

# Get INVOLVED!

Level 4

# ม.5

Student's Book

COMMON EUROPEAN FRAMEWORK

A1

A2

**B1**

B2

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

## ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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Catherine McBeth Patricia Reilly



### Collaborative projects

Collaborate with your classmates to develop your problem-solving skills in the WDYT? projects. Become an expert on a topic and get involved with others in your class.

**WDYT?**  
(What do you think?)

### Social and emotional learning

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Show your strengths and talents by putting your investigative skills and logic to the test with *Get Involved!* Brain teasers. Learn at your own pace with reinforcement and challenge activities in the Grammar bootcamp and graded Workbook activities.



I asked the same question all day long, but people replied with a different answer every time. They insisted that they were telling the truth, and I can confirm that their answers were always correct!

What was my question?
























Grammar bootcamp

#### Unit 1

Present perfect and present perfect progressive

- 1 **Reinforcement** Complete the dialogues. Use the present perfect of the verbs in parentheses.

| UNIT  | VOCABULARY   | GRAMMAR  | READING AND CRITICAL THINKING  |
|---|--|--|--|
| <div>STARTER</div> <div>What do you know?</div> <div>Page 6</div>   | <b>Vocabulary:</b> health and well-being, personal qualities, extreme adjectives, traveling, learning techniques       |  |  |
| <div>1</div> <div>Making music</div> <div>WDYT? How can music bring people together?</div> <div>Page 12</div>                                 | Music and performance<br>Feelings and emotions<br>What music and when?   | Present perfect and present perfect progressive<br>Question tags<br>Questions with prepositions                    | <b>An infographic</b><br><i>Music and your brain</i><br><b>Subskill:</b> Recognizing informal writing                  |
| <div>2</div> <div>Friends for life?</div> <div>WDYT? What personal characteristics help us to get along with others?</div> <div>Page 24</div> | Describing people<br>Friends and acquaintances<br>Things that friends do<br>Personality quiz                           | Essential and non-essential adjective clauses<br>Reflexive pronouns and <i>each other</i>                          | <b>An online article</b><br><i>Where's your doppelgänger?</i><br><b>Subskill:</b> Topic sentences                      |
| <div>3</div> <div>Mysteries</div> <div>WDYT? What makes a good mystery?</div> <div>Page 36</div>  | Extreme adjectives<br>Descriptive adjectives<br>Adverbs of manner, place and time<br>Moai heads, the pride of Rapa Nui | Modal verbs of deduction and speculation<br>Past perfect   | <b>A magazine article</b><br><i>Modern-day mysteries</i><br><b>Subskill:</b> Guessing meaning                          |
| <div>4</div> <div>What next?</div> <div>WDYT? What do you think you will be doing in one/two/five/ten years' time?</div> <div>Page 48</div>   | Future goals, plans and aspirations<br>Verb + preposition combinations<br>Choosing your future                         | Future progressive and future perfect<br>Future modals<br>Future time clauses                                      | <b>An article</b><br><i>Surprising things that teens can do!</i><br><b>Subskill:</b> Recognizing examples              |
| <div>5</div> <div>Environment</div> <div>WDYT? What can you do to be greener?</div> <div>Page 60</div>  | The environment<br>Protecting the planet<br>Materials<br>Park clean  | The passive voice<br><i>be allowed to, let, make</i><br>Impersonal phrases   | <b>An article</b><br><i>Could your wardrobe help save the planet?</i><br><b>Subskill:</b> Identifying the central idea |
| <div>6</div> <div>Crimes and consequences</div> <div>WDYT? What would you change if you could make the rules?</div> <div>Page 72</div>        | Crime and criminals<br>Cyber-crime<br>Crime in fiction   | Conditionals: zero, first, second and third<br>Conditionals with <i>unless</i><br><i>I wish</i> and <i>If only</i> | <b>A news article</b><br><i>Criminal creatures!</i><br><b>Subskill:</b> Recognizing synonyms                           |
| <div>7</div> <div>Time flies!</div> <div>WDYT? Time: how do people fill time, save it and waste it?</div> <div>Page 84</div>                  | Reporting verbs<br>Idioms and expressions about time<br>Wasting time   | Reported speech<br>Reported questions  | <b>A timeline</b><br><i>Filling time through the decades!</i><br><b>Subskill:</b> Recognizing time references          |
| <div>8</div> <div>Sports</div> <div>WDYT? How can sports be a force for good?</div> <div>Page 96</div>  | Sports<br>Playing sports<br>Benefits of sports<br>Race to the Pole   | Gerunds and infinitives<br>Quantifiers   | <b>An article</b><br><i>A message of hope</i><br><b>Subskill:</b> Scanning   |
| <div>REVIEW</div> <div>Look what you know!</div> <div>Page 108</div>  | <b>Vocabulary</b> and <b>Grammar</b> review  |  | <b>Reading:</b> review of subskills  |
| Grammar bootcamp p116Pronunciation p128   |  |  |  |

| 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><br>about music in public spaces<br><b>Subskill:</b> Understanding the speaker's attitude   |  Talking about feelings                 | <b>A review</b><br><b>Subskill:</b> Giving recommendations                                   | Words starting <i>s</i> + consonant<br>Intonation in question tags |  Give a presentation about a singer or band that you think brings people together<br> <b>Communication</b><br>Giving a presentation      |
| <b>A radio show</b><br>about online and offline friends<br><b>Subskill:</b> Inferring meaning  |  Reaching an agreement                  | <b>An email about a problem</b><br><b>Subskill:</b> Informal linkers                         | /w/ and /h/<br>Word stress with phrasal verbs                      |  Create a podcast giving advice to listeners about their friendship problems<br> <b>Collaboration</b><br>Empathy                         |
| <b>A podcast</b><br>about the Voynich manuscript<br><b>Subskill:</b> Using key words to predict  |  Expressing certainty and doubt         | <b>A narrative</b><br><b>Subskill:</b> Making your writing more interesting                  | Word stress in longer words<br>Weak forms with past perfect        |  Write a movie script for a scene from a mystery story or movie<br> <b>Creativity</b><br>Using a variety of creative thinking techniques |
| <b>A phone conversation</b><br>between two friends who are going to visit each other<br><b>Subskill:</b> Taking notes while listening  |  A formal conversation                  | <b>A formal email</b><br><b>Subskill:</b> Indirect questions                                 | /g/ and /dʒ/<br>Weak forms with <i>have to</i>                     |  Write and edit your résumé to apply for a part-time job<br> <b>Communication</b><br>Demonstrating your skills and strengths             |
| <b>A radio show</b><br>about cleaning up beaches<br><b>Subskill:</b> Understanding paraphrase  |  Comparing and contrasting            | <b>A blog</b><br><b>Subskill:</b> Writing a blog   | /ʃən/  |  Choose a green issue and design a brochure for a campaign to raise awareness<br> <b>Collaboration</b><br>Being flexible             |
| <b>A radio phone-in</b><br>about online fraud and cyber-crime<br><b>Subskill:</b> Identifying speakers' intentions   |  Talking about problems and solutions | <b>A for-and-against essay</b><br><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<br> <b>Critical thinking</b><br>Cause and effect        |
| <b>A quiz</b><br>about time<br><b>Subskill:</b> Avoiding distractors   |  Discussing points of view            | <b>A report</b><br><b>Subskill:</b> Talking about statistics                                 | Intonation in reported questions                                   |  Interview a person from the past and report what he/ she told you<br> <b>Creativity</b><br>Using your imagination                   |
| <b>A podcast</b><br>about sports that are good for you<br><b>Subskill:</b> Answering <i>true/false</i> questions   |  Describing an event                  | <b>An opinion essay</b><br><b>Subskill:</b> Using a dictionary                               | /e/ /i/ and /eɪ/<br>/θ/ and /ð/                                    |  Make a video of your candidate for Sports Star of the Year<br> <b>Critical thinking</b><br>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  |
| Project planner p130 Irregular verbs p134  |  |  |  |  |





# 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 bit 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

diet

fitness

relaxation and well-being

3 How many phrasal verbs can you find in exercise 1? Match five of them with the definitions.

- |                                  |       |
|----------------------------------|-------|
| 1 eat or do less of something    | _____ |
| 2 stop eating or doing something | _____ |
| 3 look after                     | _____ |
| 4 spend time relaxing            | _____ |
| 5 arrange to see someone         | _____ |

4 Read the questionnaire again and answer the questions.

- How does Michael's school take care of students' well-being?
- What does Michael suggest to improve students' fitness at school?
- Does the cafeteria at the school serve fast food?
- What else does Michael suggest to improve students' well-being?

### Grammar: simple present and present progressive

5 Read the examples. Then answer the questions.

How often **do** you **usually do** P.E.?

We **do** P.E. **twice a week**.

**Are** you **starting** a new school **right now**?

No, I'm not. I'm **studying** at the same school **now**.

- Which tense is for actions in progress?
- Which tense is for habits and routines?
- Copy and complete the table with the time expressions. How many more can you add?

| With simple present | With present progressive |
|---------------------|--------------------------|
| <i>usually</i>      | <i>right now</i>         |

6 Change the words in bold so the sentences are true for you. Write one negative and one affirmative sentence for each.

- We're studying French now.  
*We aren't studying French now. We're studying English.*
- We study English six times a week.
- I'm sitting next to the teacher right now.
- I usually work out every day.
- I usually meet up with friends on Sunday evenings.
- We're finishing exercise 8 now.

### Grammar: modal verbs (present and past)

7 Read the examples. Complete the table with the correct modal verbs.

We **can't** relax at school. If we want a quiet space, we **have to** go to the library.

We **should** have gym machines so we **can** keep fit at break time. You **don't have to** work out for long, but every little helps!

| Modals               | Present                | Past                            |
|----------------------|------------------------|---------------------------------|
| ability / permission | can /<br>1 _____       | could /<br>couldn't             |
| obligation           | 2 _____<br>= must      | had to                          |
| no obligation        | 3 _____                | didn't have to                  |
| prohibition          | mustn't                | x                               |
| advice               | 4 _____ /<br>shouldn't | should have<br>/ shouldn't have |

8 Complete the sentences with modal verbs from exercise 7. There may be more than one possible answer.

- I didn't meet up with friends last night because I \_\_\_\_\_ study for a test.
- I tried to chill out before the exam, but I \_\_\_\_\_ relax – I was too stressed.
- You \_\_\_\_\_ try to get enough sleep before an exam.
- I was glad I \_\_\_\_\_ spend time outdoors yesterday because the weather was terrible.
- You \_\_\_\_\_ work out at the gym if you don't want to – all types of exercise are good!
- You \_\_\_\_\_ eat too many unhealthy snacks if you want to keep fit.

9 Complete the questionnaire with answers that are true for you.

10 Work in pairs. Compare your answers. In your opinion, how could your school improve students' well-being?

How do you think our school could improve students' well-being?

I think our school should ...



## Explorers

### Vocabulary: personal qualities

- 1 In your opinion, which personal qualities do explorers need? Make sentences with these adjectives or your own ideas.

brave calm confident curious enthusiastic  
patient practical sensible sociable talented

*I think explorers have to be brave because they might go into dangerous situations. I don't think they need to be ... because ...*

- 2 Would you like to be an explorer? Why/Why not?
- 3 2 Listen to Caleb's presentation about Dwayne Fields. Which of the personal qualities in exercise 1 do you think Dwayne has?
- 4 Listen again and complete 1–5 in the fact file about Dwayne Fields.
- 5 Answer the questions.
- Where did Dwayne grow up?
  - Why did he decide to go on an expedition?
  - What did he see while he was walking to the North Pole?
  - What did he do when he arrived at the North Pole?
  - Why does Caleb think that Dwayne is inspirational?

### Vocabulary: extreme adjectives

- 6 3 Read the sentences and change the words in bold for extreme adjectives in the box. Listen and check.

amazing exhausted freezing  
huge unforgettable

- This is a **nice** story. \_\_\_\_\_
- Dwayne had a **memorable** trip. \_\_\_\_\_
- The North Pole is a **big** area of ice. \_\_\_\_\_
- It's **cold** there. \_\_\_\_\_
- I'd be **tired** if I walked to the North Pole!  
\_\_\_\_\_

## Dwayne Fields: polar explorer

**Born:** in 1 \_\_\_\_\_

**Age 6:** moved to 2 \_\_\_\_\_

**First expedition:**  
to the North Pole with two teammates  
walked 3 \_\_\_\_\_ km in  
4 \_\_\_\_\_ days suffered temperatures as low as  
5 \_\_\_\_\_ degrees

**Next expedition:**  
to the South Pole

**Other achievements:**

- ambassador for the Scouts
- inspires young people to get outdoors

### Vocabulary: traveling

- 7 Look at the travel words. Are they nouns, verbs or both? Write sentences for each word.

journey tour travel trip

### Grammar: simple past, past progressive, *used to*

- 8 Read examples 1–3. Then match them with a–c. Which tense do we use for each?

- Dwayne Fields **used to live** in Jamaica.
- He **moved** to London at the age of six.
- While he **was walking** to the North Pole, he **saw** seals and polar bears.

- an action that happened while another action was in progress
- a single completed action in the past
- a past habit or state

- 9 Correct the sentences about Dwayne. Use the correct form of *used to* and the words in parentheses.

- Dwayne used to live in Canada. (Jamaica)  
*He didn't use to live in Canada. He used to live in Jamaica.*
- He used to play in the snow. (forest)
- He used to train in the mountains. (gym)
- He used to be a Scout ambassador. (Cub Scout)

- 10 Complete the text about explorer Jade Hameister. Use the simple past or past progressive form of the verbs in parentheses.

While I 1 \_\_\_\_\_ (read) a magazine recently, I 2 \_\_\_\_\_ (see) an article about the polar explorer Jade Hameister. She's only 17 and she's already skied to the North Pole and the South Pole! While her friends 3 \_\_\_\_\_ (celebrate) New Year in Melbourne, Australia, Jade was skiing across the Antarctic in freezing temperatures. Apparently, her love of travel 4 \_\_\_\_\_ (begin) at the age of 12, when her parents 5 \_\_\_\_\_ (take) her on a trip to Everest Base Camp. Since then, she's had plenty of adventures. I felt a little bad because I 6 \_\_\_\_\_ (lie) on the sofa reading about her expeditions!

Jade Hameister



### Grammar: present perfect and simple past

- 11 Read the examples and answer the questions.

Jade **went** to Everest Base Camp when she was 12. Since then, she **has skied** to the North Pole and the South Pole.

- Which tense do we use to talk about a completed activity that happened at a specific time in the past?
- Which tense do we use to talk about a completed activity without a specific time?
- Which time expressions are used in the example sentences? Can you think of any other time expressions which we use with the present perfect and simple past?

- 12 Write present perfect or simple past questions. Then answer the questions with information from exercise 10.

- Jade / go / to the South Pole / yet ?
- Where / she / celebrate / New Year / last year ?
- she / ever / go / to Everest Base Camp ?
- When / she / travel there ?
- Jade / already / have / lots of adventures ?

- 13 Work in pairs. Talk about your experiences of travel and adventure. Use the phrases in the box or your own ideas.

climb a mountain go skiing  
go to a very cold place  
have an unforgettable experience  
swim in the ocean travel abroad

What ... ?  
When ... ?  
Where ... ?  
Who ... with?

Have you ever been to a very cold place?

Yes, I have.

Where did you go?



## Good intentions

### Vocabulary: learning techniques

- 1 Check the meaning of the words in **blue**. Which things do you do?



- I often **watch video tutorials** – there are some great ones to help you understand grammar.
- I sometimes **listen to podcasts** in English – there are podcasts for beginners and intermediate level too.
- It's great to **use apps** – especially for practicing your pronunciation.
- Always **take notes in class** – that helps me to remember things later.
- You must **review for tests** – 'little and often' is better than leaving it all until the end.
- I like to **study with friends** – it's more fun!

- 2 Work in pairs. Ask and answer about the activities in exercise 1. Use the simple present, present perfect or simple past.

How often do you ... ?

Have you ever ... ?

When did you ... ?

### Grammar: future tense review

- 3 Read the examples. How many different tenses can you find?

- I think I **will pass** my exams in June.
- I'm **going to work** hard this year.
- My friends and I **are meeting** at a study group on Saturday.
- It **starts** at 10 o'clock in the morning.
- We'll **support** and encourage you!

- 4 Match sentences 1–5 from exercise 3 with a–e. Which tense do we use for each one?

- |                |                  |
|----------------|------------------|
| a a promise    | d an intention   |
| b a prediction | e an arrangement |
| c a timetable  |                  |

- 5 Circle the correct option.

- I'm **studying/will study** this weekend. I've already made my study plan.
- What time **will/does** the exam start on Monday?
- Do you think you **are getting/will get** a good grade in the test?
- Sorry – the dog ate my homework. I'm **going to/'ll** do it tomorrow, I promise!
- We're **speaking/'re going to speak** English fluently one day!

- 6 Work in pairs. Talk about your intentions and predictions for this year. Use **be going to** and **will**.

How are you going to improve your English this year?

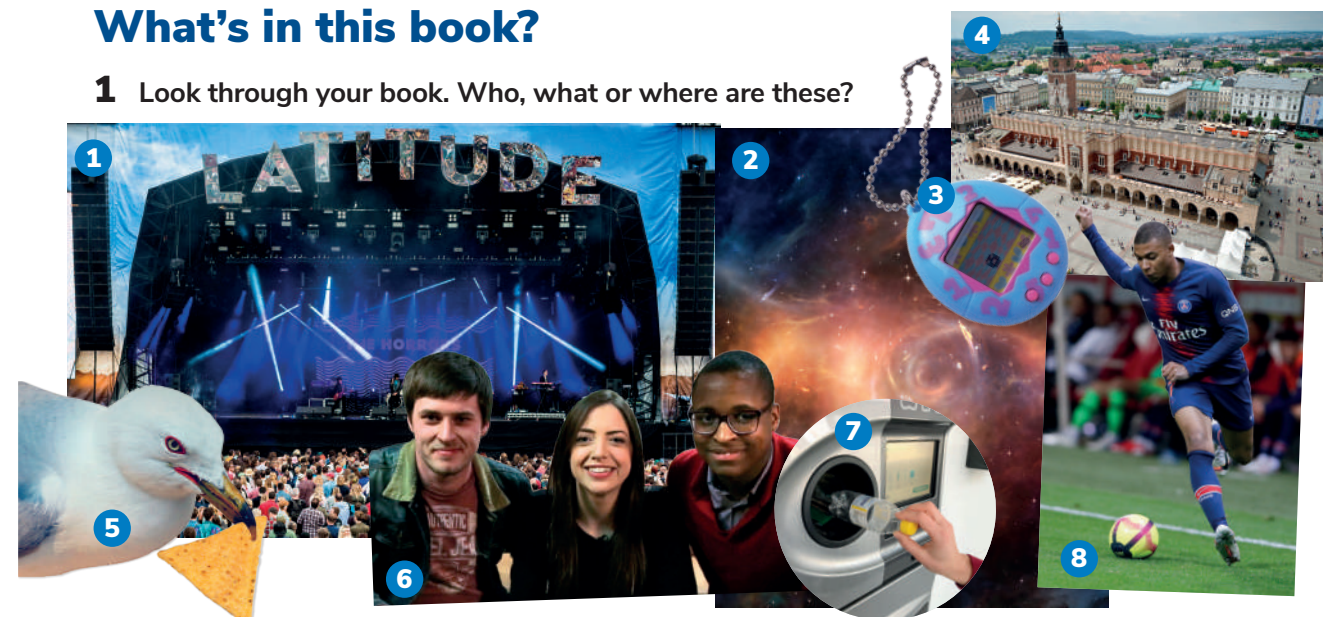
I'm going to ...

What do you think we will learn this year?

I think we'll ...

## What's in this book?

- 1 Look through your book. Who, what or where are these?



- 2 Look more closely at Unit 1. Match features 1–9 with a–i.

1 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **CELEBRITY CORNER**

5 **B R A I N TEASER**

6 **GRAMMAR ROUND-UP**

7 **Research**

8 **Quick review**

9 **FINAL REFLECTION**

- |   |
|---|
| a a section of the unit that summarizes all the new grammar and vocabulary                  |
| b a section where you watch and think about different kinds of video clips                  |
| c an exercise where you practice all the grammar you've learned so far                      |
| d an activity where you have to find out more about something online                        |
| e a question that comes at the beginning of every unit, to get you thinking about the topic |
| f an exercise where you reflect on the process of doing the project                         |
| g an exercise that helps you to explore the ideas in the reading text more deeply           |
| h a fun grammar exercise  |
| i a focus on a famous person and how they're related to the unit topic                      |

- 3 Now explore the rest of the book. Can you answer all of the questions in two minutes?

- How many units are there in the book?
- How many pages are there in each unit?
- What do you always learn first in each unit?
- Where can you check irregular verbs?
- How many pages of Project planner are there at the end of the book?
- What can you find on pp4–5?
- Where do you review everything you've learned?
- What can you find on pp116–127?

## THE CLASSROOM CHALLENGE

- 4 Match topics A–H with Units 1–8 in the book.

- |   |
|---|
| <b>A</b> the benefits of sports                     |
| <b>B</b> smugglers, shoplifters and thieves         |
| <b>C</b> the six types of friend you need           |
| <b>D</b> time zones, time travel and leap years     |
| <b>E</b> the mysterious sculptures of Easter Island |
| <b>F</b> plastic pollution in the oceans            |
| <b>G</b> how to write your résumé                   |
| <b>H</b> why music is good for the brain!           |







# 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

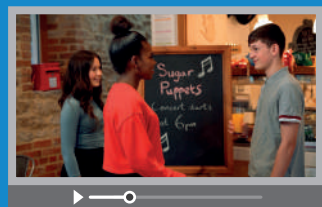
**Speaking:** talking about feelings

**Writing:** a review

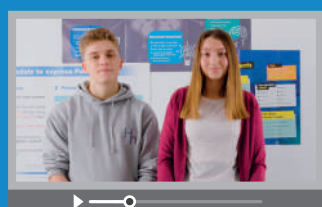
**Project:** give a presentation about a singer or band



Video skills p13



Real-world speaking p19



Project pp22–23

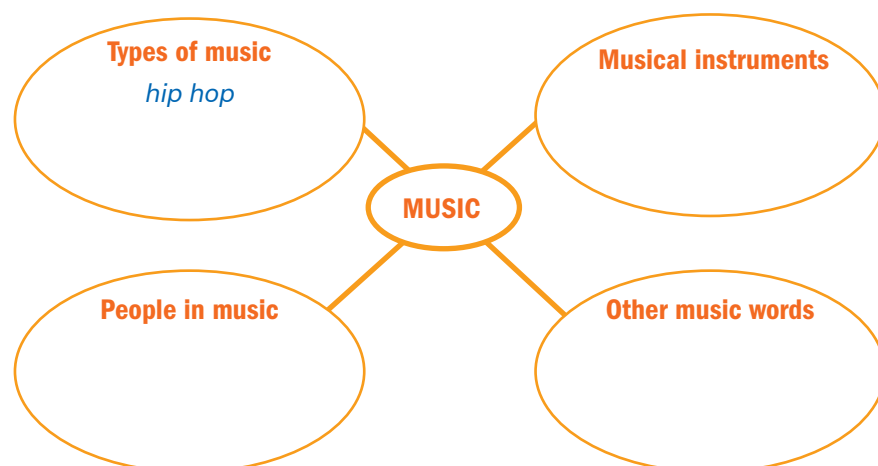
## How important is music to you?

- What's most important to you in a song?**
  - The **lyrics** – I want to be able to sing it.
  - The music and how well the band or singer **performs** it.
  - Whether the **lead singer** is cool, of course!
- At a concert you probably ...**
  - stand where you can dance and chat to friends.
  - notice the **sound quality** – if it's bad it can affect the **performance**.
  - stand at the back of the **audience** so you can listen without too many people around you.
- If a singer or band you like goes on tour, you ...**
  - check out who the **support band** is first.
  - quickly buy tickets before they **sell out**.
  - perhaps download the **live album**.

## Music and performance

- Complete the diagram. Add more music words.

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



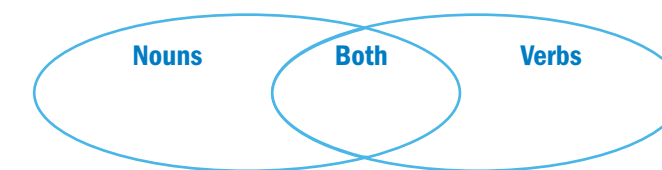
- You like singers and bands that ...**
  - make you want to dance.
  - tour** regularly and often **release** new albums.
  - record** your favorite songs.
- When a singer you like releases a new single, you ...**
  - quickly learn the lyrics so you can sing along to the song.
  - download it immediately.
  - wait and see if it is a **hit** before you download it.
- You ...**
  - think music is something to enjoy with friends.
  - would love to release a **record** one day.
  - 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.

- Work in pairs. Answer the questions.**
  - Which kinds of music do you like/dislike?
  - Which instruments can you play? Which would you like to learn?
  - What is the most interesting job in music? Why?
- Check the meaning of the words in bold. Then do the quiz.

- Complete the diagram with the words in bold from the quiz.

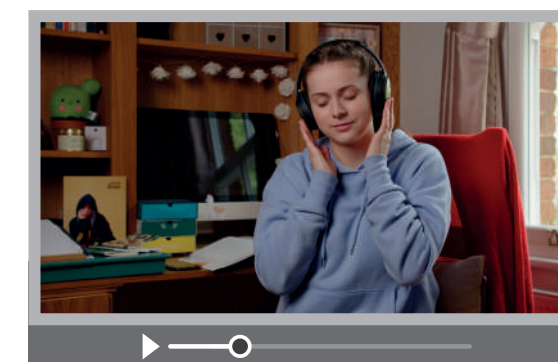


- Work in pairs. Guess if your partner agrees (A) or disagrees (D) with the statements.**
  - In a band, I'd rather be the lead singer than a guitarist or drummer.
  - Most support bands aren't worth listening to.
  - All musicians should go on tour at least once every two years.
  - I'd rather be in the audience than on stage at a concert.
  - I would love to perform on a music reality show like *The X Factor*, *America's Got Talent* or *The Voice*.
- 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



- Watch the video with no sound. What do you think it is about? Then watch with sound and check your answers.
- Work in pairs. Discuss the questions.**
  - What is the purpose of a vlog?
  - Why are vloggers popular?
  - 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



- 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

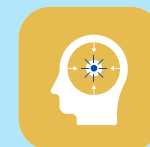
Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it's also good for your brain? We've been doing some research and we've found six important benefits.

## Thinking



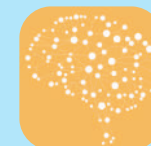
When you listen to music, you use many different parts of the brain to **process** the rhythm, tune and sound. This **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left side of the brain. People with a strong corpus callosum are better at solving problems,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

## 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.

## 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.

### DID YOU KNOW?

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

## 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.

## 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.

## 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.





## Present perfect and present perfect progressive

- 1 Read the examples and complete the rules with **states, time and experiences**.

### Present perfect

I've **been** here for two hours.

I've **never sung** on stage.

I've **seen** Shawn Mendes in concert.

We use the present perfect for:

- \_\_\_\_\_ we have or haven't had.
- actions or \_\_\_\_\_ that started in the past and continue in the present.
- actions where the \_\_\_\_\_ they happened in the past isn't important. If we say when, we must use the simple past.

- 2 Complete the sentences with the present perfect form of the verbs in parentheses and your own ideas.

- I've never \_\_\_\_\_ (listen to) ...
- My best friend \_\_\_\_\_ (write) ...
- My parents \_\_\_\_\_ (see) ...

- 3 Read the examples and circle the correct option to complete the rules.

### Present perfect progressive

People **have been making** music for many years.

They **haven't been practicing** much recently.

What **have** you **been listening** to lately?

We use the present perfect progressive for:

- actions that started in the **present/past** and continue in the **present/past**, to emphasize the duration or repetition of the action.
- actions that have just finished when we **are/are not** interested in the results.
- single/repeated** actions in the recent (unspecified) past, often with *lately, recently*.

- 4 Complete the sentences with the present perfect progressive form of the verbs in parentheses.

- They don't know what to do because they \_\_\_\_\_ (not listen) to the teacher.
- He didn't pass his music exam because he \_\_\_\_\_ (not practice) much lately.
- He's very talented. He \_\_\_\_\_ (make) musical instruments for many years.

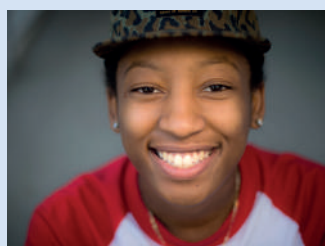
- 5 Read the examples and answer the questions.

He's **been writing** a new song. He's **finished** the first verse.

We've **been doing** some research. We've **found** six benefits of listening to music.

- Which tense do we use when the action is unfinished and the focus is on the **action** or **process**?
- Which tense do we use to show the present result of a finished action, when the focus is on the **result**?

- 6 Complete the text with the correct present perfect or present perfect progressive form of the verbs in parentheses.



**WONDAGURL** is a music producer from Canada.

Her real name is Ebony Oshunrinde and although she's only in her 20s, she 1 \_\_\_\_\_ (achieve)

a lot. She 2 \_\_\_\_\_ (produce) records since she was a teenager. Since then, she 3 \_\_\_\_\_ (work) hard to make a name for herself and 4 \_\_\_\_\_ (produce) records for artists such as Rihanna and Drake. More recently she 5 \_\_\_\_\_ (experiment) with a new sound, psychedelic rap, with singer Lil Uzi Vert and she 6 \_\_\_\_\_ (just start) mentoring other young producers.

- 7 5 Read the questions. Correct the mistakes. Listen and check your answers.

- What music have you been listened to lately?
- Have you ever perform in public?
- Have you ever been listening to any rap songs?
- How long have you learning English?

- 8 Work in pairs. Ask and answer the questions in exercise 7.

- 9 Answer the questions to solve the Brain teaser.

B R A I N TEASER

Four friends all play musical instruments.

- Ben hasn't been learning as long as Carla.
- Debbie has just started learning.
- Alex has been playing for six years.
- Carla began playing four years ago.

Can you put them in order of how long they have been playing?



## Short interviews

- 6 7 Read the questions. What do you think people might reply? Then listen to five interviews. Do the speakers mention your ideas?

- What do you think of music in public spaces, e.g. stores and elevators?
- Should people be able to listen to music on public transportation?
- Should buskers be allowed?

## Feelings and emotions

- 1 Read the words in the box. Which do you know? What do the other words mean?

angry bored calm content embarrassed  
happy jealous joyful kind lonely  
optimistic pessimistic sad satisfied  
scared surprised sympathetic

- 2 Match some of the words in exercise 1 with photos A–H.

- 3 6 Listen to the music. Which of the words describes how it makes you feel?

### Abstract nouns

Many adjectives have noun forms. For feelings and emotions they are abstract nouns – you can't see, hear, smell, touch or taste them. Typical noun endings include *-ment, -ness, -ism* and *-ion*.

- 4 Match the nouns to the adjectives in exercise 1. Then copy and complete the table. Notice any spelling changes.

~~joy~~ ~~pessimism~~ ~~kindness~~ jealousy  
happiness surprise anger ~~embarrassment~~  
sympathy calmness fear contentment  
boredom loneliness satisfaction  
sadness optimism

| <b>-ment</b>                   | <b>-ness</b>       | <b>-ism/-ion</b>           | <b>other</b>    |
|--------------------------------|--------------------|----------------------------|-----------------|
| embarrassed –<br>embarrassment | kind –<br>kindness | pessimistic<br>– pessimism | joyful –<br>joy |

- 5 Choose five nouns. Think of a song to illustrate each one.

## Subskill: Understanding the speaker's attitude

Listening carefully to what the speaker says and their tone of voice will help you understand their attitude. How are they feeling? Are they happy, surprised, embarrassed, etc.?

- 7 Listen and match descriptions a–f with speakers 1–5. There is one description that you do not need.

Which speaker ... ?

- describes being embarrassed about something
- is angry about something
- is surprised about something
- mentions music that makes them feel calm
- describes how some music encourages boredom
- thinks music makes people more sympathetic to others

- 8 Listen again. Are the sentences true or false? Correct the false sentences.

- Robberies and vandalism went down in stations that started playing classical music.
- Slow pop music makes people shop faster.
- By law, you have to wear headphones if you listen to music on public transportation.
- International Busking Day takes place in 1,000 cities worldwide in July.
- The band Imagine Dragons is from America.

- 9 Work in pairs. Ask and answer the questions in exercise 6. Did you agree or disagree with the speakers? Why?



## Question tags

- 1 Read the examples and circle the correct option to complete the rules.

The music isn't for the shoppers, **is it?**  
 They weren't enjoying the music, **were they?**  
 Music has that effect, **doesn't it?**  
 You sang along to the song, **didn't you?**  
 You've seen them in concert, **haven't you?**  
 She hasn't bought the tickets, **has she?**

- 1 To form a question tag (except with *be*), we use an auxiliary verb. The auxiliary verb **agrees/doesn't agree** with the subject.  
 2 When the verb in the main phrase is *be*, the tag is with the correct form of **be/do**. In the present and past progressive we also use *be* in the tag.  
 3 In the tag, the subject goes **before/after** the auxiliary verb or *be*.  
 4 When the verb in the main phrase is affirmative, the tag is **affirmative/negative**. When the verb in the main phrase is negative, the tag is **affirmative/negative**.

- 2 8 Complete the question tags. Listen and check. Does the intonation go up or down?

- 1 You've never played a musical instrument, \_\_\_\_\_?  
 2 Jazz music is fantastic, \_\_\_\_\_?  
 3 You don't like singing, \_\_\_\_\_?  
 4 The last English class was fun, \_\_\_\_\_?  
 5 You went to that school for five years, \_\_\_\_\_?

- 3 Work in pairs. Ask and answer the questions in exercise 2.

## Questions with prepositions

- 4 Read the rules and match a–c to 1–3.

- a What bands do you usually listen **to**?  
 b Who is music in stores **for**?  
 c Did you turn the volume **up**?

The preposition comes at the end when:

- 1 a question word is the object of a preposition  
 2 we use phrasal verbs (e.g. *turn off, make up*)  
 3 we use verbs with dependent prepositions (e.g. *worry about, depend on, agree with, talk to*).

- 5 9 Complete the questions with the correct prepositions. Listen and check.

- 1 When your favorite song comes on the radio, do you turn the volume \_\_\_\_\_?  
 2 What music do you like dancing \_\_\_\_\_?  
 3 If you have a problem, who do you talk \_\_\_\_\_?  
 4 Where do you come \_\_\_\_\_?  
 5 What music are you interested \_\_\_\_\_?  
 6 What are you thinking \_\_\_\_\_?

- 6 Work in pairs. Ask and answer the questions in exercise 5.

- 7 Circle the correct option.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

## BRINGING people together through music

**What 1 connects/does connect peace and rock music?**  
 Mitrovica Rock School! The city of Mitrovica is divided into two parts and it is difficult for Serbs and Albanians to meet. The idea of Rock School is to promote peace by allowing people from different backgrounds to make music together.

**When 2 it started/did it start?**

For over ten years, the school **3 brought/has been bringing** musicians from these two different communities together. The first classes **4 were/have been** in Macedonia, but then local rock school branches opened in both parts of Mitrovica.

**Do students from both sides ever work together?**

Yes, students from both sides form mixed bands and meet for rehearsals and workshops in Mitrovica and during summer camps. Over 170 students have played in mixed Serb-Albanian bands.

**Have they 5 made/been making any records?**

Yes, and students have performed live in concerts. Some bands have **6 been uploading/uploaded** videos to YouTube.

**A lot of students have taken part, 7 have they/haven't they?**

Yes, since the school started, over 1,200 **8 have attended/have been attending**.



## Research

Find out more about music organizations that promote peace, e.g. Playing for Change.



## Talking about feelings

- 1 Look at the photos. Where are the people? How do you think they feel?  
 2 Watch the video. How's Matt feeling? Why?  
 3 Complete the dialogue with the words in the box. Watch again and check.  
 asked tomorrow wants weeks  
 4 Watch again. Which Key phrases do you hear?

Aisha

Hi! I didn't know you were coming to the concert. I can't wait!

Matt

Oh, hi! Yeah, they're one of my favorite bands.

Aisha

Is everything all right? You seem upset.

Matt

Well, I **1** \_\_\_\_\_ Ben to come to the concert with me, but he said no. The thing is, I've just seen him here.

Aisha

Oh! I can see why you're upset.

Matt

It's not just that. He's supposed to be my friend, but now he never **2** \_\_\_\_\_ to meet up.

Aisha

How long have you been feeling like this?

Matt

For a few **3** \_\_\_\_\_. To be honest, I've been a bit upset about it.

Aisha

I'm not surprised. I'd feel the same.

Matt

I don't know what to do.

Aisha

Tell you what, watch the band with us. Let's enjoy tonight! Then **4** \_\_\_\_\_ you should talk to Ben.

Matt

Good idea. Thanks, I feel much better now!



- 5 Create your own dialogue. Follow the steps in the Skills boost.

## SKILLS BOOST

## THINK

Your favorite band is playing in your town, but there are no tickets left. You meet a friend who asks what's wrong.

## PREPARE

Prepare your dialogue. Remember to use the Key phrases for asking about and expressing feelings.

## PRACTICE

Practice your dialogue.

## PERFORM

Act out your dialogue for the class.

- 6 Peer review Listen to your classmates and answer the questions.

- 1 How well did they do the task?  
 2 Which Key phrases did they use?  
 3 Could they improve their dialogue? How?

## Key phrases

## Asking about feelings

Is everything all right? / Are you OK?  
 What's the matter? / What's wrong?  
 How long have you been feeling like this?  
 Do you want to talk about it?

## Expressing feelings

To be honest, ...  
 I felt hurt. / I was upset/angry.  
 I'm feeling happy/upset/angry because ...  
 I feel (a bit/much) better now!  
 I've been (a bit/really) upset/angry about it.



UK → US

a bit upset (UK) → a little upset (US)

favourite (UK) → favorite (US)



# LATITUDE Festival

- Latitude Festival has been going since 2006. It takes place every year over four days in July (Thursday through Sunday) at Henham Park in the UK. It's an incredible mix of music and other arts. Weekend tickets for over-16s cost around £200, including camping. There are also cheaper weekend teen tickets for 13–15 year-olds and day tickets. Make sure you buy your ticket early, as they sell out fast.
- This year, there were seven different music stages to choose from, with a huge variety of bands and music styles, from rap to folk, pop to electronic. In addition, there was theater, film, literature and comedy. The sound quality was excellent at all the stages and there were some great special effects. If you enjoy watching new music talent, don't miss the Sunrise Arena. I saw some brilliant performances there, including Temples and Sigrid. Teenagers should definitely check out the Teen Area – for me, it was the best thing about the festival. I did two amazing workshops there. I've learned a lot!
- There isn't much I'd change about the festival: it's well-organized and well-planned. However, I think there should be more showers as they got crowded. In general, the food was fantastic, but small bottles of water cost £2.50, which is too expensive.
- It's well worth going to Latitude. There's something for everyone and the tickets are good value. I'd recommend this festival, especially to teenagers who love music and trying new things.

## A review

- Have you ever been to a concert or festival, or seen one on TV? What was good or bad about it?
- Read the review and answer the questions. Write the number of the paragraph where you found the answer.
  - What was the name of the festival? Where and when was it? —
  - What positive things does the review mention about the festival? What was the best thing? —
  - Was there anything the reviewer didn't like or thought could be better? —
  - Does the reviewer recommend the festival or not? Who for? —
- Read the review and the questions in exercise 2 again. Write a paragraph plan.

Paragraph 1: Give the name, location, date and other general information.

## Subskill: Giving recommendations

We use a variety of expressions to give recommendations, e.g. *You should definitely ...*

- Which of these expressions can you find in the review? What are they recommending?

|                              |                     |
|------------------------------|---------------------|
| Don't miss ...               | I'd recommend ...   |
| You should definitely ...    | Make sure you ...   |
| You definitely shouldn't ... | It's well worth ... |

- Rewrite the sentences using the words in parentheses. Make any necessary changes.

- The support band is great. (don't miss)
- I think everyone should see this band live. (make sure you)
- It's a good idea to go to the festival, especially if you like indie music. (I'd recommend)
- Buy a ticket. (it's well worth)
- The best place to stand is at the front. (should definitely)

- Write a review of a concert or music festival that you have been to or seen on TV. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Choose a concert or festival.  
Make notes about it. Include basic information and its good and bad points.  
Note any useful vocabulary from the model text or unit.

#### PREPARE

Look at your paragraph plan from exercise 3 and write a plan for this review.  
Organize your notes.  
Look at the phrases for recommendations and decide which to use and where to use them.

#### WRITE

Write your review. Use the example in exercise 2 to help you.

#### CHECK

Read your review and answer the questions.

- Did you use grammar and vocabulary from the unit? ☐
- Did you make and follow a paragraph plan? ☐
- Did you use phrases for giving recommendations? ☐

- Peer review** Exchange your review with another student. Did it make you want to go to the concert/festival? Give reasons for your answer.



## Quick review

### Grammar

#### Present perfect

*I've known my best friend for five years.*  
*The guitarist has learned to play a new song.*  
*My brother hasn't bought the band's live album.*

#### Present perfect progressive

*The band have been touring for two months.*  
*The lead singer has been writing songs since she was 14.*  
*How long have they been singing together?*

#### Present perfect and present perfect progressive

We use the present perfect when the focus is on the result.  
We use the present perfect progressive to emphasize the duration or repetition of the action. The focus is on the action or process.  
*I've been listening to music all morning. I've played five albums.*  
*The lead singer has been writing some new songs. He's finished two so far.*

### Questions

#### Question tags

*It isn't rap music, is it?*  
*The concert was awesome, wasn't it?*  
*You didn't enjoy the festival, did you?*  
*You've never seen them play live, have you?*  
*They've been playing together for years, haven't they?*

#### Questions with prepositions

*What bands do you like listening to?*  
*Did you turn the music off?*  
*Who is the festival for?*

### Vocabulary

#### 10 Music and performance

Types of music: classical music, hip hop, jazz  
People: audience, composer, DJ, guitarist, lead singer, musician, support band  
Nouns: drums, hit, keyboard, live album, lyrics, orchestra, performance, playlist, sound quality  
Verbs: perform, release, sell out, tour  
Noun and verb: record - record

#### 11 Feelings and emotions

Adjectives: angry, bored, calm, content, embarrassed, happy, jealous, joyful, kind, lonely, optimistic, pessimistic, sad, satisfied, scared, surprised, sympathetic  
Nouns: anger, boredom, calmness, contentment, embarrassment, fear, happiness, jealousy, joy, kindness, loneliness, optimism, pessimism, sadness, satisfaction, surprise, sympathy



# 1 Project

**WDYT?**  
(What do you think?)

How can music  
bring people  
together?

**TASK:** Give a presentation about a singer or band that you think brings people together.

## Learning outcomes

- 1 I can give a well-organized presentation with relevant information.
- 2 I can use appropriate language from the unit.
- 3 I can use communication skills to show the different parts of the presentation.

Graphic organizer → Project planner p130

- 1 Watch a video of students giving a presentation. Who is it about?



## STEP 1: THINK

- 2 Read the presentation outline and the Model project on p23. Match extracts A–D to sections 1–4 of the outline.

## Outline

- 1 Introduction: Guess who?
- 2 Life events
- 3 Main achievements
- 4 Bringing people together
- 5 Conclusion and summary
- 6 Questions

- 3 Which information do the extracts include?

- basic biographical details
- how the singer brings people together
- physical and character descriptions
- main achievements
- an interesting introduction
- opinion of the singer

## STEP 2: PLAN

- 4 Work in groups. Choose a singer or band to research. Think about:

- How do they bring people together?
- What kind of change do they help to bring about?
- What are their other achievements?

- 5 Choose who is going to research each part of the presentation. Do your research and make notes.

## STEP 3: CREATE

- 6 Work with your group. Share your research and organize the information. Decide who is presenting each part.

- 7 Read the tips in the Super skills box and practice saying the Key phrases with your group.

## COMMUNICATION

## SUPER SKILLS

### Giving a presentation

#### Tips

Organize your presentation.  
Clearly indicate the different parts to help listeners follow more easily.

#### Key phrases

Our presentation today is about ...  
First we're going to ..., then we'd like to ...  
and finally we'll ...  
Let's start by ...  
Now we'd like to move on to ...  
In this part of the presentation, we ...  
OK, that's the end of our presentation.  
Does anyone have any questions?

## Model project

## Guess who



She's been in the Guinness™ Book of World Records six times.

She's helped schoolchildren in Africa.

She's been singing since she was seven years old.

She's banned audiences from bringing umbrellas to her concerts.

**B** She's done four big concert tours worldwide, bringing audiences together to enjoy her live performances. These have sold out! But she's also brought people together in different ways. She's been doing charity work for many years. She started the Clara Lionel Foundation®, CLF, in 2012.

**C** She's one of the best-selling artists in the world. She's sold over 280 million records worldwide. She's had more than 14 number-one hits and over 30 top-ten hits in the US and the UK. She's the only artist in the world who's done that this century! She's won many awards for her music.

**D** She was born in Barbados in 1988. She started singing when she was just seven years old and she's been singing since then! She likes experimenting with different sounds including pop and hip hop, and she's recorded some great dance songs. Some of her most famous songs include *Diamonds*, *Umbrella* and *We Found Love*.

- 8 Create your presentation. Use the tips and Key phrases in the Super skills box.

## STEP 4: PRESENT

- 9 Read the *How to ...* tips on p130. Then practice your presentation in your group.

- 10 Give your presentation to the class.

- 11 **Peer review** Listen to the other presentations and answer the questions.

- 1 Which presentation do you like best? Why?
- 2 Think of a question to ask about each singer/ band.

## 1 FINAL REFLECTION

- 1 The task

Was your presentation well organized?



Was it easy for others to follow your presentation? How do you know?



- 2 Super skill

Did your group use communication skills effectively in the presentation?



- 3 Language

Did you use new language from this unit? Give examples.



### Beyond the task

Why do you think music is such a powerful way to bring people together? How could musicians use this better?