

**LESSON 2**  
Vocabulary Presentation  
Student's Book page 31

**Objective**  
Identify and name: *stamping, shouting, drum, guitar, piano*



**Language**

**New:** drum, guitar, piano, shouting, stamping

**Review:** bigger, clapping, dancing, singing, smaller

**Recycle:** different, doll, same

**Receptive:** Let's (listen to/say) the chant.; What is this?; What is she doing?; Show me (singing)!; Now let's learn (more words about music/words for things you can use to make music.); We are (stamping)!; You can play music on instruments.; Let's listen to (a drum).; Let's pretend to play (a drum).; Are they all the same?; Which two are the same?; How is it different?; Now you do it!; Faster!

**Resources**

- Class Audio CD: TR 2–5, 37–40
- IWB: Video, Routine and Sc. 2
- Website: Video, Routine and Sc. 2
- Teacher's Resource CD-ROM / Website: Worksheet 3.4.2 (optional)
- Flashcards 63–69
- Activity Book page 17

**Materials**

- a doll
- shoeboxes or cereal boxes (optional)
- rubber bands of different widths (optional)

**1 Warm Up**

- Put children into pairs and ask them to sing the **Hello Song** (Audio: TR 2 / Video: Routine) to each other.
- Say *Let's listen to the chant.* Play the **Unit 4 Chant** (Audio: TR 37). Next say *Now let's say the chant!* Say the chant and do the actions with children.

**2 Review**

- Hold up a doll and ask *What is this?* Put music on and move the doll so that she seems to be dancing. Ask *What is she doing?* Then bring the doll's hands together as if she is clapping and ask *What is she doing?* Now sing part of the song, pretending that it is the doll doing the singing. Ask *What is she doing?*
- Divide the class into three groups. Say to the first group *Show me singing!* Help children think of a song that they all know in their native language. Ask the group to sing the song.

- Say to the second group *Show me clapping!* Tell the children in this group to clap to the song.
- Say to the third group *Show me dancing!* Ask the children in this group to dance to the song and the clapping.
- Do this activity two more times, telling each group do a different activity each time.

**3 Teach the Vocabulary**

- Say *Now let's learn more words about music.* Play Audio: TR 38 while showing Flashcards 65–66 (stamping, shouting). Tell children to repeat each word twice.
- Say *Now, let's learn words for things you can use to make music.* Play Audio: TR 39 while showing Flashcards 67–69 (a drum, a guitar, a piano). Tell children to repeat each word twice.

*stamping*      *stamping*  
*shouting*      *shouting*

*a drum*      *a drum*  
*a guitar*      *a guitar*  
*a piano*      *a piano*

**IWB / Website: Video Option**  
Show children the vocabulary presentation of the words *stamping, shouting, drum, guitar* and *piano* on the video. Use Video: Sc. 2, Vocabulary.

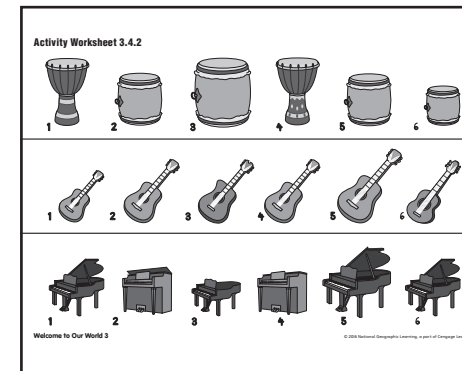
- Stamp your feet and say *Stamping. I am stamping.* Ask children to get up and stamp their feet with you. Say *We are stamping!* You may wish to put on some music and tell children to stamp their feet to the music.
- Cup your hands around your mouth and shout out to one of the children furthest away from you *Hello, (Masha)!* Continue to shout as you say *Shouting. I'm shouting.* shout out *Hello* to other children in the class. Say *We are shouting!*
- Say *Now let's learn about instruments. You can play music on instruments.* Hold up Flashcard 67 (a drum) and say *Drum. This is a drum. Let's listen to a drum.* Play the first part of Audio: TR 40. Then say *Let's pretend to play a drum.* Show children how to drum their hands on a table to pretend play a drum.
- Hold up Flashcard 68 (a guitar) and say *Guitar. This is a guitar. Let's listen to a guitar.* Play the next part of Audio: TR 40. Then say *Let's pretend to play a guitar.* Show

**Around the World**

The drum shown on this page is called a *djembe*. This kind of drum is common throughout West Africa. Traditionally, it is made from a single piece of wood and covered with animal skin. This drum is played with the hands.

**Additional Activities**

- children how to pretend to hold the neck of a guitar with one hand, while strumming the guitar with the other hand. Play this part of Audio TR: 40 again while children pretend to play the guitar.
- Hold up Flashcard 69 (a piano) and say *Piano. This is a piano. Let's listen to a piano.* Play the final part of Audio: TR 40. Then say *Let's pretend to play a piano.* Show children how to hold out both their hands and move their fingers to pretend to play the piano. Play this part of Audio: TR 40 again while children pretend to play the piano.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.2 to each child.
- **Worksheet** Hold up the worksheet. Point to the first drum in the first row and ask *What is this?* Then run your finger across the row of drums and ask *Are they all the same?* (no)
- Say *Two are the same. Which two are the same?* Invite a child to come to the front and point to the two that



are the same. Say *That's right. Drum number 2 and drum number 5 are the same!* Point to drum number 1 and say *Look at drum number 1.* Ask *Is this the same?* (no) *Is it different?* (yes) Repeat these questions for the other drums in the row.

**Challenge!** When children say that drum number 3 is different, ask *How is it different?*, emphasising the word *how*. Then answer the question as a model for children. Say *It's bigger.* When children say that drum number 6 is different, ask *How is it different?* (It's smaller.)

**4 End the Lesson**

- Sing the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Encourage children to wave goodbye to each other as they sing.

Activity Book page 17.  
Teaching notes available on pages 96–97.

- Tell children to listen carefully. Clap a short pattern. Clap the same pattern again. Then ask children to try to clap the pattern themselves. Repeat the activity with a new pattern. Do the activity again, this time stamping a pattern with your feet. Do the activity again, this time shouting a pattern of short words such as *hi, hi, hi, ho*. Then ask children to shout it themselves. Then change the pattern to *hi, ho, hi, ho* and ask children to repeat the pattern again. If children do not have trouble with this activity, do it again, this time creating a pattern with two of the three actions.
- Tell children to use their desk or a container as a drum. Say *Slow* and tell them to beat the desk slowly. Say *Fast* and tell them to beat it quickly. Go back and forth between fast and slow a few times. Then, when children are beating their desk quickly, say *Faster!* and gesture for them to speed up. Say *Faster!* again and see if they can do it even more quickly.
- Tell children to make their own guitars. Give each child a shoebox or a cereal box with a hole cut in the middle. Also give children three or four rubber bands of different widths. Tell children to slide the rubber bands around the boxes. Provide help if needed. Then let children play their guitars.