

MICKEY ROGERS
JOANNE TAYLORE-KNOWLES
STEVE TAYLORE-KNOWLES

SPEAK YOUR MIND







STUDENT'S BOOK
+ access to Student's App






macmillan
education







1




SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Who Are You? pp. 7–15 	<ul style="list-style-type: none"> Describe who you are and what you like in an online profile Greet and introduce people in various settings Complete registration information with numbers 	<ul style="list-style-type: none"> Forms Greetings, introductions, and goodbyes Ordinal numbers 	<ul style="list-style-type: none"> <i>Be</i> statements and <i>yes/no</i> questions Information questions with <i>be</i> Grammar Reference pp. 142–143	<ul style="list-style-type: none"> Describe people Make introductions Give personal information
Language and Life—Communication: Make an Interesting Online Profile				
Unit 2 Work/Life Balance pp. 17–25 	<ul style="list-style-type: none"> Talk about various jobs Talk about members of your family Discuss your family members and their jobs 	<ul style="list-style-type: none"> Work life Family Jobs 	<ul style="list-style-type: none"> Articles <i>a, an</i>, and no article Possessive adjectives and <i>'s/s'</i> Grammar Reference pp. 143–144	<ul style="list-style-type: none"> Talk about a famous person Talk about family Describe a picture
Language and Life—Self-awareness: Find the Right Job for Your Interests and Abilities				
Unit 3 Fun and Games pp. 27–35 	<ul style="list-style-type: none"> Express likes and dislikes Talk about and recommend free-time activities Plan and talk about an event 	<ul style="list-style-type: none"> Likes and dislikes Free-time activities Special events 	<ul style="list-style-type: none"> Simple present statements and <i>yes/no</i> questions The imperative Grammar Reference pp. 145–146	<ul style="list-style-type: none"> Talk about things you like to do Recommend free-time activities Describe an event
Language and Life—Creativity: Create an Interest Group for a Website				
Unit 4 That's Life! pp. 37–45 	<ul style="list-style-type: none"> Talk about daily activities Talk about how often you do activities Describe your day off 	<ul style="list-style-type: none"> Daily activities Frequency and time expressions Routine activities 	<ul style="list-style-type: none"> Simple present information questions Frequency adverbs Grammar Reference pp. 146–147	<ul style="list-style-type: none"> Interview a partner about daily activities Talk about routine activities Discuss the perfect day off
Language and Life—Adaptability: Give Advice about Keeping Life Interesting				
Unit 5 Finding Your Way pp. 47–55 	<ul style="list-style-type: none"> Talk about places to live Describe your neighborhood Give directions 	<ul style="list-style-type: none"> Where you live Places in a neighborhood Directions 	<ul style="list-style-type: none"> Adjectives <i>There is / There are</i> Grammar Reference pp. 148–149	<ul style="list-style-type: none"> Talk about where you live Discuss a neighborhood Give directions
Language and Life—Problem-solving: Create a Guide to Your Neighborhood				
Unit 6 Going Viral pp. 57–65 	<ul style="list-style-type: none"> Talk about social media use Talk about computer equipment and vlogging Talk about buying and selling online 	<ul style="list-style-type: none"> Emotions Technology equipment Technology phrases 	<ul style="list-style-type: none"> Present progressive Present progressive vs. simple present Grammar Reference pp. 149–150	<ul style="list-style-type: none"> Talk about routines and feelings Discuss vlogs Discuss online activity
Language and Life—Critical Thinking: Analyze the Pros and Cons of A Digital Detox				

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Repair It • Ask for repetition Start Talking • Add details Start Talking • Useful phrases	• Intonation in <i>yes/no</i> and information questions	Read a social media profile • Skill—Infer information Listen to short conversations of greetings • Skill—Listen for details Listen for personal details • Skill—Listen for numerical information	• Evaluate • Deduce	Write about a school calendar
Unit Review p. 16 Study Skills p. 127—Memory Strategies				
Keep Talking • Useful phrases Repair It • Check for understanding Keep Talking • Use notes	• An + vowel	Read an online article about a business owner • Skill—Scan Listen to a conversation about a family picture • Skill—Use visual clues Listen to a description of a family vacation picture • Skill—Predict	• Question • Analyze • Categorize	Write an online family profile
Unit Review p. 26 Follow A Pro p. 128—An IT Consultant  An IT Professional				
Keep Talking • Emphasize preference Keep Talking • Give reasons Keep Talking • Express rules	• Third person –s	Read a magazine interview • Skill—Infer Listen to a phone conversation about an event • Skill—Take notes Listen to a recorded advertisement • Skill—Listen for gist	• Categorize • Understand • Recall	Create a poster to advertise a special event
Unit Review p. 36 Study Skills p. 129—Oral Presentations				
Start Talking • Give examples Keep Talking • Useful phrases Keep Talking • Express frequency	• Word stress in information questions	Read a blog post about a reporter's day • Skill—Scan Listen to an interview with an actress • Skill—Listen for specific information Listen to a radio show about daily routines • Skill—Listen for gist	• Analyze • Summarize • Recall	Write about the perfect day off
Unit Review p. 46 Follow A Pro p. 130—A Firefighter  A Paramedic				
Keep Talking • Make guesses Keep Talking • Useful phrases Start Talking • Useful phrases	• Syllable stress in multi-syllable adjectives	Read an article about unusual places to live • Skill—Scan for specific information Listen to a radio show about neighborhoods • Skill—Listen for specific information Listen to conversations asking for directions • Skill—Listen for key words	• Apply • Evaluate • Analyze	Write an instant message
Unit Review p. 56 Study Skills p. 131—Research Skills				
Start Talking • Useful phrases Keep Talking • Show interest Keep Talking • Ask follow-up questions	• /r/	Read an article about social media use and employment • Skill—Predict information Listen to vloggers describe their videos • Skill—Listen for fact and opinion Listen to an internet business owner • Skill—Listen for the main idea	• Analyze • Evaluate	Write a social media ad
Unit Review p. 66 Follow A Pro p. 132—A Chief Listening Officer  A Social Media Manager				

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 7 Fit for Life pp. 67–75 	<ul style="list-style-type: none"> Talk about parts of the body and abilities Talk about sports and athletes Describe skills and abilities 	<ul style="list-style-type: none"> Parts of the body Ball game action words Exercise words 	<ul style="list-style-type: none"> <i>Can/can't</i> (ability) Adverbs of manner <p>Grammar Reference pp. 151–152</p>	<ul style="list-style-type: none"> Talk about abilities Describe a famous athlete Role-play a job interview
Language and Life—Decision-making: Design an Outdoor Gym for Your City				
Unit 8 Foodie? pp. 77–85 	<ul style="list-style-type: none"> Talk about food and tastes Talk about types of food and ingredients Follow and write a recipe 	<ul style="list-style-type: none"> Food and tastes Food groups Cooking 	<ul style="list-style-type: none"> Countable and uncountable nouns <i>This/that/these/those</i> <p>Grammar Reference pp. 152–153</p>	<ul style="list-style-type: none"> Talk about food preference Discuss and recommend healthy foods Discuss recipes
Language and Life—Communication: Design a Restaurant Guide				
Unit 9 Seeing the World pp. 87–95 	<ul style="list-style-type: none"> Talk about travel Give advice and suggestions Talk about clothes to wear on a trip 	<ul style="list-style-type: none"> Travel Tourism collocations Clothes 	<ul style="list-style-type: none"> Verb + infinitive or gerund <i>Should/could</i> for advice and possibility <p>Grammar Reference pp. 154–155</p>	<ul style="list-style-type: none"> Plan a virtual tour Role-play a phone conversation Discuss a planned trip
Language and Life—Collaboration: Create an Advertisement to Attract Tourists				
Unit 10 Life Stories pp. 97–105 	<ul style="list-style-type: none"> Talk about life events Talk about your social life Describe a personal experience 	<ul style="list-style-type: none"> From the reading Social life collocations Collocations with <i>get, have, and make</i> 	<ul style="list-style-type: none"> Simple past (affirmative statements) Simple past (negative statements and questions) <p>Grammar Reference pp. 155–156</p>	<ul style="list-style-type: none"> Talk about milestones Discuss events in the past Talk about a specific experience from the past
Language and Life—Empathy: Give Advice Based on Your Experience for an Advice Column				
Unit 11 Planning Ahead pp. 107–115 	<ul style="list-style-type: none"> Talk about plans and intentions Give and receive advice for saving money Talk about career goals 	<ul style="list-style-type: none"> To-do lists Money Career plans collocations 	<ul style="list-style-type: none"> <i>Going to</i> Direct and indirect objects <p>Grammar Reference pp. 157–158</p>	<ul style="list-style-type: none"> Talk about predictions and plans Role-play a conversation about saving money Discuss career plans
Language and Life—Self-direction: Make a Career Plan Based On Your Interests				
Unit 12 The Great Outdoors pp. 117–125 	<ul style="list-style-type: none"> Discuss climate and weather Talk about natural features in geography Describe outdoor activities 	<ul style="list-style-type: none"> From the reading Natural features Adjectives to describe natural features 	<ul style="list-style-type: none"> Comparative adjectives Review of tenses <p>Grammar Reference pp. 158–159</p>	<ul style="list-style-type: none"> Discuss weather Talk about a natural place Talk about outdoor activities
Language and Life—Problem-solving: Present Ideas for Developing a Natural Area				

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Useful phrases Start Talking • Buy time Keep Talking • Use imagination	• <i>Can/can't</i>	Read a magazine article about fitness gadgets • Skill—Read for gist Listen to people describe unusual sports • Skill—Listen for the main idea Listen to descriptions of exercises • Skill—Listen for specific information	• Analyze • Deduce • Evaluate	Write an email inquiring about a job
Unit Review p. 76 Study Skills p. 133—Effective Group Work				
Start Talking • Useful phrases Keep Talking • Useful phrases Repair It • Check for understanding	• Emphasis with <i>this/that/these/those</i>	Read posts from an online food forum • Skill—Read for the main idea Listen to an interview with street food vendors • Skill—Listen for specific information Listen to the steps of a recipe • Skill—Listen for specific information	• Apply • Analyze • Evaluate	Write a recipe
Unit Review p. 86 Follow A Pro p. 134—A Food Stylist  A Baker				
Keep Talking • Take time to think Keep Talking • Useful phrases Start Talking • Follow-up questions	• <i>to</i>	Read an article about virtual travel • Skill—Scan Listen to a radio show about tourism • Skill—Listen for detail Listen to people talk about packing for a trip • Skill—Listen for gist	• Analyze • Recall • Deduce	Write advice for tourists
Unit Review p. 96 Study Skills p. 135—Formal vs. Informal Writing				
Start Talking • Useful phrases Keep Talking • Show interest Start Talking • Useful phrases	• the ending <i>-ed</i>	Read a biography on Malala Yousafzai • Skill—Scan for information Listen to a conversation about social life • Skill—Listen for main ideas Listen to personal stories • Skill—Listen for gist	• Summarize • Evaluate • Analyze	Write an email about a personal experience
Unit Review p. 106 Follow A Pro p. 136—An Event Organizer  A Tour Guide				
Start Talking • Useful phrases Keep Talking • Suggest alternatives Repair It • Useful phrases	• <i>Going to</i>	Read an article about to-do lists • Skill—Read for the main idea Listen to a radio show about money • Skill—Listen for specific information Listen to a podcast about dream jobs • Skill—Listen for gist	• Apply • Calculate • Analyze	Write a journal entry about career plans
Unit Review p. 116 Study Skills p. 137—Personal Development				
Keep Talking • Useful phrases Keep Talking • Show interest Keep Talking • Useful phrases	• <i>/ju/</i>	Read a brochure about the Galapagos Islands • Skill—Scan for specific information Listen to a radio interview about waterfalls • Skill—Listen for specific information Listen to a conversation about visiting natural places in Mexico • Skill—Listen for detail	• Understand • Induce • Recall	Write a guidebook entry about a natural feature
Unit Review p. 126 Follow A Pro p. 138—A Forest Ranger  A Botanist				

UNIT 10

Life Stories

WHAT DO YOU ALREADY KNOW?

- 1 Think about the last ten photos you took on your phone. Make a list of the photos.
- 2 **IN PAIRS** Share and compare your photos. Add more words to your list.

Last 10 photos on my phone



VIDEO



DISCUSS & SHARE

- 3 **IN GROUPS** Watch the video and answer the question.




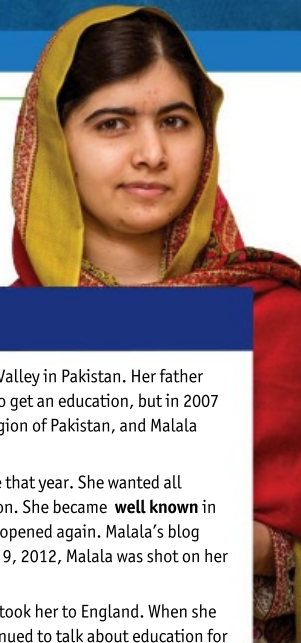
How much of your life do you put online?

In this unit, you will ...

- talk about life events, social life, and personal experiences.
- use thinking skills: summarize, evaluate, and analyze.
- read about a famous person.
- use strategies to keep talking by showing interest.
- use empathy skills to give advice based on your own experience.
- read about an event organizer to learn about this job and the skills needed for the tourism industry.

READING

- A Look at the picture. Do you know anything about this person? Why do you think she is famous?
- B  10.01 Read the biography. Then complete the sentences.



An Inspiration For All



Malala Yousafzai was born in 1997 in the Swat Valley in Pakistan. Her father was an educator, and he wanted his daughter to get an education, but in 2007 and 2008, the schools for girls closed in her region of Pakistan, and Malala stopped going to school.

Malala wrote a **blog** for British TV about her life that year. She wanted all girls to have the opportunity to get an education. She became **well known** in Pakistan. Then in 2011, Malala's school finally opened again. Malala's blog made some powerful people angry. On October 9, 2012, Malala was shot on her way to school. She was only 14 years old.

Malala was lucky. She survived, and her family took her to England. When she was better, she started school there. She continued to talk about education for girls in Pakistan, and she went around the world to speak. In 2013, she started the Malala Fund. In 2014, she won the Nobel Peace Prize. The next year, a film of her life, called *He Named Me Malala*, told her story. In spring 2017, she went around the world on her Girl Power Trip and met world leaders. She asked them to support education for all girls. In autumn 2017, she started to study for a **degree** at Oxford University.

Malala continues to **inspire** young people around the world.

- In 2008, Malala's _____ closed.
- She wrote _____ about her life for British TV and became well known.
- Malala was shot on her way to _____.
- She met _____ when she traveled around the world in 2017.

- C **READING SKILL—Scan for information** Put the milestones of Malala's life in the correct order. Write in your notebook.
- D **THINKING SKILL—Summarize** Say what happened in Malala's life. Connect your ideas using *then*, *next*, and *after that*.



MAKE IT YOURS

Find the life story of a person who inspires you. Use a dictionary to find the vocabulary you need to tell his or her life story to the class.

VOCABULARY

- A Match the words and phrases (1–4) to the definitions (a–d). Write the letter.

- | | |
|--------------------|---|
| 1 blog _____ | a a website where people write their opinions |
| 2 well known _____ | b what you get from a university, for example, Bachelor of Arts |
| 3 degree _____ | c influence or motivate people |
| 4 inspire _____ | d famous or popular |

GRAMMAR simple past (affirmative statements)

- A Read the text in READING B again. Complete with the simple past form of the verbs.

Regular Verbs

- 1 start _____ 2 continue _____ 3 stop _____ 4 open _____

B Complete the table.

Spelling Changes for the Simple Past		
Regular verbs Example: <i>ask</i>	Add 1 _____.	<i>asked</i>
Verbs ending in -e Example: <i>live</i>	Add 2 _____.	<i>lived</i>
Verbs ending in vowel + consonant Example: <i>stop</i>	Double the last 3 _____ and add <i>-ed</i> .	<i>stopped</i>
Verbs ending in consonant + -y Example: <i>cry</i>	Change y to 4 _____ and add <i>-ed</i> .	<i>cried</i>

For more practice, go to page 155.

C Read the text in READING B again. Write the simple past form of the irregular verbs.

1 have _____ 2 go _____ 3 become _____ 4 meet _____

D Complete the conversation with the past tense of the verbs.

Logan: Who's that in the picture?

Chase: Oh, that's my grandfather. He 1 _____ (be) born in 1940. He 2 _____ (die) a few years ago. He 3 _____ (have) an interesting life. He 4 _____ (become) an engineer. He 5 _____ (start) his own business and 6 _____ (go) around the world. He 7 _____ (meet) my grandmother in Spain and they 8 _____ (marry) in 1970.



PRONUNCIATION the ending *-ed*

A Read the pronunciation rules. How do you think the words are pronounced?

voiced consonant + *-ed* = /d/

unvoiced consonant + *-ed* = /t/

verb ends in *t* or *d* + *-ed* = /ɪd/

learned

stopped

decided

B **10.02** Listen and check. Practice saying the verbs.

SPEAKING

A Write sentences about milestones in your life in your notebook.

B IN PAIRS Discuss. Use the Confident Communicator box to help you.

Choose three milestones and tell your partner about them. Then find another pair and tell them what you learned about each other.

**CONFIDENT
COMMUNICATOR**

**START
TALKING**

To talk about milestones, use *when I was* and your age at the time: *I learned to walk when I was 10 months old.* You can also say the year and then your age: *I graduated from elementary school in 2013, when I was 12.*

VOCABULARY social life collocations

A Check (✓) things you did in the last month.

- go out dancing ☐
- have a party ☐
- hang out with friends ☐
- see a movie ☐
- eat out at a restaurant ☐
- go to a concert ☐
- go on a date ☐
- visit family ☐



B IN PAIRS Discuss your social life.

I ate out at a restaurant.

I saw a movie.

I met up with friends and I visited family. And you?

GRAMMAR simple past (negative statements and questions)

A Read the conversation. Underline a negative statement, a yes/no question, an information question, and a short answer. Then complete the rules.

Caleb: What did you do last night?

Ryan: I went out with friends. Did you go out?

Caleb: No, I didn't. I didn't want to go out. I stayed home and watched TV.

- 1 For negative statements, use _____ + the base form of the verb.
- 2 For yes/no questions, use _____ + subject + the base form of the verb.
- 3 For short answers, use Yes + subject + *did*, or No + subject + _____.
- 4 For *wh*- questions, use a question word + _____ + subject + the base form of the verb.

For more practice, go to page 156.

B Complete the conversation with an affirmative or negative form of the simple past.

Ryan: What 1 _____ you watch on TV?

Caleb: I watched a movie. 2 _____ you eat out at a restaurant?

Ryan: Yes, we 3 _____ . We went to Luigi's.

Caleb: What 4 _____ you have?

Ryan: I 5 _____ hungry, so I 6 _____ order a lot. I just had a small pizza.

C IN PAIRS Ask your partner what he or she did last night.

A: What did you do last night?

B: I watched TV.

A: What did you watch?



LISTENING

A Look at the pictures. What do you think the LISTENING is about?



B **10.03 LISTENING SKILL—Listen for main ideas** Listen to the conversation. Choose the things that the speakers talk about.

- | | | | |
|---------------|--------------------------|----------------------|--------------------------|
| order food | <input type="checkbox"/> | have a party | <input type="checkbox"/> |
| go on a date | <input type="checkbox"/> | meet up with friends | <input type="checkbox"/> |
| go out to eat | <input type="checkbox"/> | see a movie | <input type="checkbox"/> |
| go to a club | <input type="checkbox"/> | visit family | <input type="checkbox"/> |

C **10.03** Listen again, and write the reasons each person gives. Then check.

- 1 Madison: I met up with friends because _____.
- 2 Madison: We went out to eat because _____.
- 3 Luciana: I didn't go out because _____.
- 4 Luciana: I ordered a pizza because _____.

D **THINKING SKILL—Evaluate** Is it important to you to have a lot of friends, or do you prefer one or two close friends? Why?

SPEAKING

A Choose a topic to ask your partner about.

- | | | | |
|---------------------------|--------------------------|------------------------------------|--------------------------|
| what you did last weekend | <input type="checkbox"/> | what you did last summer | <input type="checkbox"/> |
| the last time you had fun | <input type="checkbox"/> | the last time you found something | <input type="checkbox"/> |
| the last time you ate out | <input type="checkbox"/> | the last time you forgot something | <input type="checkbox"/> |

B **IN PAIRS** Ask each other about your topics. Ask questions to learn more. Use the Confident Communicator box to help you.

C Tell the class what you learned about your partner.

**CONFIDENT
COMMUNICATOR**

**KEEP
TALKING**

To encourage someone to say more:
Really?

Tell me about it.

Tell me more.

So, what did you do?

Then what happened?



VOCABULARY collocations with *get*, *have*, and *make*



A Look at the pictures. Write which situations are positive experiences, which are negative experiences, and which can be positive *and* negative.



make a mistake



get upset



make a new friend



have an argument



make a decision



have fun



get lost

B Complete the conversation. Use phrases from A.

How was last night? Did you have 1 _____ at the club?

Yes, we did. But at first Zac and I went to the wrong place! We got 2 _____!

Oh, no! How did you make a 3 _____ like that?

I don't know! I thought Zac knew the location. But we didn't get 4 _____ or have an 5 _____. We asked a woman and finally found the club. It's a great place!

LISTENING

A **10.04 LISTENING SKILL—Listen for gist** Listen and choose the correct option.

- 1 Kristina is talking about a time when she ...
 a forgot something. b made a decision. c got upset.
- 2 Javier is talking about a time when he ...
 a had an argument. b got lost. c made a new friend.
- 3 Lauren is talking about a time when she ...
 a had an argument. b found something. c made a mistake.

B **10.04** Listen again and complete with the words you hear.

- 1 Kristina: I _____ it was just a regular party, but it was her birthday, and I _____!
- 2 Javier: When I _____ him, I _____ him where to go.
- 3 Lauren: When we _____ there, they said they _____ a table for us.

C **THINKING SKILL—Analyze** Compare the stories in the LISTENING to your life. Did anything like these experiences happen to you? Tell a partner.

WRITING

A Read the email. Choose *True* or *False*.

New Message

From: Juana@email.cc

Cc Bcc

To: avery@email.cc

Cc Bcc

Hi, Avery.

How are things?

The business trip to London was great, but I made a big mistake!

I went to a new restaurant with some friends. We had a good meal, but when we left, a car almost hit me outside the restaurant! I looked left, then right, before I crossed the street. But it's London! You have to look right, then left. Fortunately, the driver stopped in time, but we were both a little scared. He shouted at me to look both ways and drove away.

The next day, I went to the London office and guess what? I met the driver! He's one of my coworkers. In the end, we laughed about our "meeting" the day before. He's a really nice guy.

Write me soon with all your news!

Take care,

Juana

Send

- | | |
|--|--------------|
| 1 Juana liked the restaurant. | True / False |
| 2 A car hit Juana. | True / False |
| 3 Juana had an argument with the driver. | True / False |
| 4 Juana met the driver again later. | True / False |
| 5 Juana and the driver are coworkers. | True / False |



MAKE IT YOURS

Business emails often include some personal experiences. When you describe some of your experiences, you connect with the people you work with.

B Write an email to a friend about a time you made a mistake, got lost, or had an argument. Use *first*, *next*, *later*, and *in the end*.

- When did this happen? _____
- What happened first? _____
- What happened next / later / the next day? _____
- What happened in the end? _____

SPEAKING

A Choose one of the experiences and think about a time when it happened to you. What happened? Make notes to help you.

- | | |
|---------------------------|--|
| ▪ a time when I got upset | ▪ a time when I lost something important |
| ▪ a time when I had fun | ▪ a time when I made a new friend |

B IN PAIRS Role play. Student A, tell your partner about your experience. Student B, listen carefully to your partner, and ask any questions you have. Then change roles. Use the Confident Communicator box to help you.

CONFIDENT COMMUNICATOR

START TALKING

To say when something happened, use *yesterday*, *the day before yesterday*, or *last Monday / week / month / year*, etc.

You can also use a period of time + *ago*:

This happened two years ago.

Language and Life

Empathy – Take My Advice



A 10.05 Read the web page. Then answer the questions.

☆ ☰

THE WORLD ADVICE CORNER

The world's problem-solving web page

Got a problem? Got a solution? Here at the World Advice Corner, we want you to use your experience to help each other. Post your problem and then read the advice from people around the world. Or find a problem and give your advice. Here's a selection of problems on the World Advice Corner.

My problem is that I'm lonely. It's hard to make new friends. I went to a party recently and spent most of the time in the kitchen! I get nervous around people I don't know. Does anyone have **Adrian** advice?

Submit Advice

My parents try to control my life! When I go out with friends, they always want to know exactly where I am and what I'm doing. I have to text them every half an hour or they worry. How can I find a solution? I don't want to argue with them **Maria**

Submit Advice

I have a work problem. Last week, I made a mistake and my boss yelled at me. I got upset and didn't know what to do. Did this ever happen to you? What did you do? All advice is welcome! -**Olivia**

Submit Advice

- 1 What happens on the advice website? _____
- 2 What problem does Adrian have? _____
- 3 What problem does Maria have? _____
- 4 What problem does Olivia have? _____

B **IN GROUPS** Discuss whether you have the same problem. Explain what happened.

I had the same problem as Olivia. I had an argument with my boss. She said ...

C **Read and choose the advice you think best fits each person.**

- | | | | |
|--------------------------|-------------------------|--|---|
| 1 What should Adrian do? | a go to more parties | b find a hobby | c play a sport |
| 2 What should Maria do? | a explain how she feels | b forget her parents and do what she wants | c ask her parents to explain why they worry |
| 3 What should Olivia do? | a get another job | b argue with her boss | c explain to her boss how she feels |

D Make notes on advice for Adrian, Maria, and Olivia.

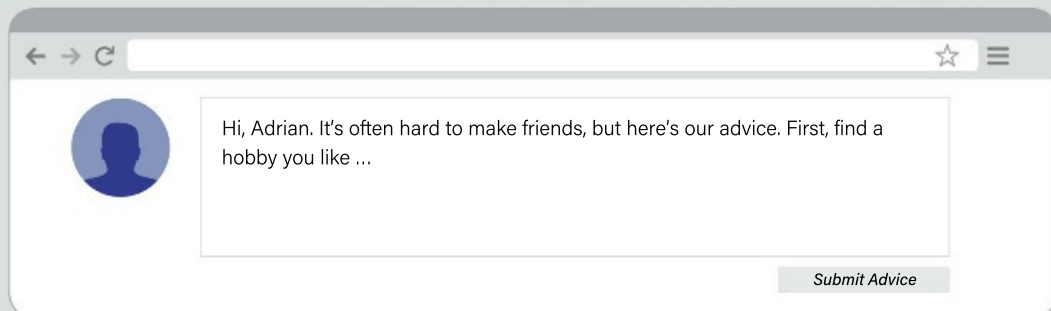
I think Adrian should find a hobby because he can meet people with the same hobby.

Adrian: _____

Maria: _____

Olivia: _____

E IN PAIRS Choose one person from D and write a complete post with your advice.



Hi, Adrian. It's often hard to make friends, but here's our advice. First, find a hobby you like ...

Submit Advice

F Share your advice with the class. Take a class vote for the best advice.

MAKE IT DIGITAL

Find an advice website like the one in the text. Submit a problem you have or one of the problems from A. See what advice you receive.



VOCABULARY review

SCORE: / 10



A Match the sentence beginning (1-10) to the sentence end (a-j). Write the letter.

- | | |
|--|------------------------|
| 1 Do you want to go on _____ | a make a mistake? |
| 2 Where do you usually meet up _____ | b dancing? |
| 3 How often do you go _____ | c with friends? |
| 4 At what age did you start _____ | d a date? |
| 5 When did you last _____ | e school? |
| 6 How do your friends like to have _____ | f out at a restaurant? |
| 7 What makes you get _____ | g a movie? |
| 8 Would you like to watch _____ | h fun? |
| 9 How often do you eat _____ | i born? |
| 10 In what year were you _____ | j upset? |

GRAMMAR review

SCORE: / 10



A Complete the paragraph with the simple past form of the verbs in parentheses.

In 2017, 16-year-old student Rayouf Alhumedhi 1 _____ (write) a text message to a friend. She 2 _____ (try) to add an emoji, but she 3 _____ (do not see) any on her phone that she 4 _____ (like). They 5 _____ (not look) like her. Alhumedhi, a Muslim from Saudi Arabia, 6 _____ (want) an emoji with a headscarf. So what 7 _____ she _____ (do)? She 8 _____ (ask) Apple and the Unicode emoji committee to make one. "It's something important to my identity," she 9 _____ (tell) *Time Magazine*. Apple soon 10 _____ (have) the new emoji on all its phones.

16-20 correct: You can talk about social life with *get*, *have*, and *make*. You can use the simple past in affirmative and negative statements.

0-15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

WHAT DO YOU KNOW NOW?

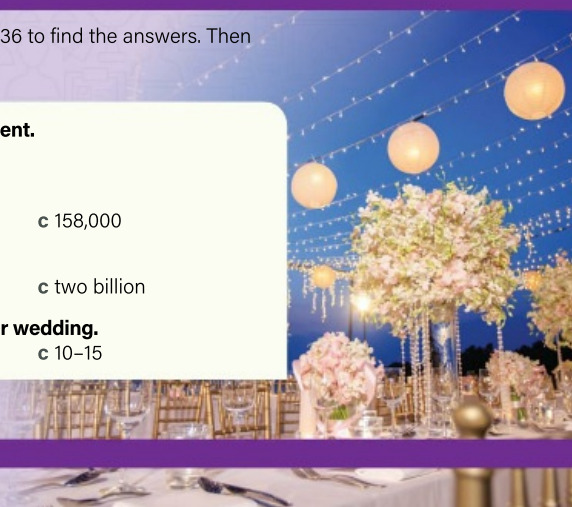
Look back at page 97 and add the words you know now to the box.

FOLLOW A PRO

EVENT PLANNING

Take the quiz about special events. Go to **Follow A Pro** on page 136 to find the answers. Then learn more about the event planning industry.

- Social media is the best way to tell people about an event.**
a true b false
- How many weddings are there in the US every year?**
a 1.2 million b 2.4 million c 158,000
- How many birthday cards do people send every year?**
a one million b one billion c two billion
- 40% of couples spend ... hours per week planning their wedding.**
a 1-5 b 5-10 c 10-15



A Read about an event organizer. Answer the questions below.

AN EVENT ORGANIZER

Dale Langdon started Star Events, Inc. four years ago. He loves social events, and he likes to help people celebrate special times in their lives. It's not easy to organize a wedding for 300 people or an 80th birthday party for a large family, but Dale does that every day. Each event starts with a meeting. People tell Dale what kind of event they want and how many people they want to invite. Dale asks questions to find out more about the person's ideas. Dale then makes sure it all happens. He has to find a place for the event and make all preparations for the event—from the music to the parking. For some events, he has to find musicians, photographers, dancers, chefs, DJs, and servers. It's a lot of work, but Dale likes it.

- 1 Why did Dale start Star Events, Inc.? _____
- 2 What kind of events does Dale organize? _____
- 3 What does each event start with? _____
- 4 How does Dale find out what people want? _____
- 5 What services does Dale need to find? _____

B Discuss the questions as a class.

- 1 What do you think is enjoyable about this career?
- 2 What do you think is not enjoyable about this career?
- 3 Imagine you are an event organizer. A young woman wants an unusual event for her 21st birthday. Money isn't a problem. What do you suggest?

VIDEO



WATCH THE VIDEO AND FOLLOW A TOUR GUIDE.

C IN GROUPS Answer the questions.

- 1 Where does the person work? _____
- 2 What does the person do every day? _____
- 3 What does the person say is the best part of the job? _____
- 4 What skills does the person need? _____
- 5 Who does the person work with? _____

D IN GROUPS Check your answers to the quiz on page 106 and discuss the questions.

- 1 What different events do people need help with planning?
- 2 Which events take the most time and money to plan?
- 3 What personal qualities do you need to work in the events industry?
- 4 Are there opportunities for this job where you live?
- 5 Do you need English for this job?

Answers to the quiz on page 106

1a 2b 3c 4c

UNIT 10 — simple past (affirmative statements)

Function

We use the simple past to talk about states, events, and actions in the past.

Form

We generally add **-ed** to regular verbs (e.g., *walk-walked, live-lived, stop-stopped*).

Regular verbs	Add -ed .	listen-listened
Verbs ending in e	Add -d .	love-loved
Verbs ending in vowel + consonant	Double the last consonant and add -ed .	hop-hopped
Verbs ending in consonant + y	Change y to i and add -ed .	copy-copied

There are many irregular simple past forms (e.g., *speak-spoke, take-took, eat-ate*). See the irregular verbs chart on page 139. Notice spelling patterns on the list of irregular verbs.

Affirmative statements	
I	
You	
He	inspired many people.
She	had an interesting life.
It	
We	
They	

A Write the simple past forms of the verbs.

1 eat _____

2 learn _____

3 play _____

4 speak _____

5 talk _____

6 become _____

7 do _____

8 have _____

9 cry _____

10 shop _____

11 make _____

12 go _____

B Write the simple past forms of the verbs.

Look at this picture of my parents. My father was born in Mexico. He 1 _____ (come) to the US in 1990. He 2 _____ (work) in Texas for many years. He 3 _____ (meet) my mother in 1995. They 4 _____ (get) married two years later. They 5 _____ (start) a family and 6 _____ (have) me in 1999. Later they 7 _____ (move) to California and 8 _____ (open) a small restaurant. They 9 _____ (buy) their first home in 2007.

UNIT 10 — simple past (negative statements and questions)

Form

We use *didn't* (*did not*) + the base form of the verb to form negative simple past statements (*didn't work, didn't go, didn't say*). To ask *yes/no* questions, we use *Did* + subject + the base form of the verb (*Did you live there?*). For short answers, we use *Yes* + subject + *did* or *No* + subject + *didn't* (*Yes, we did. / No, we didn't.*). To ask information questions, we use a *wh-* question word + *did* + subject + the base form of the verb (*Where did they grow up?*).

Negative statements		Yes/no questions	
I	didn't work hard. didn't have an easy life.	Did you like the story?	Yes, I did. / No, I didn't.
You		Did they tell anyone?	Yes, they did. / No, they didn't.
He		Information questions	
She		What did you talk about?	I talked about you.
It		Where did he grow up?	He grew up in Germany.
We		Who did they see?	They saw their grandparents.
They			

A Complete the sentences using the negative simple past form of the verbs.

- | | |
|------------------------------------|----------------------------------|
| 1 They woke up early. | They _____ late. |
| 2 We felt very cold. | We _____ very hot. |
| 3 She had a big family. | She _____ a small family. |
| 4 It seemed like a good idea. | It _____ like a bad idea. |
| 5 I lived in a noisy neighborhood. | I _____ in a quiet neighborhood. |
| 6 He gave a short speech. | He _____ a long speech. |
| 7 We bought an old house. | We _____ a new house. |
| 8 I read an interesting book. | I _____ a boring book. |

B Complete the conversation with short answers or the simple past form of the verbs in parentheses.

Diego: 1 _____ your family _____ (come) to visit you last weekend?
José: Yes, they 2 _____ (do). I 3 _____ (show) them around the city.
Diego: Where 4 _____ you _____ (go)?
José: To the beach. But they 5 _____ (not enjoy) it much.
Diego: 6 _____ you _____ (take) them to eat out?
José: No, I 7 _____ (not do). They 8 _____ (want) to cook for me.
 I 9 _____ (not mind)!