



# Can you play the guitar?

**Level:** Primary Education. Year 5. 9-10 year-old students.

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

**Functions:** Asking and telling about abilities; telling about ways of doing things.

**Vocabulary:** Musical instruments: guitar, piano, violin, flute, drums, bells, harmonica, cymbals, xylophone, maracas, triangle, friction drum, tambourine.

Actions: conduct, play, sing, whistle, dance, clap, tap your heels/feet, click your fingers.

Adverbs of manner: well, bad, slowly, quickly, loudly, carefully, brilliantly. Vocabulary 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 folder)*

## Sections or chapters:

1. Musical instruments.
2. Can you play the guitar?
3. I can play the piano brilliantly.
4. 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 four sections of the unit.

### Grammar + Vocabulary

They can be checked anytime via the “HELP” button.

## PART 1: MUSICAL INSTRUMENTS

(Listening, matching, speaking and identifying activities. Musical instruments)

1.0. *Musical instruments.* Welcoming screen.

1.1. *Listen and learn the instruments.* Listening activity. The computer displays pictures of musical instruments. Students click on them in order to listen and learn their pronunciation.

1.2. *Listen and match the instruments.* Listening and matching activity. Students must click on the speakers and match them to their right image.

1.3. *Which instrument is it?* Listening activity. In this activity some instruments are shown at the same time and our pupils have to find out the right one after the name they hear.



1.4. *Listen and repeat (I)* Listening and speaking activity. Students have to copy the pronunciation of the instrument they see on screen by recording their voice and playing it afterwards.

1.5. *Instruments and words.* Reading activity. This screen consists of the introduction of the written form of the musical instruments with image and audio support.

1.6. *Listen and match the words.* Reading and matching activity. Pupils have to match the words to its corresponding image.

1.7. *Musical crosswords.* Writing and identifying activity. Students solve a crossword about musical instruments with image support.

1.8. *Can you write its name?* Writing activity. Children have to type the name of the instruments displayed sequentially on screen.

## **PART 2: CAN YOU PLAY THE GUITAR?**

(Listening, speaking and identifying activities. Actions. Use of *can* in positive, negative and question form. Short and long answers.)

2.0. *Can you play the guitar?* Welcoming screen.

2.1. *Actions.* Listening activity. The computer displays children doing some actions. Students click on them in order to learn the actions and listen to their pronunciation.

2.2. *Match the actions.* Listening activity. In this activity some actions are shown at the same time and our pupils have to find out the right one after the audio they hear.

2.3. *Actions and words.* Reading activity. This screen consists of the introduction of the written form of some music and orchestra related actions with image and audio support.

2.4. *Listen and repeat (II).* Speaking 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.

2.5. *I can play the flute.* Listening and reading activity. In this scene the unit's characters are displayed doing different actions. When clicking on them the written form of that action turns up on screen.

2.6. *I can't play the harmonica.* Listening and reading activity. Same as previous screen except for the use of *can't*.

2.7. *What can they do?* Listening and identifying activity. Some actions are shown at the same time and our pupils have to find out the right one after the name they hear.

2.7.B. *Sarah and John.* Listening and reading activity about Sarah and John.

2.7.C. *Sarah and John (II).* Reading and writing activity. Fill in the gaps text with possible answers in a drop-down list.



2.8. *Listen to yourself.* Speaking 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.

2.9. *Can you conduct?* Listening activity. Students listen and learn the dialogues.

2.10. *Can you play the violin?* Speaking activity copying characters' dialogue. Pupils can record their answer by clicking on the microphone button and then listen to themselves by clicking on the speaker button.

2.11. *What about you?* Speaking activity. Students answer the characters' direct questions about musical abilities by recording their voice.

2.12. *Now write.* Writing activity using can/can't depending on the visual input.

2.13. *What can you remember?* Writing activity. In this last activity our pupils must write a dialogue between two children (Aisha & Pancho) using different forms of verb can. They can finally print the text or send it by email to their teacher.

### **PART 3: I CAN PLAY THE PIANO BRILLIANTLY**

(Listening, reading, speaking and writing activities. Self-assessment activities. Adverbs of manner)

3.0. *I can play the piano brilliantly.* Chapter 3 welcoming screen.

3.1. *Ways of doing things.* Listening and reading activity. Students click on the pictures in order to listen to and read a sentence carrying an adverb of manner.

3.2. *Listen and repeat (III)* Speaking 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.

3.3. *Complete the sentence (I)* Listening and writing activity. Pupils have to complete the sentence they hear by typing the missing adverb of manner.

3.4. *Complete the sentence (II)* Listening and writing activity. Same as previous activity but this time there is no audio support.

3.4b. *How well can you play?* Writing activity. Students must write some sentences related to their musical skills by using adverbs of manner.

3.5. *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).

3.5a. *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*.

3.5b. *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.

#### 4. EXTRA ACTIVITIES

4.1. *Make pairs.* Memory game.

4.2. *What can you do?* Writing activity. In this screen our students must give written information about themselves, especially about their musical abilities using *can/can't* and some adverbs of manner.

4.3. *Hangman time!* Writing activity. It's the typical hangman game with selected words from this unit.

#### WORKSHEETS

(Printable or photocopiable worksheets to consolidate or broaden contents. They can be found in the unit's text folder.)

- 1. *Listen and circle.* Assorted instruments are shown for pupils to circle the ones they hear their teacher or another source of audio say (CD, computer...)
  - guitar
  - cymbals
  - friction drum
  - bells
  
- 2. *Listen and circle.* Same as previous worksheet but using actions.
  - whistle
  - dance
  - conduct
  - tap your feet
  
- 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 (a). Another activity within this worksheet is to listen and circle the right character after the teacher's input (b).
  - a)
    - Who can jump?
    - Who can skip?
    - Who can turn around?
  
  - b)
    - He can play the maracas.
    - They can whistle.
    - She can snap her fingers.
  
- 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.
  
- 5. *Draw and say.* 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 – Answer key

## PART 1: MUSICAL INSTRUMENTS

### 3. Which instrument is it?

1. Tambourine (pandero)
2. friction drum (zambomba)
3. triangle (triángulo)
4. xylophone (xilófono)
5. maracas
6. cymbals (platillos)
7. harmonica
8. bells (campanas tubulares)
9. drums (batería)
10. flute (flauta)
11. violin
12. piano
13. guitar (guitarra)

### 7. Musical crosswords

Down:

1. guitar
3. violin
5. flute
6. tambourine
8. piano
9. harmonica

Across:

2. bells
4. triangle
7. xylophone
10. maracas
11. drums

### 8. Can you write its name?

1. guitar
2. piano
3. violin
4. flute
5. drums
6. bells
7. harmonica
8. cymbals
9. xylophone
10. maracas
11. triangle
12. friction drum
13. tambourine



## PART 2: CAN YOU PLAY THE GUITAR?

### 7. What can they do?

1. She can clap. (Brittany)
2. He can tap his feet. (Lebron)
3. They can whistle. (Sarah & John)
4. She can't conduct. (Brittany)
5. They can't click their fingers. (Aisha & John)

### 2.7c. Sarah and John (II)

This is Sarah. She's ten years old. She lives in Brighton, in the south of England, and goes to the Royal Palace school. She's got blonde hair and wears glasses. Sarah can play the flute and dance. She is very good at skipping but she can't play the guitar or climb. She sings in her school's choir. She can sing really well.

This is John. He's eleven years old. He's from Edimburgh (Scotland). He's tall and thin and his birthday is in July. John likes videogames and reading. He's got a lot of books in his bedroom, near his computer. He can't click his fingers or jump but he can play the guitar brilliantly. He's also very good at swimming. He can swim very well.

### 12. Now write

- I [can] conduct.
- I [can] play the piano.
- He [can't] dance.
- She [can't] whistle.
- They [can't] click their fingers.
- He [can] sing.

## PART 3: I CAN PLAY THE PIANO BRILLIANTLY

### 3. Complete the sentence (I)

1. She plays the guitar **slowly**.
2. She plays the guitar **quickly**.
3. He whistles **loudly**.
4. She plays the friction drum **well**.
5. He plays the piano **badly**.
6. She plays the piano **brilliantly**.

### 4. Complete the sentence (II)

1. She plays the guitar **slowly**.
2. She plays the guitar **quickly**.
3. He whistles **loudly**.
4. She plays the friction drum **well**.
5. He plays the piano **badly**.
6. She plays the piano **brilliantly**.

### 5. How much do you know?

1. flue (true)
2. xylophone (false)
3. She can play the guitar (false)
4. They can't sing (true)
5. We can't dance (true)



6. Hi, can you play the violin? Yes, I can (true)
7. Hello, John. Can you conduct? No, I can't (true)
8. He plays the piano badly (false)
9. She plays the guitar quickly (false)
10. She plays the guitar slowly (true)

#### **PART 4: EXTRA ACTIVITIES**

##### **3. Hangman time!**

1. GUITAR
2. PIANO
3. TAMBOURINE
4. CONDUCT
5. SING
6. XYLOPHONE
7. FRICTION DRUM
8. CLICK FINGERS
9. TRIANGLE
10. WHISTLE



# I Can Swim – Audio Scripts

## PART 1: MUSICAL INSTRUMENTS

### 1. Listen and learn the instruments.

1. guitar
2. piano
3. violin
4. flute
5. drums
6. bells
7. harmonica
8. cymbals
9. xylophone
10. maracas
11. triangle
12. friction drum
13. tambourine

### 2. Listen and match the instruments.

- Screen 1: piano, guitar, violin  
Screen 2: bells, flute, drums  
Screen 3: cymbals, harmonica, xylophone  
Screen 4: friction drum, maracas, triangle  
Screen 5: violin, cymbals, tambourine

### 3. Which instrument is it?

1. tambourine
2. friction drum
3. triangle
4. xylophone
5. maracas
6. cymbals
7. harmonica
8. bells
9. drums
10. flute
11. violin
12. piano
13. guitar



### 4. Listen and repeat (I) , 5. Instruments and words and 8. Can you write its name?

1. guitar
2. piano
3. violin
4. flute
5. drums
6. bells

7. harmonica
8. cymbals
9. xylophone
10. maracas
11. triangle
12. friction drum
13. tambourine

## **PART 2: CAN YOU PLAY THE GUITAR?**

- 1. Actions** , **3. Actions and words** and **4. Listen and repeat (II)**
2. Conduct
3. Play
4. Sing
5. Whistle
6. Dance
7. Clap
8. Tap your feet
9. Click your fingers

### **2. Listen and match.**

Screen 1: sing, play, conduct

Screen 2: whistle, clap, dance

Screen 3: click your fingers, play, tap your feet

### **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. I can play the flute**

1. Hello, I'm Sarah. I can play the flute.
2. You're John. You can play the guitar.
3. She's Brittany. She can clap.
4. He's LeBron. He can tap his feet.
5. We're Aisha and Pancho. We can dance.
6. They're Sarah and John. They can whistle.

### **6. I can't play the harmonica**

1. Hi, I'm LeBron. I can't play the harmonica.
2. You're Aisha. You can't whistle.
3. She's Sarah. She can't conduct.
4. We're John and Brittany. We can't dance.
5. You're LeBron and Brittany. You can't play the flute.
6. They're Aisha and John. They can't click their fingers.

### **7. What can they do?**

1. She can clap.
2. He can tap his feet.
3. They can whistle.



4. She can conduct.
5. They can't click their fingers.

**8. Listen to yourself.**

1. I can whistle.
2. You're John. You can play the guitar.
3. She's Brittany. She can clap.
4. We're John and Brittany. We can't dance.
5. You're LeBron and Brittany. You can't play the flute.
6. They're Aisha and John. They can't click their fingers.
7. I can't tap my feet.

**9. Can you conduct? and 10. Can you play the violin?**

Dialogue 1:

- Hi, can you play the violin?
- Yes, I can.

Dialogue 2:

- Hello, John. Can you conduct?
- No, I can't.

Dialogue 3:

- Hi, Pancho. Can you dance?
- Yes, I can.

**11. What about you?**

1. Can you play the guitar?
2. Can you click your fingers?
3. Can you tap your feet?
4. Can you conduct?

**PART 3: I CAN PLAY THE PIANO BRILLIANTLY**

**3. Complete the sentence (I)**

1. She plays the guitar slowly.
2. She plays the guitar quickly.
3. He whistles loudly.
4. She plays the frictin drum well.
5. He plays the piano badly.
6. She plays the piano brilliantly.

**5. How much do you know?**

1. flute.
2. xylophone.
3. She can play the guitar.
4. They can't sing.
5. We can't dance.
6. – Hi, can you play the violin? – Yes, I can.
7. – Hello, John. Can you conduct? – No, I can't.
8. He plays the piano badly.
9. She plays the guitar quickly.
10. She plays the guitar slowly.

