



BIG QUESTION 8

**How  
can we make  
music?**

Think about the  
Big Question. Write.

What do you know?

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What do you want to know?

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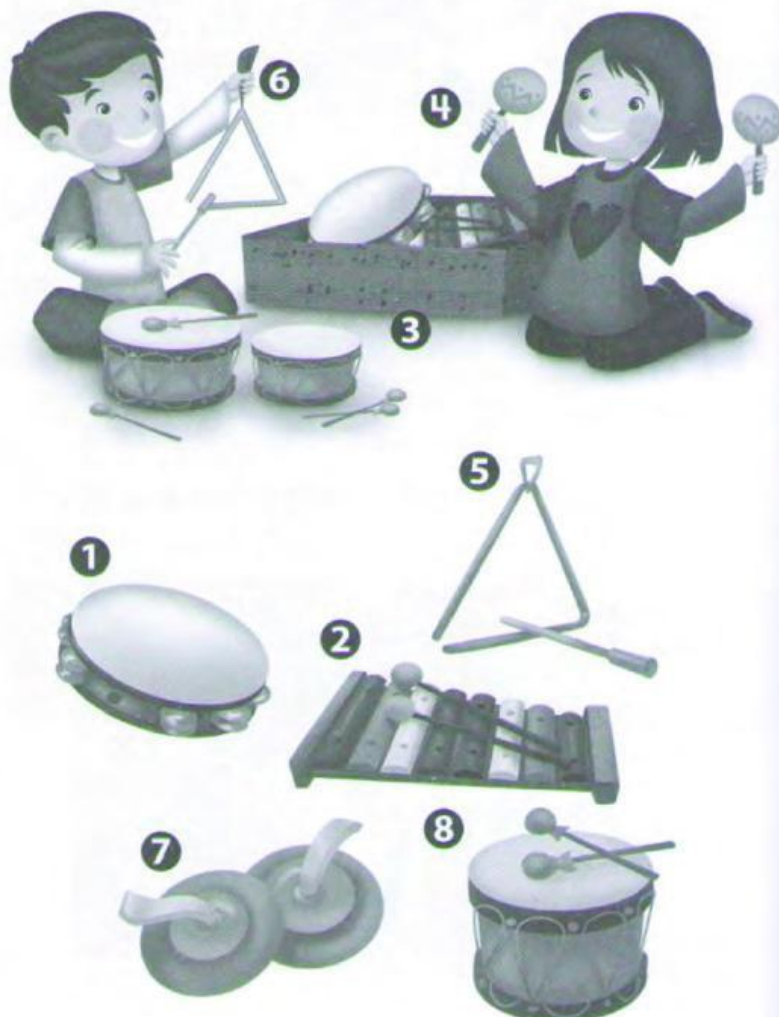
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## UNIT 15

## Get Ready

### Words

A Look and circle the correct words.



- 1 tambourine / instruments
- 2 cymbals / xylophone
- 3 instruments / triangle
- 4 strike / shake
- 5 xylophone / triangle
- 6 shake / strike
- 7 drum / cymbals
- 8 tambourine / drum

**B** Look and write the letters in the correct order to make words.

1



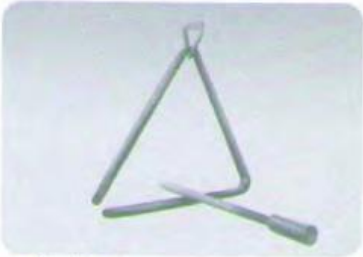
smrdu \_\_\_\_\_ drums \_\_\_\_\_

2



lcabym \_\_\_\_\_

3



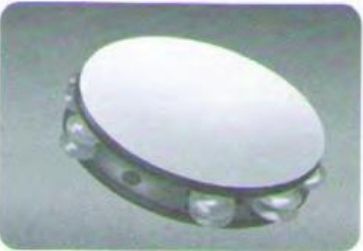
arltgien \_\_\_\_\_

4



nyoxeplho \_\_\_\_\_

5



otbeamuinr \_\_\_\_\_

6



snntuiesrmt \_\_\_\_\_

**C** Circle the correct words.

- 1 You **shake** / **strike** the drums.
- 2 You **shake** / **play** the cymbals.
- 3 You **play** / **strike** the triangle.
- 4 You **shake** / **strike** the xylophone.
- 5 You **play** / **strike** instruments.

**D** Complete the sentences.

- 1 A triangle, a xylophone, and a tambourine are all  
i n s t r u m e n t s .
- 2 You \_ h \_ \_ \_ an instrument by moving it quickly.
- 3 You \_ t r \_ \_ \_ an instrument with a stick or your hands.

## Read

- A** Read the text quickly. What is the main idea? Complete the sentence.

How people make \_\_\_\_\_.

- B** Read the text again. Were you right?

# Making Music

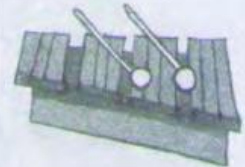
You can play music on your own or with other people. When people play music together, they are called a band.

There are different instruments in a band. Percussion instruments keep the beat. We shake or strike them to make a noise.



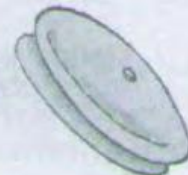
Matthew is striking the big drums with his hands.  
It's fun to play the drums!

The wooden xylophone makes a nice sound. Lauren is striking it with a stick.



This tambourine is small. Louise is shaking it.

Ben is striking the cymbals together. They're loud!



Harrison is playing the triangle.  
He's striking it with a metal stick.

The band sounds great!

# Understand

## Comprehension

- A** Match the people to the instruments.  
Then complete the sentences.

1 Matthew



2 Lauren



3 Louise



4 Ben



5 Harrison



a



b



c



d



e



- 1 Matthew is playing the drums.
- 2 Lauren is playing the \_\_\_\_\_.
- 3 Louise is playing the \_\_\_\_\_.
- 4 Ben is playing the \_\_\_\_\_.
- 5 Harrison is playing the \_\_\_\_\_.

- B** Read again. Complete the sentences with the words below.

stick small loud wooden **big**

- 1 Matthew is striking big drums.
- 2 The \_\_\_\_\_ xylophone makes a nice sound.
- 3 The tambourine is \_\_\_\_\_.
- 4 The cymbals are \_\_\_\_\_.
- 5 Harrison is striking the triangle with a metal \_\_\_\_\_.

## Grammar in Use



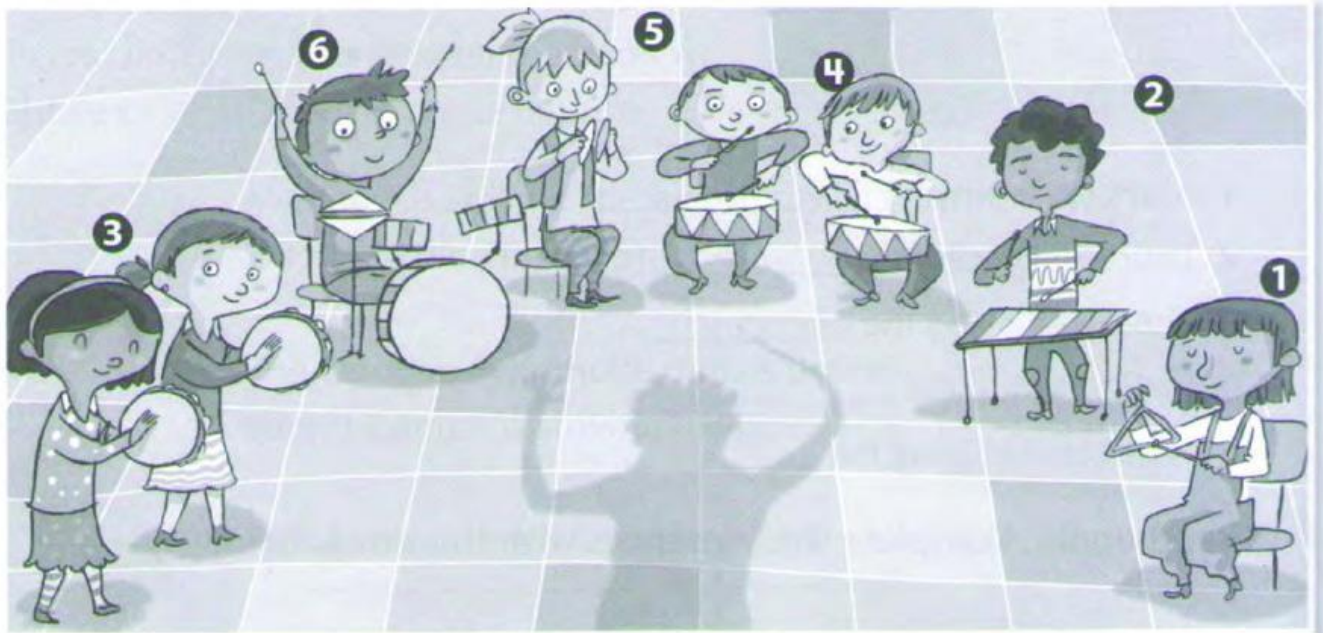
**A** Study the grammar.

### Learn Present Continuous

I'm	playing the drums.
You're	
He's	
She's	
We're	
They're	

I'm <b>not</b>	playing the drums.
You <b>aren't</b>	
He <b>isn't</b>	
She <b>isn't</b>	
We <b>aren't</b>	
They <b>aren't</b>	

**B** Look and circle the correct words.



- 1 She's / She isn't striking the triangle.
- 2 He's / He isn't playing the drums.
- 3 They're / They aren't shaking tambourines.
- 4 The boys are / aren't playing the cymbals.
- 5 She's / She isn't playing the xylophone.
- 6 He's / He isn't striking the drums.

**C** Complete the sentences with *am*, *is*, or *are*, and the words below.

shaking clapping striking ~~playing~~

- 1 Lucia and Peter are playing instruments.
- 2 I \_\_\_\_\_ the xylophone with a stick.
- 3 Nathan \_\_\_\_\_ the tambourine.
- 4 We \_\_\_\_\_ our hands to the music.

**D** Write the opposite sentences.

- 1 He's making music. He isn't making music.
- 2 They aren't keeping the beat. \_\_\_\_\_
- 3 She isn't clapping her hands. \_\_\_\_\_
- 4 I'm not shaking the tambourine. \_\_\_\_\_

**E** Look and write the sentences.

- 1 xylophone / tambourine  
He isn't playing the xylophone.  
He's playing the tambourine.
- 2 drum / cymbals  
\_\_\_\_\_  
\_\_\_\_\_
- 3 triangle / drum  
\_\_\_\_\_  
\_\_\_\_\_
- 4 cymbals / xylophone  
\_\_\_\_\_  
\_\_\_\_\_



# Communicate

## Words

**A** Match the words to the pictures.

soft

awful

fast

a



b



c



d



e



f



loud

slow

lovely

**B** Match the opposites.

1  awful

a slow

2  soft

b lovely

3  fast

c loud

**C** Read the words below. Complete the puzzle with the opposite words.

slow loud lovely

f	a	s	t
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## Word Study

**A** Write the first letter of the words.



1 \_a\_pple



2 \_\_\_oney



3 \_\_\_oll



4 \_\_\_ree house



5 \_\_\_otel



6 \_\_\_abbit

**B** Add the words from Activity **A** to the list in alphabetical order.

1 \_\_\_apple\_\_\_

3 \_\_\_\_\_

5 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

## Writing

**A** Think about a percussion instrument. Complete the notes.

Name of instrument: \_\_\_\_\_

Do you shake it or strike it? \_\_\_\_\_

Is it loud or quiet? \_\_\_\_\_

**B** Read about the tambourine. Then write about your instrument.

I like the tambourine.

I shake it. It isn't loud.

It's quiet. I keep the

beat: one, two, three, four.

I like the \_\_\_\_\_.

I \_\_\_\_\_ it.

It isn't \_\_\_\_\_.

It's \_\_\_\_\_.

I \_\_\_\_\_.