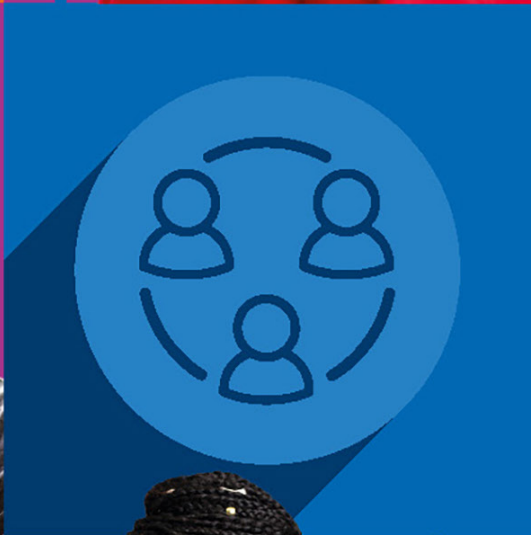


Get INVOLVED!

A2+

Student's Book
with Digital Student's Book



Gill Holley Kate Pickering

Also
includes





Goals

WDYT?
(What do you think?)

What is your idea of success?

Vocabulary: success and achievements; word families: verbs and nouns

Grammar: past continuous; past simple and past continuous; *when* and *while*

Reading: an online article about three famous brands

Listening: about the Afghan girls' robotics team

Speaking: telling a story

Writing: a story

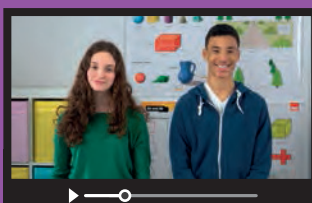
Project: make an infographic about a success story



Video skills p37



Real-world speaking p43



Project pp46-47



Success and achievements

- 1 Work in pairs. Look at the noticeboard from Liam's bedroom. What can you say about Liam's hobbies and interests?
- 2 Match the phrases in the box to pictures 1-6 on the noticeboard.

be famous feel happy get fit learn a language
 make money win a race
- 3 Complete the expressions with the verbs in exercise 2 to describe other types of achievement.

1 (...) a prize/a competition

2 (...) a good job/good grades

3 (...) something new/to surf

4 (...) popular/rich

5 (...) friends/a difference

6 (...) part of a team/proud

- 4 Complete the sentences with an expression from exercise 3.

- 1 I like water sports, so I'd love to (...).
- 2 My friend was really pleased to (...) in this year's writing competition.
- 3 My dad says it isn't so important to (...) in all your exams. What's important is working hard and doing your best.
- 4 I'm not very good at running, so I (...) that I finished a 10k race last weekend.
- 5 Money isn't very important to me. I think it's more important to be happy than to (...).
- 6 My brother is studying to be a doctor because he wants to (...).

Learning a new language

Learn the complete expression including the verb. It will make it easier for you to use new language.

- 5 Copy and complete the table with achievements from exercises 2 and 3. Give reasons for your answers.

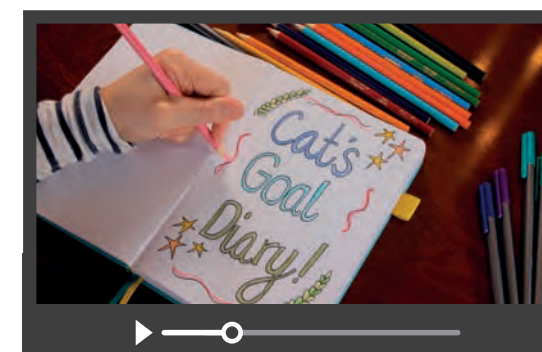
	Achievement	Reasons
Important	<i>get good grades</i>	<i>study what you want</i> <i>make your parents happy</i>
Not important	<i>be rich</i>	<i>money doesn't make you happy</i>

- 6 Work in pairs. Compare your opinions in exercise 5 with your partner.

Do you think it's important to be rich?

No because I think that money doesn't make you happy. What do you think?

VIDEO SKILLS




- 7 Watch the video. What is the vlogger's main goal? Is she successful?
- 8 Work in pairs. Discuss the questions.
 - 1 Why do people make 'how to' videos?
 - 2 Why are 'how to' videos popular?
 - 3 Why is watching a 'how to' video a good way to learn something new?
 - 4 What could you make a 'how to' video about?

An online article

- 1 Write the missing verbs for each group of expressions. Then choose five expressions that may be reasons to work for a successful company.

- 1 (...) a race, a prize, a competition
- 2 (...) money, friends, a difference
- 3 (...) fit, a good job, good grades
- 4 (...) famous, popular, rich
- 5 (...) a language, something new, to surf
- 6 (...) part of a team, happy, proud

- 2  Work in pairs. Look at the photos and discuss the questions.



- 1 How many brands can you name for each of the products in the photos?
- 2 Do you have a favourite or least favourite brand for these products? Explain your reasons.

- 3  15 Read and listen to the online article about three brands and answer the questions.

For which brand was the key to success ...

- 1 making new products and doing new things?
- 2 old things coming back in fashion?
- 3 making things easy for users?

- 4 Read the text again. Match the dates on the timeline with information from the text.

1943: Edwin Land first had the idea of instant photography.

► Subskill: Finding answers in a text

Sometimes the words in a question are different from the reading text. Look for words or phrases with a similar meaning.

- 5 Complete the sentences with information from the text, using a word or phrase.

- 1 The name of the app that came before Instagram was ...
- 2 25,000 people downloaded Instagram in one ...
- 3 At first most of the people who wore Vans shoes were ...
- 4 Apart from making shoes, the Vans company organises ...
- 5 A big problem for Polaroid cameras was ...
- 6 Today some people buy instant cameras for ...

- 6 **Word work** Match the words in bold in the text with an expression which means the same. Then answer any additional questions.

- 1 was in the shops for people to buy (What's the infinitive?)
- 2 give financial help
- 3 green, helping the planet
- 4 people who start an organisation (What's the singular noun?)
- 5 from the recent past
- 6 took data from the Internet onto a computer or smartphone (What's the infinitive?)

- 7 Complete the sentences with the correct word or phrase from exercise 6.

- 1 I prefer cycling to going by car, because it's more (...).
- 2 People used to queue for hours when a new *Harry Potter* book (...).
- 3 My aunt loves fashion from the 1970s: she's really into (...) clothes.
- 4 Larry Page and Sergey Brin were the (...) of Google.
- 5 I (...) that new game yesterday – it's amazing!
- 6 A lot of big companies (...) sports teams.

CRITICAL THINKING



- 1 **Understand** Which of the three brands in the text do you think had the most difficulty, and why?
- 2 **Apply** Can you think of other difficulties businesses can have? Give some examples.
- 3 **Evaluate** Why do people like buying famous brands? Are brands (of clothes, shoes, phones, etc.) important to you? Why/Why not?

Research

Vans holds a competition every year for high-school students to design Vans shoes. Find this year's winning designs in the Van's Custom Culture Art competition. What do you think of the designs? Which is your favourite?

TIMELINE

1943

1948

1966

1960s
and 70s

1980s

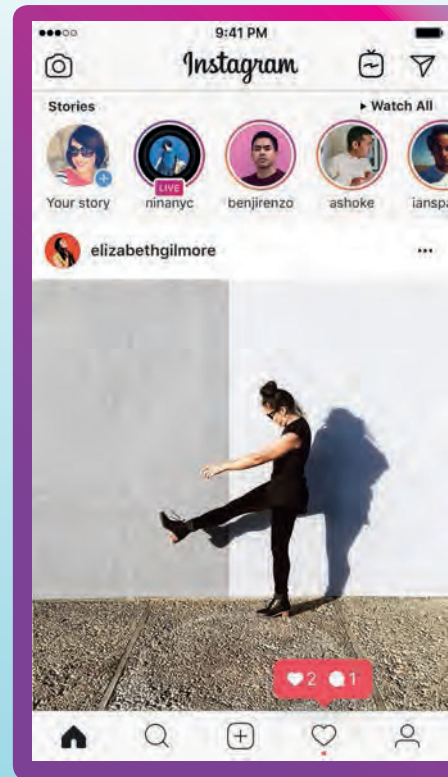
2010

2012

NOW

How it all started:
the story of three brands

Instagram **founders** Kevin Systrom and Mike Krieger originally launched their app as Burbn. When it proved too complicated for many users, they decided to make the app much simpler: take a nice photo, share it with your friends, comment on other people's photos. It was an instant success: on 6th October 2010, 25,000 people **downloaded** it in 24 hours. Instagram became popular really fast, but the team was very small. Just 13 people were working for Instagram when Mark Zuckerberg bought the company in 2012 for 1 billion dollars. Systrom and Krieger made a lot of money and both men are very rich today.



The Van Doren brothers started the Vans company in 1966 and their shoes were soon very popular with skateboarders. Before long, people were wearing Vans as a fashion shoe as well as for sport. The company had some financial problems in the 1980s, but soon it was doing much better. Now they make boots for "OFF THE WALL" snowboarders, **sponsor** sports competitions and organise an annual art competition for high-school students. It's a company that also tries to make a difference, with **environmentally friendly** offices and community projects.

VANS

"OFF THE WALL"



Edwin Land first had the idea of instant photography when he was travelling with his daughter in 1943, and the first Polaroid Land camera **went on sale** in 1948. They became really popular in the 1960s and 70s. But when people started to use digital cameras, the Polaroid company had a very hard time: people weren't taking photos in the same way. Today it's a different story. **Retro** things are popular again and today people are buying instant cameras to use at weddings and parties.

Polaroid



Past continuous

- 1 Read the examples. Copy and complete the table with the words *wearing*, *were/weren't* and *was/wasn't* to make the past continuous.

In 2012, just 13 people **were working** for Instagram.
The company **was doing** very well.
At the start of the 21st century, people **weren't taking** photos in the same way.

Affirmative/negative

subject	be + (not)	verb -ing
I, he, she, it	1 (...) / (...)	3 (...)
you, we, they	2 (...) / (...)	

-ing form

Check the Spelling rules on p21.

- 2 Complete the sentences with the affirmative or negative form of the past continuous and the verbs in brackets.

- At 6:30 am today I (...) (sleep) (+).
- Last night at 10:30 pm my dad (...) (make dinner) (-).
- One hour ago we (...) (do sport) (+).
- This time last week, we (...) (study) (-) English.
- Two minutes ago our teacher (...) (write) (+) on the board.

- 3 Work in pairs. Write true sentences starting with the time phrases in exercise 2. Compare your sentences with your partner.

At 6:30 am today I was having breakfast.

- 4 Read the examples and add them to the tables below.

Was the Vans company **having** problems in the 1970s? No, it **wasn't**.

Who was Edwin Land **travelling** with in 1943?

Wh- questions

question word	be	subject	verb -ing	
Where	were	they	going	yesterday?

Yes/No questions

be	subject	verb -ing	
Were	they	wearing	sunglasses?
Yes/No,	subject	be (+ not)	
Yes,	they	were.	

- 5 Write questions in the past continuous.

- (boy / walk) quickly or slowly at the start?
- (what / boy / do) while (he / walk) ?
- (what / birds / do) ?
- (any other people / travel) ?
- (how / boy / move) in the second part?
- (who / boy / talk to) ?

- 6 16 Listen to a sequence of sounds and answer the questions in exercise 5.

- 7 Answer the question to solve the Brain teaser.



Each suspect was carrying one thing and wearing one of the items of clothing.

The police know that the bank robber was wearing a hat.

- Mark wasn't carrying a camera or a beach bag.
- Mark and Clara weren't wearing a scarf.
- Clara was wearing sunglasses.
- The person who was carrying a camera was wearing a scarf.

	Jana	Mark	Clara
backpack			
camera			
beach bag			
sunglasses			
hat			
scarf	✓	✗	✗

Can you find the identity of the bank robber?

Word families: verbs and nouns

- 1 Read the board. Which presentation topic would you choose? Why?



Presentation homework

Prepare a three-minute presentation on one of the following topics:

- a time you decided to **compete** for a prize
- a story of an amazing **achievement**
- a person you would **invite** to speak at your school and why
- an **invention** that changed the world

Be ready to give your presentation next week.



- 2 Look at the words in bold in exercise 1.

- Which are verbs, and which are nouns?
- What are the two endings for the nouns?

- 3 Match 1–4 to a–d to make nouns.

- | | |
|-----------|----------|
| 1 achieve | a -ion |
| 2 invent | b -ment |
| 3 competi | c -ation |
| 4 invit | d -tion |

- 4 Copy and complete the table with the corresponding verb or noun.

Verb	Noun
compete	1 (...)
2 (...)	invitation
3 (...)	improvement
inform	4 (...)
educate	5 (...)
6 (...)	agreement
7 (...)	advertisement

- 5 Work in pairs. Complete the sentence with a noun or the correct form of the verb in brackets. Then ask and answer the questions.

- Where do you look for (...) (inform) when you do your homework?
- What's your favourite sports (...) (compete) ?
- Do you think that technology (...) (improve) our lives? How?
- What is your favourite (...) (advertise) on television?
- When was the last time someone (...) (invite) you to a party?

A presentation

- 6 17 Listen to a student giving a presentation. Which topic in exercise 1 does she talk about?



- 7 What problems did the girls have? Can you remember?

Subskill: Writing notes

When you answer questions, make notes first using key words to help you remember. If necessary, write complete sentences after you finish listening.

- 8 Listen again and answer the questions. Write notes first.

- How old are the girls?
- What happened when they tried to get materials for their robot?
- How long did they have to make their robot?
- How many times did they travel to Kabul to get visas?
- How did they get visas in the end?
- What did the girls do when their robot broke?
- What did the girls win?

- 9 Work in pairs. What do you think about the end of the story? What do you think was the girls' greatest achievement?

Past simple and past continuous

1 Read the examples and answer the questions.

While the girls **were waiting**, they **tried** to invent a robot.

They **were practising** with their robot when it **broke**.

- How many actions are there in each sentence: one or two?
- Which action is a long action? Which is a short action?
- Which tense do we use for the long action? Which do we use for the short action?

2 Choose the correct option.

- I **went/was going** to a robotics competition while I **stayed/was staying** in the USA.
- We **walked/were walking** home from school, when it **started/was starting** to rain.
- While I **visited/was visiting** my cousin, I **learnt/was learning** to surf.
- When the bus **came/was coming**, I **talked/was talking** on the phone.
- We **watched/were watching** when our team **won/was** winning the Cup.

when and while

3 Read the examples and choose the correct option in the rules.

They were practising with their robot **when** it broke.
While they were practising with their robot, it broke.

- We often use **while/when** before the past continuous.
- We often use **when/while** before the past simple.

4 Complete the sentences with the past simple or past continuous.

- The sun (...) (**shine**) when I (...) (**wake up**) today.
- I (...) (**call**) my friend while I (...) (**wait**) for the bus to arrive.
- We (...) (**chat**) when our teacher (...) (**come**) into class today.
- My parents (...) (**meet**) while they (...) (**work**) in a shop.
- My dad (...) (**make**) dinner when I (...) (**get**) home yesterday.

5 Write questions. In each question, use both the past simple and past continuous.

- where / your parents / live / when / they / meet ?
- what / they / do / when / you / get / home yesterday ?
- Who / you / talk to / while / you / come / to school ?
- What / you / do / while / you / wait / for the bus ?

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

7 Work in pairs. How many crazy sentences can you make using the prompts?

I	eat an ice-cream		run to catch the bus
We	see a spaceship	while	find a million euros
Our teacher	sing in the shower	when	meet [famous person]
[famous person]	step on a snake		have breakfast

8 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Selena Gomez growing up

Selena Gomez is rich and famous, but her life **1 was/were** very different in the past. She used to **2 live/living** with her mother in a small apartment in Los Angeles. They **3 weren't having/didn't have** much money and they couldn't **4 buy/to buy** nice things. Selena's mother worked as an actress. That's how she **5 become/became** interested in acting. Selena got her first job when she was nine. A few years later, she got a part in a Disney show. Selena **6 worked/was working** on this show when she **7 met/was meeting** Justin Bieber! Now she acts and sings, and she also does a lot of work for charity.



A few years **8 before/ago**, Selena was ill, so now she eats a healthy diet and does exercise at least **9 twice a week/two times in a week**. She has millions of followers on Instagram. She's one of the most popular people in the world!



Telling a story

- Work in pairs. Which famous person would you most like to meet?
- Watch the video. Which famous person did Diego see and where?
- Watch again. Which Key phrases do you hear?
- Complete the dialogue with the Key phrases. Watch again and check.

Jen: Great movie! The way he climbs and jumps – it's awesome!

Diego: I know. Did I ever **1 (...)** the time I saw Tom Holland?

Jen: You're **2 (...)**!

Diego: It's true. I was staying with my cousin in London at the time.

Jen: So, **3 (...)**?

Diego: Well, we were walking in the park one day when we saw people playing sports.

Jen: Right.

Diego: They were free running, you know, doing acrobatics.

Jen: And one of them was Tom Holland?

Diego: Yeah, **4 (...)** he was training at the park.

Jen: **5 (...)**! Did you say anything to him?

Diego: No, we just watched for a while. He was really good!

Jen: I can't believe you actually saw Spider-Man!



5 Create your own dialogue. You can invent the story. Follow the steps in the Skills boost.

THINK

Work in pairs. Make notes about a time you saw a famous person.

- Where were you? What were you doing?
- What was (the famous person) doing?
- What did you do? What did he/she say or do?

PREPARE

Prepare your dialogue. Remember to use the Key phrases.

PRACTISE

Practise your dialogue. Take turns to tell your story.

PERFORM

Act out your dialogue for the class.

6 Peer review Listen to your classmates. Answer the questions.

- Who did they meet or see? What happened?
- Which Key phrases did they use?

Key phrases

Starting a story: Did I ever tell you about the time ... It all started when ...

Keeping the listener interested: Can you imagine? You'll never guess what happened. It turns out ...

Responding: You're kidding! So, what happened? That's awesome/incredible/amazing/terrible! What a nightmare!



Great **movie!** (US) → Great **film!** (UK)

We saw people **playing sports**. (US) → We saw people **doing sport**. (UK)

One day, Billy Reid was walking along the beach near his home in Florida when he saw \$100 in the sand. The 14-year-old picked up the money. Then he saw another \$100, and another. Soon, he had \$1,500 in his hands.

Billy, a golf fan, was with friends from a local golf organisation when he found the money. They couldn't believe it when he showed it to them. Billy didn't think twice. When he saw a police officer, he gave him the money.

Billy's story was in all the newspapers and on television. A few days later, he received a phone call. It was an invitation to play video golf with some professional golf players. Billy was really happy. He played with some of his favourite players – and won! In the end, he didn't get any money, but he got a wonderful surprise.



A story

- 1 Read the story from a school magazine. Choose the best title.

① **TEEN WINS GOLF COMPETITION**

② **Honest** teenager gets a special surprise

③ **Boy wins prize of \$1,500**

- 2 Read the story again. Put the events in the correct order.

- a Billy received an invitation to meet his heroes.
- b He gave the money to a police officer.
- c He showed the money to his friends.
- d People heard about his story in the news.
- e Billy found more than \$1,000 in the sand.

Subskill: Time expressions

Time expressions help to show the correct order of events in a story.

- 3 Which time expressions can you find in the story?

a few days later after that at the time
in the end one day soon then later

- 4 Choose the correct option.

1 **Later/One day**, Anupriya was watching TV when she saw the news of floods in her country. She wanted to buy a new bike 2 **soon/at the time**, but she decided to donate all her money to victims of the flood.

3 **In the end/A few days later**, a reporter heard about her story and wrote about it in a newspaper.

4 **After that/After**, other reporters told her story too. 5 **At the time/Soon** her name was in all the newspapers.

6 **In the end/Then** Anupriya got a surprise. A bicycle company sent her a message saying that they wanted to give her a new bike every year of her life!

7 **In the end/After that**, Anupriya got an amazing reward for her kindness.

- 5 Write a story for the school magazine. Follow the steps in the Skills boost.



17-year-old Miles Solomon does a physics project – he has a surprise
he checks data from the International Space Station – he finds a mistake
he checks the data again and again – he is sure
he goes to his physics teacher – they send an email to NASA
he gets a reply from NASA – they say thank you – no special prize!
he is happy – he wants to work with NASA in the future



THINK

Read the notes. Choose a title for your story.

PREPARE

- 1 Divide the information into three paragraphs:
The beginning of the story
What happened next
The result – a positive message
- 2 Think about where you can include time expressions in your story.

WRITE

Write your story.

One day...

CHECK

Read your story and answer the questions.

- 1 Do you include a title and three paragraphs?
- 2 Do you use the past simple and past continuous?
- 3 Do you use *when* and *while*?
- 4 Do you use time expressions correctly?

- 6 **Peer review** Exchange your story with another student. Answer the questions.

- 1 Does the writer use the past simple and continuous, and *when* and *while*?
- 2 Which time expressions does the writer use?
- 3 Does the writer make the story interesting? How?
- 4 What's the message at the end?

Grammar

Past continuous

Affirmative and negative

was/wasn't (was not), were/weren't (were not) + verb -ing

*I **was having** dinner at seven o'clock last night.*

*Jodi **wasn't (was not) sitting** in her usual place yesterday.*

*We **were doing** maths this time yesterday.*

*They **weren't (were not) wearing** a school uniform on Sunday.*

Questions and short answers

(question word) + was/were + subject + verb -ing

*What **were** you **doing** at eight o'clock last night?*

***Were** you **doing** your homework? Yes, I **was**. / No, I **wasn't**.*

***Were** your parents **watching** TV? Yes, they **were**. / No, they **weren't**.*

Past simple and past continuous

We often use the past simple and past continuous together in the same sentence.

We use the past continuous to talk about a long action and the past simple to talk about a short action that happened during that time.

*I **was having** a shower when you **called**.*

*We **were playing** a video game when my computer **crashed**.*

when and while

We often use *while* before the past continuous.

We often use *when* before the past simple.

*We **were playing** football **when** it **started** to rain.*

*It **started** to rain **while** we **were playing** football.*

Vocabulary

18 Success and achievements

be famous/popular/rich

feel part of a team/happy/proud

get fit/a good job/good grades

learn a language/something new/to surf

make money/friends/a difference

win a race/a prize/a competition

19 Word families: verbs and nouns

achieve → achievement

advertise → advertisement

agree → agreement

compete → competition

educate → education

inform → information

invent → invention

invite → invitation

WDYT?
(What do you think?)What is your idea
of success?

TASK: Make an infographic about a success story, either about a person or an organisation.

Learning outcomes

- 1 I can research and present an infographic about a success story.
- 2 I can take on different roles when I work in pairs or groups.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p119

- 1 Watch a video of students presenting their infographic. What makes Ellie's success special?



STEP 1: THINK

- 2 Look at the infographic in the Model project. What information does it contain?
 - age or date of birth
 - personal life
 - education
 - information about money
 - problems or difficulties
 - when and why she decided to aim for success
 - achievements
 - plans for the future

- 3 Work in pairs. What does the infographic include that makes the information more attractive?
photographs ...

STEP 2: PLAN

- 4 Work in pairs. Choose a successful person (sportsperson, musician ...) or an organisation you admire.

- 5 Research the person or organisation.
 - Save facts and information in a document, or take notes.
 - Try to find photos or other images (maps, logos, etc.).
 - Organise your information into sections (e.g. family, studies) as you save it.

STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with your partner.

COLLABORATION

Taking on different roles

Tips

Share the work equally between you.
Don't always work the same way. If you normally write and your partner speaks, change what you do.
Try to develop new skills.

Key phrases

OK, why don't you do X and I'll do Y?
Do you want to insert the photos?
You type and I'll read out the information.
Do you want to change, so I do the writing now?
Why don't you type this part?

- 7 Work together to create your infographic. Use the list in exercise 2 to help you. Use the tips and Key phrases in the Super skills box.

Model project

ELLIE ROBINSON

Ellie Robinson is a Paralympic swimmer

Ellie was born in August 2001



Ellie lives in Northampton, England, with her parents Hannah and Will.



Ellie has a condition called achondroplasia. This means she is very short.



When she isn't training, Ellie likes spending time with her friends.



Ellie trains five days a week for 15 hours. She is often at the swimming pool at 5:00 am!



Ellie went to school and did exams, just like any teenager.



Ellie said, 'If I can inspire one child somewhere in the world, that's enough for me.'

MAJOR MILESTONES

Ellie was watching her hero, Ellie Simmonds, at the London Olympics when she decided to train more seriously. Ellie Simmonds also has achondroplasia.



Ellie won gold medals at the Rio Olympics and the Commonwealth Games. She was only 15.



After that, Ellie won an important prize: the BBC Young Sports Personality of the Year. She also became a Member of the British Empire and met Prince Charles.

STEP 4: PRESENT

- 8 Read the *How to ...* tips on p119. Then prepare to present your infographic.
- 9 **Peer review** Work with another pair. In turns, present your infographic. As you listen, answer the questions.
 - 1 Do you find out interesting information about the person or organisation?
 - 2 Why is this a good example of a success story?

FINAL REFLECTION

- 1 **The task**
Is the infographic clear and attractive?
Did you give a good summary of the success story?
- 2 **Super skill**
Did you take on different roles? Give examples.
- 3 **Language**
In your infographic and explanation, did you use language from the unit? Give examples.