

# Get INVOLVED!

American Edition

# 4

Student's Book



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Also includes



UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> health and well-being, personal qualities, extreme adjectives, traveling, learning techniques		
<b>1</b> Making music <b>WDYT?</b> How can music bring people together? Page 12	Music and performance Feelings and emotions What music and when?	Present perfect and present perfect progressive Question tags Questions with prepositions	<b>An infographic</b> <i>Music and your brain</i> <b>Subskill:</b> Recognizing informal writing
<b>2</b> Friends for life? <b>WDYT?</b> What personal characteristics help us to get along with others? Page 24	Describing people Friends and acquaintances Things that friends do Personality quiz	Essential and non-essential adjective clauses Reflexive pronouns and <i>each other</i>	<b>An online article</b> <i>Where's your doppelgänger?</i> <b>Subskill:</b> Topic sentences
<b>3</b> Mysteries <b>WDYT?</b> What makes a good mystery? Page 36	Extreme adjectives Descriptive adjectives Adverbs of manner, place and time Moai heads, the pride of Rapa Nui	Modal verbs of deduction and speculation Past perfect	<b>A magazine article</b> <i>Modern-day mysteries</i> <b>Subskill:</b> Guessing meaning
<b>4</b> What next? <b>WDYT?</b> What do you think you will be doing in one/two/five/ten years' time? Page 48	Future goals, plans and aspirations Verb + preposition combinations Choosing your future	Future progressive and future perfect Future modals Future time clauses	<b>An article</b> <i>Surprising things that teens can do!</i> <b>Subskill:</b> Recognizing examples
<b>5</b> Environment <b>WDYT?</b> What can you do to be greener? Page 60	The environment Protecting the planet Materials Park clean	The passive voice <i>be allowed to, let, make</i> Impersonal phrases	<b>An article</b> <i>Could your wardrobe help save the planet?</i> <b>Subskill:</b> Identifying the central idea
<b>6</b> Crimes and consequences <b>WDYT?</b> What would you change if you could make the rules? Page 72	Crime and criminals Cyber-crime Crime in fiction	Conditionals: zero, first, second and third Conditionals with <i>unless</i> <i>I wish</i> and <i>If only</i>	<b>A news article</b> <i>Criminal creatures!</i> <b>Subskill:</b> Recognizing synonyms
<b>7</b> Time flies! <b>WDYT?</b> Time: how do people fill time, save it and waste it? Page 84	Reporting verbs Idioms and expressions about time Wasting time	Reported speech Reported questions	<b>A timeline</b> <i>Filling time through the decades!</i> <b>Subskill:</b> Recognizing time references
<b>8</b> Sports <b>WDYT?</b> How can sports be a force for good? Page 96	Sports Playing sports Benefits of sports Race to the Pole	Gerunds and infinitives Quantifiers	<b>An article</b> <i>A message of hope</i> <b>Subskill:</b> Scanning
<b>REVIEW</b> Look what you know! Page 108	<b>Vocabulary and Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> simple present and present progressive; modal verbs (present and past); simple past, past progressive, <i>used to</i> ; present perfect and simple past; future tense review				
<b>Short interviews</b> about music in public spaces <b>Subskill:</b> Understanding the speaker's attitude	 Talking about feelings	<b>A review</b> <b>Subskill:</b> Giving recommendations	Words starting s + consonant Intonation in question tags	 Give a presentation about a singer or band that you think brings people together  <b>Communication</b> Giving a presentation
<b>A radio show</b> about online and offline friends <b>Subskill:</b> Inferring meaning	 Reaching an agreement	<b>An email about a problem</b> <b>Subskill:</b> Informal linkers	/w/ and /h/ Word stress with phrasal verbs	 Create a podcast giving advice to listeners about their friendship problems  <b>Collaboration</b> Empathy
<b>A podcast</b> about the Voynich manuscript <b>Subskill:</b> Using key words to predict	 Expressing certainty and doubt	<b>A narrative</b> <b>Subskill:</b> Making your writing more interesting	Word stress in longer words Weak forms with past perfect	 Write a movie script for a scene from a mystery story or movie  <b>Creativity</b> Using a variety of creative thinking techniques
<b>A phone conversation</b> between two friends who are going to visit each other <b>Subskill:</b> Taking notes while listening	 A formal conversation	<b>A formal email</b> <b>Subskill:</b> Indirect questions	/g/ and /dʒ/ Weak forms with <i>have to</i>	 Write and edit your résumé to apply for a part-time job  <b>Communication</b> Demonstrating your skills and strengths
<b>A radio show</b> about cleaning up beaches <b>Subskill:</b> Understanding paraphrase	 Comparing and contrasting	<b>A blog</b> <b>Subskill:</b> Writing a blog	/ʃən/	 Choose a green issue and design a brochure for a campaign to raise awareness  <b>Collaboration</b> Being flexible
<b>A radio phone-in</b> about online fraud and cyber-crime <b>Subskill:</b> Identifying speakers' intentions	 Talking about problems and solutions	<b>A for-and-against essay</b> <b>Subskill:</b> Using connectors of addition and contrast	Intonation in conditional sentences	 Discuss the rules of your class/school and decide how you would change them  <b>Critical thinking</b> Cause and effect
<b>A quiz</b> about time <b>Subskill:</b> Avoiding distractors	 Discussing points of view	<b>A report</b> <b>Subskill:</b> Talking about statistics	Intonation in reported questions	 Interview a person from the past and report what he/she told you  <b>Creativity</b> Using your imagination
<b>A podcast</b> about sports that are good for you <b>Subskill:</b> Answering <i>true/false</i> questions	 Describing an event	<b>An opinion essay</b> <b>Subskill:</b> Using a dictionary	/e/ /i/ and /eɪ/ /θ/ and /ð/	 Make a video of your candidate for Sports Star of the Year  <b>Critical thinking</b> Choosing and using reliable web sources
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills



# What do you know?



## Questionnaire

We're trying to find out what schools can do to improve students' well-being. Please fill in this questionnaire as honestly as possible. Thank you!

### YOUR INFORMATION

Name Michael Jones  
Age 16  
School Middletown High School  
Email Michael@JonesFamily.com

### YOUR SCHOOL

Are you starting a new school now?

No, I'm not. I'm studying at the same school as last year.

How does your school take care of your well-being?

We can talk to our tutor if we have any problems.

Does your school have a 'relaxation room' where you can go to chill 1 \_\_\_\_\_?

No – we can't relax at school. If we want a quiet space, we have to go to the library.

### FITNESS

How often do you usually have P.E., and what do you do?

We have P.E. twice a week – usually basketball, football, track and field ...

How could P.E. be improved?

We should have outdoor gym machines on the playground so we can keep 2 \_\_\_\_\_ during break times. You don't have to work out for long, but every little helps!

### DIET

Do you usually have lunch at school?

I eat at school every day, but I don't always have the cafeteria food – I sometimes bring sandwiches.

Is it possible to eat healthy food at school?

They should definitely cut 3 \_\_\_\_\_ on the fast-food options in the cafeteria. They should also 4 \_\_\_\_\_ out the unhealthy snacks from the vending machines!

### YOUR IDEAS

What suggestions would you make to improve the well-being of students at school?

It would be great to have a 'chill-out' space at school where we can go if we feel 5 \_\_\_\_\_. Also, I've heard that some schools are getting pet dogs these days because animals can help to improve your 6 \_\_\_\_\_!



## Take care of yourself!

### Vocabulary: health and well-being

1 1 Read the questionnaire and complete 1–6 with the phrases in the box. Listen and check.

- |                       |                       |
|-----------------------|-----------------------|
| chill out             | cut down on fast food |
| cut out sugary snacks | eat healthy food      |
| feel stressed         | get enough sleep      |
| improve your mood     | keep fit              |
| meet up with friends  | spend time outdoors   |
| take care of yourself | work out              |

2 Complete the diagrams with the phrases in exercise 1.

*eat healthy food*



# 1

## Making music

### WDYT?

(What do you think?)

How can music bring people together?

**Vocabulary:** music and performance; feelings and emotions

**Grammar:** present perfect and present perfect progressive; question tags; questions with prepositions

**Reading:** an infographic about music and the brain

**Listening:** interviews about music in public spaces

**Speaking:** talking about feelings

**Writing:** a review

**Project:** give a presentation about a singer or band



Video skills p13



Real-world speaking p19



Project pp22–23

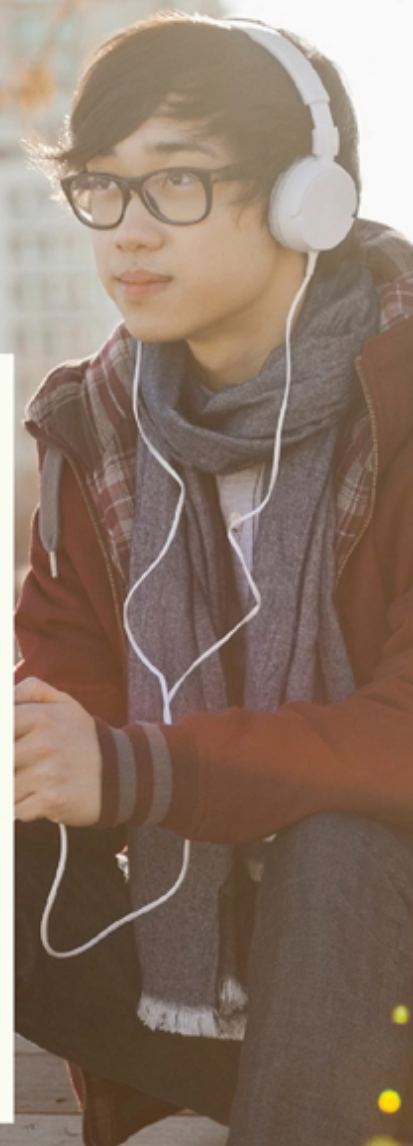
## How important is music to you?

- 1 What's most important to you in a song?**

  - a The **lyrics** – I want to be able to sing it.
  - b The music and how well the band or singer performs it.
  - c Whether the **lead singer** is cool, of course!
- 2 At a concert you probably ...**

  - a stand where you can dance and chat to friends.
  - b notice the **sound quality** – if it's bad it can affect the **performance**.
  - c stand at the back of the **audience** so you can listen without too many people around you.
- 3 If a singer or band you like goes on tour, you ...**

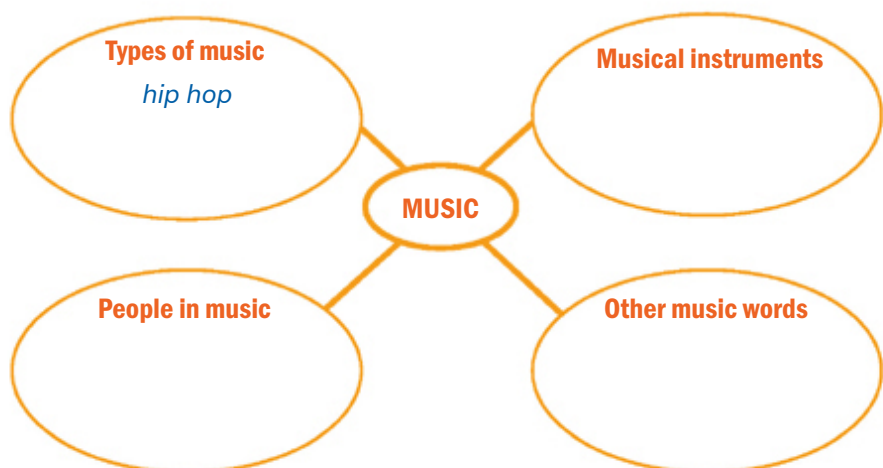
  - a check out who the **support band** is first.
  - b quickly buy tickets before they **sell out**.
  - c perhaps download the **live album**.



### Music and performance

- 1** Complete the diagram. Add more music words.

classical music   composer   DJ   drums   guitarist  
hip-hop   jazz   keyboard   musician   orchestra





#### 4 You like singers and bands that ...

- a make you want to dance.
- b** tour regularly and often **release** new albums.
- c** **record** your favorite songs.

#### 5 When a singer you like releases a new single, you ...

- a quickly learn the lyrics so you can sing along to the song.
- b** download it immediately.
- c** wait and see if it is a **hit** before you download it.

#### 6 You ...

- a think music is something to enjoy with friends.
- b** would love to release a **record** one day.
- c** usually listen to friends' **playlists** because you don't make your own.



**Mostly A** – You're a performer at heart. You love listening to music that you can sing or dance to.

**Mostly B** – You're a music superfan. You know all the latest bands and singers and you couldn't live without music.

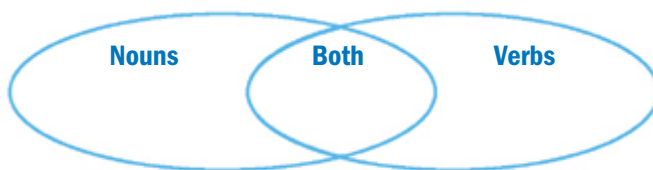
**Mostly C** – You're open-minded. You like to get recommendations from friends.

#### 2 Work in pairs. Answer the questions.

- 1 Which kinds of music do you like/dislike?
- 2 Which instruments can you play? Which would you like to learn?
- 3 What is the most interesting job in music? Why?

#### 3 Check the meaning of the words in bold. Then do the quiz.

#### 4 Complete the diagram with the words in bold from the quiz.



#### 5 Work in pairs. Guess if your partner agrees (A) or disagrees (D) with the statements.

- 1 In a band, I'd rather be the lead singer than a guitarist or drummer.
- 2 Most support bands aren't worth listening to.
- 3 All musicians should go on tour at least once every two years.
- 4 I'd rather be in the audience than on stage at a concert.
- 5 I would love to perform on a music reality show like *The X Factor*, *America's Got Talent* or *The Voice*.

#### 6 Ask and answer to find out if your guesses in exercise 5 were correct.

Would you prefer to be the lead singer or a musician in a band?

I'd prefer to ...

#### VIDEO SKILLS




#### 7 Watch the video with no sound. What do you think it is about? Then watch with sound and check your answers.

#### 8 Work in pairs. Discuss the questions.

- 1 What is the purpose of a vlog?
- 2 Why are vloggers popular?
- 3 Would you like to be a vlogger? Why/Why not?

## An infographic


**1**  **Work in pairs. Talk about the last time you listened to music.**

- What type of music did you listen to?
- What were you doing at the time?

**2** **Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?**

ability to focus   happiness   how you exercise  
learning foreign languages   math ability  
memory   movement   your dreams

**3** **Skim the infographic and check your guesses.**

**4**  **4 Read and listen to the text in the infographic. Answer the questions.**

- 1 What will you be good at if you have a strong bridge between the two sides of your brain?
- 2 When you study, what can fast music help you to do?
- 3 How are music and memory connected?
- 4 What effects will learning a musical instrument for more than 14 months have?
- 5 What kind of music is good to exercise to?
- 6 How does music affect your mood?

**5** **Are the sentences true, false, or is there no information? Correct the false sentences.**

- 1 You mainly use one part of the brain when you listen to music.
- 2 If you feel stressed when you study, listening to slow music is a good idea.
- 3 You will always remember the same thing when you listen to your favorite song.
- 4 Teenagers typically listen to music for longer each day than adults.
- 5 Humans were able to make music before they could use language.
- 6 If you are listening to music, it will help you exercise for longer.
- 7 Being in the audience at a live music event is better for your mood than performing with others.



### CELEBRITY CORNER

The singer **Rosalía** is popular worldwide. What are some of her biggest hits?

## Subskill: Recognizing informal writing

Informal writing is used for sharing information, sending emails to friends and in magazines.

Characteristics include:

- **contractions**
- **talking to the reader (using 'you')**
- **asking the reader questions**
- **exclamation marks**
- **colloquial language and idioms**

**6** **Find at least one example in the infographic for each informal writing characteristic above.**

**7** **How would you expect formal text to be different?**

**8** **Word work** **Match the definitions to the words in bold in the infographic. Are the words nouns, verbs or adjectives?**

- 1 able to think in a clear and intelligent way \_\_\_\_\_
- 2 gets someone's attention and prevents them from concentrating on something \_\_\_\_\_
- 3 deal with; put information in order to organize it \_\_\_\_\_
- 4 a time at which something happens \_\_\_\_\_
- 5 the main patterns of sounds in a piece of music \_\_\_\_\_
- 6 makes stronger \_\_\_\_\_

**9**  **Work in pairs. Answer the questions.**

- 1 How, where and when do you listen to music?
- 2 Can you think of a time music helped you? How?
- 3 Do you think students should listen to music in class? Give reasons for your answer.

### CRITICAL THINKING

### SUPER SKILLS



- 1 **Remember** Can you remember three facts about music and the brain?
- 2 **Apply** Think about your personal reaction to music. How do your favorite songs make you feel? What music:
  - a helps you study?
  - b makes you feel happy?
  - c makes you want to continue exercising?
- 3 **Create** Create a playlist for either a, b or c above and justify your choices. Include at least five songs.



# Music

## and your brain

Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it’s also good for your brain? We’ve been doing some research and we’ve found six important benefits.

### Thinking

When you listen to music, you use many different parts of the brain to **process** the rhythm, tune and sound. This **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left side of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students’ math and reading skills improve if they study music.



### Language

People who play a musical instrument for at least 14 months are better at learning both the grammar and pronunciation of foreign languages. Adults who only learned music as children still have this ability. Why? People have been making and listening to music for over 500,000 years, but they’ve only been speaking languages for 200,000 years. Scientists believe that communicating through language developed from humans’ original use of music. When you train musically, your language abilities develop too.



### Focus

Background music without lyrics is good for studying or working as it can help you concentrate. How? It stimulates brainwaves – faster rhythms help you stay **alert** and concentrate for longer, and slower rhythms help you relax and feel less stressed or anxious.



### Physical ability

Want to exercise for longer? Listen to music! When you get tired, the body sends a signal to the brain to stop, but listening to music **distracts** the brain from this. Not only that, it can help you exercise more efficiently and use less oxygen. The best **beats** are house, hip hop, pop and disco.



### Memory

Listening to music improves memory because music activates the parts of the brain involved in controlling memory. Hearing a favorite old song can bring back strong memories of an **occasion** or time when you used to listen to it.



### Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, the ‘feel-good’ chemical. Being in the audience at a live music event or performing with others also improves your mood.



#### DID YOU KNOW?

A typical teen spends up to four hours a day listening to music. That’s about 6,280 songs a year!

