names of parts of the body
- correct wrongly spelled names of parts of the body
- practise spelling with a partner
- take part in a group spelling competition
- label a picture using parts of the body

### Task One (5 minutes)

- ☆ Do an alphabet chain around the class. Repeat the alphabet two or three times and make sure that every child is included in the chain.
- ☆ Tell children that you are going to play a song they know. Ask them to listen to the song as you do the actions.
- ☆ Play *Head and Shoulders* (Song CD 3.1). (Children first learnt this in *English for Me 1A*) Some children may be able to join in with the words at this stage. Do the actions to the song and try and elicit the words from the class as you touch or point to each part of the body: **head**,

### Song Transcript 3.1 [Track 12] Head and Shoulders

Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

**shoulders, knees, toes, eyes, ears, mouth, nose.**  
Play *Head and Shoulders* twice.

### Task Two (5 minutes)

- ☆ Do a quick TPR activity revising facial features (**eye, ear, nose, mouth**), other parts of the body (**hand, finger, arm, leg, knee, toe, feet**), **left** and **right**. For example, **Hold up your right hand, Touch your nose, Close your eyes**, etc.

### Task Three (15 minutes)

#### Step one

- ☆ Put the poster of Biff as on **page 22** of the *Classbook* on the board. Ask children to look at **page 22** of their *Classbooks*. Give children a few minutes to study the picture.

- ☆ Point to the various parts of Biff on the poster. Elicit the names of all the parts of the body and face. As you point to each part of the body, elicit the name of the part, point to the word and get children to repeat it with you. **Elbow** and **tongue** are new words. Get children to identify and repeat these several times.

### Step two

- ☆ Tell the class that you are going to put a word card with a name of one of the parts of the body on the board. Encourage children to try and find the matching word in their books, and then read it aloud. Looking at the written word with the visual reminder of the part of the body, and then reproducing the word orally, will aid children's ability to memorise vocabulary. Make this a quick, lively activity.

### Step three

- ☆ Tell children that you are now going to write the words on the board, but that they must watch very carefully in case you make a mistake. Write the first word **eye** correctly. Then write the word **nose**, but incorrectly – **noes**. Wait and see if children notice the mistake after they have checked the word in their book. If they see the mistake, ask them what's wrong and encourage the class to help you write the word correctly on the board. Spell the word out using the letter names as you write them on the board: **n – o – s – e**. If children can't see the mistake, point it out to them.

- ☆ Point to the word **nose** and ask the class **How do you spell 'nose'?** Encourage the class to spell out the word with you. Get the class to repeat the question with you **How do you spell 'nose'?** and then spell the word.

- ☆ Write **nee** on the board. Ask children to read it out. Ask them if you have written it correctly. Highlight the fact that you missed out the letter 'k', because it is a silent letter. Let them give you the correct spelling **k-n-e-e**. Do the same with **tose**. Children often make these kinds of errors and they need to be shown.

- ☆ Write the word **tongue** on the board. Point to the word and help the class to ask the question **How do you spell 'tongue'?** Encourage the class to spell the word with you.

- ☆ Identify the hard spot 'ng' and the following

letters **ue**. Show these to children and ask them to be extra careful when using these letters.

- ☆ Write several more body part words on the board and get the class to ask you the appropriate question, using **How do you spell ...?** Spell out the words as the class ask you the correct question.

- ☆ Write a body part word on the board and get a confident child to ask another child the question. Encourage the child who asked the question to spell out the word. For example, write the word **elbow** on the board. One child asks another **How do you spell 'elbow'?** and the other child spells out the word **e – l – b – o – w**. Repeat this with two or three more pairs of children.

### Step four

- ☆ Remove the poster from the board. Tell children to close their books and get into their groups. Each group should have a piece of paper and write the numbers **1-11** on it. Tell children that you will dictate words and that they must discuss in their groups how the word is spelt. The first child that has the paper must then write the word beside number 1. The other children in the group should check the spelling and offer support. The piece of paper is then passed on to the next child in the group.

- ☆ Dictate a word for the first child to write down. Members of the group should check what has been written and offer help and support as necessary. Do this for all the eleven words. Quickly correct the pieces of papers after the dictation and declare a winner. Retain the pieces of paper so that you can analyse which words children have problems with in order to give further coaching.

### Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 13**. Children have consciously learned to spell parts of the body using Biff's body. Ask children to label the body parts of the clown. It will be interesting to see if children can transfer this knowledge and information to a different picture. Ask children to try to do the work without looking at their *Classbooks*. Once they have completed the exercise, they can consult their *Classbooks* to check their spellings. Ask them to correct their work.

# Five Senses

## Lesson 2

abc Read.

1 Put your hands on your head.

2 Touch your knees.

3 Put your nose on your knee.

4 Touch your toes.

5 Put your elbows on your knees.

6 Put your foot on your head.

Listen, read and match.

1. Touch your head.
2. Put your hands on your ears.
3. Touch your nose.
4. Put your elbow on your knee.

23

### Children will:

- listen to and join in with a song
- spell the names of parts of the body
- listen to and follow oral instructions
- read and follow written instructions
- read and match sentences to pictures
- read sentences and perform actions

### Task One (10 minutes)

#### Step one

- ☆ Tell the class that you will play *Head and Shoulders* (Song CD 3.1). Ask children to join in with the words and actions where they can. Play the song.

#### Step two

- ☆ Do a quick TPR activity revising facial features (eye, ear, nose, mouth), parts of the body (hand, finger, arm, leg, knee, toe, feet), and left and right. For example, Hold up your right hand, Put your hands on your ears, Touch your nose, Close your eyes.
- ☆ Ask the class How do you spell 'knee'? Ask the whole class to spell three or four more body part words and then ask a few individual children.

### Task Two (10 minutes)

#### Step one

- ☆ Ask children to look at page 23 of their *Classbooks*. Give children a few moments to study the pictures.
- ☆ Hold up your *Classbook*, point to one of the pictures and ask children to name the characters in the picture. Elicit Sami and Biff. Explain that Soot is giving the other characters instructions and that they are trying to follow them.

- ☆ Read the first instruction to the class – Put your hands on your head. Ask children to do this. Now ask children to look at the written instruction in their book. Write the instruction on the board. Get the class to read the instruction aloud with you. Make sure you track under the words with your finger or a ruler as the children read off the board with you. Ask children to look at picture 1 again and ask them who is following the instruction correctly. Elicit Sami.

- ☆ Repeat this procedure with each picture until children have followed all six instructions, read them off the board and named the character in each picture who is following them correctly. Children will find instruction 6 amusing and will enjoy trying to do it.

#### Step two

- ☆ Tell the class that they will hear Soot giving the instructions on the CD. Ask them to listen and match which instruction goes with which sentence. Children will therefore be matching the spoken word with the written word in this activity.
- ☆ Play *Listening CD 3.1*. Pause after each instruction and ask children **What sentence?**

### Listening Transcript 3.1 [Track 17] Soot Says

- Soot: Put your hands on your head. [picture 1]  
Put your elbows on your knees. [picture 5]  
Touch your toes. [picture 4]  
Put your foot on your head. [picture 6]  
Put your nose on your knee. [picture 3]  
Touch your knees. [picture 2]

- ☆ Play the listening again. This time, ask children to listen and then do the actions. Pause after each instruction and get children to follow it.

### Task Three (10 minutes)

#### Step one


- ☆ Ask children to look at the four sentences at the bottom of **page 23** of their *Classbooks*. Ask children to read the sentences silently, and to match the sentences to the correct pictures.
- ☆ Ask the class to read the first sentence aloud with you. Then ask **What picture?** Children should match the first sentence with picture 2. Get children to write number **1** in the box provided beside picture 2. You may also want to get them to draw a line from the sentence to the picture. Repeat this procedure with the remaining three sentences.

#### Step two

- ☆ Tell the class that you are going to say the number of a sentence. Ask them to read the sentence and then do the action.


# Five Senses

## Lesson 3




**abc Read.**


1 Put your hands on your head.




2 Touch your knees.




3 Put your nose on your knee.




4 Touch your toes.



5 Put your elbows on your knees.




6 Put your foot on your head.




**Listen, read and match.**

1. Touch your head.
2. Put your hands on your ears.
3. Touch your nose.
4. Put your elbow on your knee.



23

**Read and write.**



I can see a \_\_\_ clown.

I can see a \_\_\_ clown.







I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

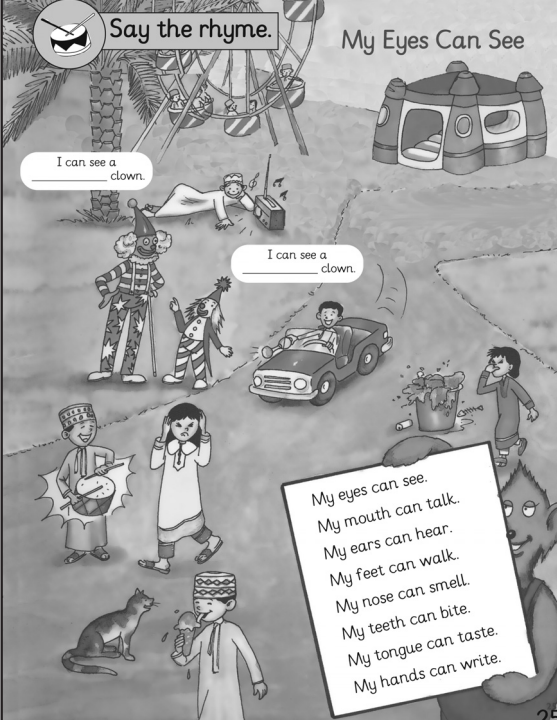
I can see a \_\_\_ clown.

24

 happy
  sad
  fat
  thin
  tall
  short

**Say the rhyme.**

My Eyes Can See



I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

My eyes can see.  
 My mouth can talk.  
 My ears can hear.  
 My feet can walk.  
 My nose can smell.  
 My teeth can bite.  
 My tongue can taste.  
 My hands can write.

25

**You will need:**

- **Flashcards:** 173-179 (a clown, happy clown, sad clown, thin clown, fat clown, tall clown, short clown)
- **Word cards:** 148-153 (happy, sad, thin, fat, tall, short)

**Children will:**

- revise the names of parts of the body
- listen to and join in with a song
- read and answer questions orally about a picture
- recycle colours
- understand the meanings of adjectives (happy, sad, thin, fat, tall, short)
- read words and match them to pictures
- complete descriptions with the correct adjectives

**Task One (5 minutes)**

★ Do a quick TPR activity revising facial features (eye, ear, nose, mouth), parts of the body (hand, finger, arm, leg, knee, toe, feet), and left and right. For example, Hold up your right hand; Touch your nose; Close your eyes; Put your right hand on your left ear.

- ☆ Tell the class that you will play *Head and Shoulders* (Song CD 3.1). Ask children to join in with the words and actions where they can. Play the song.

### Task Two (5 minutes)

- ☆ Tell children to look at the four sentences at the bottom of **page 23** of their *Classbooks*. Ask children to read the sentences to themselves. Now ask the class to read the first sentence aloud with you. Then ask **What picture?** Children should look at the line they drew in their last lesson and say **picture two**. Repeat this procedure with the remaining three sentences.
- ☆ Tell the class that you are going to say the number of a sentence. Ask them to read the sentence and then do the action.

### Task Three (10 minutes)

- ☆ Ask children to look at **pages 24** and **25**. Give the class a few minutes to study the picture, then ask children to name anything they recognise. Hold up your *Classbook* and point to the items as they are named by the class. After you have elicited as much language as possible, point to one of the clowns in the picture and say **a clown**. Point to the other clowns and get children to repeat **a clown** with you.
- ☆ Put the flashcard of the clown on the board. Get the class to repeat **a clown** with you again. Point to the clown's hat and say **Look at his hat. What colour is it?** Elicit **black**.
- ☆ Tell children to look at the picture on **pages 24** and **25** again. Ask **How many clowns can you see?** Give children time to search for the clowns, and then elicit **six**. Ask children **What colour are the clowns' hats?** Elicit the colours of the different hats.
- ☆ Put the **happy clown** and **sad clown** flashcards on the board and teach the words **happy** and **sad**. To check that children understand the meanings, ask them to tell you what things make them happy and what things make them sad. Allow children to respond in L1 as well as English.
- ☆ Ask children to look at the picture again and find and point to a happy clown. Give children time to look, and then go round the class to check that if they are pointing to the happy clown. Ask **What colour is the happy clown's hat?** Elicit the colour – **pink** – as a further check for children to

know they have identified the correct clown. Repeat this procedure for the sad clown.

- ☆ Put the **thin, fat, tall** and **short clown** flashcards on the board. Point to each flashcard in turn and say **a thin clown, a fat clown, a tall clown, a short clown**. Get the class to repeat these descriptions with you. Point to the flashcards in random order and elicit the appropriate descriptions. Make sure the class describes each flashcard at least twice.
- ☆ Ask children to look at the picture again and find a thin clown. Give children time to look, and then go round the class to check that children are pointing to the thin clown. Ask **What colour is the thin clown's hat?** Elicit the colour – **orange** – as a further check for children to know they have identified the correct clown. Repeat this procedure for the fat, tall and short clowns.
- ☆ Remove the clown flashcard from the board at the end of this activity, but leave the other flashcards (**happy clown, sad clown**, etc.) up.

### Task Four (10 minutes)

- ☆ Hold up your *Classbook* and point to the mice at the bottom of **page 24**. Point to the first mouse and say **a happy mouse** while pointing to the word **happy** in the book. This activity is just to demonstrate that the words relate to the pictures. Point to the other mice in turn and repeat this procedure. Children can look at their own books.
- ☆ Tell children to look at the words and pictures at the bottom of **page 24** again. Ask **What colour is the happy mouse?** Elicit the colour, and then ask questions about the colours of the other mice.
- ☆ Ask children to look at the clown flashcards on the board. Point to each flashcard and elicit **happy, sad, thin, fat, short, tall**. Point to each flashcard again in turn, and as you elicit the correct word, put the corresponding word card beneath the flashcard. Point to the word cards in random order and get the class to read the words off the board.
- ☆ Remove the flashcards and the word cards from the board. Ask children to look at **page 24** again. Get them to read the first sentence and say what they have to do. Children complete the sentence by using one of the words under the mice at the bottom of the page. Do the first sentence as an example.

# Five Senses

## Lesson 4

**Read and write.**

I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

24 happy sad fat thin tall short

**Say the rhyme.**

**My Eyes Can See**

I can see a \_\_\_ clown.

I can see a \_\_\_ clown.

My eyes can see.  
My mouth can talk.  
My ears can hear.  
My feet can walk.  
My nose can smell.  
My teeth can bite.  
My tongue can taste.  
My hands can write.

25

**2 Complete the sentences.**

- I can see a tall clown.
- I can see a \_\_\_ clown.
- I can see a \_\_\_ clown.
- I can see a \_\_\_ clown.
- I can see a \_\_\_ clown.

short  
sad  
tall  
happy  
fat

**3 Write the opposites.**

opposites	
big	small

14

**You will need:**

- Word cards:** 148-153 (happy, sad, thin, fat, tall, short )

**Children will:**

- listen to and perform the actions of a rhyme
- ask and answer questions about the mice [what colour is the fat mouse?]
- make questions using adjectival clue words
- make sentences using [I can see a ...(fat) mouse]
- choose the correct adjectives to describe pictures orally
- complete sentences with the correct adjectives
- understand the concept of opposites and complete a chart using opposite words

**Task One (5 minutes)**

★ Tell the class that you are going to play them a rhyme. Ask them to listen to the rhyme and watch your actions. Play *My Eyes Can See* (Song CD 3.2) rhyme straight through. Perform the actions as you say the words with the rhyme.



### Song Transcript 3.2 [Track 13] My eyes can see

My eyes can see,  
My mouth can talk,  
My ears can hear,  
My feet can walk,  
My nose can smell,  
My teeth can bite,  
My tongue can taste,  
My hands can write.

- ☆ The actions for the rhyme are as follows:
  - My eyes can see  
*make glasses with hands and look around*
  - My mouth can talk  
*bring index finger down on thumb repeatedly*
  - My ears can hear  
*cup hand and put behind ear*
  - My feet can walk  
*walk fingers on desk*
  - My nose can smell  
*touch nose with fingertip and mime smelling*
  - My teeth can bite  
*put your palms together and move fingertips together and back*
  - My tongue can taste  
*point to tongue*
  - My hands can write  
*pretend to hold a pencil and write*
- ☆ Play the rhyme again. Ask the class to copy your actions as they listen to it.
- ☆ Now play the rhyme line by line, and get children to repeat the words and actions with you. Play the rhyme once more. Encourage children to join in with the words and actions.

### Task Two (5 minutes)

- ☆ Tell children to look at the bottom of **page 24** of their *Classbooks*. Ask questions about the mice. For example, **What colour is the short mouse?** Elicit the colour of the mouse and then ask questions about all the other mice.
- ☆ Now ask children to ask the questions and get other children to answer.
- ☆ Tell children that you are going to show them a word card, and they should use the word card in a question, for example, children should say, **What colour is the (hold up the word card happy) happy mouse?**

### Task Three (5 minutes)

- ☆ Ask children to look at **pages 24** and **25** of their

*Classbooks*. Give children a few minutes to study the scene and then ask children to name anything they can in the picture.

- ☆ Hold up your *Classbook* and point to one of the clowns. Say **I can see a ...[tall] clown**. Point to another clown and say **I can see a ... [fat] clown**. Then ask the class **What can you see?** Encourage the class to find the ...[fat] clown and repeat with you **I can see a ...[fat] clown** as they point to the appropriate picture. Repeat this procedure until you and the class have identified all the clowns in the scene.
- ☆ Ask a confident child **What can you see?** Encourage them to find a clown on the page and say **I can see a ...[tall] clown** whilst pointing at the picture of the clown. Ask the rest of the class to listen to the child and then ask them **What colour is the clown's hat?** The rest of the class must find the clown the child has just described and name the colour of his hat. Repeat this procedure until all the clowns have been identified.

### Task Four (15 minutes)

- ☆ Ask children to look at **page 14** of their *Skills Books*. Get children to look at activity 2. Point to the words in the box and get children to read out the words one by one. Repeat as necessary. Now ask children to look at the first sentence and to read it aloud. Point to the answer **tall** (it has been crossed out). Ask children to read the second sentence aloud and elicit the answer orally. Do the same for the remaining sentences. Ask children to write in the answers for all the sentences using the words in the box.
- ☆ Explain the concept of **opposite** to children – the opposite of **tall** is **short**, **fat** –**thin**, **big** –**small**, **black** –**white** etc. Ask children to look at Activity 3. There is a balance scale with words on one side and their opposites on the other side. Children have to read the words, match them with their opposites and write them in the table.
- ☆ Tell children to look at the chart with the heading 'opposites' to the right of the scales. Point out the example of **big** and **small** which has already been done. Tell children to match each of the remaining three adjectives in the scale on the left with its 'opposite' in the scale on the right. They should then write the adjectives into the chart.

### For the next lesson

You will need a ball.

# Five Senses

## Lesson 5

**Read and write.**

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

24 happy sad fat thin tall short

**Say the rhyme.**

**My Eyes Can See**

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

I can see a \_\_\_\_\_ clown.

My eyes can see.  
My mouth can talk.  
My ears can hear.  
My feet can walk.  
My nose can smell.  
My teeth can bite.  
My tongue can taste.  
My hands can write.

25

**1 Read and write.**

hear smell taste feel

drum lemonade  
flowers rubbish  
ice cream  
radio ball pencil

**2 Read. Complete the words.**

1 dr \_\_\_\_\_ wers

2 flo \_\_\_\_\_ um

3 rad \_\_\_\_\_ ll

4 ba \_\_\_\_\_ io

5 pen \_\_\_\_\_ ish

6 rubb \_\_\_\_\_ cream

7 ice \_\_\_\_\_ ade

15 8 lemon \_\_\_\_\_ cil

### You will need:

- Flashcards: 38, 41, 48, 180-186 (chips, cake, ice cream, drum, radio, balloon, flowers, rubbish, beefburger, lemonade)
- realia: a ball

### Children will:

- listen to and join in with a rhyme
- play a game of **I spy with my little eye**
- talk about the five senses and match actions to senses
- listen and find matching pictures
- classify words according to senses
- match two halves of broken words

### Task One (5 minutes)

- ☆ Tell the class to look at pages 24 and 25 of their *Classbooks*. Ask **What can you see?** Encourage children to describe anything they recognise.

### Task Two (5 minutes)

- ☆ Hold up your *Classbook* and point to the rhyme on page 25. Ask children to read the sentences aloud with you. Tell the class that you are going to play the **My Eyes Can See** rhyme (*Song CD 3.2*).

- ☆ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

### Task Three (5 minutes)

#### Step one

- ☆ Chain the alphabet around the class two or three times. Make sure every child is included in the chain.

#### Step two

- ☆ Ask children to name and point to anything that they already know in their *Classbooks* such as **a kite, a car, a radio, a boy and a yo-yo** in preparation for the game they are going to play.
- ☆ Ask children to look at **pages 24 and 25** again. Hold up your *Classbook* and say **I spy with my little eye, something beginning with i**. Give children time to look at the scene and see if anyone can guess **ice cream**.
- ☆ Get children to repeat the **I spy with my little eye, something beginning with ...[b]** phrase with you. Ask a confident child to find something in the picture and say **I spy with my little eye, something beginning with ... [b]**. See if anyone in the class can guess what it is. Repeat this with two or three other children.

#### Step three

- ☆ Organise the class into pairs. Tell children to play a game of **I spy** using the pictures on **pages 24 and 25**.

### Task Four (10 minutes)

#### Step one

- ☆ Point to your eyes. Ask **What are these?** Elicit **eyes**. Ask **What do we use our eyes for?** You may need to repeat this in L1. Allow children to respond in L1.
- ☆ Explain to the class that **We use our eyes to see the world around us**. Hold up a pencil and ask **What is it?** Elicit **a pencil**. Say **Yes. It's easy because you can see the pencil**.
- ☆ Now ask children to **Close your eyes**. Tell children to keep their eyes closed until you tell them to open them. Hold up a ball and ask **What is it?** Say **Listen** as you bounce the ball on the floor. See if any children can guess what it is.

If anyone guesses correctly, ask the class to open their eyes and show them the ball. Ask the child how they knew it was a ball. Help them to explain that they recognised the sound of the ball.

- ☆ Explain to the class that when people can't use their eyes, they use their other senses to identify things. Repeat some of the lines from the rhyme the children have learnt. Mime the actions as you say the words: **My eyes can see, My ears can hear, My nose can smell, My tongue can taste**. Write these four sentences on the board. Then pick up the ball, close your eyes and make an exaggerated show of feeling the ball and say **My hands can feel**. Write this sentence on the board.
- ☆ Tell children to look at **pages 24 and 25** again. Ask them to look at the picture carefully and say **Find things you can hear**. Cup your ear and mime listening as you say this. Allow children to respond in L1. If children suggest **drum, balloon** and **radio**, teach them the words in English and put the **drum, balloon** and **radio** flashcards on the board.
- ☆ Now ask the class to **Find things you can smell**. Make an exaggerated gesture of smelling something as you say this. Again, allow the children to suggest their ideas in L1 if they don't know the words in English. Teach the words **flowers** and **rubbish** in English. Add these flashcards to the board.
- ☆ Get children to look at the picture again and ask them to **Find things you can taste**. Make an exaggerated gesture of tasting something as you say this. Elicit as many ideas as possible. Children should suggest: **ice cream, chips, and cake** in English. Teach the two new words **beefburger** and **lemonade** and put the flashcards on the board.
- ☆ Tell children to look at the flashcards on the board. Ask them to listen and help you finish the sentences. Say **I can hear a ...** and point to the drum. Try and elicit **drum**. Then say **I can smell ...**, point to the flowers, and elicit **flowers**. Repeat this procedure so that all flashcards are named twice.

# Five Senses

## Step two

- ☆ Ask children to look at **pages 24 and 25** again.

Tell them that you are going to play the CD and that they will hear the characters talking about what they can hear, smell, or taste. The children must listen and find the matching pictures on the page.

- ☆ Play *Listening CD 3.2*. Pause after every sentence to give children time to find the correct picture. Get children to point to the picture and then show it to a friend. Hold up your *Classbook* and point to the corresponding item after children have checked their answers with each other.

### Listening Transcript 3.2 [Track 18]

#### I can smell

<b>Maha:</b>	Mmm. I can smell flowers.
<b>Sami:</b>	I can hear a drum.
<b>Soot:</b>	I can taste ice cream.
<b>Vicky:</b>	Ugh! I can smell rubbish. It's horrible.
<b>Biff:</b>	I can taste beefburgers. Mmm. Lovely!
<b>Paul:</b>	I can hear a radio.

- ☆ Activity two is a consolidation activity. Children should look at each picture, then look at the first few letters of the word beside it. They should then try to complete the word by matching the correct ending and writing in the missing letters.

- ☆ Tell children you will play the listening again. Ask them to imagine that they are the characters and to repeat the words after they hear them on the CD.

- ☆ Play the listening again, pausing after each sentence to give children enough time to repeat.

## Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 15**. Point to the first activity. Children can see Biff pouring words into a big pan. Get children to read out all the words in the pan first. Children should read these words and classify them under the four headings. Get children to read the heading words aloud. Revise the meanings of **hear**, **smell**, **taste** and **feel** if necessary. Get children to explain what they have to do. They have to sort the words according to the correct heading. Do the word **drum** with the class as an example. Ask children where to write it and elicit **under 'hear'**. Get children to classify the rest of the words.



# Five Senses

## Lesson 6

**Read and write.**

I can see a clown.

I can see a clown.

I can see a clown.

I can see a clown.

I can see a clown.

24

happy sad fat thin tall short

**Say the rhyme.**

My Eyes Can See

I can see a clown.

I can see a clown.

I can see a clown.

My eyes can see.  
My mouth can talk.  
My ears can hear.  
My feet can walk.  
My nose can smell.  
My teeth can bite.  
My tongue can taste.  
My hands can write.

25

**Listen and tick.**

I can hear ...

26

**3 Read. Listen to the sounds. Look at the spellings.**

<b>f</b>	<b>ph</b>
face	elephant
fish	photo
fat	telephone

<b>gh</b>	tough
	rough
	laugh

**4 Complete the sentences.**

- My can see .
- My can \_\_\_\_\_ .
- My can \_\_\_\_\_ .
- My can \_\_\_\_\_ .
- My can \_\_\_\_\_ .

eyes  
feel  
tongue  
nose  
hear  
taste  
ears  
smell  
see  
hands

16

**You will need:**

- **Flashcards:** 95, 101, 158, 180, 181, 187, 189, 190 (a car, the sea, a dog, drum, radio, mobile phone, bee, thunder, )
- **Realia:** a ball

**Children will:**

- listen to and join in with a rhyme
- do a listening race
- talk about sounds made by objects
- listen to and identify sounds
- complete sentences using words in a box

**Task One (5 minutes)****Step one**

- ☆ Tell the class that you are going to play the *My eyes can see* rhyme (Song CD 3.2).

- ☆ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

**Step two**

- ☆ Repeat some of the lines from the *My eyes can see* rhyme. Mime the actions as you say the words: **My eyes can see, My ears can hear, My nose can smell, My tongue can taste.** Write these four sentences on the board. Then pick up the ball, close your eyes and make an exaggerated show of feeling the ball and say **My hands can feel.** Write this sentence on the board.

- ☆ Organise the class into pairs. Ask children to look at **pages 24 and 25** of their *Classbooks* again. Tell them that you are going to play the CD and that they will hear the characters talking about what they can hear, smell, or taste. The children must listen and find the matching picture on the page. Explain that this is a listening race. The first child to point to the correct picture is the winner. If a child points to the wrong picture, they lose a point.

- ☆ Play *Listening CD 3.2*. Pause after every sentence to give children time to find the picture. Get children to point to the picture and then show it to their partner as soon as they have found it. Hold up your *Classbook* and point to the corresponding item so that children can check

to see if they were correct.

**Task Two (10 minutes)**

- ☆ Say **Let's use our ears to hear. Close your eyes. Sshhh! Be very quiet. Now listen. What can you hear?** Encourage children (with their eyes closed) to name any sound they recognise inside or outside the classroom. Allow them to respond in L1 and English. You may want to prompt them with **Can you hear children talking/birds singing/doors closing/cars going by?** etc.

- ☆ Tell children to look at **page 26** of their *Classbooks*. Give them some time to study the picture and then ask them to name anything they recognise. Try and elicit **a drum, a radio, a mobile phone, bees, a dog, birds, a car, a ball, the sea, thunder.**

- ☆ Explain that in the picture there are some things which make noises, and others which don't. Tell children to study the picture again for a few minutes and then close their eyes and imagine they are in this place. Ask **What can you hear?** Give children time to imagine they are in the scene, and then say **Tell me the things you can hear.** Elicit ideas from the class. Remind children to keep their eyes closed. As you elicit ideas, put the corresponding flashcard, or draw a simple picture, on the board.

- ☆ Tell children to **Open your eyes.** Point to the flashcards on the board and say **These are the things you think you can hear in this picture.** Elicit the name of each item again. Elicit any words the children did not say using the flashcards, and then put them on the board.

- ☆ Tell the class that they are going to hear the sounds of the things in the picture on the CD. Ask them to look at the picture and listen.

- ☆ Play *Listening CD 3.3*. straight through. Children should listen and look this first time.

## Listening Transcript 3.3 [Track 19] Sounds

[general noise: children playing and traffic]

- sound of thunder
- the sea
- a drum
- music playing on a radio
- a telephone ringing
- bees buzzing
- a dog barking
- birds singing
- a car horn beeping
- a ball being kicked

- ☆ Ask children **What did you hear?** Elicit as many of the sounds as possible.
- ☆ Tell the class that you are going to play the CD again. Ask them to look at the picture again. Tell them to listen and tick the things which they hear in the *Classbook*. Show children the boxes where they should put their ticks.
- ☆ Play the listening again. Pause after each sound to give children time to find the object and tick the correct box. When you have finished, ask children to compare their work with a friend's.
- ☆ Play the listening once more. Pause after each sound and ask **What can you hear?** Children should suggest the following: **thunder, the sea, a drum, a radio, a telephone, bees, a dog, birds, a car, a ball.** As children suggest each item, ask them to point to the item in their *Classbooks*.

### Task Three (5 minutes)

- ☆ Hold up your *Classbook* and point to the 'thunder' and lightning on **page 26**. Tell the class you are going to play them a rhyme about **thunder**. Remind the class that they learnt this song in 2A.
- ☆ Play *I Hear Thunder* (Song CD 3.3) and perform the actions as you join in with the words. Ask children to listen and watch.

## Song Transcript 3.3 [Track 14] I Hear Thunder

I hear thunder,  
I hear thunder  
Oh, can you?  
Oh, can you?  
Pitter-patter raindrops,  
Pitter-patter raindrops,  
I'm wet through,  
You are too!

- ☆ The actions for the rhyme are as follows:
  - I hear thunder,  
I hear thunder,  
*put your hand to your ear*  
Oh, can you?  
Oh, can you?  
*point to a child*
  - Pitter-patter raindrops,  
Pitter-patter raindrops,  
*make falling rain movements with your fingers*
  - I'm wet through,  
*pretend to be wet and shake your body*
  - You are too!  
*point to someone else*
- ☆ Play the rhyme again. Encourage children to join in with the words and actions with you.

### Task Four (10 minutes)

- ☆ Ask children to look at activity 3 on **page 16** of their *Skills Books*. Write on the board the three sounds 'ph' : 'f' : 'gh'. Explain to children that all these letters make one sound **ʃ**. Now get children to read the words in each box. Raise children's awareness of spelling by getting children to look at individual words. Say **Look at the word 'elephant'**. Give children time to look at the word, then say, **Cover up the word and say the spelling of 'elephant'**. Do the same with the other words. When children are confident, ask them to close their books, and to spell out the different words. You may also make this into a game where partners ask each other the spellings of the words.
- ☆ Ask children to open their books again at **page 16**. Ask children to look at activity 4. Explain to children what they have to do. Children have to complete the sentences using the pictures and the words in the box.





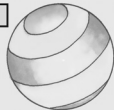
# Five Senses

## Lesson 7



Listen, say and read.

1



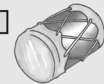
I can hear a ball.

2



I can hear a radio.

3



I can hear a drum.

4



I can hear a telephone.



Read and match.

- I can hear a dog.
- I can hear a duck.
- I can hear a cat.
- I can hear a car.
- I can hear a bee.
- I can hear the sea.



27



Complete the chart.

The 'I Hear' Experiment

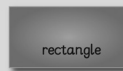


	✓	✗



Say the rhyme.

The Shape Rhyme



Stand up.

Turn around.

Touch a teddy bear.



28

1 Read and circle the words.



a	f	b	g	r	a	d	i	o
c	a	e	o	t	o	a	a	
a	g	t	b	m	l	d	l	f
t	e	l	e	p	h	o	n	e
o	z	s	j	d	c	g	o	t
d	r	u	m	d	n	m	p	z



2 Read and write.

1 I can hear a bee.



2 I can hear a \_\_\_\_\_.



3 I can hear \_\_\_\_\_.



4 I can \_\_\_\_\_.



5 I \_\_\_\_\_.



17 6 \_\_\_\_\_.



**You will need:**

- **Word cards:** 23, 79, 84, 133, 135, 154, 155, 156, 157 (a cat, a car, the sea, a dog, a duck, a bee, I, can, hear)
- **Realia:** a pencil, a ruler, a rubber

**Children will:**

- listen to and join in with a rhyme
- listen to and identify objects according to their sounds
- read and match sentences to pictures
- listen to sounds and build sentences
- do an experiment about sounds
- find the names of objects in a letter square
- complete sentences

**Task One (5 minutes)**

☆ Hold up your *Classbook* and point to the 'thunder' and lightning on **page 26**. Tell the class that you are going to play them a rhyme.

☆ Play *I Hear Thunder* (Song CD 3.3) and perform the actions. Encourage children to join in with the words and actions with you.

## Task Two (5 minutes)

### Step one

☆ Say **Let's use our ears to hear. Close your eyes. Sshhh! Be very quiet. Now listen. What can you hear?** Encourage children to name any sounds they recognise inside or outside the classroom. Allow them to respond in L1 and English.

☆ Ask children to look at the top of **page 27** of their *Classbooks*. Hold up your *Classbook* and point to the four pictures. Point to each one in turn and ask **What is it?** Children know each of these items of vocabulary. As you elicit the name of each object, point to the sentence under each picture and get the class to read it with you.

### Step two

☆ Tell the class they will hear the sounds of these four objects on the CD. Ask them to listen and say which picture shows that object.

☆ Play *Listening CD 3.4*. Pause after each sound and ask children **What picture?** Elicit the picture number for each of the sounds.

#### Listening Transcript 3.4 [Track 21] Sounds

- a drum beating
- a radio playing
- a telephone ringing
- a ball bouncing

☆ Call out the number of one of the pictures and ask the class to tell you what the object is. Repeat this until the children have named all the objects again.

### Step three

☆ Organise the class into pairs. Tell children to take it in turns saying a number and identifying the object in that picture. For example, one child says **3**, the other child finds picture 3 and names the object – **a drum**. Give children enough time so that each child has the opportunity to name each of the objects.

☆ Finally ask the children to track and read out each of the sentences.

## Task Three (5 minutes)

☆ Ask children to look at the sentences at the bottom of **page 27** of their *Classbooks*. Build the first sentence on the board using the word cards **I can hear a dog**. Tell children to look at the sentence and then read it off the board with you. Remove the word **dog**.

☆ Ask the class to look at the next sentence and to read it aloud with you. Put the word **duck** in the sentence on the board, and get children to read the sentence with you. Repeat this procedure with the rest of the sentences on **page 27**.

☆ Ask children to look at the numbered pictures to the right of the sentences. Ask children to read each sentence silently, and to match it to the picture by writing the correct number of the picture in the box beside the sentences.

☆ Do a whole class check. Point to the first sentence, and ask for a volunteer to read the sentence and say what picture it matches. Repeat this procedure until you have checked all the sentences.

☆ Tell the class they will hear some of these sounds on the CD. They should listen and say what the sound is. Play *Listening CD 3.5*. Pause after each sound and get children to name it.

#### Listening Transcript 3.5 [Track 20] More sounds

- a dog barking
- a car engine
- the sea

☆ Ask children to tell you what sounds they heard by reading back the sentences they ticked in their book. Build the sentences on the board as the class tells you what they heard.

## Task Four (10 minutes)

☆ Tell the class they are going to do an experiment in pairs. Make sure every child has a pencil, a ruler, a rubber, and their *Classbook* on their desk. Hold up each of these objects in turn and ask **What is it?** Elicit the names of these classroom objects.

# Five Senses

- ☆ Demonstrate to the class what you want them to do. Children should put a *Classbook* between themselves to prevent their partners from seeing what they are dropping. Pick up one of the objects without the class seeing it, and drop it on the table (behind the book). Ask **Did you hear that sound? What is it?** See if they can guess what object you dropped. Do the same with the other objects. Repeat some so that children cannot guess by elimination.
- ☆ Ask children to look at the picture and chart at the top of **page 28** of their *Classbooks*. Hold up your *Classbook* and point to the picture of Maha and Sami. Explain that they are doing the experiment which you just did.
- ☆ Now ask children to do the experiment in pairs. However ask children to choose the objects from the chart randomly, not in order. One child drops an object, while their partner has to say what he/ she heard. For example, if a ruler was dropped and If the partner guesses correctly, he/she puts a tick on the chart. If they guessed incorrectly, they should draw a cross on the chart.
- ☆ When the child has dropped all the objects, their partner should do the same experiment and complete the chart in the same way. When children have finished, get them to compare their charts.
- ☆ Do a class feedback. Try and find out which objects children found most difficult to identify.

## Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 17**. Ask children to look at the letter square in activity 1 and to read the names of the objects in the letter square. Ask children **What is number 3?** Elicit **a telephone**. Do the same for all the objects. Get children to tell you what they have to do. An example is given to help them understand. Children have to find the names of the objects in the letter square and circle them.

- ☆ Ask children to look at activity 2. Explain to children how the activity works and what they have to do. Children have to complete the missing blanks in the sentences. If time is short, ask them to complete this activity for homework.

### For the next lesson

- ☆ In Lesson 8, children will be doing an experiment concerned with touch. This experiment requires resources which cannot be provided in the CRP for very practical reasons.
- ☆ For the 'touch' experiment, you will need to collect a small selection of items that have these properties: **soft, hard, smooth, rough**. For example, **a rock, a piece of sandpaper, a glass, a pebble, cotton wool, a tomato, a peach, a ball**.



# Five Senses

## Lesson 8



Complete the chart.

The 'I Hear' Experiment



	✓	✗

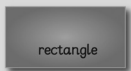


Say the rhyme.

The Shape Rhyme



triangle



rectangle



circle



square

Stand up.

Turn around.

Touch a teddy bear.



28



Draw and speak.



1	2	3	4
---	---	---	---

1. I can feel a  3. I can feel a   
 2. I can feel a  4. I can feel a



abc

Read and tick.

hard	✓					
soft						
rough						
smooth	✓					



29

3 Complete the table.

	hard	soft	rough	smooth
tree				
stone				
balloon				
brick				
scarf				
cat				
cotton				
stone				

4 Read and complete.

Chocolate is sweet.

Lemons are \_\_\_\_\_.

Honey is \_\_\_\_\_.

Chips are \_\_\_\_\_.

Limes are \_\_\_\_\_.

Peanuts are \_\_\_\_\_.

sour

salty

sweet

18

**You will need:**

- **Word cards:** 7-10, 155, 156, 159 (a circle, a triangle, a rectangle, a square. I, can, feel)
- **Realia:** soft, hard, smooth and rough items for the 'touch' experiment, for example, a rock, a piece of sandpaper, a glass, a pebble, cotton wool, a tomato, a peach, a ball, etc.

**Children will:**

- listen to and join in with a rhyme
- revise the names of shapes
- draw and guess shapes using the sense of touch
- understand the meanings of **hard, soft, rough, smooth**
- categorise objects according to how they feel

**Task One (5 minutes)**

- ☆ Tell children to look at the bottom of **page 28** of their *Classbooks*. Ask children to look carefully at the pictures. Ask them if they remember a rhyme about shapes.

- ☆ Quickly draw a **triangle, a rectangle, a circle** and

a **square** on the board. Point to each one in turn and try to elicit the name of the shape. Point to each shape again, elicit the name from the class and then write the name of the shape inside it or stick a word card on it.

- ☆ Draw a simple teddy bear on the board.
- ☆ Tell the class that you are going to play *The Shape Rhyme*. Ask children to listen to the rhyme and watch you. (You should be sitting down when you start the CD). Play *The Shape Rhyme* (Song CD 3.4). Say the words and do the actions. Point to the picture of the teddy bear on the board.

### Song Transcript 3.4 [Track 15] The Shape Rhyme

Triangle, rectangle,  
Circle, square.  
Stand up.  
Turn around.  
Touch a teddy bear.

- ☆ Play the rhyme again. Ask children to listen and do the actions with you. They should point to the pictures as they chant the rhyme.
- ☆ Play the rhyme once more. Ask children to join in with the actions and words.
- ☆ Tell the class that you will play the rhyme again. Ask children to say the rhyme and point to each part of it in their book.

### Task Two (10 minutes)

- ☆ Ask children to draw a circle in the air. Demonstrate this yourself and then get children to do the same. Get children to draw all four shapes in the air.
- ☆ Tell children to look at the top of **page 29** of their *Classbooks*. Ask children to look at the pictures and see if they can guess what Sami and Maha are doing.
- ☆ Explain that Sami and Maha are drawing shapes on a friend's back. Their friends have to try and guess what shape it is.
- ☆ Ask a child to come to the front of the

classroom. Draw one of the four shapes on the child's back, so that the rest of the class can see what you are doing. Encourage the child to say **I can feel a ...[circle]**.

- ☆ Put the following word cards on the board: **I can feel a**.
- ☆ Draw a ...[circle] at the end of the sentence you have written (draw the same shape which you have just drawn on the child's back). Run your finger along the words as you say **I can feel a ...** and then point to the shape you have drawn. Elicit ...[circle] from the class. Say **I can feel a circle** as you run your finger along the words. Get the class to repeat this with you, again running your finger along the words. Rub out the shape you have drawn, but leave the rest of the sentence.
- ☆ Ask children to draw the four shapes in the boxes under the pictures on **page 29**. They should not however show their drawings to their partners. They should then take turns and draw the shapes, in the order they have drawn them on their chart, on their partner's backs. Their partner should say the shape they feel each time, using **I can feel a ...[circle]**. They should complete the sentences by drawing the shape they felt in the box at the end of each sentence, below the chart. They should then compare what was drawn with what was felt. The children then switch roles and repeat the experiment again.

### Task Three (5 minutes)

- ☆ Hold up some cotton wool and a rock or pebble. Ask children to tell you in, L1, what they feel like – **hard** or **soft**. Hold up the cotton wool, squash it in your hand and say **It feels soft**. Now hold up a small rock or pebble, bang it gently on the desk, and say **It feels hard**. Hold up the cotton wool and rock or pebble in turn and get children to repeat **It feels soft/hard** with you. Pass the cotton wool around a few children and get them to feel it. Ask **What does it feel like?** Encourage children to say **It feels soft**. Repeat this procedure with the rock or pebble and get children to say **It feels hard**.
- ☆ Ask children if they can think of any other things which are hard or soft. Allow children to name them in L1 if they don't know the names in

# Five Senses

English. Ask children to look around the classroom and see if they can find things that are hard or soft. You may want to give them suggestions such as: **rubbers, chairs, bags, curtains**, etc. Draw a chart on the board with four columns, and write the words **hard** and **soft** in the first two columns. Point to each word and get the class to repeat it with you. As children give you their suggestions for hard and soft things, write them on the board.

- ☆ Hold up two items that demonstrate the properties **smooth** and **rough**. Hold up the smooth item, for example, a pebble, and run your hand over it. Show that you are feeling its texture. Say **It feels smooth**. Now hold up the rough item, for example sandpaper, run your hand over it and say **It feels rough**. Hold up each item in turn and get children to repeat its name with you. Pass the pebble around a few children and get them to feel it. Ask **What does it feel like?** Encourage children to say **It feels smooth**. Repeat this procedure with the sandpaper and get children to say **It feels rough**. Write the words **rough** and **smooth** in the chart you have drawn on the board and get the children to repeat the words with you.
- ☆ Ask children if they can think of any other things which are rough or smooth. Allow children to name them in L1 if they don't know the names in English. As children suggest things, write them on the board in the appropriate columns

## Task Four (5 minutes)

- ☆ Ask children to look at the chart at the bottom of **page 29** of their *Classbooks*. Give children a minute to study the chart. While children are looking at the chart, quickly draw a copy of the chart on the board.
- ☆ Hold up your *Classbook* and point to the first item on the chart – **a rock**. Say **A rock is hard and smooth**. Show that there is a tick in the **hard** column, and a tick in the **smooth** column. Put these ticks onto the chart on the board.
- ☆ Tell children to look at the next object – **cotton wool**. Ask the class **Does it feel hard or soft?** Try and elicit **soft** from the class, and as you do, put a tick in the **soft** column on the board. Then ask **Does it feel rough or smooth?** Elicit **smooth** and again put a tick on the chart in the **smooth** column.

- ☆ Now ask children to complete the chart for the rest of the objects. When children have finished, ask them to compare their chart with a friend's.
- ☆ Do a whole class feedback using the chart on the board. Ask the class questions about each of the objects **Does it feel hard or soft?** and **Does it feel rough or smooth?**

## Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 18**. Ask children to look at the chart in activity 3 and to read out the four words at the top. Now ask children to read out the names of the objects surrounding the chart. Ask children if they know what they have to do. They have to decide whether the objects are **hard, soft, rough** or **smooth**. Some words may fall into two categories. For example, a scarf can be **soft** as well as **smooth**. Accept any reasonable answers.

### For the next lesson


- ☆ In Lesson 9, children will be doing an experiment concerned with smell. This experiment requires resources which cannot be provided in the Class Resource Packs for very practical reasons.
- ☆ For the 'smell' experiment, you will need to collect some different types of foods with different smells. For example, a banana, an onion, coffee, an orange, a lemon, an apple. In addition, you will need blindfolds - enough for one for each pair of students, and a number of plastic cups, tissues and elastic bands.






# Five Senses


## Lesson 9






 **Write.** What can you smell?




It smells like a banana.

Name	1	2	3	4

 **Write.**

1. It smells like a \_\_\_\_\_ 
2. It smells like an \_\_\_\_\_ 
3. It smells like \_\_\_\_\_ 
4. It smells like an \_\_\_\_\_ 
5. It smells like \_\_\_\_\_ 



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### You will need:

- **Flashcards:** 39, 51, 142, 183, 184 (an apple, an orange, a banana, flowers, rubbish)
- **Word cards:** 25, 26, 37, 160, 161 (an apple, a banana, an orange, flowers, rubbish)
- **Realia:** blindfolds, plastic cups, tissues, elastic bands, different types of food with different smells (eg. banana, onion, coffee, orange, lemon, apple)

### Children will:

- listen to and perform the actions of a rhyme
- guess foods using the sense of smell
- record information onto a chart
- match words and pictures
- complete sentences about how different foods smell

### Task One (5 minutes)

- ☆ Tell the class that you are going to play the *My eyes can see* rhyme (*Song CD 3.2*).
- ☆ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

### Task Two (20 minutes)

- ☆ Say the line **My nose can smell**. Tell children to look at the picture of Sami and Maha at the top of **page 30** of their *Classbooks*. Ask children if they can guess what Sami and Maha are doing. If they can't guess, tell them that Sami and Maha are trying to guess what's in the cup from its smell. Tell children that they are going to do the same thing in class.

- ☆ Show children the food you have brought into the lesson. If they are foods whose names children already know, elicit them from the class. If not, teach the class the names in English.

- ☆ Put a small amount of one of the foods you have selected in a cup, cover it with a paper tissue and secure the tissue with an elastic band. Then smell the cup, and say **It smells like a ...[banana]**. Get the class to repeat this several times. Pass the cup to five or six children, and encourage them to say **It smells like a ...[banana]**.

- ☆ Now put a small amount of each of the foods you have selected into four different cups, cover the cups with paper tissues and secure the tissues with elastic bands. Number the cups **1–4**, but do not let the children see which food is in which cup. Depending on the size of your class you may want to have four or five sets of cups, which you will have to prepare at the same time.

- ☆ Organise children into pairs. Tell children to look at the chart on **page 30** of their *Classbooks*. Quickly draw a copy of the chart on the board, and point to the first empty space in the first column. Tell children that they must write the name of their partner in this space and underneath they should write their own name. Explain that children will have to take it in turns, in their pairs, to guess the contents of the cups by smell alone.

- ☆ Bring a pair of children to the front of the class, and put a blindfold on one of the children. Give cup number **1** to the child who has the blindfold on, and ask them to smell what is in the cup. Encourage them to say **It smells like a ...[banana]**. As the child says what they can smell, the other child should draw a picture of what they say in the first space in the column,

under the number 1. Tell children that they will do this in their pairs for all four cups.

- ☆ Distribute the cups on four or five tables around the room. Give each pair of children a blindfold. Ask the children to work together in their pairs, with one cup at a time, to guess the contents of the cup by smell alone. One child puts the blindfold on first, and tries to guess the contents of all four cups, while the other child records their answers onto the chart on page 30 by drawing a picture of what they say in each column. They should then swap roles. Remind them to say **It smells like an ... [orange]**.
- ☆ Do a whole class feedback using the chart on the board. As children give you their feedback, encourage them to **It smells like an ... [orange]**. Write the names in the boxes as children tell you their answers.

### Task Three (5 minutes)

- ☆ Put the flashcards on the board of **an apple, an orange, a banana, flowers, and rubbish**. Point to each one in turn and elicit the names. As the children give you the names, put the corresponding word card next to each flashcard. Then point at the flashcards and word cards in random order, and get the children to say the names.
- ☆ Ask children to look at the words and pictures on the board. Remove the flashcards and leave the word cards up. Point to one of the words and ask **What is it?** As children name the word, put the corresponding flashcard back on the board. Continue until all the flashcards are back on the board with the corresponding word cards.
- ☆ Write on the board – **It smells like** and then put the flashcard of **a banana** at the end of it. Run your finger along the words as you say **It smells like...** and elicit **a banana** from the class. Then replace the flashcard with the word cards **a banana**, and elicit the words from the class. Get the class to repeat the sentence, as you track your finger along the sentence on the board.
- ☆ Ask children to look at the sentences under the chart on **page 30**. Read the first sentence to the class **It smells like a ....** Encourage the class to complete the sentence by looking at the picture

of a banana. Get the class to repeat the sentence **It smells like a banana**, running their finger along the words as they say them. Ask children to complete the sentence by writing the word **banana** in the space provided.

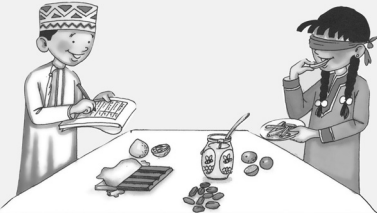
- ☆ Do a whole class check. Once children have understood what they have to do, ask them to complete the rest of the sentences.

# Five Senses

## Lesson 10



Think and write.



	lemon	chocolate	chips	honey	lime	peanuts
sweet						
sour	✓					
salty						

- Sweet foods are \_\_\_\_\_ and \_\_\_\_\_.
- Sour foods are \_\_\_\_\_ and \_\_\_\_\_.
- Salty foods are \_\_\_\_\_ and \_\_\_\_\_.



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3 Complete the table.

	hard	soft	rough	smooth
tree	stone			
balloon				

brick scarf cat cotton stone road

4 Read and complete.

Chocolate is sweet.

Lemons are \_\_\_\_\_.

Honey is \_\_\_\_\_.

Chips are \_\_\_\_\_.

Limes are \_\_\_\_\_.

Peanuts are \_\_\_\_\_.

sour

salty

sweet

18

### Children will:

- understand and use **sweet, sour and salty**
- talk about whether foods are sweet, sour or salty
- fill in information on a chart
- transfer information from a chart to sentences
- do self - evaluation

### Task One (5 minutes)

☆ Say the line **My tongue can taste** and get children to repeat it with you. Explain to children that when we eat, we use our tongue to taste the food, and our nose to smell what we are eating.

☆ Teach the words **sweet, sour and salty** to the class. Ask **Do you like honey?** Elicit **Yes/No** responses from children and then say **Honey tastes sweet.** Ask **Do you like lemons?** Again, elicit **Yes/No** responses and then say **Lemons taste sour** and mime having eaten something sour. Finally, ask **Do you like chips?** Elicit a response and then say **Chips taste salty.**

☆ Write the words **sweet, sour and salty** at the top of the board. Point to each word in turn and get children to repeat it with you. Ask questions about foods children know in English. For example, ask **Do you think chocolate tastes sweet, sour or salty?** When children respond, write the word **chocolate** under the heading **sweet.** Ask questions about these foods: **cake, ice cream, banana, orange.**

☆ Ask the class if they can think of any other foods, which are sweet, sour or salty. Allow children to respond in L1 if they don't know the words in English.

☆ Call out the name of a food and get the class to respond with **sweet, sour or salty.**

### Task Two (15 minutes)

#### Step one

☆ Ask the class to look at the chart on **page 31** of their *Classbooks*. Ask children to tell you the names of any foods they can see in the chart. Children already know the words **lemon, chocolate, chips and honey.**

- ☆ Hold up your *Classbook*, point to each food item along the top of the chart and name the food. Get the class to repeat the names with you. Make sure children are familiar with the new food words in L1.
- ☆ Ask children to look at the picture of Sami and Maha above the chart. Explain that they are doing an experiment. Maha is trying to guess what the foods are without looking at them. Tell the class that they will hear Maha talking on the CD. Get children to read the three words in the first column, **sweet, sour, salty**. Ask them to listen and look at the chart. Play *Listening CD 3.6*.

### Listening Transcript 3.6 [Track 22]

#### It tastes

- Ugh! It tastes sour. I think it's a lemon.
- Mmm. It tastes sweet. I think it's chocolate.
- Oh! It tastes salty. I think it's a chip.
- Mmm. It tastes sweet. I think it's honey. Lovely!
- Ugh! It tastes sour. I think it's a lime.
- Mmm. It tastes salty. I think it's a peanut.

- ☆ Tell the class that you will play the listening again. Ask children to listen and put a tick in the box that describes what the food is like, i.e. **sweet, sour** or **salty**. The first food has been done as an example.
- ☆ Play the listening again. Pause after each food is described and give children time to put a tick in the appropriate box.
- ☆ After children have heard the whole listening, tell them to compare their chart with a friend's. While the class are doing this, quickly draw the chart on the board.
- ☆ Ask children about the foods on the chart and put the information on the board. Say the name of the food and elicit **sweet, sour** or **salty**. For example, say **chocolate** and elicit **It tastes sweet**. Put a tick in the corresponding box on the chart. Repeat this for all the foods until you have completed the chart on the board.
- ☆ Tell the class that you are going to play the listening again. Ask children to listen and imagine they are Maha and to repeat the words after they hear them. Play the listening again. Pause

after each sentence to give children time to repeat Maha's words.

#### Step two

- ☆ Ask children to look at the sentences under the chart. Get children to read out the sentences. The purpose of this activity is for children to practise transferring information from tables or charts into sentences. Do the sentences orally with children, then get them to complete them in their *Classbooks*.

#### Task Three (5 minutes)

- ☆ Ask children to open their *Skills Books* at page 18 and to look at activity 4. Get children to read out the words in the box, then ask children to read out the sentences one by one. This is a consolidation task which children should be able to complete independently.

#### Task Four (5 minutes)

- ☆ Ask children to look at the frieze at the top of pages 22 and 23 of their *Classbooks* and get them to name all the items.
- ☆ Ask children to look at the two faces at the bottom of page 31 in their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.