

OBJECTIVES: By the end of the lesson, students 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 ...

Review: adjectives, materials, science club

● MATERIALS REQUIRED

Extra activity: A black canvas or cotton bag, some objects for students to feel that 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 student

Warmer

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

SB54. 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. Students copy the mind map into their notebooks, including only the things they think are nice.

SB54. ACTIVITY 1. Listen and check (✓) the sense words you hear.

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

CD 3, 02

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.

MARIA: 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?

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

DAN: Not again!

ALEX AND MARIA: Ha, ha, ha!

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

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

TEACHER: That's my new CD.

DAN: That's cool!

ALEX AND MARIA: Dan!

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

MARIA: Phoaragh! That smells terrible! It smells like Alex's socks.

ALEX: Well, it's strong blue cheese, Maria.

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

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

DAN: You do now!

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

MARIA AND DAN: Yes!

SB54. ACTIVITY 2. Listen again. Who said it?

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

Key: 2 Dan, 3 Alex, 4 Teacher, 5 Maria, 6 Teacher

CD 3, 03

Presentation

- Write sentences 1, 2, 4 and 5 from Student'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 students if it is really Alex's socks (no). Ask them what it is (cheese).
- Play the CD from Activity 1 again. When students hear feels/tastes/smells/sounds like, they raise their hands. Stop the CD and elicit what was said (question and/or answer). At the end, elicit the story in summary from students.
- Focus students on the Look box.

Photocopiable 6 (see pages T89 and T95)

SB54. ACTIVITY 3. Read and order the words.

- Students 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 truck. 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?

WB54. ACTIVITY 1. Read and order the words.

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

WB54. 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

WB54. ACTIVITY 3. Read and complete the email. **F** toward

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

Extra activity: see page T105 (if time)

Ending the lesson

- Tell students 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 students what they all sounded like.

OBJECTIVES: By the end of the lesson, students 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, furry

Review: food and drink, the body, adjectives

● MATERIALS REQUIRED

Five small pieces of paper for each student, envelopes

Five objects in numbered plastic bags, one that feels soft, one hard, one light, one heavy, etc. (for Activity 7)

Optional: Kid's Box AE 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 students wrote for their mind maps in the previous lesson. Cover all five senses.

SB55. ACTIVITY 4. Listen. What does it sound like?

- Tell students to open their Student's Books to page 55. Focus them on the Activity 4 picture and elicit some of the things they can see. Ask a student to read the activity instructions aloud. Play the first one as an example and ask another student to read the speech bubble response. Check students understand what to do. Play the CD. Students 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

SB55. ACTIVITY 5. Play the game. What does it sound like?

- Focus students on Activity 5 and ask a student 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. Students 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 student 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.

SB55. ACTIVITY 6. Ask and answer. What does it look like?

- Focus students on the Activity 6 pictures. Use the question and answer prompts to talk more about the first picture. Elicit other ideas. Students play the game in pairs, taking turns asking and answering questions 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 cell phone

SB55. ACTIVITY 7. Ask and answer. What does it feel like?

- Focus students 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/furry/cold).* Say *hair-hairy, fur-furry.* Continue with *cloud, rain, fog, wind, water, dirt, etc.* Practice the new structure with students, using objects in the room (bag, desk, hair, shoes, window, etc.) before students do the activity, using the bags you have brought, as a class or in groups.

WB55. ACTIVITY 4. How do they look? Write the answers.

Key: 2 They look cold. 3 He looks sick. 4 She looks hot. 5 He looks frightened. 6 She looks thirsty.

WB55. ACTIVITY 5. Read. What are they?

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

WB55. 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 Students' 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 AE Teacher's Resource Book 5 (see pages 50, 51, and 53).

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students 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, delicious, yeast, mix, dough, base, topping, olives, oven*

Review: food

● MATERIALS REQUIRED

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

Warmer

- Describe a pizza for students 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*.

SB56. ACTIVITY 8. Read and think. What would you put on your pizza?

- Tell students to open their Student's Books to page 56. Focus them on Activity 8 and on the activity instructions. Ask a student to read them aloud. Check understanding and supply the words *topping, olives, oven, and delicious..*
- Focus students 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 students read the texts silently and think about their answers to the question. Elicit the toppings mentioned in the text and discuss what students' favorite ones would be. Supply other food words if necessary. Check comprehension of the key vocabulary by referring students back to the texts. Focus on each stage of the recipe/instructions one at a time, giving students reading time and then checking general comprehension by discussing what ingredients are used and what is happening at that stage.

SB56. ACTIVITY 9. Listen. Repeat the word and find it in the text.

- Focus students on the Activity 9 instructions and on the example. Check they know what to do. Play the CD. Pause after each one for students 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

SB56. ACTIVITY 10. Read and correct the sentences.

- Focus students 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.

WB56. 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

WB56. 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

WB56. 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 AE 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 students to bring their favorite recipe (in L1) to the next lesson.

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

● TARGET LANGUAGE

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

Review: food, comparatives, language from previous lesson

● MATERIALS REQUIRED

Extra activity 1: Recipes (in L1) students have brought in
Optional: Kid's Box AE Teacher's Resource Book 5 Unit 6 Song worksheet (page 55)

Warmer

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

SB57. ACTIVITY 11. Listen and match. Check and sing.

- Tell students to open their Student's Books to 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 students 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 students to repeat. When students are confident with the song, they add mimes to the verse according to the pictures. Make five groups. Groups take turns singing verses and miming. Students 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 Student's Book

CD 3, 07

Now sing the song again. (Karaoke version)

SB57. ACTIVITY 12. Listen and write the words.

- Focus students on the Activity 12 instruction and check they realize 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, 9 olives, 10 oven

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, 9 o-l-i-v-e-s, 10 o-v-e-n

SB57. ACTIVITY 13. Read and complete. Write the recipe in your notebook.

- Focus students on Activity 13 and elicit that this is a recipe for making pasta. Tell them it's not pasta from a package, but pasta "from scratch"! Elicit what the pictured ingredients are (flour, eggs, salt, oil, olives, 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*. Students 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 one at a time to make sure they understand the process.

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

WB57. 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 meters, 12 flour, 13 900

WB57. 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 AE 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 singing their verse.

OBJECTIVES: By the end of the lesson, students will have practiced 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
Review: food, clothes, adjectives, party, need, start, finish

● MATERIALS REQUIRED

Paper for each student

Warmer

- Ask students to give you some food and eating words. Write them randomly on the board. If they give you words in the singular form, change to the plural (plates, forks, etc.). Ask students to read the words on the board aloud. Put the words into two columns, one for the words containing /s/ and one for the words containing /z/. For example:
/s/ rice, salt, spoon, forks, plates;
/z/ olives, limes, lemons, cheese, eggs, knives. Ask students why they think the words are in two separate columns. Prompt to elicit the difference between the two sounds. Write the phonemes at the top of the relevant columns.

SB58. ACTIVITY 14. Focus on phonics

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

CD 3, 09

As in Student's Book

SB58. ACTIVITY 15. Plan a party. Ask and answer.

F toward

- Focus students on the Activity 15 instructions. Ask them if they like parties and when they last went to a party. Ask a student to read the prompts for the activity aloud and check students realize 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. Students first decide the reason for the party (birthday, end of the week, exam results, etc.). Then they take turns asking and answering / discussing the questions and making plans. They write notes in their notebooks as they decide. At this stage, they don't need to write full sentences – only notes. Go around the class as they are working and find out about their ideas. Provide any useful vocabulary to pairs at this stage.

SB58. ACTIVITY 16. Write about your plans for the party.

- Focus students on the Activity 16 instruction and on the examples and check they know what to do. Students 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/corrections. They can also remind each other what they decided about the party. Students write a final draft of their own text in their notebooks.

SB58. JOKE CORNER

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

CD 3, 10

As in Student's Book

WB58. ACTIVITY 12. Write the words in the columns.

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

WB58. ACTIVITY 13. Listen, check, and say.

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

Key: See audioscript below

CD 3, 11

"s" sound: Lucy, scarf, caps, dangerous, center, smell

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

WB58. ACTIVITY 14. Read this diamante poem and answer the questions.

- Before students 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 Students' own answers

WB58. ACTIVITY 15. Look at the poem again and complete the chart.

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

WB58. ACTIVITY 16. Write your diamante poem.

Key: Students' 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, students 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*

Review: language from the unit, imperatives

● MATERIALS REQUIRED

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

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

Warmer

- Make groups of four. With books closed, students 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?*

SB59. STORY. Diggory Bones.

- Tell students to open their Student's Books to 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 – hiss). Set the questions: *Look at the first picture. Does Brutus feel pleased? (No, he doesn't.) How does Brutus feel? (frightened/scared/afraid) Why does Brutus feel frightened? 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? How do you think Emily felt? (afraid/scared/angry) How do you think Diggory felt? (angry/worried) How do you think Brutus felt? (pleased/happy).* Play the CD with books closed. Students 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. Students listen and read. Stop after each frame for students 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 Student's Book

WB59. 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 The Baloney Stone now. 5 The dog is the door. 6 Brutus pushes Emily into the snake bowl.

WB59. 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.

WB59. DO YOU REMEMBER?

- Students 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 oven, 5 Students' own answers, 6 seven

WB59. CAN DO

- Focus students on the *Can do* section of the page. Ask a student 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 students 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. Students 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.* Students work in groups of three and take turns showing their work for / talking about each one.

Extra activities: see page T106 (if time)

Optional activity

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

Ending the lesson

- Ask students 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, students 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, surprise, amazing

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

Review: senses

● MATERIALS REQUIRED

Warmer: A picture in a book by an artist students 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 student. A ready-made Möbius strip: take a strip of paper, give it a half-twist, and join the ends together with glue to form a loop.

Warmer

- Show students the picture you 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 maybe don't like them).

SB60. FACT

- Tell students to open their Student's Books to page 60. Focus them on the top of the page and say *Did you know ... ?* Ask a student to read the fact to the class. Students 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 boxes or in magazines.

SB60. ACTIVITY 1. Look and read. Answer the questions.

- Focus students 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 students 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. Students do not need to understand all the words in the text.

Key: Students' own answers

SB60. ACTIVITY 2. Read again and choose a title. toward

- Focus students on the Activity 2 instruction and on the three titles. They reread 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) Understanding pictures

WB60. 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 smart, it can read it.

WB60. 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

WB60. ACTIVITY 3. Make your optical illusion.

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

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

WB60. ACTIVITY 4. Write about your favorite optical illusion.

Key: Students' own answers

Extra activities: see page T106 (if time)

Ending the lesson

- Review with students what they have done and what they learned about in today's lesson.

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

● TARGET LANGUAGE

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

Review: senses, colors

● MATERIALS REQUIRED

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

Extra activity 1: Paper for each student

Warmer

- Review with students what they learned about in the previous lesson and which optical illusion they thought was the smartest and why.

SB61. ACTIVITY 3. What can you see? Talk in pairs.

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

Key: Students' own answers

SB61. PROJECT. Make an optical illusion.

- Focus students 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. Students work individually to make the optical illusion. Monitor and help where necessary and remind students that they can ask their friends if they are stuck. Draw a simple mouse and some cheese on the board if this helps them.
- Students show each other the optical illusions they have made and talk about what happens to the mouse and the cheese.

WB61. 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. **F** toward

- Tell students to open their Workbook to page 61. Direct them to the activity instructions and check understanding. Elicit what students can see in the picture. Elicit/Pre-teach *show* and *modern art*. Go through the example. Students 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 students what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.