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Orchestra practice

Worksheet 1: Instruments

Using the worksheet

- This worksheet practises instrument words: *trombone, drums, keyboard, trumpet, violin, triangle, tambourine, saxophone, harp*.
- Students find the numbered instruments in the picture, then write the number next to the name of each instrument.
- Check that students know the meanings of the words *blow, hit, strings, sticks, electric* and *shake*. Students work in pairs. They read the definitions and circle the correct instrument. Get students to compare their ideas with another pair before checking the answers in whole class.

KEY: Activity 1: **2** harp, **3** violin, **4** trumpet, **5** saxophone, **6** drums, **7** triangle, **8** trombone, **9** tambourine; Activity 2: **2** violin, **3** drums, **4** harp, **5** keyboard, **6** tambourine

Optional follow-up activity: Demonstrate how to play Pictionary (see Introduction). Ask a volunteer to slowly draw a musical instrument on the board. The first student to guess the instrument that is being drawn takes the next turn. Students can also play the game in groups.

Worksheet 2: Is this Tom's bag?

Using the worksheet

- This worksheet practises possessive pronouns *mine, yours, his, hers, ours, theirs*.
- Students match the sentences.
- Then they read the questions, match them with the pictures and write a possessive pronoun to complete each answer. Get students to check their answers with a partner by reading the conversations aloud.

KEY: Activity 1: **2f, 3a, 4c, 5e, 6d**; Activity 2: **2g** his, **3f** hers, **4e** mine, **5c** yours, **6a** hers, **7b** theirs

Optional follow-up activity: Make some space in the classroom. Students work in groups and sit in circles on the floor. They each put four of their belongings in the centre of the circle. Then they take it in turns to return the items to their owners by asking and answering questions, e.g. *Is this ruler yours? Yes, it's mine; Is this pen Jo's? Yes, it's hers.*

Worksheet 3: The sound of music

Using the worksheet

- This worksheet practises the relative pronouns *who/which/where*.
- Students look at the picture and read the text. Then they complete the text with the phrases from the box. Get students to check their work in pairs.
- Students then read the text again and answer the questions.

KEY: Activity 1: **2** who lives, **3** where he lives, **4** which Simon plays, **5** the man who lives, **6** which is below, **7** who plays, **8** which Mr Smith plays; Activity 2: **2** Richard's mum, **3** Richard, **4** Miss Simpson, **5** Mr Williams, **6** Sophie (Smith)

Optional follow-up activity: Brainstorm different kinds of stories with the class, e.g. *crime stories* and *fairy tales*. Help with new vocabulary as necessary. Then demonstrate how to write a chain story. Students work in pairs. Give each pair a piece of paper and ask them to write the opening line of a story on it. Set a time limit of two minutes for this. Students then give their paper to another pair. They write the next sentence of the story. Monitor and encourage students to try to use long descriptive sentences with relative pronouns when appropriate. The activity continues for seven or eight sentences. Each pair then takes it in turn to read the story they finished to the rest of the class.

Worksheet 4: Make a musical instrument

Using the worksheet

- This worksheet practises key *Think and learn* musical vocabulary, and gives students an opportunity to do a fun craft project.
- Students read about the banjo and the harmonica. They complete the texts with the words from the box.
- Students can work individually or in pairs. They follow the instructions to make small banjos. Offer them help with project stages as necessary. When students have finished, have different individuals play their banjos. Do they all sound the same?
- Finally, have the class all play their banjos at the same time. Does it sound good?

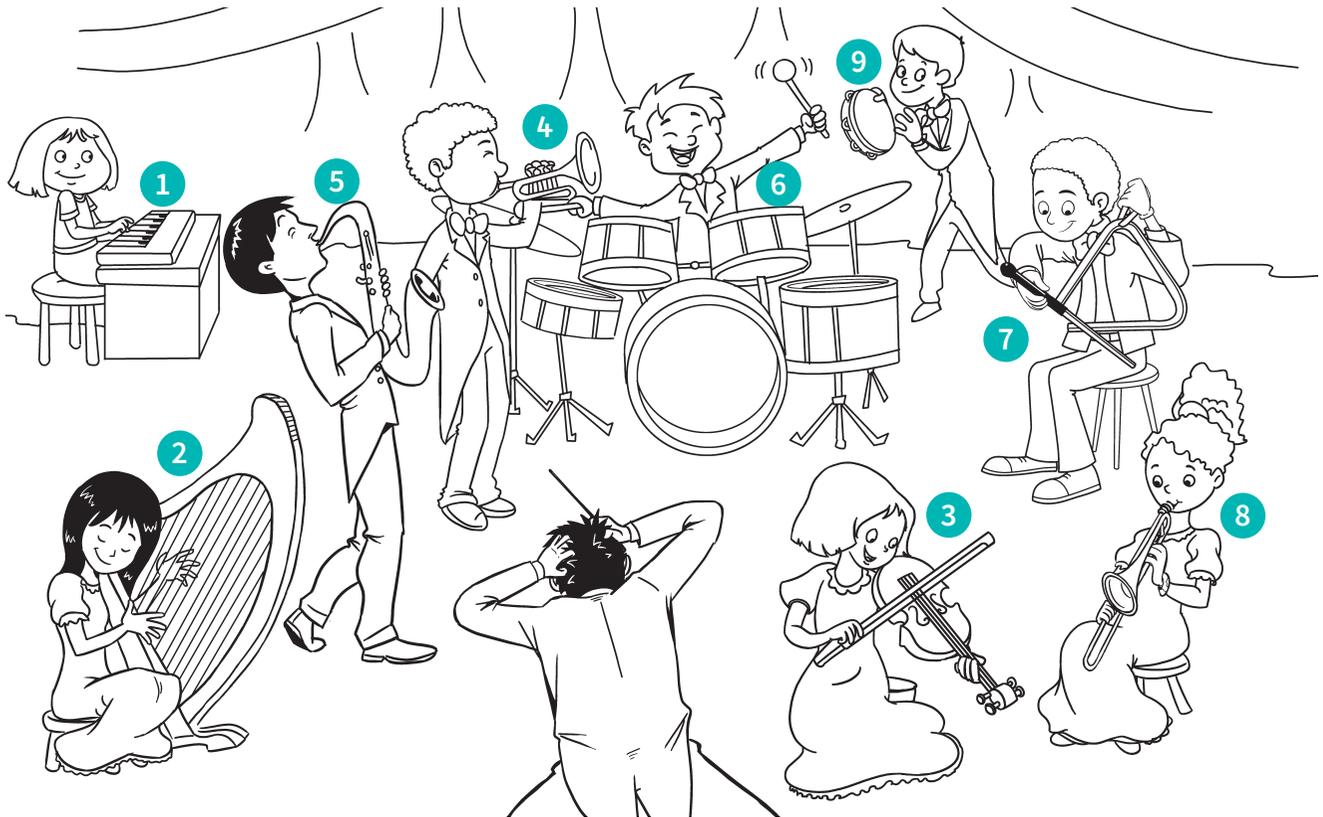
KEY: Activity 1: **2** pluck, **3** percussion, **4** blow, **5** play, **6** harmonica

Optional follow-up activity: Students use the Internet to find out about one of the following instruments: *castanets* or *ocarina*. They write a short text about the instrument and draw a picture.

Name:

Class:

1 Look and write the numbers of the instruments.



trumpet keyboard harp saxophone drums
 violin tambourine triangle trombone

2 Read and circle the correct words.

- 1 You blow into this instrument.
- 2 This instrument is not big and has four strings.
- 3 You play this instrument by hitting it with sticks.
- 4 You hold this instrument between your legs and play the strings with your fingers.
- 5 This instrument is sometimes electric.
- 6 You shake this instrument.

trumpet / triangle

violin / saxophone

keyboard / drums

trombone / harp

keyboard / triangle

harp / tambourine

Vocabulary: Musical instruments

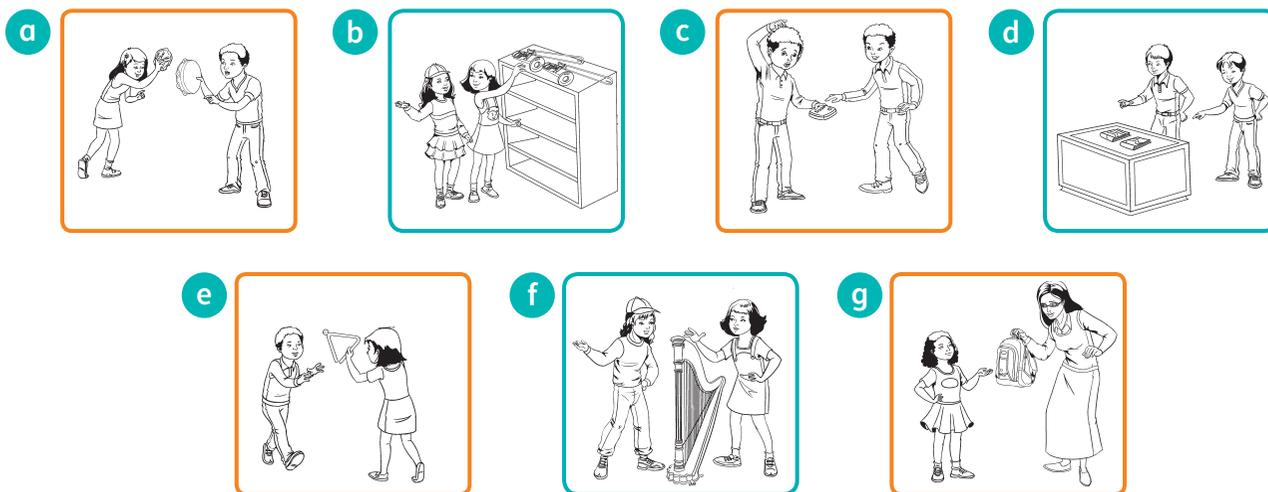
Name:

Class:

1 Read and match.

- | | |
|-------------------------------|-----------------|
| 1 It's Sally's computer game. | a They're his. |
| 2 It's David and Daisy's cat. | b It's hers. |
| 3 They're John's pens. | c They're ours. |
| 4 They're our dogs. | d It's yours. |
| 5 It's my house. | e It's mine. |
| 6 It's your guitar. | f It's theirs. |

2 Match the questions with the pictures. Then answer the questions.



- | | | |
|---------------------------------------|-------------------------------------|--------------------------------------|
| 1 Are they our books? | <input checked="" type="checkbox"/> | Yes, they're <u>ours</u> . |
| 2 Is this Tom's bag? | <input type="checkbox"/> | Yes, it's _____. |
| 3 Is this Lucy's harp? | <input type="checkbox"/> | Yes, it's _____. |
| 4 Whose is this triangle? | <input type="checkbox"/> | Oh, it's _____. |
| 5 Is this my CD? | <input type="checkbox"/> | Yes, it's _____ . Your name's on it. |
| 6 Is this Mrs Brown's tambourine? | <input type="checkbox"/> | Yes, it's _____. |
| 7 Are they Paul and Mike's trombones? | <input type="checkbox"/> | Yes, they're _____. |

Language focus 1: Possessive pronouns

Name:

Class:

1 Look at the picture. Then read and complete.

~~where I live~~ which Simon plays the man who lives who plays
which Mr Smith plays where he lives which is below who lives

My name's Richard. The building (1) where I live is the most musical building in the world. Mrs Black is the woman (2) _____ in flat number 46. She plays the saxophone. She's very good. I'd like Mrs Black to give me saxophone lessons.

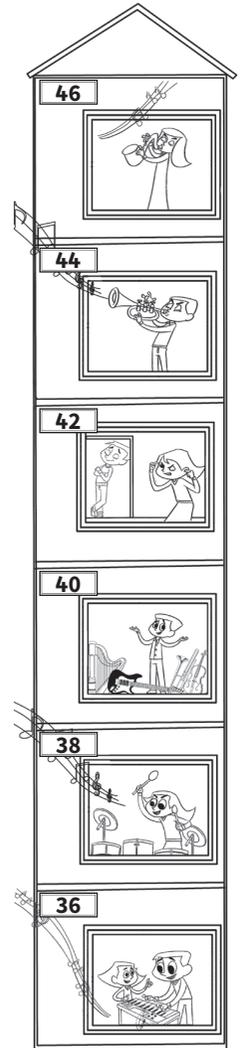
My best friend is Simon. The flat (3) _____ is above ours.

The instrument (4) _____ is the trumpet. He practises every day because he plays in the school band. When he's older, Simon wants to play in an orchestra.

Mr Williams is (5) _____ in number 40. He can play everything. He plays the guitar, the trombone, the harp and the violin!

The flat (6) _____ number 40 is number 38. Miss Simpson lives there. Miss Simpson is the woman (7) _____ the drums. Sometimes, Miss Simpson plays the drums very late at night. My mum doesn't like that!

The Smiths live in number 36. The instrument (8) _____ is the keyboard. He plays classical music. The Smiths' daughter, Sophie, can sing very well. Me? Well, I don't play anything. But I'm very good at listening!



2 Read again and answer.

1 Who plays the saxophone?

Mrs Black

2 Who doesn't like the drums?

3 Who doesn't play an instrument?

4 Who lives in number 38?

5 Who plays the harp?

6 Who sings?

Language focus 2: *who / which / where*

Name:

Class:

1 Read about the banjo and the harmonica and complete.

blow percussion ~~strings~~ pluck play harmonica

The banjo can have four, five, six or even nine (1) strings. It was first used in America in the 1600s. You can (2) _____ the strings, but you can also hit the banjo to make a sound. So it's a string instrument and a (3) _____ instrument!



The harmonica is a wind instrument. You (4) _____ into it to make music. A teenager invented the harmonica in 1821. Because it was cheap, many people could buy it and (5) _____ it. The (6) _____ is also called the mouth organ.

2 Make a banjo.

You need:



4 elastic bands



an ice-cream stick



some strong tape and scissors



a lid



pens/stickers



1 Put four elastic bands over the lid. They should not be too close together. Tape them to the back of the lid.



2 Tape the ice-cream stick to the back of the lid.



3 Decorate and play your banjo!

Music: Instrument families