MICKEY ROGERS
JOANNE TAYLORE-KNOWLES
STEVE TAYLORE-KNOWLES

SPEAK YOUR MIND

STUDENT'S BOOK
+ access to Student's App

2

macmillan education

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Extraordinary pp. 7–15	• Discuss role models • Talk about a memorable event • Write and talk about an anecdote	• Role models • Reactions • Family situations	• Past progressive • Past progressive vs. simple past Grammar Reference pp. 142–143	• Discuss events in a timeline • Describe personal events • Share anecdotes
	Language and Life—Communication: Present a Citizen Award			
Unit 2 Party! pp. 17–25	• Talk about an idea for a holiday • Talk about money and spending habits • Write about a celebration	• Unique holidays • Money and shopping • Food and drink packaging	• Quantifiers • *enough / not enough* Grammar Reference pp. 143–144	• Talk about new holidays • Discuss opinions about celebrations • Share ideas about special foods
	Language and Life—Creativity: Create a Graduation Ceremony			
Unit 3 What's Trending? pp. 27–35	• Talk about street entertainers in your area • Discuss activities of the past • Write and talk about viewing habits	• Street entertainers • The music industry • TV viewing	• Indefinite pronouns • *used to* Grammar Reference pp. 145–146	• Discuss street entertainers • Compare generations • Talk about TV viewing habits
	Language and Life—Decision-making: Design an Event to Save a Theater			
Unit 4 Your ID pp. 37–45	• Talk about personality types • Describe people with superlatives • Talk about who you are like	• Personality types • Different personalities • Characteristics	• *(not) as ... as* • Superlative adjectives Grammar Reference pp. 146–147	• Describe a person's personality • Talk about your personality • Compare family members
	Language and Life—Interpersonal Communication: Understand and Interact with Different Personalities			
Unit 5 Prepping pp. 47–55	• Make predictions and express intentions • Make requests and ask permission • Talk about a social event	• Checking in • Making suggestions • Wedding customs	• Modals of intention, offer, and prediction • Modals of request and permission Grammar Reference pp. 148–149	• Role-play a conversation • Describe plans for a class party • Talk about a social event
	Language and Life—Global Competence: Understand and Appreciate Social Customs			
Unit 6 Changes pp. 57–65	• Talk about risk and change • Discuss life experiences • Discuss positive and negative effects of changes	• Status quo • Life experiences • Changing cities	• Present perfect with *for* and *since* • Present perfect with *ever* and *never* Grammar Reference pp. 149–150	• Discuss changes in your life • Talk about life experiences • Debate changes in your town
	Language and Life—Collaboration: List Recommendations for Visitors Discovering Your Town			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Language for speculation *Repair It* • Replacement words *Start Talking* • Sequencing words	• Vowel + consonant + *e*	Read a biography • Skill—Skim a text Listen to people recall memorable events • Skill—Listen for specific information Listen to a story about look-alikes • Skill—Predict the story	• Evaluate • Analyze • Understand	Write an anecdote
Unit Review p. 16 **Study Skills** p. 127—Using Personal Experience				
Keep Talking • Give reasons *Start Talking* • Give opinions *Keep Talking* • Ask follow-up questions	• /tʃ/ and /ʃ/	Read about unofficial celebrations • Skill—Predict the topic Listen to a conversation about the business of holidays • Skill—Identify opinions Listen to a Chinese dumpling recipe • Skill—Listen for specific information	• Analyze • Evaluate	Write about a celebration
Unit Review p. 26 **Follow A Pro** p. 128—A Hotel Manager ▶ An Event Planner				
Start Talking • Make notes *Keep Talking* • Ask for opinions *Keep Talking* • Qualifying phrases	• Reduced form of *used to*	Read a magazine article about street entertainers • Skill—Identify main ideas Listen to an interview with a music producer • Skill—Listen for numbers Listen to a recording about TV viewing habits • Skill—Identify opinions	• Understand • Evaluate	Write about your viewing habits
Unit Review p. 36 **Study Skills** p. 129—Designing a Questionnaire				
Keep Talking • Show disagreement *Keep Talking* • Talk about life events *Keep Talking* • Make comparisons	• Stress on the adjective in *as ... as / not as ... as*	Read an article about personality types • Skill—Summarize Listen to a lecture about personalities of a team • Skill—Identify tone Listen to a recording about family personalities • Skill—Listen for detail	• Apply • Predict	Write about a movie character
Unit Review p. 46 **Follow A Pro** p. 130—A School Psychologist ▶ A Teacher				
Keep Talking • Useful phrases *Keep Talking* • Make requests *Start Talking* • Practice giving a talk	• Word stress with modal auxiliaries	Read a dialogue about a hotel reservation • Skill—Scan Listen to a conversation about a class party • Skill—Listen for gist Listen to a conversation about wedding etiquette • Skill—Listen for main ideas	• Predict • Remember • Analyze	Write about weddings
Unit Review p. 56 **Study Skills** p. 131—Organizing to Help Memorization				
Keep Talking • Useful phrases *Keep Talking* • Reacting to information *Keep Talking* • Point of view	• Present perfect contractions	Read an article about status quo bias • Skill—Identify examples Listen to a recording about bucket lists • Skill—Listen for main ideas Listen to a radio show about changing cities • Skill—Listen for specific information	• Analyze • Create • Understand	Write about your city
Unit Review p. 66 **Follow A Pro** p. 132—An Architect ▶ An Urban Planner				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 7 Get to Work pp. 67–75	• Talk about being career-ready • Discuss a successful person • Talk about skills and qualifications	• Career readiness • Success • Employability skills	• Present perfect with *already, yet,* and *just* • Present perfect and simple past Grammar Reference pp. 151–152	• Discuss how career-ready you are • Talk about someone with a nontraditional career • Discuss your creativity
	Language and Life—Problem-solving: Create a Business Plan for an Entrepreneur			
Unit 8 Downtime pp. 77–85	• Talk about kids' activities that adults like doing • Make plans and talk about preferences • Express your opinion	• Kidult activities • Leisure activities • Adjectives of feeling	• Gerund phrases as subject and object • Verb + gerund or infinitive Grammar Reference pp. 152–153	• Explain enjoyable kids' activities • Discuss weekend activities • Talk about doing nothing
	Language and Life—Mindfulness: Select Calming Activities to Relax Your Mind			
Unit 9 Room for Me pp. 87–95	• Talk about types of housing • Talk about living preferences • Discuss future changes in the home	• Housing solutions • Living together • Appliances	• Future forms • Future possibility and certainty Grammar Reference pp. 154–155	• Discuss housing • Talk about future possibilities • Talk about homes of the future
	Language and Life—Decision-making: Use a Decision Matrix to Plan and Develop a Neighborhood			
Unit 10 Wellbeing pp. 97–105	• Talk about study habits • Talk about hypothetical conditions • Write about small life changes	• Brain power • Accidents and illnesses • Collocations with *get*	• Zero and first conditional • Second conditional Grammar Reference pp. 155–156	• Express opinions about study habits • Role-play a conversation about illnesses • Discuss getting in shape and healthy
	Language and Life—Critical Thinking: Create Campaigns to Improve Public Health			
Unit 11 Use and Reuse pp. 107–115	• Talk about what things are made of • Talk about inventions and gifts • Discuss uses of plastic	• Product lifecycles • Clothing materials • Collocations connected to materials	• Simple present passive • Simple past passive Grammar Reference pp. 157–158	• Discuss the lifecycle of a plastic bottle • Talk about a gift you received • Compare how you use plastic
	Language and Life—Innovation: Suggest Upcycling Projects			
Unit 12 I'm a Member pp. 117–125	• Talk about social groups • Discuss networking • Talk about belonging to youth tribes	• Types of community • Networking • Appearance	• Reflexive pronouns • Review of tenses Grammar Reference pp. 158–159	• Discuss social groups • Talk about expanding your network • Discuss subcultures
	Language and Life—Media Literacy: Design an Ad Campaign to Reach a Target Group			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Keep Talking • Give negative answers *Keep Talking* • Express doubt *Start Talking* • Describe images	• /j/ and /dʒ/	Read an informative article about career readiness • Skill—Understand vocabulary in context Listen to an interview with an entrepreneur • Skill—Understand attitude Listen to a lecture about employability skills • Skill—Identify key words	• Summarize • Analyze	Write a personal statement
Unit Review p. 76 **Study Skills** p. 133—Creativity				
Start Talking • Describe an activity *Keep Talking* • Agree with a proposal *Start Talking* • Explain a concept	• *-ould* words	Read an article about kidult activities • Skill—Read for main ideas Listen to people plan weekend activities • Skill—Listen for details Listen to a class discussion about the psychology of doing nothing • Skill—Listen for reasons	• Apply • Analyze • Understand	Write a blog entry
Unit Review p. 86 **Follow A Pro** p. 134—A Resort Activities Coordinator ▶ A Recreation Coordinator				
Keep Talking • Ask for opinions *Keep Talking* • Ask for reasons for opinions *Keep Talking* • Give reasons for opinions	• /ɑʊ/ and /oʊ/	Read an article about housing solutions • Skill—Predict Listen to a conversation about where to live • Skill—Listen for attitude Listen to a talk about solar panels • Skill—Take notes	• Understand • Evaluate	Write an opinion paragraph
Unit Review p. 96 **Study Skills** p. 135—Problem Solving				
Start Talking • State agreement or disagreement *Keep Talking* • Ask about an illness *Start Talking* • Make a statement stronger	• Intonation in conditional sentences	Read an article on ways to improve your memory • Skill—Scan Listen to an interview with a health expert • Skill—Listen for cause and effect Listen to a dialogue about a fitness program • Skill—Listen for gist	• Brainstorm • Evaluate • Understand	Write a website comment
Unit Review p. 106 **Follow A Pro** p. 136—A Family Physician ▶ A Physical Therapist				
Start Talking • Order steps in a process *Keep Talking* • State who made something *Start Talking* • State alternatives	• Silent *t*	Read an article about the lifecycle of a T-shirt • Skill—Understand words from context Listen to an interview about accidental discoveries • Skill—Listen for key words Listen to a lecture on upcycling items • Skill—Listen for gist	• Brainstorm • Understand • Analyze	Write an email
Unit Review p. 116 **Study Skills** p. 137—Using Precise Language in Academic Writing				
Start Talking • Make a guess *Start Talking* • Show certainty *Keep Talking* • Further a point	• /s/ vs. /ʃ/	Read an article on types of community • Skill—Understand the main ideas Listen to a podcast about networking • Skill—Listen for the main ideas Listen to an interview about different social groups • Skill—Listen for gist	• Analyze • Understand	Write a description
Unit Review p. 126 **Follow A Pro** p. 138—An Entrepreneur ▶ An Entrepreneur				

UNIT 4

Your ID

WHAT DO YOU ALREADY KNOW?

1 Think of people you know. Write one word to describe each person.

2 IN PAIRS Share and compare your list. Say who the people are and describe them. Add more words to your list, if possible.

VIDEO

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

SYM Are you an introvert or an extrovert?

In this unit, you will ...

- talk about personality types, describe people using superlatives, and compare appearance to others.
- use thinking skills: apply and predict.
- read about personality types in the workplace.
- use strategies to start and keep talking by showing disagreement, describing yourself in the past, and making ucomparisons.
- use interpersonal communication skills to understand and interact with different personalities.
- follow a school psychologist to learn about this job and the skills needed for a career in education.

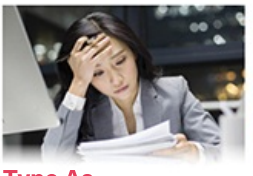
READING

A **Think about your close friends. Are their personalities similar to or different from yours?**

B 4.01 **Read this article about different personality types. Then choose the correct option.**

WHAT'S YOUR PERSONALITY TYPE?

Are you friendly and outgoing? Or are you the quiet type? Do you like to work as part of a team or do you prefer to work alone? Psychologists try to understand people by studying their personalities. Read on to find out more about four different personality types.



Type As

Type As are often successful, professional people. They are very organized and focused, and they work hard to succeed. Sometimes, they can be **impatient** with co-workers who aren't as hard-working as they are. They enjoy taking risks, but get stressed easily.

Type Bs

Type Bs are usually **easygoing** and don't get stressed. They love to spend time with friends and have fun. Usually, they're cheerful and **optimistic**. Their worst characteristics are that they can be **lazy** and take a long time to make decisions.

Type Cs

Type Cs are interested in small details and numbers. They are very good problem solvers. They like to be alone and don't always like working as part of a team. They are often **shy** and find it hard to communicate. Type Cs get as stressed as Type As at work. Take time to relax, Type Cs!

Type Ds

Type Ds aren't as optimistic as Type Bs. In fact, they can be very pessimistic. They often worry, see the negative side of things, and get **depressed** when things are hard. They like to feel comfortable and don't like to take risks. However, they are patient and hard-working.

Remember that most people are a mix of these different types. It's unusual to find a person who is only one personality type.

1 Type D people **enjoy** / **don't enjoy** taking risks.
2 Type C people find it **easy** / **hard** to relax.
3 Type B people have a **positive** / **negative** view of the world.
4 Type A people **are** / **aren't** hard-working.

C READING SKILL—Summarize **Complete the summary for Type B people using words from the article in B.**

Type B people like having 1 _____. They are usually sociable and 2 _____. They have a/an 3 _____ view of life, but they can be 4 _____ and can take time to decide things.

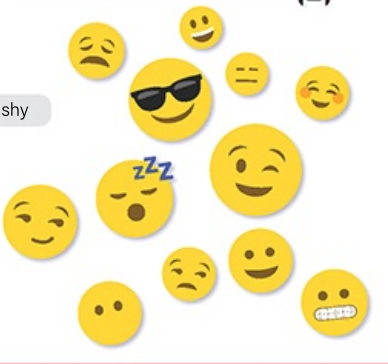
D THINKING SKILL—Apply **Explain what personality type you think you are. Why? How about your friends and family?**

VOCABULARY

A **Match the words from the box to the definitions (1–6).**

depressed easygoing impatient lazy optimistic shy

1 _____: quiet; nervous and embarrassed
2 _____: very relaxed; calm
3 _____: sad; very unhappy
4 _____: not wanting to work
5 _____: positive; thinking good things will happen
6 _____: annoyed because something isn't happening quickly



GRAMMAR *(not) as ... as*

A Choose the sentence with the same meaning.

1 Type Ds aren't as optimistic as Type Bs.
- a Types Ds and Type Bs are equally optimistic.
- b Type Ds are more optimistic than Type Bs.
- c Type Bs are more optimistic than Type Ds.

2 Type Cs are as stressed as Type As at work.
- a Type Cs and Type As are equally stressed at work.
- b Type Cs are more stressed than Type As at work.
- c Type As are more stressed than Type Cs at work.

For more practice, go to page 146.

B Choose the correct option.

Because my sister and I are twins, people think we have the same personality, but we are very different. My sister, Danni, is more of a Type A personality. I'm more of a Type B. Danni **1 isn't as patient as / is as patient as** I am. She gets mad about small things, but I don't. In general, Type A people **2 aren't as easygoing as / are as easygoing as** Type B people. Of course, Type B people aren't always relaxed. For example, I'm **3 as impatient as / not as impatient as** Danni when I have to wait in line at the store. We both want to buy our things and leave quickly! Danni and I are different, but we have a good relationship. I think we are both outgoing, and I'm **4 as friendly as / not as friendly as** her. For example, we both like going out together to see friends. But I'm **5 as hard-working as / not as hard-working as** Danni, so I go out more often! I usually stay out with friends longer, and she comes home and does her homework!

C IN PAIRS Compare people. Use adjectives from the reading and any others you know.

brother/sister classmate/friend Dad/Mom Type A personalities/Type B personalities

My brother isn't as easygoing as my sister.

MAKE IT YOURS

Go online or use a dictionary to find more words for characteristics that you and your friends have.

PRONUNCIATION stress on the adjective

A 4.02 Listen to the opinions. Notice the stress on the adjectives.

B 4.03 IN PAIRS Listen and repeat.

1 I don't think swimming is as difficult as skiing.
2 I'm not as cheerful as my best friend.
3 Learning grammar isn't as easy as learning vocabulary.

SPEAKING

A IN PAIRS Play a game of Guess Who. Think of a well-known character from a movie or TV series. Describe their positive and negative characteristics. Ask your partner to guess who it is. Take turns.

B IN GROUPS Talk about what percent (%) of each personality type you think you are. Give reasons. Use the Confident Communicator box to help you.

CONFIDENT COMMUNICATOR

KEEP TALKING

Use the following expressions to estimate:
I think I'm about/roughly/approximately 25% Type A, because ...
Off the top of my head, I'd say I'm about 50% Type D, because ...
I have a feeling I'm probably mostly a Type B, because ...

VOCABULARY different personalities

A Match the types of people (1–6) to their descriptions (a–f). Write the letter.

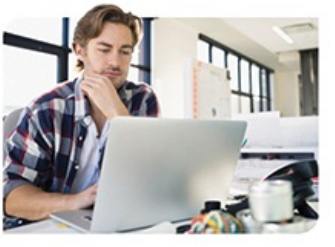
1	A leader ____	a	likes to work a lot.
2	An expert ____	b	likes to be alone.
3	A loner ____	c	likes to try new and sometimes dangerous things.
4	A workaholic ____	d	is responsible for a group of people.
5	A creative thinker ____	e	has specialized knowledge.
6	A risk taker ____	f	has new and imaginative ideas.

B IN PAIRS Which type of person from A do you think you are? Which type(s) of people do you like to work with? Discuss and give reasons.

I think I am a creative thinker because I like to think of new ideas. I wouldn't like to work with a workaholic because ...

LISTENING

A Do you prefer to work in a large group, in a small group, or alone? Discuss.



B 4.04 LISTENING SKILL—Identify tone Listen to the talk about teamwork and different personalities. What is the style of the talk? Choose and explain.

a serious b amusing c critical

C 4.04 Listen again. Choose *True* or *False*.

1	All the members of a team should have the same personality type.	True / False
2	A good leader sometimes lets other members lead the team.	True / False
3	Many companies have a technology expert on the team.	True / False
4	Creative thinkers are often very organized.	True / False
5	The information in the talk is only useful for people at work.	True / False

D THINKING SKILL—Apply Think about groups/teams that you are in at school, at work, or in the community. Which role do you usually take? Which one do you prefer?

GRAMMAR superlative adjectives

A We use superlative adjectives to compare more than two things. Underline the superlatives.

1 An expert has the greatest knowledge about a subject important to the project.
2 The creative thinker is often not the most organized person on the team.
3 The expert will explain all the most important details to the team.
4 That is the worst mistake you can make!

B Choose the correct words to complete the rules.

1 Use ***a*** / ***the*** before a superlative adjective.
2 For adjectives that are one syllable, add ***–er*** / ***–est*** to the end of the word.
3 For adjectives that are two syllables and end with *–y*, add ***–est*** / ***–iest*** to the end of the word.
4 For adjectives that are two or more syllables, use ***most*** / ***the most*** before the adjective.
5 Some superlative forms are irregular: *bad–the worst; good–**better*** / ***the best***.

For more practice, go to page 147.

C Complete the sentences with the correct superlative form of the adjective in parentheses.

1 Diana is _____ (creative) person I know.
2 The day I won this award was _____ (happy) day of my life.
3 Fernando is _____ (tall) student in this class.
4 Esmeralda is _____ (talkative) student in this class.
5 The Green Garden is _____ (good) restaurant in town.

D IN PAIRS Discuss the questions.

1 What was the most exciting day of your life?
2 Who is the smartest person you know?
3 What is the most beautiful place you know of?
4 What is the worst thing to do on the weekend?
5 (Write your own question.)

_____

_____

MAKE IT REAL

In spoken English, people often use the superlative to show that something is really good or bad. In these cases, they often pronounce *the* /ðə/ as *thee* /ði/.
That was the /ði/ most amazing meal!
It was the /ði/ worst movie.

SPEAKING

A What were you like in your elementary school classes? Were you the funniest kid? The quietest kid? The smartest kid? The most creative kid?

B IN PAIRS Talk about how your personality changed as you grew up. Are you different now?

When I was in kindergarten, I was the most creative kid in the class. But in first grade ...

C IN GROUPS Say how your partner's personality changed as he or she grew up. Did anything surprise you? Use the Confident Communicator box to help you.

CONFIDENT COMMUNICATOR

KEEP TALKING

Use these phrases to talk about changes in your life:
When I was younger / ***in kindergarten*** / ***in high school,*** *I was talkative.*
I used to be *a little impatient, but I'm more relaxed now.*
Until I went to high school / ***university,*** *I was the shiest person in the class.*

Who Are You Like?

VOCABULARY characteristics

A Complete the sentences with words from the box.

adventurous bossy generous honest rude selfish smart

Someone who is ...

1 _____ tells people what to do.
2 _____ is intelligent.
3 _____ isn't polite.
4 _____ enjoys giving things to people.
5 _____ loves new and exciting experiences.
6 _____ thinks only about himself or herself.
7 _____ tells the truth.

B Complete the table with the words in A.

Positive characteristics	Negative characteristics

C IN PAIRS Compare your answers from B. Can you add any other characteristics?

D IN GROUPS Choose one characteristic from A that describes you and one that does not. Explain.

I think I'm very generous. I love giving gifts. So, I don't think I'm selfish.

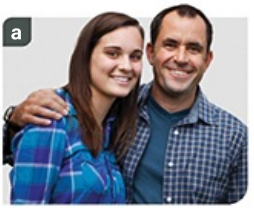
LISTENING

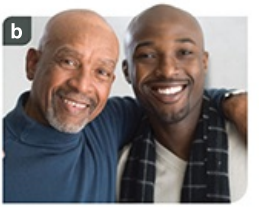
A Look at the pictures. Guess how the people are related. Use the words from the box to help you.

A: I think these two are father and son. He's the oldest because ...

B: I don't think they're father and son. I think they're ...

aunt/niece brother/sister | brothers cousins | father/daughter father/son | mother/daughter mother/son | sisters twins





B 4.05 Listen to the speakers talk about who they are like. Then match each speaker to his or her picture in A.

1 Speaker 1: photo _____
2 Speaker 2: photo _____
3 Speaker 3: photo _____
4 Speaker 4: photo _____

C 4.05 LISTENING SKILL—Listen for detail **Listen again and choose the words the speakers use to describe themselves.**

Speaker 1: tall / bossy / creative / blond hair / blue eyes
Speaker 2: short / tall / slim / brown hair / blond / adventurous / smart
Speaker 3: brown eyes / small / selfish / brown hair
Speaker 4: bald / tall / easygoing / strict

D THINKING SKILL—Predict **As people grow older, do they become more similar to their parents and grandparents in appearance? How about in personality?**

WRITING

A **Read the description of a character from a movie. Can you guess who the character is?**

One of my favorite characters is [redacted] from the movie [redacted]. The American actor Harrison Ford plays this role. He is a pilot and the leader of the Rebel Alliance. In the early movies, he travels around the galaxy with his copilot, Chewbacca. He's easygoing and very smart, but he is sometimes rude. Princess Leia is in love with him, but she says she is not. They get married in the end and have a son named Ben. I really like him because he's a hero, but he's not perfect.

B **You are going to write a description of a character from a movie, TV show, or book. Make notes about ...**

the movie, TV show, or book _____
the character's appearance _____
the character's personality _____
what the character does _____
how you feel about the character _____

C **Write your description in your notebook. Try to write about 100 words.**

SPEAKING

A IN PAIRS **Compare yourself to a member of your family. Describe how you are the same or different. Use the Confident Communicator box to help you. Consider the criteria.**

- physical appearance, e.g. hair color, eye color, hair type (e.g. wavy, straight, curly), weight, height
- your personality
- interests and abilities, e.g. artistic ability, sports, music, career

I'm like my dad. We are both adventurous. But I look like my mom and my aunt.

CONFIDENT COMMUNICATOR

KEEP TALKING

Use the following phrases to talk about who you are like:
I look like / don't look like my mom/dad.
I take after / don't take after my mom/dad.

Use the following phrases to talk about characteristics:
I'm like / not like my mom/dad.
My brother/sister and I are alike / not alike.

Language and Life

Interpersonal Communication – Working with Different Personalities

A 4.06 **Read the conversation. Decide which person has each type of personality.**

Lana: Thanks for coming to the meeting. I made notes on the things we need to do. I think we need to focus on this year's fundraiser and organize it.

Ben: A fundraiser? We tried that last year. You know, we spent a lot of money on T-shirts, and we didn't make any money. I think that's a bad idea.

Lana: How much money did we make? And how much did we lose? Alex?

Alex: I have that information right here. We spent $456 on T-shirts, and we made $153. We had a lot of T-shirts that didn't sell. We also spent $120 on food and drink.

Marta: I think fundraisers are fun! I had a great time at the one last year and I think people enjoyed it. OK, so we didn't sell many T-shirts, but maybe we can do something different this year, like have a raffle or a popcorn stand.

Ben: A popcorn stand? I hate popcorn.

Marta: OK, maybe not popcorn. How about we sell cookies? Everyone loves cookies! I can make some.

Alex: Maybe we should find out how much the ingredients cost and how many we need to make. I'm happy to do that.

Lana: Those are all interesting ideas, but I think we need to focus on two things. First, we need to decide on a date for the fundraiser and second, which person can do which job. I think that would be very useful. Alex, take notes, please ...

1 Type A _____ 2 Type B _____ 3 Type C _____ 4 Type D _____

B **Choose the adjective that describes each person.**

1	Lana:	organized	easygoing	lazy
2	Ben:	focused	negative	relaxed
3	Alex:	selfish	bossy	logical
4	Marta:	cheerful	pessimistic	honest

C **Read lines from the rest of the conversation. Who do you think said each line?**

Alex Ben Lana Marta

1 _____: "I think we should forget about a fundraiser. I don't think people will come."
2 _____: "These are great ideas. Having a popcorn stand, having a raffle, selling cookies ... I'm sure we can make money!"
3 _____: "We really need to make a decision by the end of this meeting. We can't wait another week. We have to get started as soon as possible!"
4 _____: "It's good to know how much money we can make. Popcorn is cheap to make, but we can sell it for a lot more money, I think."

D **IN GROUPS** **Prepare a role-play about planning a class event, such as a party or a celebration. Use the suggested phrases to help you.**

Student A: You have a Type A personality.

Suggested phrases:
I made notes on ...
I think we need to focus on ...
First, we should decide ...

Student B: You have a Type B personality.

Suggested phrases:
... is / are fun!
I love ...!
These are great ideas!

Student C: You have a Type C personality.

Suggested phrases:
I have that information ...
Maybe we should find out how much ...
I am happy to ...

Student D: You have a Type D personality.

Suggested phrases:
We tried that ...
I think that's a bad idea...
I don't think people ...

E **Role-play your discussion from D for the class. Can your classmates guess who played each personality type?**

F **Discuss the questions.**

1 Did you understand the different personalities better in the role play? Why or why not?
2 In what other situations do you need to interact successfully with people who have different personalities?

MAKE IT DIGITAL

Go online to find a quiz about personality types. Take the quiz and share your results with the class.

VOCABULARY review

SCORE: / 10

A Match the personality types (1–5) to their synonyms (a–e). Write the letter.

1	easygoing ____	a	happy
2	depressed ____	b	worried
3	outgoing ____	c	friendly
4	stressed ____	d	relaxed
5	cheerful ____	e	unhappy

B Complete the sentences with words from the box.

expert leader loner risk taker workaholic

1 My best friend is a real _____. He isn't afraid of anything and loves anything dangerous!
2 I was a _____ when I was teenager. I didn't want to make friends with anyone.
3 My eldest daughter is a _____. She works very long hours.
4 Dr. Milagros is a psychology _____. She knows a lot about how people think and behave.
5 John is the _____ of this project. He tells everyone else on the team what to do.

GRAMMAR review

SCORE: / 10

A Complete the sentences using *as ... as* and the adjectives in parentheses.

1 Jack _____ as Garth. (not/tall)
2 Emily _____ Marty. (shy)
3 Greg and Henry _____ Barbara. (not/outgoing)
4 Uncle Garth _____ Dad. (cheerful)
5 Raul and his sister _____ Patty. (not/hard-working)

B Complete the sentences using the superlative form of the adjectives in parentheses.

1 My brother is _____ (smart) person in our family.
2 Auntie Jill is _____ (creative) person I know.
3 That was _____ (scary) movie ever! I didn't like it.
4 Martina is _____ (best) manager in the office.
5 Fernando is _____ (young) child in the Perez family.

16–20 correct: You can identify different personalities and characteristics. You can use superlative adjectives.
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 37 and add words you know now to the box.

FOLLOW A PRO EDUCATION

Take the quiz about education. Then go to Follow A Pro on page 130.
Find the answers and learn more about education.

1 How many students does the largest school in the world, in India, have?
a 15,000 b 25,000 c 55,000

2 How much time do elementary school students in China spend on homework each day?
a about one hour b about two hours c about three hours

3 What is the oldest English-speaking university in the world?
a Oxford b Cambridge c Yale

UNIT 4

FOLLOW A PRO

A **Read about a school psychologist's job. Answer the questions below.**

A SCHOOL PSYCHOLOGIST

I'm Laura Cardoso and I work as a school psychologist. I work for the school district in a large city. I have a master's degree, and right now I'm working toward my PhD.

Children have different personalities, abilities, and needs. Most of them do fine in the educational system. However, some children need expert help. Some children find schoolwork hard, while other children are bored because their schoolwork doesn't challenge them enough. A school psychologist works with children to help them with their problems so that they can get the best education possible.

There are two main parts to my job. I work with children, parents, and teachers to plan a learning program for each child that needs help. I try to understand the personalities of the children I work with and any problems they have. I use my training to help them learn. The other part of my job involves training teachers in my city. I travel from school to school and explain common problems children have. It's very motivating to help children do their best.

1 What degree does Laura have? _____
2 Why do some children need a school psychologist? _____
_____
3 Who does Laura work with when planning a learning program? _____
_____
4 What does Laura do besides work with children? _____
5 What does Laura like about her job? _____

B **Discuss the questions as a class.**

1 Would you like to work as a school psychologist? Why or why not?
2 What skills are important for this job?

VIDEO

WATCH THE VIDEO AND FOLLOW A TEACHER.

C **IN GROUPS** **Answer the questions.**

1 What job is the video about? _____
2 Where does the person work? _____
3 Who does the person work with? _____
4 What special education does this person have? _____
5 Is the person happy in this job? _____
6 What does the person say is the best part of the job? _____

D **IN GROUPS** **Check your answers to the quiz on page 46 and discuss the questions.**

1 Do you know any people who work in education?
2 What other jobs in education do you know?
3 In what ways might English be useful for a psychologist in the field of education?
4 What personal qualities do you need to work in education?
5 What are the best and worst things about working in education?

Answers to the quiz on page 46
1 c 2 c 3 a

UNIT 4 — comparative review and *(not) as ... as*

Function

We use comparatives to compare one thing, person, or place to another thing, person, or place. We use *as ... as* to show that two things are equal. We use *(not) as ... as* to show that two things are not equal.

Form

Adjectives with one syllable	Adjectives that end with *–y* and have two syllables
My sister is quieter than I am. Silvia is nicer than Ella.	Horacio is happier than Frank. I'm lazier than my sister is.

Adjectives with two or more syllables	Irregular forms
Cities are more expensive than small towns. He is more handsome than his father. Now I'm more ambitious than I was then.	He's a better cook than his sister is. New York is farther from her than Chicago is.

as ... as	*(not) as ... as*
She's as friendly as her daughter. He's as tall as I am. I'm as stressed as you are about this.	I'm not as creative as you are. They're not as hard-working as we are. She's not as optimistic as she used to be.

A Choose the correct option.

My brother and I are twins—we look very similar, except that I'm **1** as tall as / not as tall as he is. I'm only 175 centimeters! We both have blue eyes, although I think his eyes **2** are bluer / are more bluer. When it comes to personality, we're really different. I don't think he's **3** as serious as / not as serious as I am. He's **4** more sociable / sociabler than I am and likes hanging out with his friends, while I like to be alone. I'd like to be **5** as easygoing / not as easygoing as he is, but I wouldn't like to be **6** as lazy / not as lazy as he is!

B Correct the mistakes.

1 I think that the coffee in this café is more good than the other one. _____
2 A city vacation is expensiver than a vacation in the country. _____
3 Our apartment isn't modern as yours. _____
4 Is your homework as hard like mine? _____
5 Her driving isn't getting better. It's getting badder! _____
6 You should do this task first because it's importanter. _____
7 Tom was as happy than you when he heard the news. _____

UNIT 4 — superlative adjectives

Function

We use superlatives to compare more than two things.

Form

Adjectives with one syllable	Adjectives that end with *-y* and have two syllables
It's the cheapest restaurant in town. What's the quickest way to get there? It's the smallest room in the house.	She's the funniest girl in the class. That was the happiest day of my life. July is the sunniest month in my country.

Adjectives with two or more syllables	Irregular forms
He's the most interesting man I've ever met. I think she's the most confident student. You're the most patient teacher in the school.	This is the best holiday ever! I've had the worst day. I think she ran the farthest.

A Complete the conversation with the superlative form of the adjectives in parentheses.

Sue: I'm organizing the end-of-year awards, Robert. Can you help me?
Robert: Well, I know what you should get the prize for, Sue—**1** _____ (hardworking) student in the school!
Sue: Aw, thanks, Robert! We don't have that category this year, though. There is a prize for **2** _____ (easygoing) person in our grade. Who should that be?
Robert: Hmm, what about Donato? He doesn't really do anything at all. He could win the prize for **3** _____ (lazy) guy, maybe?
Sue: That wouldn't be very nice! I also need to find someone to win the prize for **4** _____ (creative) idea of the year.
Robert: What about Daniella's charity fashion show? That was really creative.
Sue: Ah, yes, good idea. There's also a prize for **5** _____ (good) team worker ...
Robert: Oh, that should be Nick. He likes everyone. You know, I really think he's **6** _____ (nice) guy in the whole school.