

OBJECTIVES: By the end of the lesson, pupils will have used the past simple to talk about illnesses.

● TARGET LANGUAGE

Key language: past simple affirmative irregular verbs: *have, give, see, drink, eat, go, take*; *What was the matter with you?, ill, sick, tests, exam*

Additional language: *health matters, I was the first to finish, fish and chips, diary*

Revision: *days of the week, was / were, wasn't well, temperature, bad headache, terrible cough, medicine, doctor, hospital, worse, better, before / after, mine, library, school subjects*

● MATERIALS REQUIRED

Flashcards 'ill' (34), 'take some medicine' (36), 'see the doctor' (37)

Health matters word cards from *Kid's Box Teacher's Resource Book 4* page 82 (irregular past forms)

Extra activity 1: The script for Pupil's Book Activity 2 written on a large piece of paper

Optional: *Kid's Box Teacher's Resource Book 4* Unit 3 Reinforcement worksheet 1 (page 30)

Warmer

- Present *sick* using the flashcard. Explain that *sick* and *ill* are the same.. Revise these illnesses using mime: *headache, stomach-ache, cough, temperature, cold, backache, toothache*. Pupils come to the front in turn and mime one of the illnesses. Say *What's the matter?* The class says, e.g. *She's got a cough*. Review *doctor's, hospital, medicine*. Ask pupils: *What was Simon's temperature when he was sick?* Elicit who they can see (Simon) and that he's *sick*.

PB28. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 28. Check comprehension of the unit title. Elicit who they can see (Simon) and that he's ill. Tell pupils that this was last week. Remind pupils to read the instruction. Pupils take turns to read the four questions. They discuss possible answers in pairs.

PB28. ACTIVITY 2. Listen and check.

- Focus pupils on Activity 2. Present / check the meaning of *have some tests*, and present *see the doctor* and *take some medicine* using the flashcards. Play the CD. Pupils check in pairs. Elicit complete sentences. Play the CD again. Write the days of the week on the board. Say, e.g. *Tell me about Simon on Monday*. Pupils: *He had a temperature*. Write the sentence on the board. Continue for the other days. Check pupils remember this is the past. Focus pupils on the past tense forms. Use the Unit 3 word cards to practise the words.

Key: 1 His temperature was 39 degrees. 2 He was at hospital.
3 They were at the hospital for Simon to have some tests.
4 Simon was well again on Friday afternoon.

CD 1, 31

ALEX: You weren't at school last week, Simon. Where were you?

SIMON: I was at home because I wasn't well.

ALEX: What was the matter?

SIMON: I was ill. Last Monday I had a temperature. It was 39 degrees.

ALEX: Wow. What was the matter?

SIMON: I don't know. I drank lots of water, but on Tuesday I was worse and I had a bad headache too.

ALEX: Were you better on Wednesday?

SIMON: No, I wasn't. I had a terrible cough, so I saw the doctor. He gave me some medicine.

ALEX: Were you better after you took the medicine?

SIMON: No, I wasn't. On Thursday I went to the hospital with Mum and had some tests.

ALEX: So, what was the matter?

SIMON: Er, I had a cold ... but I wasn't ill on Friday afternoon. I was fine! I ate a big dinner ... and then I had a really good weekend!

PB28. ACTIVITY 3. Listen and say the day.

- Clean the board. Tell pupils to read the Activity 3 instruction and look at the example speech bubbles. Play the CD. Pupils whisper the answer to their partner the first time. Play the CD again. Check with the class.

Key: 2 Friday, 3 Monday, 4 Wednesday, 5 Thursday, 6 Monday, 7 Wednesday, 8 Tuesday, 9 Wednesday, 10 Thursday

CD 1, 32

1. The doctor gave him some medicine.
2. He ate a big dinner.
3. He had a temperature.
4. He had a terrible cough.
5. They went to the hospital.
6. He drank a lot of water.
7. He took some medicine.
8. He had a bad headache.
9. He saw the doctor.
10. He had some tests.

AB28. ACTIVITY 1. Read Stella's diary.

- Tell pupils to open their Activity Book at page 28 and read the activity instruction. Elicit / teach *diary* and who wrote the diary (Stella). Pupils read.

AB28. Now look for the past of the verbs.

- Check pupils know what to do. They check in pairs. Check with the class.

Key: 2 had, 3 ate, 4 drank, 5 went, 6 saw, 7 took, 8 gave, 9 were

AB28. ACTIVITY 2. Complete the diary. Use the past verbs.

- Focus pupils on Activity 2. Check they know what to do. Pupils work individually. They check in pairs. Check by asking pupils to read full sentences aloud and showing the word cards for Unit 3.

Key: 2 were, 3 saw, 4 gave, 5 took, 6 was, 7 had, 8 ate, 9 drank

Extra activities: see page T111 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 29 and 30).

Ending the lesson

- Call out the verbs, either past or present. Pupils say the present or past, e.g. Teacher: *Ate*. Pupils: *Eat*. Teacher: *Give*. Pupils: *Gave*.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with the past simple and used *because* to join sentences.

● **TARGET LANGUAGE**

Key language: present simple irregular verbs, *because*

Additional language: *awake, eye test*

Revision: adjectives, illnesses, food, time, town, family, *nurse, dentist, diary*

● **MATERIALS REQUIRED**

Flashcards 'have an eye test' (35) and 'see the doctor' (37)
Photocopiable 3 (page T98), copied onto card (one sheet of card per pupil)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 3
Reinforcement worksheet 2 and Extension worksheet 1 (pages 31 and 32)

Warmer

- With books closed, review what pupils can remember about Simon's week from the previous lesson. Join some of the pupils' responses with *because* to review use and meaning, e.g. *He saw the doctor because he had a terrible cough.*

PB29. ACTIVITY 4. *Read and say the letter.*

- Tell pupils to open their Pupil's Book at page 29. Check they have read the activity instruction and know what to do. They look at the pictures, read the sentences and match. They say the answers quietly to their partner. Remind them to look for pronouns when they match. Check with the class.

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

PB29. ACTIVITY 5. *Look and answer. Say 'Tom', 'Sue' or 'the nurse'.*

- Focus pupils on Activity 5. Read the activity instructions aloud and point to the pictures. Tell pupils the girl in the pictures is called Sue and the boy is called Tom. Write the names on the board. Use the pictures to review *nurse* and *dentist*. Review *see the doctor* and present *have an eye test* using the flashcards and the pictures. Go through the example and check pupils know what they have to do.
- Pupils work in pairs. They take turns to read a sentence and say *Tom, Sue* or *the nurse*. Check with the class.

Key: 2 Sue, 3 Sue, 4 the nurse, 5 Tom, 6 Sue, 7 Tom, 8 Tom

Photocopiable 3 (see pages T90 and T98)

AB29. ACTIVITY 3. *Choose the words.*

- Tell pupils to open their Activity Book at page 29. Elicit what they have to do. Pupils do the activity individually. Make groups of four. Pupils take turns to read a sentence aloud. When they say their choice, e.g. *great*, the other pupils compare it with their answer and say *Same* or *Different*.

AB29. ACTIVITY 4. *Now write about your weekend.*

- Talk with pupils about what they did last weekend, using ideas from Activity 3 as prompts. Pupils write about last weekend using the Activity 3 text as a model. They write a first draft in their notebooks. Monitor and check. Pupils check each other's work in pairs. Pupils write their final copy in their Activity Books.

Extra activities: see page T111 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 4* (pages 29, 31 and 32).

Ending the lesson

- Start a chain, e.g. *I went to the doctor because I was ill.* Pupil A says *I was ill because* and completes the sentence (e.g. *I ate a lot of cakes*). Pupil B says *I ate a lot of cakes because* and continues the chain in the same way (e.g. *I was hungry*). Continue with as many pupils as possible.

OBJECTIVES: By the end of the lesson, pupils will have used questions and negatives to talk about the past.

● **TARGET LANGUAGE**

Key language: past simple negatives and questions and short answers: irregular verbs, *have a dream, bowl*

Revision: illnesses, prepositions, *how many, woman, people, head*

● **MATERIALS REQUIRED**

Flashcard 'have a dream' (38)

Health matters word cards from *Kid's Box Teacher's Resource Book 4* page 82 (irregular past forms)

Extra activity 2: Choose eight sentences / questions from the lesson, including past simple affirmatives, past simple negatives and past simple questions. Write each one in scrambled word order on a large piece of paper.

Warmer

- Show the word cards. Elicit the infinitives. Clap a rhythm. Say, e.g. (Clap, clap) *give*. Pupils clap and say the past form, e.g. (Clap, clap) *gave*.

PB30. ACTIVITY 6. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 30. Elicit who pupils can see (Stella) and teach / elicit *have a dream* using the pictures and the flashcard. Pupils read the questions aloud around the class. They discuss their predicted answers in pairs, using the information in the pictures to help.

PB30. ACTIVITY 7. *Listen and check.*

- When pupils are ready, play the CD. Check answers with the class. Check general understanding. Play the CD again, pausing and focusing on Meera's questions. Write the four questions on the board in two columns:
Were you awake all night? How many people did you see?
What was your dream about? How did you take it off?
- Elicit what pupils notice about how the questions are made: a) *was / were*, and b) *did*. Use colours to highlight / underline the structure.
- Repeat with the negative sentences from the conversation: *I didn't have time to stop. He didn't have a temperature.*

Key: 1 She's talking to Meera. 2 She was in a big hospital. 3 She was a doctor. 4 The man had a cough.

CD 1, 33

STELLA: I'm really tired this morning.

MEERA: Really? Why? Were you awake all night?

STELLA: No, I had a terrible dream.

MEERA: Oooh, what was your dream about?

STELLA: I was a doctor in a big hospital. I had a long white coat ... and I had lots of doctor's things, but I didn't have time to stop!

MEERA: Oh? How many people did you see?

STELLA: I saw lots. I saw a man who had a cough, but he didn't have a temperature so I gave him some medicine ... And there was a woman with a bad headache. And then, there was a girl who had a bowl on her head!

MEERA: A bowl on her head! How did you take it off?

STELLA: It was really difficult, but in the end I took it off and ... do you know who was under the bowl?

MEERA: No.

STELLA: It was Suzy!

PB30. ACTIVITY 8. *Answer the questions.*

- Focus pupils on Activity 8 and on the Look box. Do the activity in open pairs first. Elicit long answers in order to practise the past form of the verbs. Then pupils take turns to ask and answer in closed pairs. After the oral practice, pupils write the answers in their notebooks.

Key: 2 No, she didn't. She had a long white coat. 3 No, she didn't. She saw a man who had a cough. 4 No, she didn't. She gave the man some medicine. 5 No, she didn't. She saw a woman with a bad headache. 6 No, she didn't. She took a bowl off the girl's head.

AB30. ACTIVITY 5. *Read and complete.*

- Tell pupils to open their Activity Book at page 30. Focus them on the wheel and the information. Check they understand the activity instruction. They read the text and complete. They check in pairs. Check with the class.

Key: Clockwise from top: Daisy: went to a party / didn't go to the cinema; Sally: went to the cinema / didn't drink any milk at breakfast; Jack: had a stomach-ache / didn't eat any food all day. Susan: gave her mum some flowers / didn't have lunch at school; Paul: did his homework / didn't see his friends.

AB30. ACTIVITY 6. *Write sentences about the children.*

- Focus pupils on Activity 6 and on the example. They write sentences about the children in Activity 5 using the model. Monitor and check. Remind pupils they can work with a partner if they want.

Key: (in any order) 2 Daisy went to a party in the afternoon. She didn't go to the cinema. 3 Sally went to the cinema. She didn't drink any milk at breakfast. 4 Jack had a stomach-ache. He didn't eat any food all day. 5 Susan gave her mum some flowers. She didn't have lunch at school.

Extra activities: see page TIII (if time)

Ending the lesson

- Review Stella's dream with the class, using prompt questions. Elicit if any pupils remember what they dreamt the previous night.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using the past simple and sung a song.

● **TARGET LANGUAGE**

Key language: past simple: questions and short answers
Revision: illnesses, adjectives, countable and uncountable nouns, word families

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 4* Unit 3 Song worksheet (page 34) and / or extra song activities from *Kid's Box Interactive DVD 4* booklet (pages 28–33)

Warmer

- Write the words *jobs, food, drinks, places*, each in its own circle on the board. Pupils copy the circles and words onto paper and, in pairs, have three minutes to add as many words to the circles as they can. Elicit the words and write them on the board. Add key words from Pupil's Book Activity 9 and Activity Book Activity 7, if they are not included.

PB31. ACTIVITY 9. *Read and say the word. Listen and check.*

- Tell pupils to open their Pupil's Book at page 31. Elicit who is in the large picture (mum, girl, nurse). Ask, *What's the matter with the girl?* Elicit as many different answers as possible, *She's sick., She isn't well., She has a stomachache., She has a temperature.,* etc. Check pupils have read the activity instruction and that they know what to do, using the example. In pairs, they read the song text and match each of the small pictures with a word in the box.
- Play the song for pupils to check their answers. Check understanding of vocabulary (*worse, What's the matter?* etc.). Focus on *easily* and *happily* and show / elicit how the adverbs are formed from the adjectives.

Key: party, burgers, sausages, lemonade, ice cream, chocolate, three, fruit, water

CD 1, 34

As in Pupil's Book

PB31. ACTIVITY 10. *Sing the song.*

- Play the CD again in sections for pupils to listen and repeat. When they are confident, they perform the whole song. Divide the class into three groups: girl, nurse, mum. They sing their parts. Swap roles. Make sure pupils use the correct intonation for different lines (questions / telling off).

CD 1, 34

As in Pupil's Book

CD 1, 35

Now sing the song again. (Karaoke version)

PB31. ACTIVITY 11. *Ask and answer questions about the song.*

- Focus pupils on Activity 11. Demonstrate the activity for the class. Pupils read the two example questions aloud for others to answer. Elicit other questions. Focus on the short answers: *Yes, she did / No, she didn't.* Give pupils five minutes to think

of and write some questions about the song. They write the answers in brackets. They take turns to ask and answer in pairs.

AB31. ACTIVITY 7. *Put the words in groups.*

- Tell pupils to open their Activity Book at page 31. Remind them of the word families in the Warmer. Check pupils have read and understood the activity instruction, using the example. They do the activity in pairs. Check with the class.

Key: Places: school, hospital, cinema, park; People: cousin, teacher, mum, nurse; Food: burger, banana, apple; Drink: milk, lemonade, juice, water

AB31. ACTIVITY 8. *Use the words from Activity 7 to complete Meera's day.*

- Demonstrate the activity for pupils. Individually, they choose and write appropriate words from Activity 7 in the table (places in the 'go' column, people in the 'see' column, food in the 'eat' column and drinks in the 'drink' column). They keep their ideas secret.

AB31. ACTIVITY 9. *Ask and answer. Complete the table.*

- Elicit a question word for each column of the table (*where, who, what, what*) and review how to form past simple questions about each thing. Volunteer pupils read out the speech bubbles. Demonstrate with four or five questions and answers, using open pairs.
- Make new pairs. Pupils ask and answer to guess what their partner has written in the table. They write the words from their partner's table in the second table. Monitor and check that pupils are hiding their books and asking complete questions. They compare their tables when the activity is complete.

Extra activities: see pages T111–112 (if time)

Optional activities

- Unit 3 Song worksheet from *Teacher's Resource Book 4* (pages 29 and 34).
- Extra activity for Unit 3 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song again with pupils in three groups.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the sounds /b/, /f/ and /v/ in common words and they will have practised saying the sounds /b/, /f/ and /v/. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: words with the phonemes /b/, /f/ and /v/ (e.g. *beach, frog, very*)

Revision: illnesses, adjectives, sports and activities, past simple, *take some medicine, see the dentist, have a temperature / a cough*

● MATERIALS REQUIRED

Optional: *Kid's Box Interactive DVD 4: The living room 'Body facts' episode*

Warmer

- Write words with the sounds /f/ and /v/ on the board, underlining the key sounds (e.g. *Friday, love, afraid, frog, very, Vicky, phone, never*). Show pupils how to put their fingers to their throats to feel the sounds (/v/ causes the vocal chords to vibrate, /f/ doesn't). Say the words on the board with the /f/ sound. Pupils repeat. Do the same with the /v/ words.
- Write *bag* on the board, underlining the letter *b*. Ask if the sound is like /f/ or /v/. Elicit that /b/ is similar to /f/ – the vocal chords don't vibrate. Tell pupils they will be practising the three sounds /f/, /v/ and /b/ in this lesson.

PB32. ACTIVITY 12. *Stella's phonics*

- Tell pupils to open their Pupil's Book at page 32. Elicit what they can see (a frog, a phone, a volleyball, a beach). Play the CD. Pupils listen and point. Play the CD again. Pupils join in. Check pupils are saying the sounds correctly. Pupils repeat the sentence quickly and then in groups. Point out to your pupils that another spelling for /f/ is *ph* (e.g. *phone, elephant, alphabet*).

CD 1, 36

STELLA: Hi, I'm Stella! Repeat after me!

/f/, /f/, frog

/v/, /v/, very

/b/, /b/, ball

A frog with a phone.

A frog with a phone.

A very small volleyball.

A very small volleyball.

The frog and her friends are playing volleyball at the beach.

The frog and her friends are playing volleyball at the beach.

PB32. ACTIVITY 13. *Ask and answer.*

- Focus pupils on Activity 13. A pupil reads out the question in the speech bubble and elicits answers from pupils (*Yes, I did or No, I didn't*). Pupils work in pairs and complete each question with a verb from the box. Check with the class before they ask and answer. Pupils take turns to ask and answer in pairs and to record their answers. Check with the class.

Key: 2 Did you go to hospital last year? 3 Did you drink milk for breakfast? 4 Did you have a cough last year? 5 Did you eat an apple yesterday? 6 Did you go to bed early last night?

7 Did you take any medicine last week? 8 Did you see the dentist last year? Answers: pupils' own.

PB32. ACTIVITY 14. *Now write and ask questions about your friend's week.*

- Focus pupils on Activity 14 and on the activity instruction. Brainstorm more ideas for questions with pupils, e.g. *Did you watch TV yesterday? Did you play in the park last weekend? Did you clean your teeth this morning?*
- Advise pupils only to use short answers for these verbs, as they have not yet seen regular verbs in their full forms. Alternatively, pupils can use the irregular past verbs they've seen and used in the unit.
- Pupils write at least six questions. Make new pairs. Pupils ask and answer.

AB32. ACTIVITY 10. *Write. Listen, check and say.*

- Tell pupils to open their Activity Book at page 32. Check pupils know the meaning of all the words in the box. Point out the example. Pupils work individually to complete the sentences. They compare answers in pairs.
- Play the CD for pupils to listen and check. Check with the class. Play the CD again for pupils to listen and repeat.

Key: 2 football, 3 vegetables, 4 Vicky, 5 boy, 6 very, 7 village, 8 photo, 9 balloon, 10 beautiful

CD 1, 37

1. Let's go fishing. It's lots of fun!
2. Fred's very fast. He's a good football player, too.
3. You must eat lots of fruit and vegetables.
4. Vicky plays volleyball with her best friend.
5. Ben's a big boy. He's very tall, too!
6. Basketball's a very fast game.
7. Vera visits her grandmother's village on Fridays.
8. Bill took a photo of his father playing baseball.
9. Look at the baby with the big blue balloon!
10. Oh! Look at those beautiful flowers!

AB32. ACTIVITY 11. *Make sentences.*

- Focus pupils on Activity 11. Elicit what they have to do (make sentences using the table). Elicit a few examples. In pairs, pupils take turns to make sentences. Monitor and check / help where necessary.

Key: 2 Jim didn't go to the doctor. 3 Zoe saw the dentist last week. 4 Did Sally take her medicine? 5 There were a lot of people at the hospital.

Joke box

- Focus pupils on the Joke box. Pupils guess / find the answer. Explain the joke if necessary.

Extra activities: see page T112 (if time)

Optional activity

- 'Body facts' episode from *Kid's Box Interactive DVD 4 (The living room section)*. See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils say the long sound sentence as a tongue twister.

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

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit, *have got*, physical descriptions

● **MATERIALS REQUIRED**

Health matters word cards from *Kid's Box Teacher's Resource Book 4* page 82 (irregular past forms)

Extra activity 1: A large piece of paper for each group of three pupils

Optional: *Kid's Box Teacher's Resource Book 4* Unit 3 Extension worksheet 2 (page 33) and / or animated version of the Unit 3 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

Warmer

- Review the *Lock and Key* story with pupils. Ask what happened in the last episode, e.g. *Where did Lock and Key go? What day was it?* Pupils reply, using the past. (They went to the swimming club. It was the day of the competition.)

Story

PB33. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 33. Focus pupils on the first frame, elicit who they can see (Lock and Key) and tell them who is on the screen (Nick Motors). Tell pupils that he's a car thief. Set the gist questions: *Why did Key go to the hospital? Who did he see there? Did they catch him? What did Nick Motors do?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (to see his aunt; Nick Motors / a doctor; no; he took their motorbike). Focus pupils on frame 5 and elicit who this is (a doctor) and that Key made a mistake.
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Where did Key see 'Nick Motors'? What did Lock and Key decide to do? What did the doctor look like? Did he have black hair and a big nose?*

CD 1, 38

As in Pupil's Book

AB33. DO YOU REMEMBER?

- Write *The past* in the centre of the board. Brainstorm past forms from the unit and write them as a mind map or stick the Unit 3 word cards on the board.
- Tell pupils to open their Activity Books at page 33. Check pupils have read the activity instructions and know what to do. They study the words on the right in silence. Then they fold the page down the middle so that they can see only the words on the left and the lines to write the words on. Without looking, they write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'drank'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

AB33. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about health. 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, reminding pupils of activities they did when they talked about the past. Repeat for the third sentence, eliciting / reminding pupils about the communication activity as well as other activities when they asked questions about the past. Pupils circle the appropriate face.
- 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 T112 (if time)

Optional activity

- Unit 3 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 29 and 33).
- The animated version of the story from *Kid's Box Interactive DVD 4* (*Suzy's room* section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask pupils which chant / 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 and learnt about percussion and musical notation.

● **TARGET LANGUAGE**

Key language: *percussion, the human body*

Additional language: *click his / her fingers, tap his / her face, rhythm*

Revision: *instrument, sound, hit, parts of the body, stamp his / her feet, clap his / her hands*

● **MATERIALS REQUIRED**

Examples of percussion instruments (if available), e.g. triangles, drums, cymbals, xylophones

Some sheet music

Warmer

- Show pupils some percussion instruments and elicit the names in LI or English. Ask what they all have in common. Review / teach the word *percussion*. Write it on the board. Review *hit* and *make a sound* by hitting one of the instruments and saying *I hit it and it makes a sound*.

PB34. FACT

- Tell pupils to open their Pupil's Book at page 34. Read the lesson title and ask pupils what they think *Body percussion* means. Explain that they are going to learn more about body percussion in the next two lessons.
- Read the Fact box aloud and check pupils know what *clap* means.

PB34. ACTIVITY 1. Listen and say the letter.

- Focus pupils on Activity 1. Direct them to the text first. Ask two volunteers to read a sentence each. Give pupils time to read the paragraph again individually. Check comprehension of *make a sound* and *hit* again.
- Ask pupils to read the activity instruction and check they know what to do. Tell them to look carefully at the pictures. Play the CD. Pause after each sound. Pupils whisper the letter. Play the CD again. Pause after each and elicit the letter. Talk about what is making the sound in each case.

Key: 1 d, 2 f, 3 e, 4 a, 5 b, 6 c

CD 1, 39

1. [sound of someone crashing metal bin lids together]
2. [sound of a cymbal]
3. [sound of a cabasa instrument]
4. [sound of someone playing the spoons]
5. [sound of a bass drum]
6. [sound of someone sweeping]

PB34. ACTIVITY 2. Listen and match. Which part of the body are they using to make the sound?

- Focus pupils on Activity 2. Direct them to the text first. Ask two volunteers to read a sentence each. Give pupils time to read the paragraph again individually. Check comprehension of *human body* and *parts of the body*.

- Read the activity instructions. Direct pupils to the photographs and ask them to think about what sounds they will hear. Play the CD. Pause after each sound for pupils to do the matching in pairs. They note down their answers. Play the CD again for pupils to check. This time they write down the parts of the body used to make each sound. Elicit answers / ideas. Make sure pupils know how to say *stamp his / her feet, click his / her fingers, tap his / her face* and *clap his / her hands*.

Key: 1 f (hands, mouth), 2 b (fingers), 3 a (feet, hands), 4 c (mouth), 5 d (feet), 6 e (hands, knees)

CD 1, 40

1. [sound of mouth 'popping']
2. [sound of clicking fingers]
3. [sound of flamenco hand clapping and feet stamping]
4. [sound of beatbox]
5. [sound of Irish dancing]
6. [sound of someone hitting their knees]

AB34. ACTIVITY 1. Listen and tick. Read and correct.

- Review parts of the body (including *feet, fingers, mouth, knees, hands*).
- Tell pupils to open their Activity Book at page 34. Read the activity instructions, play the first item on the CD and go through the example answer. Tell pupils to listen and tick first. Play the rest of the CD for pupils to listen and tick. They check their answers in pairs. They do the second part of the activity (*Read and correct*) individually. Check with the class.

Key: 2 c No, he isn't. He's stamping his feet. 3 c No, she isn't. She's clapping her hands. 4 b No, he isn't. He's tapping his face.

CD 1, 41

1. [sound of clicking fingers]
2. [sound of stamping feet]
3. [sound of hands clapping]
4. [sound of mouth percussion]

AB34. ACTIVITY 2. Read and complete.

- Focus pupils on the activity instruction and check understanding. Pupils complete the text. They compare answers in pairs. Check with the class.

Key: 2 instrument, 3 singing, 4 different, 5 clap, 6 feet, 7 music, 8 percussion

Extra activities: see page T112 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read and learnt about body percussion and completed a project.

● TARGET LANGUAGE

Key language: *note* (music), *musician*, *whole*, *half*, *quarter*, *eighth*

Additional language: *elastic band*, *edge*, *pop your mouth*

Revision: parts of the body, adjectives (*long*, *short*, *quick*, *slow*), *clap your hands*, *stamp your feet*, *click your fingers*, *hit your knees*, *rhythm*

● MATERIALS REQUIRED

Percussion instruments (including drums of various sizes)

Project: balloon, plastic cup, elastic band, pencil (one of each per pupil, plus one set of materials for you to make an example), CD of music with a strong rhythm

Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Topic worksheet* (page 35)

Warmer

- Review parts of the body. Say, e.g. *Point to your arm*. Include *arm*, *head*, *leg*, *mouth*, *finger*, *foot / feet*, *hands*, *knees*. Repeat for each word.
- Pupils stand up. Give instructions, speeding up, e.g. *Wave your arms*. *Shake your body*. *Show me one hand*. *Stand on one leg*. *Touch your mouth*.

PB35. ACTIVITY 3 Listen to these notes. Answer the questions.

- Show the sheet music or draw some musical notes on the board. Ask *What's this?* Elicit / explain that this is written music. Teach *note* and *musician*. Ask if anyone in the class knows how to read music.
- Focus pupils on Activity 3. Direct them to the text. Pupils read individually and then discuss in pairs. Check comprehension of *whole*, *half*, *quarter* and *eighth* by drawing a circle on the board and dividing it into parts.
- Focus on the activity instructions. Make sure pupils realise that the numbers 1 to 4 refer to the musical notes on the right. Play the CD. Pupils compare the length of the notes. They check answers in pairs. Play the CD again. Check with the class.

Key: 1 Note 1 is longer. 2 Note 2 is longer. 3 Note 2 is shorter. 4 Note 4 is shorter.

CD 1, 42

1. [sound of breve (four beats)]
2. [sound of semi-breve (two beats)]
3. [sound of crotchet (one beat)]
4. [sound of quaver (half a beat)]

PB35. ACTIVITY 4. Listen and make rhythms.

- Tell pupils they are going to practise some body percussion. Focus them on Activity 4. Check comprehension of *rhythm*. Pupils stand up. Say some instructions from the CD (e.g. *Click your fingers*. *'Pop' your mouth*. *Hit your knees*. *Stamp your feet*.)
- Play the CD. Pupils listen and follow the instructions.

CD 1, 43

Listen to these rhythms.

Clap your hands then click your fingers. [sound effects]

Click your fingers then tap your face. [sound effects]

Tap your face then hit your knees. [sound effects]

Hit your knees then stamp your feet. [sound effects]

Stamp your feet then clap your hands. [sound effects]

Now put all the sounds together. [sound effects]

And again more quickly. And now really quickly.

PB35. PROJECT. Make a drum.

- Show the drums. Elicit *drum* and let pupils practise playing them.
- Focus on the project. Show pupils how to make a drum, reading the instructions aloud. Give out the materials. Pupils make their drum, referring to the instructions. Monitor and help.
- Play some music with a distinct beat. Pupils beat time on their drums.

AB35. ACTIVITY 3. MOVERS Listening, Part 2

Listen and write. There is one example. **M** towards

- Tell pupils to open their Activity Book at page 35. Focus them on the activity instructions. Play the example. Tell pupils they need to write one, two or three words or a number for each answer. Check comprehension of the rest of the questions and headings. Play the CD. Pupils write notes. Check with the class.

Key: 1 stomach-ache, 2 cake or biscuits, 3 in hospital, 4 39, 5 sleep a lot

CD 1, 44

Hi, Ann. Where were you yesterday?

Yesterday ... er, I was at the doctor's.

Can you see the answer? Now you listen and write.

1. Really, you were at the doctor's! What was the matter with you?
I had a stomach-ache.
Oh dear. I'm sorry about that. I hope you're better now.
Yes, I'm OK today.
2. So, what did you have to do?
I had to take some medicine.
... And what did the doctor say?
She said I can't eat any cake or biscuits this week.
Ha ha. Oh dear.
3. Are the other people in your family OK?
Well, my aunt was in hospital on Friday.
Your aunt! Which one?
My Aunt Lily, the teacher.
Oh dear.
4. Why was she there?
She was there because she had a temperature.
Oh no. Was it bad?
Yes, it was 39!
39? That is bad.
5. Is she OK now?
Yes, she's OK, but the doctor says she has to sleep a lot.
That's a good idea.

Extra activities: see page T112 (if time)

Optional activity

- Unit 3 Topic worksheet from *Teacher's Resource Book 4* (pages 29 and 35).

Ending the lesson

- Give instructions for pupils to follow, using language from the lesson, e.g. *Stamp your feet*. *Click your fingers*. *Clap your hands*.