

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about the five senses.

● TARGET LANGUAGE

Key language: senses: *touch, taste, smell, sight, hearing; What does it feel / taste / smell / look / sound like? It feels / tastes / smells / looks / sounds like ...*

Revision: adjectives, materials, science club

● MATERIALS REQUIRED

Extra activity: A black canvas or cotton bag, some objects for pupils to feel which they won't immediately guess, e.g. an orange, a furry spider, a sock, a nut, a grape, a leaf, a wig
Photocopiable 6 (see page T95), one copy for each pupil

Warmer

- Elicit from pupils the different ways we can experience the world around us. Provide one example, e.g. *We can see it*. Pupils give you the other senses. Provide the words in English. Tell pupils the theme of Unit 6 is *Senses* and write it on the board. Ask pupils which for them is the most important sense.

PB54. SHOW WHAT YOU KNOW! *What sense words can you remember?*

- Draw a circle around *Senses* on the board. Draw five lines from this, each ending in a circle. In these circles, write each of the five senses (touch, taste, smell, sight, hearing). Elicit something nice for one sense and write this next to the appropriate sense to start a mind map. Say *Show what you know ... about senses*. Brainstorm with the class the things they experience through the different senses and create a mind map on the board. Pupils copy the mind map into their notebooks, including only the things they think are nice.

PB54. ACTIVITY 1. *Listen and tick (✓) the sense words you hear.*

- Tell pupils to open their Pupil's Books at page 54 and look at the Activity 1 pictures. Elicit the names of the characters and where they are. Remind pupils they do the same as for the Show what you know in the previous units (tick off the words they hear in the Senses mind map in their notebooks).
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 3, 02

(SHARI: Yeah, I thought so too.)

TEACHER: In this week's science club we're going to look at the five senses. First we're going to look at the sense of touch.

SHARI: Put your hand into this box, Dan. What does it feel like?

DAN: It's very soft. It feels like fur. Is it an animal?

ALVIN: No, Dan. It's my toy spider.

DAN: Not again!

ALVIN AND SHARI: Ha, ha, ha!

SHARI: I didn't know we had to do the sense of hearing too.

ALVIN: That's horrible! It sounds like somebody falling downstairs.

TEACHER: That's my new CD.

DAN: That's cool!

ALVIN AND SHARI: Dan!

TEACHER: Now we're exploring the sense of smell. What does this smell like, Shari?

SHARI: Phoargh! That smells terrible! It smells like Alvin's socks.

ALVIN: Well, it's strong blue cheese, Shari.

TEACHER: And now the sense of taste. What does this taste like, Alvin?

ALVIN: Mmm. It ... it tastes like pizza. It's great! I didn't think I liked pizza.

DAN: You do now!

ALVIN: Let's find out how to make the perfect pizza for our next ezine.

SHARI AND DAN: Yes!

PB54. ACTIVITY 2. *Listen again. Who said it?*

- Read the sentences through with the class. Play the CD. Pupils write the names in their notebooks. They check in pairs.

Key: 2 Dan, 3 Alvin, 4 Teacher, 5 Shari, 6 Teacher

CD 3, 03

Presentation

- Write sentences 1, 2, 4 and 5 from Pupil's Book Activity 2 on the board. Ask what they are talking about in question 1 (a toy spider). Elicit the response and if it is really an animal (no). Elicit why Dan thinks it's an animal (it feels like fur). Check the concept of *feels like*. Repeat for 4 and 5. Ask pupils if it is really Alvin's socks (no). Ask them what it is (cheese).
- Play the CD from Activity 1 again. When pupils hear *feels / tastes / smells / sounds like*, they put their hands up. Stop the CD and elicit what was said (question and / or answer). At the end, elicit the story in summary from pupils.
- Focus pupils on the Look box.

Photocopiable 6 (see pages T89 and T95)

PB54. ACTIVITY 3. *Read and order the words.*

- Pupils complete the activity in pairs. Pairs check with pairs. Check with the class. For the questions, elicit possible answers.

Key: 1 My car sounds like a lorry. 2 His jacket feels like fur. 3 What does that soup taste like? 4 Who does your mother look like? 5 That cake smells like bananas. 6 What does your scarf feel like?

AB54. ACTIVITY 1. *Read and order the words.*

Key: 2 It looks like it's going to rain. 3 That sounds like your mobile phone. 4 What does this toy mouse feel like? 5 Her cake tastes like coffee. 6 What does my picture look like?

AB54. ACTIVITY 2. *Correct the sentences.*

Key: 2 ~~feels~~ feel, 3 ~~look likes~~ looks like, 4 ~~don't~~ doesn't, 5 ~~smells~~ smell, 6 ~~doesn't~~ don't

AB54. ACTIVITY 3. *Read and complete the email.*

Key: 2 exciting, 3 shouting, 4 feel, 5 hear, 6 quickly, 7 felt

Extra activity: see page T105 (if time)

Ending the lesson

- Tell pupils to put their heads down on their desks and close their eyes. Make some different sounds, e.g. scrunch up some paper or write on the board. Then ask pupils what they all sounded like.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about the five senses and what things feel, look, taste, sound and smell like.

● **TARGET LANGUAGE**

Key language: senses, *What does he / she feel / look like? He / she feels / looks + adjective, tongue*

Revision: food and drink, the body, adjectives

● **MATERIALS REQUIRED**

Five small pieces of paper for each pupil, envelopes
Five objects in numbered plastic bags, one which feels soft, one hard, one light, one heavy, etc. (for Activity 7)
Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Reinforcement worksheet 1* (page 51) and / or *Extension worksheet 1* (page 53)

Warmer

- Elicit some of the nice things pupils wrote for their mind maps in the previous lesson. Cover all five senses.

PB55. ACTIVITY 4. Listen. *What does it sound like?*

- Tell pupils to open their Pupil's Books at page 55. Focus them on the Activity 4 picture and elicit some of the things they can see. Ask a pupil to read the activity instructions aloud. Play the first one as an example and ask another pupil to read the speech bubble response. Check pupils understand what to do. Play the CD. Pupils say the response quietly to each other (in pairs). Play the CD again. Check with the class. Make sure they respond with the complete sentence, e.g. *It sounds like rain / someone's playing tennis.*

Key: It sounds like ... 1 a car, 2 a cat, 3 a train, 4 a lion, 5 someone's playing tennis, 6 a door, 7 someone's playing basketball, 8 rain

CD 3, 04

Sounds: 1 a car, 2 a cat, 3 a train, 4 a lion, 5 playing tennis, 6 a door, 7 playing basketball, 8 rain

PB55. ACTIVITY 5. Play the game. *What does it sound like?*

- Focus pupils on Activity 5 and ask a pupil to read the activity instructions aloud. Focus on each step of the activity and check they know what to do. Brainstorm ideas with the class for the first bullet point and help with the English words if necessary. Pupils secretly write their ideas and give you the pieces of paper. Put all of the small pieces of paper into a large envelope. Make two teams. A pupil from one team comes to the front of the class, takes a piece of paper from the envelope, looks at the word on it and makes a sound to describe it. The other team listens and guesses what the sound comes from. Only one team member answers. Repeat for the other team. Continue, giving teams alternate turns. Award one point for a correct guess and one for the correct sound.
- Put the class into an equal number of smaller teams and divide up the words into an envelope for each team. Teams play each other.

PB55. ACTIVITY 6. Ask and answer. *What does it look like?*

- Focus pupils on the Activity 6 pictures. Use the question and answer prompts to talk more about the first picture. Elicit other ideas. Pupils play the game in pairs, taking turns to ask and answer about the pictures (they don't have to discuss them in order). Check with the class, using open pairs. Encourage them to give a variety of answers for each one, not just guess one thing.

Key: 1 cat's nose, 2 flower, 3 hairbrush, 4 computer keyboard, 5 umbrella, 6 telescope, 7 watch / clock, 8 mobile phone

PB55. ACTIVITY 7. Ask and answer. *What does it feel like?*

- Focus pupils on the Activity 7 instruction and remind them of the Feelie bag game if you did it in the previous lesson. Teach / Elicit *It feels (soft / hairy / cold)*. Practise the new structure with pupils, using objects in the room (bag, desk, hair, shoes, window, etc.) before pupils do the activity, using the bags you have brought, as a class or in groups.

AB55. ACTIVITY 4. *How do they look? Write the answers.*

Key: 2 They look cold. 3 He looks ill / sick. 4 She looks happy / excited. 5 He looks frightened. 6 She looks thirsty.

AB55. ACTIVITY 5. Read. *What are they?*

Key: 2 a pea, 3 a lemon, 4 tea, 5 sausages, 6 a tiger

AB55. ACTIVITY 6. Senses quiz. *Read and answer.*

Key: 2 our nose, 3 our eyes, 4 our ears, 5 our hands / fingers, 6, 7 and 8 Pupils' own answers

Extra activities: see page T105 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 1 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 50, 51 and 53).

Ending the lesson

- Pupils stand up. Say the different senses quickly one after another, repeating some and saying each one more than once. When pupils hear the sense, e.g. *touch*, they point to or wiggle their fingertips, and so on.

OBJECTIVES: By the end of the lesson, pupils will have read about how to make pizza and followed a recipe.

● TARGET LANGUAGE

Key language: *recipe, flour, salt, pepper, knife, fork, spoon, plate, salami, sausage, onion, looks good, yeast, mix, dough, base, topping*

Revision: food

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Reinforcement worksheet 2 (page 52) and / or Extension worksheet 2 (page 54)*

Warmer

- Describe a pizza for pupils to guess, e.g. *I'm thinking of some food. It smells yummy when it's cooking. You usually eat it with your fingers. It looks like a flat plate or a circle.* Ask if they like pizza and if any of them have made pizza at home. Tell them they're going to learn how to do it. Pre-teach *recipe*.

PB56. ACTIVITY 8. *Read and think. What would you put on your pizza?*

- Tell pupils to open their Pupil's Books at page 56. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding and supply the word *topping*.
- Focus pupils on the text and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the words at the bottom of the webpage. Read the introduction first with the class. Then pupils read the texts silently and think about their answers to the question. Elicit the toppings mentioned in the text and discuss what pupils' favourite ones would be. Supply other food words if necessary. Check comprehension of the key vocabulary by referring pupils back to the texts. Focus on each stage of the recipe / instructions in turn, giving pupils reading time and then checking general comprehension by discussing what ingredients are used and what is happening at that stage.

PB56. ACTIVITY 9. *Listen. Repeat the word and find it in the text.*

- Focus pupils on the Activity 9 instructions and on the example. Check they know what to do. Play the CD. Pause after each one for pupils to find the word in the text. Play the CD again. Elicit a choral response each time.

Key: 2 pizza, 3 fork, 4 pepper, 5 plate, 6 flour, 7 knife, 8 spoon

CD 3, 05

1 salt, 2 pizza, 3 fork, 4 pepper, 5 plate, 6 flour, 7 knife, 8 spoon

PB56. ACTIVITY 10. *Read and correct the sentences.*

- Focus pupils on the Activity 10 instruction and on the sentences. Check they know what to do. They cover the text first with paper and try to correct the sentences without looking at the text. They check in pairs. Then they look at the text and check their ideas. Check with the class.

Key: 1 Before they started, they washed their hands. 2 They put some flour, yeast, salt and water into a bowl. 3 They put some black pepper on top of the pizza. 4 The plates are very big and they're made of wood. 5 Mario used a knife to cut the pizza. 6 They mixed the salad with a spoon and fork.

AB56. ACTIVITY 7. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

Key: 2 salt, 3 knife, 4 fork, 5 spoon, 6 plate

AB56. ACTIVITY 8. *Look and find the words.*

Key: Food words: salt, tomato, egg, pepper, rice, yoghurt, flour, lemons

Verbs: taste, eat, get up, enjoy, take off, tell, smell

Things we eat with: fork, knife

Preposition: off

Somewhere we go to eat: restaurant

AB56. ACTIVITY 9. *Read and write the answers in the puzzle.*

Key: 2 fork, 3 salt, 4 pizza, 5 plate, 6 flour, 7 knife, 8 spoon

Mystery vegetable: potatoes

Extra activities: see page T105 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 2 and / or Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 50, 52 and 54).

Ending the lesson

- With books closed, elicit the ingredients Mario used to make his pizza at the beginning of the lesson.
- For Extra activity 1 in the following lesson: Tell pupils to bring their favourite recipe (in LI) to the next lesson.

OBJECTIVES: By the end of the lesson, pupils will have had more practice following a recipe and will have sung a song.

● **TARGET LANGUAGE**

Key language: *topping, ingredients, pasta, hole, mix, imperatives*

Revision: food, comparatives, language from previous lesson

● **MATERIALS REQUIRED**

Extra activity 1: Recipes (in LI) pupils have brought in
Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Song worksheet (page 55)*

Warmer

- Write lots of different ingredients on the board (the ones for pizza and others too, for example, *milk, eggs, chocolate, potatoes*). Elicit from pupils which ones Mario used for his pizza recipe.

PB57. ACTIVITY 11. *Listen and match. Check and sing.*

- Tell pupils to open their Pupil's Books at page 57. Focus them on the pictures, rather than on the lyrics of the song. Elicit that this is Mario who they read about in the previous lesson. Focus pupils on the activity instructions and check understanding. Play the CD. They match the pictures with the text. They check in pairs. Check with the class. Elicit what Mario looks like and what he is doing in each picture. Play the CD again, line by line and verse by verse, for pupils to repeat. When pupils are confident with the song, they add mimes to the verse according to the pictures. Make five groups. Groups take turns to sing a verse and mime. Pupils swap groups and repeat. Play the first version on the CD and then the karaoke version.

Key: e, a, b, d, c

CD 3, 06

As in Pupil's Book

CD 3, 07

Now sing the song again. (Karaoke version)

PB57. ACTIVITY 12. *Listen and write the words.*

- Focus pupils on the Activity 12 instruction and check they realise this is a dictation. They get ready with notebooks and pencils. Play the CD. They write the words. They check in pairs. Play the CD again. Check with the class by eliciting the word and then the spelling.

Key: 2 fork, 3 flour, 4 pizza, 5 salt, 6 pepper, 7 knife, 8 spoon

CD 3, 08

1 p-l-a-t-e, 2 f-o-r-k, 3 f-l-o-u-r, 4 p-i-z-z-a, 5 s-a-l-t,
6 p-e-p-p-e-r, 7 k-n-i-f-e, 8 s-p-o-o-n

PB57. ACTIVITY 13. *Read and complete. Write the recipe in your notebook.*

- Focus pupils on Activity 13 and elicit that this is a recipe for making pasta. Tell them it's not pasta from a packet, but pasta 'from scratch'! Elicit what the pictured ingredients are (flour, eggs, salt, oil, cheese, black pepper). Elicit what to serve means. Give them a hint about completing the recipe: *You need more words than the ingredients at the top.* Pupils work individually. They read the steps of the recipe and write the words in pencil. Remind them to look before and after the word to help them with their predictions. They check / discuss their answers in pairs. Check with the class, discussing each step in turn to make sure they understand the process.

Key: flour, flour, eggs, eggs, fork, flour, eggs, knife, salt, plate, oil, cheese, spoon, pepper

AB57. ACTIVITY 10. *Read and complete the text.*

Key: 2 Italy, 3 pizzas, 4 made, 5 cheese, 6 meal, 7 taste, 8 top, 9 cook, 10 largest, 11 metres, 12 flour, 13 900

AB57. ACTIVITY 11. *Read and order the text.*

Key: 8, 2, 1, 5, 6, 4, 7, 9, 10, 3

Extra activities: see page T105 (if time)

Optional activity

- Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 50 and 55).

Ending the lesson

- Sing the song from the beginning of the lesson with the class again. This time, everyone mimes as groups take turns to sing their verse.

OBJECTIVES: By the end of the lesson, pupils will have practised the phonemes /z/ and /s/, planned a party and completed a writing activity.

● **TARGET LANGUAGE**

Key language: the phonemes /z/ and /s/, *going to*, *wh-* questions, *poem*, *diamante*, parts of speech

Revision: food, clothes, adjectives, *party*, *need*, *start*, *finish*

● **MATERIALS REQUIRED**

Paper for each pupil

Warmer

- Ask pupils to give you some plural food words and write them on the board. Make two columns (but don't tell pupils what they mean), with words ending with the /z/ sound in one column and words ending with the /s/ sound in another. Elicit from pupils why they think you have made two columns. Tell them to think about the sound at the end of the word. When they notice the two sounds, write the phonemes /z/ and /s/ at the top of the relevant columns.

PB58. ACTIVITY 14. Focus on phonics

- Tell pupils to open their Pupil's Books at page 58. Focus them on Activity 14. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the /z/ and /s/ sounds correctly. In pairs, pupils practise the rhyme.

CD 3, 09

As in Pupil's Book

PB58. ACTIVITY 15. Plan a party. Ask and answer.

- Focus pupils on the Activity 15 instructions. Ask them if they like parties and when they last went to a party. Ask a pupil to read the prompts for the activity aloud and check pupils realise they will use *going to* because they are talking about plans. Read through the prompt words with the class and elicit some examples for each to give them ideas for their discussions. Make pairs. Pupils first decide the reason for the party (birthday, end of the week, exam results, etc.). Then they take turns to ask and answer / discuss the questions and to make plans. They write notes in their notebooks as they decide. At this stage, they don't need to write full sentences – only notes. Go round the class as they are working and find out about their ideas. Provide any useful vocabulary to pairs at this stage.

PB58. ACTIVITY 16. Write about your plans for the party.

- Focus pupils on the Activity 16 instruction and on the examples and check they know what to do. Pupils work individually to write their plans. They swap their first draft with their partner. They check through each other's work and make suggestions for improvement / correction. They can also remind each other what they decided about the party. Pupils write a final draft of their own text in their notebooks.

PB58. JOKE CORNER

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 3, 10

As in Pupil's Book

AB58. ACTIVITY 12. Write the words in the columns.

- Tell pupils to open their Activity Book at page 58. Check they know the meaning of all the words in the box. Point out the example answers and make sure pupils concentrate on the sounds of the underlined letters. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

AB58. ACTIVITY 13. Listen, check and say.

- Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key: See audioscript below

CD 3, 11

s sound: Lucy, scarf, chips, dangerous, centre, smell

z sound: Daisy, amazing, words, animals, cheese, potatoes

AB58. ACTIVITY 14. Read this diamante poem and answer the questions.

- Before pupils do the activity, focus them on the Write it right box and check they understand what *poems* are and, in particular, what *diamante poems* look like.

Key: 1 winter, 2 Pupils' own answers

AB58. ACTIVITY 15. Look at the poem again and complete the table.

Key: 2 words: adjectives; 3 words; 4 words: nouns; 3 words: action verbs; 2 words: adjectives; 1 word: noun

AB58. ACTIVITY 16. Write your diamante poem.

Key: Pupils' own answers

Extra activities: see page T105/T106 (if time)

Ending the lesson

- Do the Phoneme rhyme from the beginning of the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

● **TARGET LANGUAGE**

Key language: language in the story, *a trap*

Revision: language from the unit, imperatives

● **MATERIALS REQUIRED**

Extra activity 2: A black canvas or cotton bag, some objects for pupils to feel (different from the ones you used at the beginning of the unit) which they won't immediately guess, e.g. a wooden hinged snake, a belt, a doll's shoe

Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Topic worksheet (page 56)*

Warmer

- Make groups of four. With books closed, pupils recap the story so far. Elicit a sentence from each group of four in chronological order. If they give too little information at any time, say, e.g. *But what happened before that? How did they / he get there?*

PB59. STORY. *Diggory Bones.*

- Tell pupils to open their Pupil's Books at page 59. Focus them on the story. Tell them to look quickly to find the animals in the story and the sounds they are making (spiders – tickle, snake – hisss). Set the questions: *Why is Brutus afraid? What wants to eat the spiders? What does Diggory use his belt for? What's the dog? At the end, who falls into the snake bowl first?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (He hates spiders. The snake. To get Brutus out of the snake bowl. It's the door. Emily). Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What do you think a trap is? What woke the snake up? Why did Brutus want to get out of the snake bowl? Why did they fall into the snake bowl at the end of the episode?*

CD 3, 12

As in Pupil's Book

AB59. ACTIVITY 17. *Read and answer.*

- Key:** 2 There are spiders and a snake inside the snake bowl.
3 Diggory uses his belt to get Brutus out of the snake bowl.
4 Diggory has (got) The Baloney Stone now. 5 The dog is the door. 6 Brutus pushes Emily into the snake bowl.

AB59. ACTIVITY 18. *Correct the sentences.*

- Key:** 2 The dangerous ancient trap is called a snake bowl.
3 Brutus hates spiders. 4 The snake woke up. 5 Diggory used his belt to help Brutus out of the snake bowl. 6 Brutus thought the dog was the door.

AB59. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 like, 3 fork, 4 knife, 5 Pupils' own answers, 6 seven

AB59. CAN DO

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means, with examples, and elicit / remind them of the activities they did in this unit when they talked about the five senses. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about planning a party. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they remember about the diamante poem structure and the poems they wrote.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T106 (if time)

Optional activity

- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 50 and 56).

Ending the lesson

- Ask pupils which rhyme / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about optical illusions and suggested a title for the text.

● **TARGET LANGUAGE**

Key language: *brain, optical illusion, study / look more closely / carefully, curtains*

Additional language: *Human Condition, bison, Salvador Dali, Rene Magritte, Mae West*

Revision: senses

● **MATERIALS REQUIRED**

Warmer: A picture in a book by an artist pupils might know
Rulers to check some of the optical illusions

Extra activity 1: One or two works by Escher, ideally *Relativity* and *Reptiles*, in reference books, on posters or projected onto the wall of the classroom

Extra activity 2: A long strip of paper, glue and scissors for each pupil. A ready-made Mobius strip: take a strip of paper, give it a half-twist, and join the ends together with glue to form a loop.

Warmer

- Show pupils the picture you have brought with you. Elicit what it is (a picture / painting) and ask them if they know the name of the artist. Elicit other artists that they know or have heard of and ask them why they like their pictures (or perhaps don't like them).

PB60. FACT

- Tell pupils to open their Pupil's Books at page 60. Focus them on the top of the page and say *Did you know ... ?* Ask a pupil to read the fact to the class. Pupils look at the picture and tell you the answer. Give them time to look more closely so that they find the illusion. Tell them this is called an *optical illusion*. Elicit if they have seen other ones, e.g. on the back of cereal packets or in magazines.

PB60. ACTIVITY 1. Look and read. Answer the questions.

- Focus pupils on the Activity 1 instructions and on the pictures around the text. Give them time to look at the pictures to see if they can see the optical illusions in them. Discuss ideas with the class before they read.
- Focus pupils on the questions in bold throughout the text. Read each section with the class, stopping to discuss the question each time and to check understanding of key vocabulary. Pupils do not need to understand all the words in the text.

Key: Pupils' own answers

PB60. ACTIVITY 2. Read again and choose a title.

- Focus pupils on the Activity 2 instruction and on the three titles. They re-read the text silently and then, in pairs, choose the best title. They find evidence in the text to support their choice. Discuss choices and reasons with the class.

Key: b) Seeing is believing

AB60. ACTIVITY 1. Read the text. What does it say? Write it correctly.

Key: Can you understand what this sentence says? The letters are mixed so when you look at it, it is difficult to understand. Because your brain is very clever, it can read it.

AB60. ACTIVITY 2. Look at the pictures. What can you see?

Key: 1 Yes, 2 a You, Me; b LIFT, 3 d, 4 They are both the same length. 5 a lion, 6 a mouse

AB60. ACTIVITY 3. Make your optical illusion.

Key: White and black. No grey. Diagonal lines.

Note: The eye / brain can't see the difference between the grey-white and grey-black lines. It makes its own line.

AB60. ACTIVITY 4. Write about your favourite optical illusion.

Key: Pupils' own answers

Extra activities: see page T106 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about optical illusions and completed a project.

● **TARGET LANGUAGE**

Key language: *optical illusions, show (n.), modern art*

Revision: senses, colours

● **MATERIALS REQUIRED**

For each pupil, a pen, glue, white cardboard, scissors, string, coloured pencils, compass (to draw a circle)

Extra activity 1: Paper for each pupil

Warmer

- Review with pupils what they learnt about in the previous lesson and which optical illusion they thought was the cleverest and why.

PB61. ACTIVITY 3. *What can you see? Talk in pairs.*

- Tell pupils to open their Pupil's Books at page 61. Focus them on the Activity 3 instructions and check they know what to do. Pupils work in pairs, discussing the questions for the pictures as they read. Give pupils time to think about / do each of the tasks.
- Focus on the texts, questions and pictures in turn with the class. Elicit their answers to the questions and what they can see in the pictures. Some pupils might need help seeing the optical illusions, especially b). Encourage pupils to show each other. Check understanding of key words with pupils as they read.

Key: Pupils' own answers

PB61. PROJECT. *Make an optical illusion.*

- Focus pupils on the project and on the title and confirm that they are going to make their own optical illusions. Read the project information through with the class, showing the materials they need as they are mentioned. Check understanding of the procedure. Hand out the materials. Pupils work individually to make the optical illusion. Monitor and help where necessary and remind pupils that they can ask their friends if they are stuck. Draw a simple mouse and some cheese on the board if this helps them.
- Pupils show each other the optical illusions they have made and talk about what happens to the mouse and the cheese.

AB61. ACTIVITY 5. FLYERS Reading and Writing, Part 5

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. [YLE]

- Tell pupils to open their Activity Book at page 61. Direct them to the activity instructions and check understanding. Elicit what pupils can see in the picture. Elicit / Pre-teach *show* and *modern art*. Go through the example. Pupils work in pairs. They read the story and write 1 to 4 words in each space. Monitor and help as necessary. They compare their answers in pairs. Check with the class.

Key: 1 a brother, 2 went to an, 3 people, 4 looked, 5 painting

Extra activities: see page T106 (if time)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and done a listening activity.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5 and 6, *blog*

Revision: sport, past tenses, *going to*

● **MATERIALS REQUIRED**

Key vocabulary from Units 5 and 6, each word written on a small piece of paper, enough for each pupil in the class

Extra activity 1: A sheet of card marked out into 8 squares for each pair of pupils

Warmer

- Make groups of six. Hand out a word to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

PB62. ACTIVITY 1. Read the text. Choose the right words and write them on the lines. [YLE]

- Tell pupils to open their Pupil's Books at page 62. Focus them on the text and elicit that it's an internet page and that it's a *blog*. Teach / Check understanding of *blog*. Ask pupils if any of them have written blogs on the internet. Focus pupils on the picture and tell them this is the topic of the blog. Check pupils have read the activity instructions and know what to do. They read the text individually and choose which word is best for each gap. Remind them to read the words around the gaps and to look at the pronouns, nouns and words like *Last week* before trying to choose the words.
- Pupils check their work in pairs / small groups. Check with the class by getting different pupils to read the text aloud sentence by sentence. Where several pupils chose incorrect answers, elicit why the word they chose doesn't work in the gap. Focus pupils on collocations, e.g. *score a goal*.

Key: 2 called, 3 play, 4 are, 5 because, 6 played, 7 well, 8 scored

PB62. ACTIVITY 2. Listen and tick (✓) the box. [YLE]

- Focus pupils on the Activity 2 instruction. Give them time to study the pictures before they listen. Play the CD and do the example first with the class. Play the rest of the CD in one go. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

Key: 2a, 3c, 4b, 5b, 6c

CD 3, 13

1. When's David's birthday?

MISS LAKE: Good morning, David.

DAVID: Good morning, Miss Lake. Did you know it's my birthday tomorrow?

MISS LAKE: Really? What's the date then?

DAVID: It's 21 January.

2. What's he going to do on Saturday?

DAVID: I'm not going to have a party tomorrow, though.

MISS LAKE: Why not?

DAVID: Because we've got school tomorrow. But I am going to have a party on Saturday. All my friends are coming.

3. What time's the party?

MISS LAKE: That's good. What time's your party going to start?

DAVID: It's going to be in the afternoon, at half past three.

4. Where are they going to go?

MISS LAKE: Are you going to have the party in your house?

DAVID: No, we're not. Not this year.

MISS LAKE: What are you going to do?

DAVID: We're going to the cinema. We're going to see *Shep 5*.

5. What was his favourite present last year?

MISS LAKE: And do you think you're going to get a lot of presents?

DAVID: I don't know. I did last year.

MISS LAKE: Which was your favourite?

DAVID: It was this football. Do you like it?

MISS LAKE: Yes. It's lovely!

6. What would he like to get this year?

MISS LAKE: And what would you most like to get this year?

DAVID: I'd love a gold watch.

MISS LAKE: A gold watch?

DAVID: OK ... a silver one!

AB62. ACTIVITY 1. Read the story. Choose words from the box to complete the sentences. [YLE]

Note: There are five extra words in the box.

Key: 2 like, 3 made, 4 plastic, 5 felt, 6 pizza

AB62. ACTIVITY 2. Choose a title for this episode of *Friendly*.

Key: b) A sweet dress

AB62. ACTIVITY 3. Find the odd one out.

Key (possible answers): 2 Wool because it isn't food. 3 Eyes because they aren't a verb / sense. 4 Scarf because you don't eat with it. 5 Stone because it doesn't come from an animal. 6 Glass because it doesn't come from trees.

Extra activities: see page T106 (if time)

Ending the lesson

- Play a game of Time bingo. Draw 12 clocks on the board, each showing a different time. Write a number under each clock. Pupils draw a 2 x 2 bingo square in their notebooks and write a number in each square corresponding to four of the clocks. Call out the times quickly at random. Pupils cross out numbers which correspond to the clocks. The first pupil to cross out all four shouts *Bingo!* Elicit the times from the pupil before declaring him / her the winner.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and played a game.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5 and 6

Revision: language for playing games

● **MATERIALS REQUIRED**

Board game: Dice, coloured counters

Ending the lesson: Large sheet of paper for each group of three

Optional: *Kid's Box Interactive DVD 5: The classroom Quiz 3*, *Kid's Box Teacher's Resource Book 5 Test Units 5–6* (pages 106–120), *Kid's Box 5 Language Portfolio* page 5

Warmer

- Write *Materials* on the board and brainstorm all the materials pupils can remember, with books closed, in two minutes. It is not necessary to write the words on the board.

PB63. ACTIVITY 3. Play the game.

- Tell pupils to open their Pupil's Books at page 63. Elicit that this is a board game. Focus them on the instructions and check understanding. Elicit what the seven materials are (metal, paper, wood, flour, glass, wool, plastic) and get them to make a list in their notebooks. Pupils play in groups of four. They take turns to throw the dice and move around the board, saying what the item is and what it is made of. The other pupils decide if the pupil has done this correctly or not. They can help each other with interpreting the instructions. If they are right, they have another turn, crossing off the materials on their list. If they make a mistake, they stop. If they stop on something made of a material they have got, they miss a turn. The winner is the first person to get seven things made of different materials.
- Monitor pupils as they are playing the game.

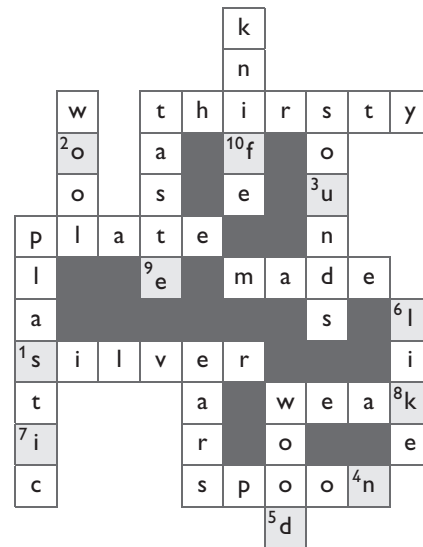
Note: It is acceptable for pupils to describe *flour* as a material here.

AB63. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 taste 5, 3 knife 5, 4 Wool 4, 5 weak 4, 6 like 4, 7 ears 4, 8 spoon 5, 9 Silver 6, 10 plastic 7, 11 Wood 4, 12 made 4, 13 thirsty 7, 14 plate 5

AB63. ACTIVITY 5. Now complete the crossword. Write the message.

Key:



Message: sounds like fun!

AB63. ACTIVITY 6. Quiz time!

- Key:** 1 Alvin's spider is made of fur. 2 It's made of glass bottles. 3 It's used to make films. 4 Strong blue cheese smells like Alvin's socks. 5 It makes pizzas. 6 It looks like a woman's face and a room.

AB63. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activities: see page T106 (if time)

Optional evaluations

- Quiz 3 from *Kid's Box Interactive DVD 5 (The classroom section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units 5–6 from *Kid's Box Teacher's Resource Book 5* (see pages 106–120) [YLE]

Language Portfolio

- Pupils complete page 5 of *Kid's Box 5 Language Portfolio* (I can ... Units 5 and 6).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 5 and 6 (pages 51 and 59) and write the six statements on a large sheet of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.