I Can Swim

**Level:** Primary Education. Year 1. 5-6 year-old students.

**Grammar:** Use of “can” to express ability in questions and answers. Short and long answers: *Can you dance? Yes, I can / No, I can’t* and *Yes, I can dance / No, I can’t dance.*

**Functions:** Asking and telling about abilities; producing simple messages related to them.

**Vocabulary:** Action verbs: dance, run, jump, hop, skip, roller-skate, swim, sing, climb and turn around. It can be accessed anytime by clicking on HELP icon.

*(Important: A full PDF version of this document as well as worksheets can be found in the unit’s root folder)*

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**Sections or chapters:**
1. What can they do?
2. What can I do?
3. Extra activities and worksheets (further use of the more difficult words such as roller-skate or turn around, as well as worksheets to be printed out).

**Screens and activities:**

**Front page**
This is the unit’s start. From this place we have access to Teacher’s notes (this document), credits and the unit’s main menu. We can reach this screen from the Home button located in the top-left corner in every activity.

**Menu**
It links to the three sections of the unit.

**Vocabulary**
It can be checked anytime via the “HELP” button. It consists of a pop-up screen showing a picture+sound for every action: dance, run, jump, hop, skip, roller-skate, swim, sing, climb and turn around.

**PART 1: WHAT CAN THEY DO?**
(Listening, speaking, identifying and matching activities. Actions. Use of *can* in positive, negative and question form. Short answers.)

1.1. *Sarah can dance.* Listening activity. The computer displays pictures of some children introducing themselves and showing what they can do. Students click on them in order to learn the actions and listen to their pronunciation.

1.2. *Sarah can’t swim.* Listening activity. Same as before but this time the children are showing what they cannot do. Students click on them in order to listen and learn both actions and pronunciation.

1.3. *Who is it?* Matching activity. Students have to match pictures of different actions to its corresponding speaker.
1.4. **Who can jump?** Listening and identifying activity. Students have to find the action they hear.

1.5. **Can you sing?** Listening activity. This scene shows some dialogue samples between two children asking and telling what they can/can’t do. We can listen to the full dialogue by clicking on the speaker, or to single speech by clicking on each picture.

1.6. **Who can’t jump?** Listening and identifying activity. Pupils have to find and click on the action they hear.

1.7. **I can swim?** Speaking activity. Recording activity copying characters’ speech. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

1.8. **Can you sing?** Speaking activity. Recording activity copying characters’ dialogues. We can listen to the full dialogue by clicking on the central speaker, or to single speech by clicking on each picture. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

**PART 2: WHAT CAN I DO?**
(Listening, speaking and identifying activities. Actions. Use of can in positive, negative and question form. Short and long answers.)

2.1. **What can I do?** Listening activity. The computer displays some olympic sports lookalike pictures. Students click on them in order to learn the actions and listen to their pronunciation.

2.2. **I can dance.** Listening and identifying activity. Students have to find the action they hear.

2.3. **Yes, I can.** Speaking activity using short answers. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

2.4. **What about you?** Speaking activity using full answers. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

2.5. **How much do you know?** Self-assessment activity. Pupils are shown some items whilst listening to some audio (questions or statements). They have to click either true or false. Depending on the score they will be encouraged to follow on to Part 4: Extra activities (score equal or higher than 70 per cent) or advised to revise the sections they are not sure about (score lower than 70 per cent).

2.6. **Good work.** Pupils reach this screen if they got a score of 70 per cent or higher in the previous screen. So they are encouraged to follow on to Part 3, extra activities.

2.7. **Try again.** If students’ score is less than 70 per cent in previous screen then they are advised to revise sections they are not sure about. They will be taken back to the menu.

**PART 3: EXTRA ACTIVITIES**
(Listening, speaking, identifying activities. True/false exercise. Self-assessment activities. What is this? and Where...? questions. Shapes, sizes and colours)

3.1. **Who is it again?** activity. Students have to match pictures of different actions to its
corresponding speaker.

3.2. *Who can roller skate?* Listening and identifying activity. Students have to find the action they hear.

3.3. *Who can't roller skate?* Listening and identifying activity. Pupils have to find and click on the action they hear.

3.4. *I can also...* Listening and identifying activity. Students have to find the action they hear.

3.5. *What else about you?* Speaking activity using full answers. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

**WORKSHEETS**
(Printable or photocopiable worksheets to consolidate or broaden contents. They can be found in the unit’s root folder.)

- **1. Listen and circle.** Assorted activities are shown for pupils to circle the ones they hear their teacher or another source of audio say (CD, computer...)
  - Sarah can dance.
  - Pancho can climb.
  - John can swim.

- **2. Listen and circle.** Same as previous worksheet but using negative form of *can.*
  - Pancho can't sing.
  - John can't jump.
  - Lebron can't roller-skate.

- **3. Who can / can't...?** This activity shows some series of characters in different situations. Students have to tick the correct one regarding the teacher’s questions.
  - Who can jump?
  - Who can skip?
  - Who can turn around?

- **4. I can or I can't...?** In this worksheet students are shown some actions and have to say which ones they can and can't do. For example: I can skip, jump and run. I can't swim.

- **5. I can or I can't.** Pupils have to draw a picture of themselves doing any of the actions learnt in the unit and then show the picture to the group saying it aloud. Finally, these pictures can be exhibited on boards around their classroom or those places where pupils learn with MALTED.
  - I can swim.
  - I can hop.
  - I can dance.
I Can Swim – Answer key

PART 1: WHAT CAN THEY DO?

3. Who is it?
Screen 1:
- Hello, I'm Pancho. I can't sing.
- Hello, I'm John. I can sing.
- Hello, I'm Sarah. I can dance.

Screen 2:
- Hello, I'm Aisha and I can hop.
- Hi, I'm Lebron. I can't roller-skate.
- Hi, I'm Brittany. I can't climb.

4. Who can jump?
1. Who can jump? (Lebron)
2. Who can swim? (Brittany)
3. Who can run? (Pancho)
4. Who can climb? (Lebron)
5. Who can skip? (Sarah)
6. Who can dance? (Aisha)
7. Who can sing? (Sarah)
8. Who can hop? (Lebron)

6. Who can't jump?
1. Who can't jump? (John)
2. Who can't swim? (Lebron)
3. Who can't skip? (Aisha)
4. Who can't run? (Brittany)
5. Who can't climb? (Sarah)
6. Who can't dance? (Brittany)
7. Who can't sing? (Aisha)
8. Who can't hop? (Pancho)

PART 2: WHAT CAN I DO?

2. I can dance
1. I can dance (bailar)
2. I can swim (nadar)
3. I can roller-skate (patinar)
4. I can turn around (girar)
5. I can run (correr)
6. I can climb (escalar)
7. I can jump (saltar)

5. How much do you know?
1. I can swim (true)
2. I can jump (false)
3. I can run (false)
4. I can turn around (true)
5. I can't climb (true)
6. I can't dance (true)
7. Can you hop? Yes, I can (true)
8. Can you skip? No, I can't (false)
9. Can you climb? Yes, I can (false)
10. Can you swim? No, I can't (true)

PART 3: EXTRA ACTIVITIES

1. Who is it again?
   Screen 1:
   - Hi, I'm Lebron. I can't roller-skate.
   - Hello, I'm John. I can turn around.
   - Hello, I'm Sarah. I can roller-skate.

   Screen 2:
   - Hello, I'm Aisha. I can dance.
   - Hello, I'm Pancho. I can't skip.
   - Hi, I'm Brittany. I can't turn around.

2. Who can roller-skate?
   - Who can roller-skate? (Pancho)
   - Who can turn around? (John)
   - Who can skip? (Sarah)
   - Who can climb? (Pancho)

3. Who can't roller-skate?
   - Who can't roller-skate? (Lebron)
   - Who can't turn around? (Brittany)
   - Who can't hop? (Pancho)
   - Who can't run? (Brittany)

4. I can also...
   1. I can roller-skate (patinar)
   2. I can turn around (girar)
   3. I can roller-skate (patinar)
   4. I can skip (saltar a la comba)
   6. I can hop (brincar)
   7. I can climb (escalar)
I Can Swim – Audio Scripts

PART 1: WHAT CAN THEY DO?

1. Sarah can dance
   1. Hello, I'm Sarah. I can dance.
   2. Hello, I'm John. I can sing.
   3. Hello, I'm Aisha and I can hop.
   4. Hi, I'm Lebron. I can jump.
   5. Hi, I'm Brittany. I can swim.
   6. Hello, I'm Pancho. I can run.

2. Sarah can't swim.
   1. Hello, I'm Pancho. I can't sing.
   2. Hi, I'm Brittany. I can't climb.
   3. Hi, I'm Lebron. I can't roller-skate.
   4. Hello, I'm Aisha and I can't skip.
   5. Hello, I'm John. I can't jump.
   6. Hello, I'm Sarah. I can't swim.

3. Who is it?
   Screen 1:
   - Hello, I'm Pancho. I can't sing.
   - Hello, I'm John. I can sing.
   - Hello, I'm Sarah. I can dance.

   Screen 2:
   - Hello, I'm Aisha and I can hop.
   - Hi, I'm Lebron. I can't roller-skate.
   - Hi, I'm Brittany. I can't climb.

4. Who can jump?
   1. Who can jump?
   2. Who can swim?
   3. Who can run?
   4. Who can climb?
   5. Who can skip?
   6. Who can dance?
   7. Who can sing?
   8. Who can hop?

5. Can you sing?
6. Who can't jump?
   1. Who can't jump?
   2. Who can't swim?
   3. Who can't skip?
   4. Who can't run?
   5. Who can't climb?
   6. Who can't dance?
   7. Who can't sing?
   8. Who can't hop?

7. I can swim
   1. I can swim.
   2. I can't sing.
   3. I can skip.
   4. I can't climb.
   5. I can run.
   6. I can't dance.
   7. I can jump.

8. Can you sing?
   2. Sarah: Hi, can you roller-skate?  Lebron: No, I can't.

PART 2: WHAT CAN I DO?

1. What can I do?
   1. I can swim.
   2. I can roller-skate.
   3. I can turn around.
   4. I can run.
   5. I can climb.
   6. I can skip.
   7. I can jump.

2. I can dance
   1. I can dance.
   2. I can swim.
   3. I can roller-skate.
   4. I can turn around.
   5. I can run.
   6. I can climb.
   7. I can jump.

3. Yes, I can.   and   4. What about you?
   1. Can you swim?
   2. Can you skip?
3. Can you climb?
4. Can you dance?
5. Can you run?
6. Can you jump?
7. Can you roller-skate?

5. How much do you know?
1. I can swim.
2. I can jump.
3. I can run.
4. I can turn around.
5. I can't climb.
6. I can't dance.
7. Can you hop? Yes, I can.
8. Can you skip? No, I can't.
10. Can you swim? No, I can't.

PART 3: EXTRA ACTIVITIES

1. Who is it again?

Screen 1:
- Hi, I'm Lebron. I can't roller-skate.
- Hello, I'm John. I can turn around.
- Hello, I'm Sarah. I can roller-skate.

Screen 2:
- Hello, I'm Aisha. I can dance.
- Hello, I'm Pancho. I can't skip.
- Hi, I'm Brittany. I can't turn around.

2. Who can roller-skate?
- Who can roller-skate?
- Who can turn around?
- Who can skip?
- Who can climb?

3. Who can't roller-skate?
- Who can't roller-skate? (Lebron)
- Who can't turn around? (Brittany)
- Who can't hop? (Pancho)
- Who can't run? (Brittany)

4. I can also...
1. I can roller-skate.
2. I can turn around.
3. I can roller-skate.
4. I can skip.
6. I can hop.
7. I can climb.