



Music

Task 1: The Ukulele

Activity 1: Listening

Welcome to a practice listening for the GESE 5.

You are going to hear a talk about **the ukulele**. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. I will ask you six questions on some facts about **the ukulele**. Are you ready?

Audio Script

The ukulele is a guitar-like **instrument** that was **inspired** by the portugesse instrument, the machete de braga and created by **portugesse immigrants**. The ukulele can be **made out of** any type of **wood**, but the traditional preferred wood comes from hawaii and is called Koa. It **became prominent** in Hawaii in the 19th century and in the 20th century **became popular** in the United States. The ukulele comes in **a variety of sizes** but it is **well-known for** having four **strings** on the standard ukulele. The name of ukulele means "jumping flea", which may be because of the fingers **moving over** the strings. The ukulele first became popular in 1915 and has had other moments of **popularity** after that, even amongst **famous people**, such as Elvis Presely, Neil Armstrong and George Harrison.

Now I will ask you some questions. You only need to answer in a few words.

Now let's look at the questions again, but with the possible answers.

This is the end of the listening task.

Questions & Answers:

1	Who made the ukulele?	Portuguese immigrants
2	What is the ukulele made from?	Wood / Koa
3	Where is the ukulele from?	Hawaii
4	When was it made?	19th / nineteenth century
5	How many strings does the standard ukulele have?	4 / Four strings.
6	When was the first time that the ukulele became popular?	1915 / nineteen fifteen

Marks: +_ / +6

Note: The questions are concentrated so that the student learns how to understand form questions with “What was / is / can...?” and “When was / did...?” You must remind the student that “do” is an auxiliary verb at times and will at times not be able to translate into their language. The auxiliary verb is also known as a helping verb and this term may make the student understand better that the helping verb is helping the verb that comes after be grammatically correct in English.

Translations don't always translate easily. This is when you must guide a student in the understanding of the translation. For example, if your student is Spanish, observe how the questions of “When did...?” changes when translated.

Question 1: Who made...? = ¿Quién hizo...?

Question 2: What is...? = ¿Qué es...?

Question 3: Where is...? = ¿Cuándo es...?

Question 4: When was...? = ¿Cuándo era...?

Question 5: How many...? = ¿Cuántos...?

Question 6: When was...? = ¿Cuándo era...?

You can also help the student understand question structures here. Some students understand structures better and others are more visual. So, it could be a good idea to colour code the different parts of grammar.

For example:

Red → Nouns

Green → Verbs

Blue → Adjectives

Orange → Adverbs

Purple → Prepositions / Articles

Pink → Pronouns

Yellow → Conjunctions

Brown → Interjections

Turquoise → Punctuation marks

Question 1:

Who made the ukulele ?
Interjections + auxiliary verb + article + noun ?



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- Have students write a list of specific vocabulary and phrases from listening Look at audio script for highlighted specific vocabulary and phrases.
- Have them write their own questions about New Years that later can be used in a speaking activity with another classmate.