

BIG QUESTION 6

How do people make music?

**UNIT
11**
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		



















B Look and label.

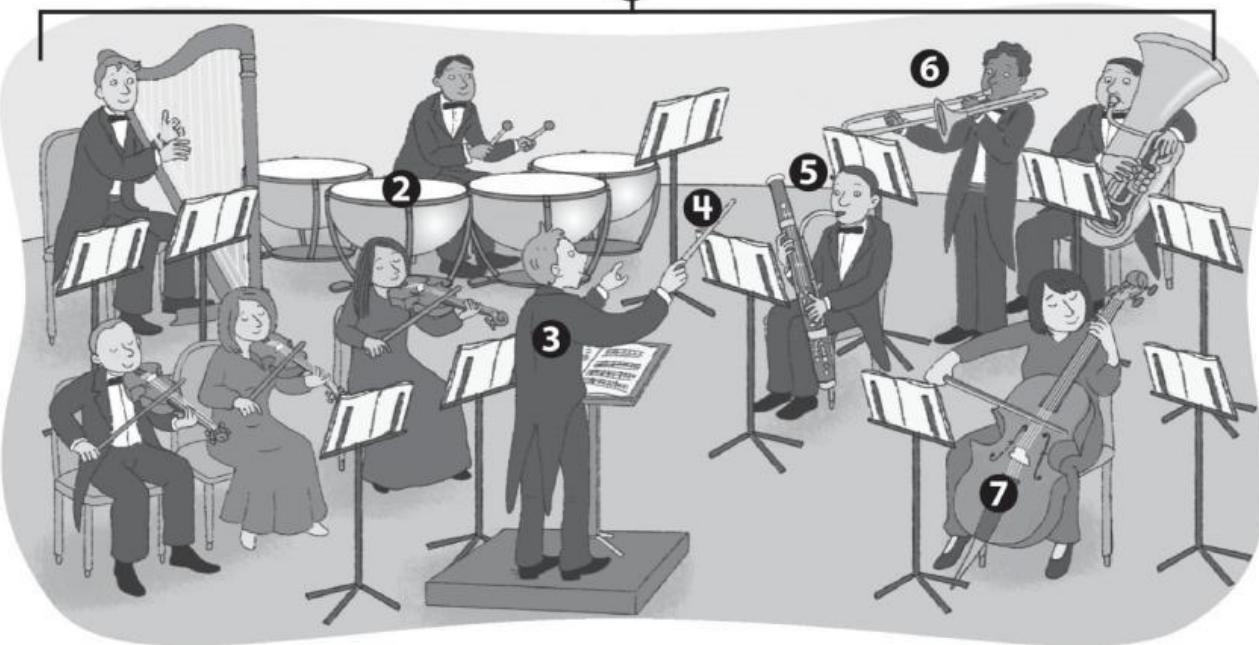
1

2

3

4

1



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
1
the _____. When my dad moves his _____, the musicians play
2
3
amazing music.

My mom works in a laboratory. She's a _____. She wants to be an
4
5
so she can orbit Earth in a rocket.

I want to be a _____. I want to work with lions, tigers, and elephants.
6

Read

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.

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*.



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

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?

Understand

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



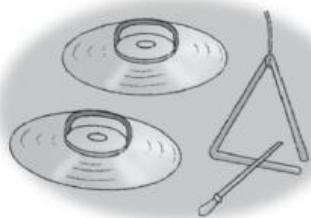
A Study the grammar.

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 louder than the triangle. (loud)



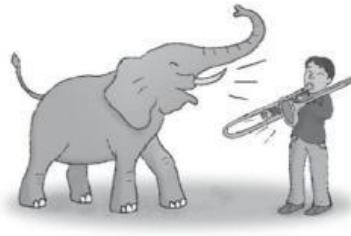
2 Which is big, the music room or the gym? (big)



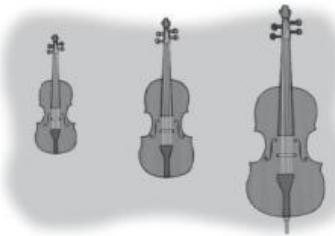
3 Which is loud, the timpani, the bassoon, or the trombone? (loud)



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



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



6 The cello is large 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?

Communicate

Word Study

amaze amazing challenge challenging relax relaxing

A Z

A Match and write.

1 amaze + -ing

•

2 challenge + -ing

•

3 relax + -ing

•

a



The music is

_____.

b



Lying in a hammock is

_____.

c



The test is

_____.

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

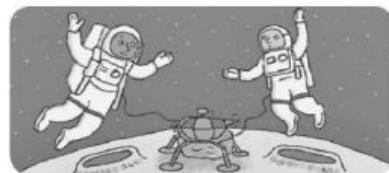


1 I like to relax in the backyard.

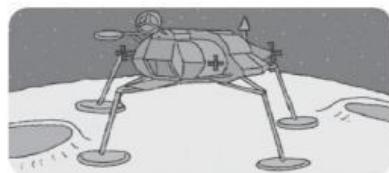
verb



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.