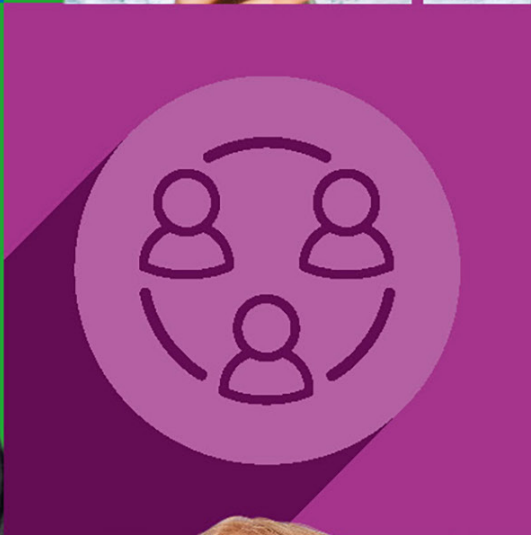


# Get INVOLVED!

# A2

Student's Book  
with Digital Student's Book



Gill Holley Kate Pickering

Also includes



# 7

# Heroes

WDYT?  
(What do you think?)

What makes a hero?

**Vocabulary:** jobs; adjectives to describe people

**Grammar:** past simple of irregular verbs; question forms and *ago*

**Reading:** a newspaper article about teen heroes

**Listening:** a podcast about two talented teens

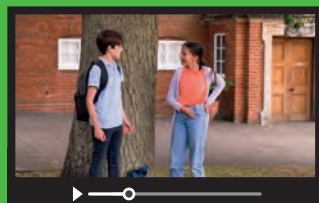
**Speaking:** giving opinions

**Writing:** a biography

**Project:** make a presentation about a hero from the past



Video skills p85




Real-world speaking p91



Project pp94–95

**CAPTAIN MARVEL**



**Name:** Carol Danvers  
**Day job:** 2 (...)  
**Job description:** She flies an aeroplane.



**BATMAN**



**Name:** Bruce Wayne  
**Day job:** 1 (...)  
**Job description:** He's very rich and has got his own company.



**SUPERMAN**



**Name:** Clark Kent  
**Day job:** 3 (...)  
**Job description:** He writes newspaper articles for the Daily Planet.



**IRON MAN**



**Name:** Tony Stark  
**Day job:** 6 (...)  
**Job description:** He designs new technology.




**SPIDER-MAN**



**Name:** Peter Parker  
**Day job:** 5 (...)  
**Job description:** He takes photos for a newspaper.

**SHURI**



**Name:** Shuri  
**Day job:** 4 (...)  
**Job description:** She invents things in her laboratory.

## Jobs

**1** Who am I? Match sentences 1–7 with the jobs in the box. There are three extra jobs.

actor artist dentist doctor police officer  
receptionist singer taxi driver teacher waiter

- I work in a school. I give lessons to students.
- I drive a car. I take people to different places.
- I paint and draw and make pictures.
- I work in a restaurant. I bring food to customers.
- I look after people's teeth.
- I protect people and investigate crimes.
- I greet people when they arrive at a hotel or office.

**2** Write sentences for the three extra jobs.

**3** Complete the day jobs of the six superheroes. Listen and check.

businessman engineer journalist photographer pilot scientist

**4** Match 1–8 with a–h to make sentences.

- |                     |                                     |
|---------------------|-------------------------------------|
| 1 A sales assistant | a repairs cars and machines.        |
| 2 A chef            | b looks after sick people.          |
| 3 A web designer    | c sells things in a shop.           |
| 4 A manager         | d organises other workers.          |
| 5 A mechanic        | e cooks in a restaurant.            |
| 6 An accountant     | f works with money.                 |
| 7 A nurse           | g makes websites.                   |
| 8 A lawyer          | h helps people with legal problems. |

**5** Write jobs for each category.

- Five people who wear a uniform or special clothes.  
*police officer, ...*
- Four people who work in an office.
- Three people who help people with their health.
- Two people who work in a restaurant.
- One person who works with machines.

### Job suffixes

Jobs often end in *-er*, *-or*, *-ist* and *-ant*.

*manager, teacher*  
*actor*  
*artist*  
*accountant*

**6** Find other jobs ending in *-er*, *-or*, *-ist* and *-ant*.

**7** Work in pairs. Ask *yes/no* questions to guess the job.

Do you work in an office?

No, I don't.

Do you work in a restaurant?

Yes, I do.

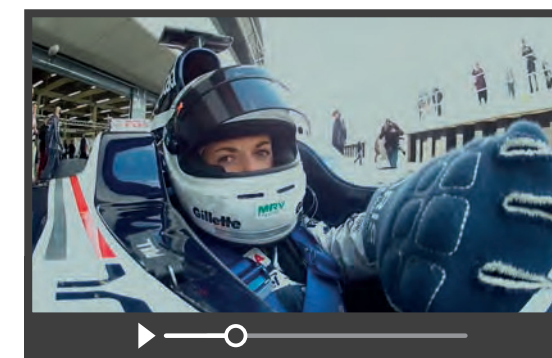
Do you cook food?

No, I don't.

Are you a waiter?

Yes, I am!

### VIDEO SKILLS



**8** Watch the video. What's the woman's job?

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

- What kind of video is this?  
a a mini-documentary    b a vlog  
c an advert for a car
- Which adjectives would you use to describe the video: interesting, boring, exciting, funny?
- Who do you think would like this video?
- How does the video make the woman interesting? Think about: how long you see each image, the sound effects, the voiceover, etc.

## A newspaper article

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

- 1 What jobs help other people? (doctor, police officer ...)
- 2 Which three jobs do you think help people most? Why?

### 2 Look at the photos on p87 and answer the questions.

- 1 What was the weather like?
- 2 What problems do you think people had?
- 3 What jobs are important in these situations?

### 3 Read the article quickly and choose the best headline.

**(A) Police officers help people after storm**

**(B) TEEN HEROES RESCUE NEIGHBOURS**

**(C) The people of Texas – the real heroes!**

### 4 45 Read and listen to the article and answer the questions.

- 1 Where was the storm?
- 2 What problems did people have after the storm?
- 3 Who were the teenage heroes?
- 4 How did they rescue people?
- 5 How many people did they rescue?
- 6 Did they only rescue people?

### 5 Read the text again. Complete the sentences.

- 1 When Thomas woke up, he saw that houses (...).
- 2 He used his boat because (...).
- 3 Thomas and his friends went to houses when they heard (...).
- 4 At first, the boys rescued people (...).
- 5 After several hours, they also worked with (...).
- 6 People called the boys heroes after a photographer (...).

### Subskill: Understanding new words

You can sometimes guess the meaning of new words in a text. Think about the general meaning of the sentence. Look at the words that come before and after the new word. Think about what type of word it is (adjective, verb, noun).

### 6 **Word work** Find the words in bold in the text. What type of words are they? Can you guess their meaning?

### 7 Match the definitions to the words in bold in the text.

- 1 an adjective to describe a place or situation that is not dangerous
- 2 people who live in a town or city
- 3 an adjective to describe a person who does something in a dangerous situation
- 4 organisations that help people in dangerous situations
- 5 people who live near you
- 6 energy that makes light or machines work

### 8 Complete the sentences with words from exercise 6.

- 1 We can't use the computers today because there's no (...).
- 2 I'm not afraid to go out at night. I live in a (...) place.
- 3 You must be (...) to go to a new country alone.
- 4 We saw one of our (...) in the crowd of people at the concert.
- 5 The (...) of Texas are called Texans.
- 6 There are (...) to help people who get lost in the mountains.

### CRITICAL THINKING

- 1 **Understand** In what ways were the boys heroes? Find examples in the text.
- 2 **Apply** Do you think we can all be heroes in our daily lives? How can we do this? Think about:
  - at school
  - in free-time activities
  - during the holidays
- 3 **Evaluate** What other examples of ordinary heroes can you think of? Why do you think they are heroes?



# THE DAILY WIRE

Houston, Texas • 25th April



When Storm Harvey came to Texas, it destroyed houses and roads. About 30,000 people left their homes before the storm, but others stayed. They didn't have drinking water or **electricity**, and they couldn't go outside because the streets were like rivers! In those difficult times, the **brave** Texan people helped each other, and many ordinary **citizens** became local heroes.

Among them were four teenage boys: 17-year-old Thomas Edwards and his friends, Richard, 17, Liam, 17 and his brother Declan, 15.

**The boys spent hours rescuing their neighbours.**



The houses and streets of Texas under water after Storm Harvey

Thomas told journalists that he woke up that morning and saw houses under water. His car was under water too, but luckily, he had a small fishing boat. He rang his friends and they decided to go out in the boat.

They began to look for people and take them to a **safe** place. Sometimes they heard calls for help. Other times, **neighbours** gave them addresses, or directions to the homes of family and friends.

For several hours, the boys worked alone, going from house to house. Later, they helped police officers and **rescue services**. In total, they saved at least 50 people, and even more pets. 'We rescued families, babies, dogs, rabbits,' said Thomas.

A photographer for a local newspaper saw the boys, and he posted photos of them on social media. People wrote comments, calling them heroes. Later, the boys said they didn't do it because they wanted to be heroes. They just wanted to help.

**For us, they are true local heroes!**



### Past simple of irregular verbs: affirmative and negative

1 Read the examples. Which of the verbs in blue are irregular?

Thomas **woke up** that morning and **saw** houses under water.  
He **had** a small boat.  
They **decided** to go out in the boat.

2 Copy and complete the table with the affirmative or negative past simple form of the verbs in blue.

Affirmative	Negative
People <b>left</b> their homes.	Others <b>didn't leave</b> .
Thomas <b>1</b> (...) early.	He <b>didn't wake up</b> late.
He <b>had</b> a small boat.	They <b>2</b> (...) electricity.
He <b>3</b> (...) houses under water.	He <b>didn't see</b> the streets.

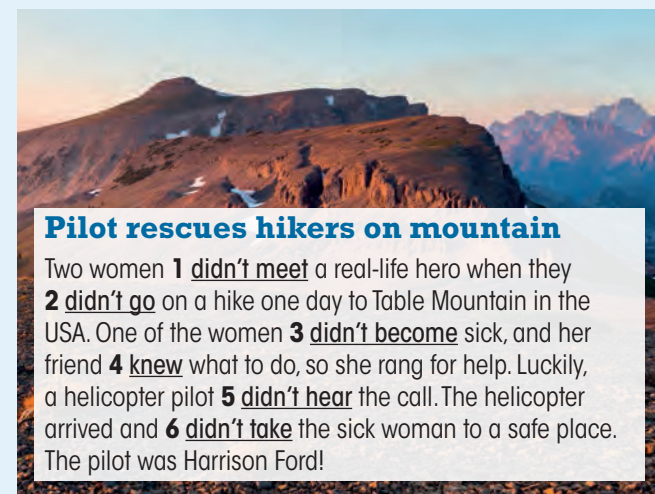
3 Write the affirmative past simple form of the irregular verbs in the box. Check your answers on pp126–127.

begin come give ring  
see spend take wake up

4 Complete the sentences with some of the verbs in exercise 3.

- There was a storm and I (...) to feel afraid.
- We (...) people on the roofs of houses.
- I (...) a friend on my mobile.
- He (...) to our house and (...) us to a safe place.

5 Rewrite the underlined information in the text. Change the verbs from affirmative to negative and negative to affirmative.



#### Pilot rescues hikers on mountain

Two women **1 didn't meet** a real-life hero when they **2 didn't go** on a hike one day to Table Mountain in the USA. One of the women **3 didn't become** sick, and her friend **4 knew** what to do, so she rang for help. Luckily, a helicopter pilot **5 didn't hear** the call. The helicopter arrived and **6 didn't take** the sick woman to a safe place. The pilot was Harrison Ford!

6 Write sentences in the affirmative or negative past simple so they are true for you.

- I / meet / friends last Saturday  
*I didn't meet friends last Saturday. I went to a museum with my brother.*
- I / see / a film on TV last weekend
- I / wake up / before nine o'clock on Sunday
- We / have / pizza for dinner last week
- I / spend / two hours doing homework last night

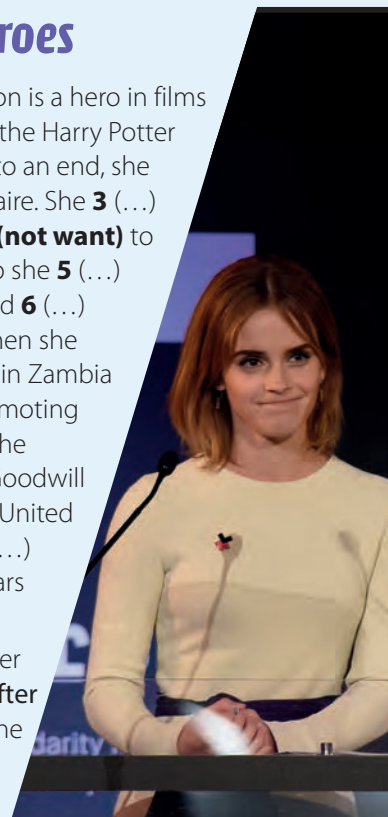
7 Work in pairs. Compare your sentences in exercise 6. How many are the same?

8 Complete the article with regular and irregular verbs.

### Celebrity heroes

For me, Emma Watson is a hero in films and in real life. After the Harry Potter films **1** (...) (**come**) to an end, she **2** (...) (**be**) a millionaire. She **3** (...) (**decide**) she **4** (...) (**not want**) to just stay at home, so she **5** (...) (**go**) to university and **6** (...) (**study**) literature. Then she **7** (...) (**spend**) time in Zambia and Bangladesh promoting education for girls. She **8** (...) (**become**) a Goodwill Ambassador for the United Nations. She also **9** (...) (**give**) a million dollars to charity.

Emma Watson's career **10** (...) (**not stop**) after Harry Potter. Now she also works to solve world problems.



9 Answer the question to solve the Brain teaser.

**BRAIN TEASER**

A father and two children wanted to cross a river in a boat. The father weighed 90 kilos and each child weighed 45 kilos. The boat could only carry 90 kilos.

*How did they cross the river?*

### Adjectives to describe people

1 Read the dictionary definitions. Choose the correct adjective to describe people A–C.



**generous** (adj.) giving people more of your time or money than is usual  
**lazy** (adj.) not wanting to work  
**talented** (adj.) very good at something

2 Match the adjectives in the box with the definitions. Are the adjectives positive or negative?

careful friendly kind polite special

- You aren't rude; you say 'please' and 'thank you'.
- You're different, usually better, than what is normal.
- You think about what you are doing and try to avoid problems.
- You like to be with other people and make them feel happy.
- You think about other people and you always try to help them.

3 Match the words in the box with the adjectives in exercise 2 to make opposites.

careless normal rude unfriendly unkind

4 Choose an adjective to describe each person.

- Helen's good at all kinds of sports, especially tennis.
- My granddad never drives fast and he respects other drivers.
- Lara gives her money and her time to help others.
- Ben never plays with his younger sister and he gets very impatient with her.
- My brother never helps with the housework.
- Alex often makes spelling mistakes because he doesn't check his homework.

### A podcast

5 Work in pairs. Look at the photos and describe what you can see.



6 Listen to the podcast. Complete each sentence with the name Easton or Amineh.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1 (...) is from Colorado.             | 4 (...) tried to help someone. |
| 2 (...) is from Syria.                | 5 (...) started a business.    |
| 3 (...) moved to a different country. | 6 (...) won a competition.     |

#### Subskill: Listening for numbers

Say the numbers in your head before you listen. You'll notice them better when listening.

7 Listen again. Match each number with the correct information. There are two explanations you do not need.

14 16 7 \$80,000 \$600  
13 £1,000 1 year ago

- normal cost of a robot hand
- Easton's age when he met Momo
- Amineh's age
- number of robot hands Easton makes in a year
- when Amineh started speaking English
- number of people in Amineh's family
- cost of Easton's hand
- age when Easton made his first robot hand
- prize in the poetry competition
- Momo's age

8 Discuss in pairs.

- Which person is more impressive?
- Can we describe Easton and Amineh as heroes? Why/Why not?

## Past simple: question forms and ago

1 Copy and complete the tables with the words in the box.

question word verb Did Yes/No did

### Yes/No questions and short answers

1 (...)	subject	2 (...)?
Did	it	cost a lot?
Did	she	speak English?
3 (...)	subject	did/didn't
Yes,	it	did.
No,	she	didn't.

### Wh- questions

4 (...)	5 (...)	subject	verb
When	did	they	move?

2 Order the words to make questions.

- 1 Easton / What / design / did ?
- 2 Amineh / a poem / Did / write ?
- 3 feel / How / Easton / did ?
- 4 cost / Momo's hand / did / How much ?
- 5 Amineh / speak / Did / in Syria / English ?

3 Rewrite the sentences as questions with the words in brackets.

- 1 I got up at 7:30 am. (What time ...)
- 2 I watched TV at breakfast. (Did ...)
- 3 I went to school by bus. (How ...)
- 4 I had spaghetti for lunch. (What ...)
- 5 I saw my friends after school. (Who ...)

4 Work in pairs. Ask your partner about what they did yesterday using the questions in exercise 3.

5 Order the time words in the box from shortest to longest.

day hour minute month  
second week year

### ago

We use *ago* to say when we did something in the past. We can use different time words:

When did you start this class?  
Ten minutes ago. An hour ago.

6 Work in pairs. Combine words or phrases from each circle to make questions. Then ask your partner.

1

When did you

2

start have  
wake up  
go

3

at this school  
this class breakfast  
on your last holiday  
dinner last night  
today

7 Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Yash Gupta 1 (...) in Los Angeles. He started wearing glasses when he 2 (...) five years old and he 3 (...) see well without them. When he was in high school, Yash broke his glasses in his taekwondo class and he didn't have 4 (...) glasses for a week. Yash realised how important his glasses were. He started thinking about people in other countries and he 5 (...) online that more than 12 million children do not have the glasses they need. When Yash 6 (...) 14, he started an organisation called Sight Learning. The organisation collects old glasses and sends 7 (...) to children in 8 (...) countries. Today more than 48,000 children can see better thanks to Sight Learning's glasses.



- |               |           |               |
|---------------|-----------|---------------|
| 1 a living    | b live    | c lives       |
| 2 a was       | b were    | c is          |
| 3 a can't to  | b can't   | c doesn't can |
| 4 a some      | b any     | c many        |
| 5 a reads     | b read    | c reading     |
| 6 a was       | b ago     | c were        |
| 7 a it        | b them    | c they        |
| 8 a more poor | b poorest | c poorer      |

### Research

Is there somewhere people can donate glasses where you live?



## Giving opinions

- 1 Look at the photos and think of words you associate with this sport (people, verbs and things).  
*player*
- 2 Watch the video. Do they like the same players?
- 3 Watch again. Which Key phrase is not in the dialogue?
- 4 Complete the dialogue with the Key phrases. Watch again and check.

Carmel

Did you see the football last night?

Louis

Yes, with the best player in the world. Mo Salah!

Carmel

Salah! There are lots of other good players. 1 (...) Firmino?

Louis

OK. You've got a point – Firmino's pretty good. Who else?

Carmel

Mbappé for example, he played well yesterday. 2 (...) there are lots of good French players.

Louis

Yes, I think you're 3 (...).

Carmel

And what do you think of Kanté?  
4 (...), Kanté is better than Salah.

Louis

OK – Kanté is good, the French team is good, and Firmino's good. But there's still only one great player. The superstar. The best in the world. The Egyptian King – Salaaaaah!

Carmel

5 (...)



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

### THINK

Think about your favourite singers or sports people. Make notes about them.

### PREPARE

Prepare a dialogue. Remember to include phrases for asking about and expressing opinions.

### PRACTISE

Practise your dialogue.

### PERFORM

Act out your dialogue for the class.

### SKILLS BOOST

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

- 1 Who do they talk about?
- 2 Which Key phrases do they use to express opinions?
- 3 Do you agree with their opinions?

### Key phrases

**Asking for opinions:** What do you think of ... ?

What about ... ?

**Giving opinions:** I (don't) think ...

If you ask me, ...

**Agreeing:** Yes, I think you're right about that.

You've got a point.

**Disagreeing:** No way!

That's ridiculous.

### Real-world grammar

Did you see the football last night?

He played well yesterday.



Gertrude (Trudy) Ederle was born in New York in 1905. Her parents were from Germany and she was one of six children.

Trudy loved swimming and at the age of 12, she started training at the Women's Swimming Association. Swimming was not a popular women's sport at the time, but Trudy was a very talented swimmer. She broke eight world records and won an Olympic gold medal.

When she was 19, Trudy Ederle became the first woman to swim the English Channel. Normally, this is a very difficult 34 km swim. The day Trudy swam, the weather was terrible and she swam a total distance of 56 km! It took her 14 hours and 34 minutes. Trudy was the first woman and her time was also two hours quicker than the men's record.

After her swim, Trudy was a hero in the United States, but her later life was quiet. She taught swimming to deaf children for many years and died in 2003.



## A biography

1 Read the biography and choose the best title.

- a The longest swim
- b A sporting hero
- c Trudy loved swimming

2 Answer the questions.

- 1 Where was Trudy born?
- 2 How many brothers and sisters did she have?
- 3 Did a lot of girls swim at that time?
- 4 How do we know she was a talented swimmer?
- 5 Why was Trudy's Channel swim difficult?
- 6 How many extra kilometres did Trudy swim?
- 7 Did the men swim faster than Trudy?
- 8 What was Trudy's connection with swimming later in her life?

### Subskill: Writing in paragraphs

To help the reader understand, organise your writing into paragraphs. Each paragraph gives different information about the person.

3 Read descriptions a–f and choose the best one for each paragraph in the text. There are two you don't need.

- a Trudy at the Olympics
- b What Trudy did later
- c Trudy's swimming talent
- d Trudy's family
- e Trudy's Channel swim
- f When Trudy learnt to swim

4 Read the text and complete these time expressions we use when describing actions in the past. Write one word in each space.

- 1 (...) 1905
- 2 (...) (...) (...) (...) 12
- 3 (...) (...) (...) 19
- 4 (...) her swim

5 Use some of the expressions in exercise 4 to write three true sentences about yourself.

*I moved to Mexico at the age of five.*

6 Write a biography of a person from history you admire. Follow the steps in the Skills boost.

### THINK

- 1 Choose a person.
- 2 Use the Internet to make notes about their life and what they did. Remember to check the information on more than one webpage.

New York – 1905 – Germany – 6 children  
12: WSA – swimming not popular  
8 world records, Olympic gold

### PREPARE

Organise your notes into logical paragraphs. For example:

- early life and family
- how they got started
- most important things they did
- later life

### WRITE

Write your biography. Use the example in exercise 1 to help you.

*... was born in ...*

### CHECK

Read your biography. Answer the questions.

- 1 Do you include interesting information about the person?
- 2 Do you use past simple verbs correctly?
- 3 Do you use past time expressions?
- 4 Is your writing organised into logical paragraphs?

7 Peer review Exchange your biography with other students. Answer the questions.

- 1 Does the writer use past tenses and past time expressions?
- 2 What is the purpose of each paragraph?
- 3 Is it an interesting biography?

## Grammar

### Past simple

#### Regular and irregular verbs

Some verbs are regular in the past simple. They normally add *-ed*.

*She started school at nine o'clock.*

Other verbs are irregular and have different forms and spelling.

*He had lunch at 12:30.*

Common irregular verbs include:

*come → came do → did*  
*give → gave go → went*  
*have → had see → saw*

For a fuller list of irregular verbs, see pp126–127.

#### Negative and question forms

Form the negative: *didn't (did not) + infinitive*

*They didn't do their homework.*

Form Yes/No questions: *Did (you) + infinitive?*

Form short answers: *Yes, (I) did./No, (I) didn't.*

*Did you understand the exercise?*

*Yes, I did.*

*Did she have dinner with her family last night?*

*No, she didn't.*

#### Past time expressions

Use time expressions to refer to the past:

*five years ago*

*in (2010)*

*when I was eight*

*at the age of nine*

## Vocabulary

### 47 Jobs

accountant, actor, artist, businessman, businesswoman, chef, dentist, doctor, engineer, journalist, lawyer, manager, mechanic, nurse, photographer, pilot, police officer, receptionist, sales assistant, scientist, singer, taxi driver, teacher, waiter, web designer

### 48 Adjectives to describe people

careful, careless, friendly, generous, kind, lazy, normal, polite, rude, special, talented, unfriendly, unkind

WDYT?  
(What do you think?)

What makes a hero?

**TASK:** Make a digital presentation about a hero from the past.

**Learning outcomes**

- 1 I can talk about a hero and say why they are important.
- 2 I can be responsible for my learning.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p121

- 1 Watch a video of a student giving a presentation about a hero from the past. Why is Katherine Johnson a hero?



**STEP 1: THINK**

- 2 Read the slides in the Model project. Which questions do they answer?
  - 1 Why is she a hero?
  - 2 What was her job?
  - 3 When was she born?
  - 4 Who were the other people in her family?
  - 5 What did she do?
- 3 Which of these things can you see?
  - pictures
  - questions
  - long sentences
  - facts and dates

**STEP 2: PLAN**

- 4 Work in pairs. Make a list of heroes. Think about people in science, sports, politics, literature, music, etc.
- 5 Individually, choose a hero. Make notes for your presentation. Use the presentation slides to help you.

**STEP 3: CREATE**

- 6 Read the *How to ...* tips on p121. Then create your digital presentation.
  - 1 Give general information – who is this person? What did they do?
  - 2 Give information about their early life.
  - 3 Give information about their job/activities.
  - 4 Say why you think they are a hero.
- 7 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

**CREATIVITY**



**Using feedback to improve your work**

**Tips**

Ask other students to help you.  
Listen to their suggestions.  
Change your work to make it better.

**Key phrases**

*I really like the part about ...*  
*How about including ... ?*  
*Why don't you ... ?*  
*This part is really clear.*  
*What do you think about ... ?*  
*I didn't really understand ...*

- 8 Practise your presentation in groups. Use the tips and Key phrases in the Super skills box. What changes do other students suggest you make?

**Model project**

**My hero from the past**

**1 Katherine Johnson**

a maths genius and scientist – ‘the human computer’  
worked at NASA  
helped to send people into space



**2 Her early life**

1918 – born in West Virginia in the USA  
1928 – started high school  
went to university – studied maths and French  
became a teacher



**3 Her work**

1953 – started work at NASA  
helped to send the first American into space  
helped to send Apollo 11 to the Moon



**4 Why is she a hero?**

‘Girls are capable of doing everything men are capable of doing.’



**STEP 4: PRESENT**

- 9 Present your digital presentation to the class.
- 10 **Peer review** As you listen to your classmates, answer the questions.
  - 1 Is the presentation clear and interesting?
  - 2 Who is the most important hero from the past?

**7 FINAL REFLECTION**

- 1 **The task**  
How well can you talk about the life of a hero from the past?  
How well can you give a digital presentation?  
2 **Super skill**  
Can you listen to suggestions from your classmates and make changes? Give examples.  
3 **Language**  
Do you use language from the unit? Give examples.

