

Lesson plan: the five senses

The five senses

Topic: The five senses

Level: Entry 2/Entry 3

Time: 50 - 60 minutes

Aims

- To develop students' ability to listen for detail
- To give practice of discussion
- To develop students' vocabulary of verbs and adjectives related to the senses

Introduction

This lesson is about the five senses. It provides students with practise of vocabulary related to body parts and the five senses, and listening practice of someone describing their favourite sound.

The listening text can be accessed from <http://www.viddler.com/v/1eadd0cb>

Procedure

Warmer (5 mins)

- This is a short activity to engage learners and introduce the theme of the lesson.
- Hand out student worksheet.
- Set up students in pairs to discuss the questions.
- Do brief whole class feedback.

Task 1 – Body parts (5 mins)

- This task introduces students to some of the vocabulary associated with the senses – the body parts.
- Ask students to work alone to write the appropriate body part next to the picture.
- Tell the students to check answers in pairs before you elicit feed back as a group
- Drill pronunciation if necessary.

Differentiation: for weaker students, you could help by telling them that the words are in Task 2 (*hand, eye* etc)

Task 2 – writing the verbs (10 mins)

- This task introduces students to the verbs associated with the body parts through dictation.
- Tell students to listen and write the verbs next to the appropriate body part.
- Read the words aloud, pausing after each one to give students time to write them.
- Check answers including spelling.

Verbs to dictate:

- *lick*
- *listen*
- *watch*
- *hear*
- *point*
- *sniff*
- *chew*
- *blink*
- *stroke*
- *smell*

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Differentiation: if some students are struggling to understand the words, use mime to help clarify meaning.

Task 3 – the five senses (5 mins)

- This activity introduces the five senses
- Put students in pairs and ask them to match the body parts with the correct sense
- Check the answers as a whole class

Task 4 – adjectives matching (10 mins)

- This task introduces students to adjectives which can be used to talk about the five senses
- Put students in pairs and ask them to read the words in the diagram and decide what sense they each adjective can be used with. **There may be more than one possible answer.**
- When they have finished ask them to write one more adjective for each senses
- Check answers as a whole class and drill the words if necessary.

Differentiation

Stronger students can write more than one adjective for each sense

Task 5 – listening 1 (5 mins)

- In this task, students watch the first part of the video and tick the senses they hear.
- Play only Daniel's question and ask students to tick the sense he mentions. (stop at 00:11 secs)
- Tell the students to check their answers in pairs.
- Play the question again if necessary.
- Check the answers.

Task 6 – listening 2 (5 mins)

- Students watch the final part of the interview and answer the questions.
- Play the rest of the interview, Claire's answer (from 00:11secs) and ask students to answer the two questions.
- Tell the students to check their answers in pairs.
- Play the question again if necessary.
- Check the answers.

Task 7 – Discussion (5-10 mins)

- In this activity, students have the chance to use some of the vocabulary they have learnt in a discussion about their senses.
- Put students in pairs or small groups and ask them to discuss the questions.
- Monitor and provide content-based feedback if students require it.
- Share brief whole class feedback of interesting answers.

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Answer key**Task 1:**

- a. eye b. nose c. ear d. hand e. tongue

Task 2:

| | | |
|--------|---------------|---------------|
| hand | <u>point</u> | <u>stroke</u> |
| eye | <u>watch</u> | <u>blink</u> |
| ear | <u>listen</u> | <u>hear</u> |
| nose | <u>smell</u> | <u>sniff</u> |
| tongue | <u>lick</u> | <u>chew</u> |

Task 3:

1. a 2. d 3. c 4. e. 5. b.

Task 4:

taste – sweet, bitter

smell – burnt, fresh (sweet? bitter?)

touch – soft, heavy

sight – beautiful, bright (soft?)

hearing – silent, quiet

Task 5:

sound, smell, taste

Task 6:

1. the wind through the trees
2. calm and peaceful