

How do people make music?

What is your favorite type of music? Why?

How often do you listen to music?

When do you listen to music?

UNIT 11

Get Ready

Words

A Read and number.

- | | | |
|------------|-------------|------------------|
| 1 cello | 5 orchestra | 8 astronaut |
| 2 timpani | 6 conductor | 9 circus trainer |
| 3 trombone | 7 baton | 10 scientist |
| 4 bassoon | | |

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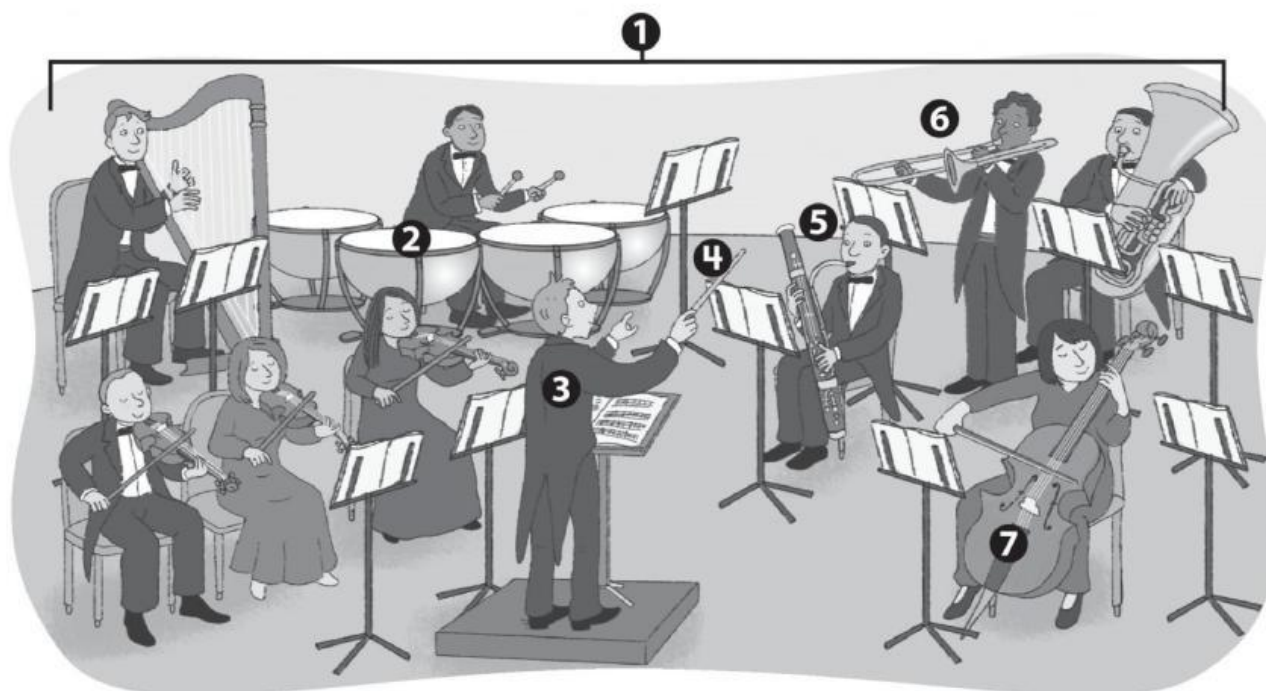
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B Look and label.

1 _____ 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____

C Read the story. Complete the sentences with the words in the box.

circus trainer orchestra baton conductor scientist astronaut

My dad works for the Atlanta Philharmonic. He's a _____. He conducts
the _____. When my dad moves his _____, the musicians play
amazing music.

My mom works in a laboratory. She's a _____. She wants to be an
_____ so she can orbit Earth in a rocket.

I want to be a _____. I want to work with lions, tigers, and elephants.

A Read the dialogue. What kind of game does the class play?

B Read the dialogue again. Remember, when we read, we can make a good guess if we have enough information. Use what you know plus information from the dialogue to make inferences about the characters.

A Musical Guessing Game

Teacher: OK, class. Today, we are going to play a guessing game about instruments in an **orchestra**. I will describe a musical instrument, and you will guess what it is.

The teacher has a happy expression as she acts out playing a cello.

It's a string instrument. It's one of the biggest instruments in the orchestra.

Think Make an inference. How does the teacher feel about the cello?

Alana: I know! It's a **cello**.

Teacher: Yes, a cello. That's my favorite instrument. Now it's your turn.

Alana: OK. Well ... it starts with *t*.

Class: What kind of instrument is it?

Alana: It's a brass instrument.

Joshua: And it starts with *t*?

Alana: Yes, that's right.

Kevin: Is it a **bassoon**?

Alana: No, a bassoon is a woodwind instrument. And it doesn't start with *t*.



Kevin: Is it a **trombone**?

Alana: Yes, that's right. It's a trombone. *She acts out making the sound and movement of a trombone.*

Teacher: What about the **conductor**? Who can show what a conductor does?

Chloe: *She picks up a pencil and waves it in the air as if conducting the class.* I'm a conductor, and this is my **baton**.

Class: *The students all make out-of-tune musical noises.*

Teacher: *She laughs.* Now, everybody, choose an instrument. We're all going to pretend to play in an orchestra.

Think Make an inference. What does the class think of Chloe's conducting?

Comprehension

- A** Do you think the teacher and the students in the class are having a good time? Why / Why not? Explain the inferences you make about the class.

- B** Check (✓) the correct answers.

1 How does the teacher describe her favorite instrument?

☐ **a** one of the loudest instruments

☐ **b** one of the most beautiful instruments

☐ **c** one of the largest instruments

2 What does the teacher think of the musical noises the class makes for Chloe?

☐ **a** They are smart.

☐ **b** They are mean.

☐ **c** They are funny.

- C Words in Context** Match the words to the definitions.

1 mystery •

• **a** a room or a building that has equipment that you can use to do physical exercise

2 gym •

• **b** so loud that you cannot hear anything else

3 deafening •

• **c** a person who takes care of bees

4 beekeeper •

• **d** something strange that you cannot understand or explain

- D About You** Answer the questions.

1 Do you play an instrument? If so, what is the instrument?

2 What instrument would you like to learn to play? Why?

Grammar in Use



A Study the grammar.

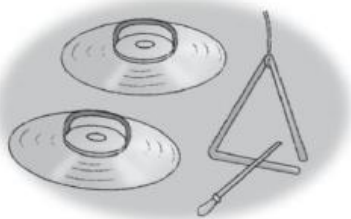


Learn Grammar

Comparative and Superlative Adjectives

Comparative	Superlative
The guys in this magazine are funnier than I am.	He's the tallest boy in the class.
A trumpeting elephant is more deafening than that.	That elephant is the most deafening of all the elephants in the zoo.
Which is sunnier , Spain or England?	Which plays the most elegant music, a bassoon, a cello, or the timpani?

B Look and write. Complete the sentences with the comparative or superlative form of the adjectives in parentheses.



- 1 The cymbals are _____ the triangle. (loud)



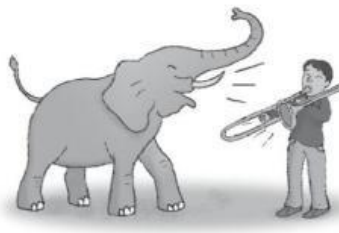
- 2 Which is _____, the music room or the gym? (big)



- 3 Which is _____, the timpani, the bassoon, or the trombone? (loud)



- 4 The conductor is _____ member of the orchestra. (important)



- 5 A trumpeting elephant is _____ a trombone. (deafening)



- 6 The cello is _____ string instrument in the music room. (large)

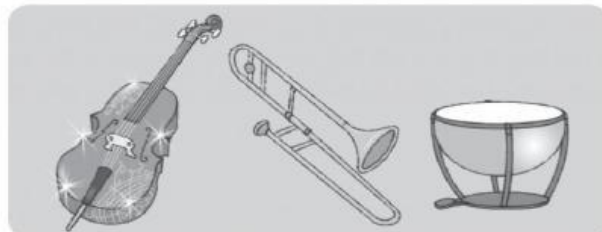
C Circle *more* or *the most*.

- 1 Maracas are **more** / **the most** colorful than cymbals.
- 2 Which is **more** / **the most** interesting job, beekeeper, circus trainer, or astronaut?
- 3 Our teacher thinks the cello is **more** / **the most** beautiful than the trombone.
- 4 Orchestral music is **more** / **the most** amazing music around.

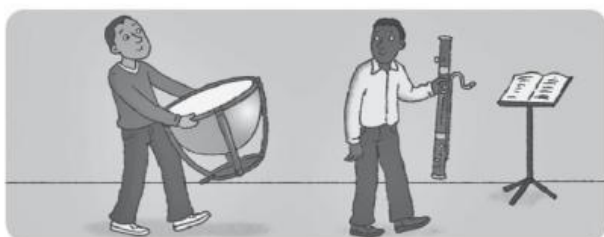
D Look and write sentences using the prompts.



- 1 (louder than) The trombone is _____
louder than the bassoon.



- 2 (the most beautiful / instrument) _____



- 3 (heavier than) _____



- 4 (more deafening than) _____

E Answer the questions. Give your own opinions.

- 1 Which is louder, the timpani or the triangle?

- 2 Which is more beautiful, a butterfly or a beetle?

- 3 Which is the most interesting instrument, a trombone, a bassoon, or a cello?

- 4 Which is easier to play, a tambourine or a triangle?

Word Study

amaze amazing challenge challenging relax relaxing

A Z

A Match and write.

1 amaze + -ing

2 challenge + -ing

3 relax + -ing



The music is



Lying in a hammock is



The test is

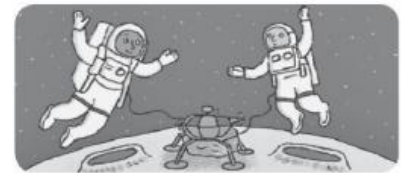
B Look at the pictures. Complete the sentences with the words in the box above. Then write *adjective* or *verb*.



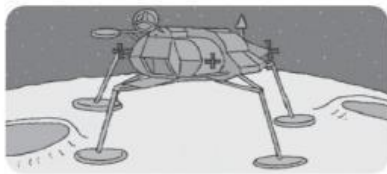
1 I like to relax in the backyard.
verb



2 Learning an instrument can be _____.



3 The astronauts _____ me.



4 The moon landing was _____.



5 My mom thinks reading is very _____.



6 I _____ you to a game of checkers.

Writing Study

A Circle the correct possessive nouns.

- 1 Our school **orchestra's / orchestras'** instruments are in the music room.
- 2 Two famous **conductor's / conductors'** batons are on display in the museum.
- 3 Those are my **principal's / principals'** favorite instruments.
- 4 Three **people's / peoples'** instruments are being tuned.
- 5 All of the **musician's / musicians'** instruments were in tune for the concert.
- 6 Is that the **teacher's / teachers'** cello?

B Write about the musical instruments in an orchestra.

Read the example. Write about instruments you know about. Compare them using comparative and superlative adjectives (for example, **louder**, **bigger**, **the loudest**, **the biggest**). Tell which ones you like and why. Use possessive nouns in your writing. For example: The **trombone's** sound is low.

I know a lot about string instruments in an orchestra. The violin has **the highest** sound of the string instruments. The **viola's** sound is **lower than** the **violin's** sound. The cello is **the lowest**. My favorite string instrument is the cello because I like the lower sounds.