












# Musical Instruments

Ref: EN\_PTL\_7

## Introduction

[www.actintegration.eu](http://www.actintegration.eu)

 <p><b>Description</b></p>	<p>In this English lesson, students explore vocabulary related to musical instruments through engaging auditory and interactive activities. Using sound clips, flashcards, pantomime, and memory games, students learn to recognize, pronounce, and recall new words while connecting English vocabulary with their L1. They practice language through listening, speaking, and cooperative tasks, strengthening both comprehension and communication skills. The lesson fosters creativity, teamwork, and active participation, while encouraging curiosity about music and confidence in using English in real-life contexts.</p>		
 <p><b>Age</b></p>	<p>16-18 years</p>	 <p><b>Language Area</b></p>	<p><b>Vocabulary &amp; PTL:</b> Musical Instruments</p>
 <p><b>Proficiency Level</b></p>	<p>A1-A2</p>	 <p><b>Authors</b></p>	<p>Athina Nachopoulou</p>
 <p><b>Subject</b></p>	<p>Language</p>	 <p><b>Duration</b></p>	<p>1.5 teaching hours (~ 65minutes)</p>
 <p><b>Links with Language Curriculum</b></p>	<p><b>Vocabulary Development:</b> Students learn and practice new vocabulary related to musical instruments through auditory, visual, and kinesthetic activities. They connect each English word with its equivalent in their L1, enhancing their multilingual awareness, pronunciation, and memory retention.</p>		
 <p><b>Rationale</b></p>	<ul style="list-style-type: none"> <li>• This communicative protocol makes it easy for students to acquire vocabulary in an engaging and enjoyable way.</li> <li>• Inclusion of learners' L1s by means of pedagogical translanguaging (PTL) techniques</li> <li>• Familiarize students with PTL through the comparison between the L1 and the L2</li> </ul>		

# Introduction



## Aims

Through this protocol students are expected to:

- Develop receptive and productive language skills
- Enrich their vocabulary
- Strengthen their communication skills
- Strengthen their relationship and communication with each other
- Recognize the value of multiculturalism and multilingualism
- Increase their interest in the learning process by means of a fun activity which involves body movement (pantomime)



## Equipment and Material Needed

- Flashcards
- Speakers

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Preparation - Vocabulary Selection

- Specify the words you will teach.



### 02 | Starting Point (5')

- Start with a brief discussion about musical instruments. Ask questions like, "What musical instruments do you know?" or "Do you play any musical instruments?". The students' answers can be in either English or their first language.



### 03 | Aim Setting (1')

- Present the aim to the students, which is to learn the names of different musical instruments.



### 04 | Introduction of New Vocabulary (15')

- You are holding a set of flashcards with different musical instruments.
- Before showing each card to the students, play a short audio clip of the instrument's sound. (see Appendix A)
- After playing the sound, show the flashcard to the students.
- Say the name of the instrument out loud, and ask the students to repeat after you.
- For each instrument, ask the students for the equivalent word in their mother tongue.
- Continue this process until all the selected images are displayed.



## 05 | Material processing - Game

### Activity A – Pantomime the Instruments (15')

1. Explain that they will now play a pantomime game.
2. One student will come to the front of the class, pick a musical instrument from a flashcard, and mime playing that instrument without speaking.
3. The rest of the class must guess which instrument it is by raising their hand and saying its name in English.
4. As a variation, they can first say the instrument's name in their mother tongue, and then translate it into English.

### Activity B – Group Discussion (15')

5. Divide the class into small groups.
6. Ask them to discuss which instruments they find interesting and whether they play any of them.
7. Each group will choose two instruments they like, write their names in English, and write the names in their mother tongue on a piece of paper.
8. They will then share their choice with the class.

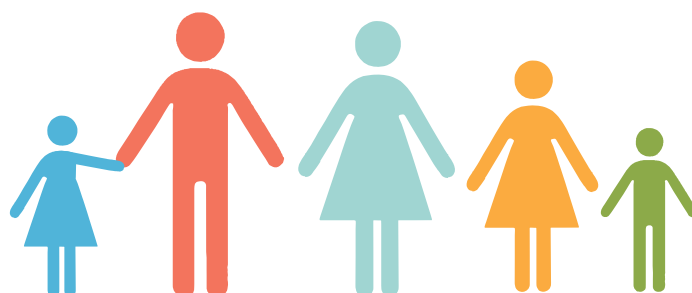
### Activity C – Memory Game (9')

9. Lay out flashcards of musical instruments face down on a table. Each card has the image of a musical instrument on one side.
10. Students take turns flipping over two cards at a time, trying to find matching pairs.
11. When they find a match, they must say the name of the instrument in English and their mother tongue.



## 06 | Wrap-up and Reflection (5')

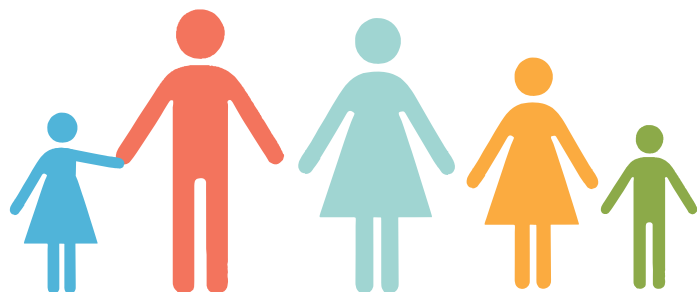
- Ask students to share one new musical instrument vocabulary word they learned today and how to say it in both English and their mother tongue.



## Useful Tips

01

If the learners have low literacy in their L1 they can be asked to provide the words in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will be able to help each other in case some of them are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the students learn at school, like for example French, German etc.



## 01 | A) You can use this website for the musical clips of the instruments.

<https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/>

## 01 | B) Two sets of flashcards

a)



## 01 | B) Two sets of flashcards

b)

