

1 LIFE PLANS



LEARNING OUTCOMES

FUNCTIONS: talking about the future; complaining

GRAMMAR: present tenses (review); future tenses (review)

VOCABULARY: making changes; life plans; phrases with *up*



Work in pairs. Look at the photo and answer these questions.

- 1 What do you think this man is doing? Do you think it's difficult to plan a trip like this?
- 2 What do you think are the advantages and disadvantages of travelling alone?
- 3 Would you like to go backpacking? Where would you go?



UNIT 1


READING

- 1 What are the people doing in the photos? Do you think these are good or bad habits? Why?
- 2 Which bad habits do you have? Add two more of your own.
 - a not doing enough exercise
 - b leaving your homework until the last minute
 - c forgetting important dates
 - d texting when you shouldn't
 - e playing computer games when you should be studying
 - f getting up late for school
- 3  Work in pairs. What can you do to change some of these habits?
- 4 Read the article quickly. What two things is the writer trying to change about her life?
- 5  **1.08** Read the article again and listen. Are the sentences T (true) or F (false)?
 - 1 The writer has to finish the article by the following day.
 - 2 The writer is finding it easy to lead a healthier life.
 - 3 We use different parts of our brain depending on who we're thinking about.
 - 4 Our brains don't always let us make good choices for our future selves.
 - 5 It takes just under two months for our brains to feel happy with changes to our lifestyles.
 - 6 The writer has decided that she'll never be able to change her habits.



I miss my bad habits

I don't believe it! It's 11 pm and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to be more efficient this year and to never leave things to the last minute. Well, I've failed. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is leading a better life so hard?

I've just read an article on a website and I've discovered that it isn't my fault! In fact, it isn't anyone's fault. It's our brains. They're programmed to make it difficult to break bad habits. There's nothing we can do. For example, you're sitting up late playing

Minecraft. You know you've got an important test tomorrow, so why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have done experiments that show we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'. And that's why we don't always find it easy to make sensible decisions for ourselves in the future.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it's going to take another six weeks before going to the gym stops being so difficult and becomes an automatic part of my life. That's because ten weeks is the amount of time the brain needs to



change and accept new behavioural patterns as part of everyday life. The good news is that once you make it to ten weeks, everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

So there you are. Maybe we want to change our ways and become better people but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!

GET IT *right!*

We say

- ✓ I read it **on** the school website.
- not
- ✗ I read it **in** the school website.

train to THINK

Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this 'reading between the lines'.

6 Answer the questions and give reasons for your answers.

0 Who is the writer? (paragraph 1)

She's a schoolgirl – she's writing for the school magazine and mentions her teacher.

- 1 Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
- 2 Does she enjoy exercise? (paragraph 1)

SPEAKING

Work in pairs. Discuss these questions.

- 1** What resolutions are you going to make for this school year?
- 2** What do you think is the secret of changing your life for the better?

Careful planning.

Do work first, play later.

Listen to your parents.

UNIT 1



GRAMMAR

Present tenses (review)

- 1 Match sentences (1–5) with the tenses (a–d) and then complete the rule with the names of the tenses.
- I'm still sitting here writing this article.
 - I've also been trying to get fitter for four weeks now.
 - I've started going to the gym.
 - I'm not feeling any fitter, just a little unhappier.
 - The brain sees the 'future you' as a different person to your 'present you'.
- present perfect continuous
 - present simple
 - present continuous (x2)
 - present perfect

RULE:

- We use the ... to talk about facts and give opinions.
- We use the ... to talk about what's happening at or around the time of speaking.
- We use the ... to talk about past actions without saying when they happened.
- We use the ... to talk about actions that started in the past and are still happening.

Look!

We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying.

My dad's always telling me what to do.

- 2 Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible.

It's 2 am and I ¹... (lie) in bed. I ²... (try) to get to sleep, but I can't. I ³... (have) trouble sleeping for about a month now. I ⁴... (try) different things to help me sleep, but nothing ⁵... (work). My mind ⁶... (not want) to stop. A lot ⁷... (happen) in my life right now. It's exam time, so I ⁸... (study) a lot. There's also the question of next year. I ⁹... (think) about it for ages. Mum and Dad ¹⁰... (want) me to go to university, but I'm just not sure what to do.

- 3 Work in pairs. Think about a problem you've been having and tell your partner.

I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.

Workbook page 10



VOCABULARY

Making changes

- 1 Match the phrases with the definitions.
- make a resolution **f**
 - give something up
 - do well
 - struggle with something
 - take something up
 - break a bad habit
 - form a good habit
 - change your ways
 - stop doing something
 - find something difficult
 - start a new hobby or interest
 - stop doing something that isn't good for you
 - start doing something that is good for you
 - decide to make a positive change
 - do things differently (usually for the better)
 - be successful

- 2 Complete the text with the missing verbs.

Last year I ¹... loads of resolutions and decided to ²... my ways. I tried to ³... the habit of getting up late at weekends. For two months I got up at 8 am. But by 2 pm I felt sleepy, so I ⁴... up sleeping in the afternoon. I also ⁵... up wasting time online, but my parents bought me a laptop and that was the end of that. Then I stopped eating meat. I was ⁶... well until Mum made roast beef. I just had to eat it. I tried to ⁷... good habits as well: for example, I started piano lessons. But I ⁸... with finding time to practise, so I stopped. This year I've only made one resolution: not to make any resolutions.

- 3 Work in pairs. Discuss these questions.
- What subjects are you doing well in at school?
 - What subjects do you struggle with?
 - What was the last thing you gave up doing? Why?

Workbook page 12

 LISTENING

J.K. Rowling







Sylvester Stallone



James Joyce



-  Work in pairs. Look at the photos. Discuss these questions.
 - What do you know about these people?
 - Can you match the information with each person?
 - ... was a famous Irish writer.
 - ... wrote *Rocky*.
 - ... wrote the Harry Potter series.
-  **1.09** Listen and check.
-  **1.09** Read the questions carefully. Listen again and make notes.
 - What's Annie's problem?
 - What does Ben want to do with his life?
 - How was James Joyce earning a living when he was 30?
 - How are the examples of Joyce, Stallone and Rowling different to Annie's situation?
 - Why does Ben tell Annie not to worry?
-  Work in pairs. Compare your answers to Exercise 3.

 GRAMMAR

Future tenses (review)

- Look at the sentences from the listening. Complete them with the correct future forms of the verbs. Then complete the rule with *present continuous*, *going to* and *will*.
 - I ... (meet) the careers advisor this afternoon.
 - I ... (study) medicine at university.
 - I'm sure you ... (do) well whatever you do.

RULE:

- To talk about future arrangements, we often use the ¹...
- To make predictions, we often use ²...
- To talk about intentions, we often use ³...

- Choose the best tense.
 - We'll go / We're going* to the beach this Friday. Do you want to come?
 - I don't think *I'll finish / I'm finishing* this homework.
 - I won't go / I'm not going* to university this year. I want to take a year off.
 - I've got an appointment with the dentist tomorrow. *I'm seeing / I'll see* her at 10 am.
 - Daisy's learning to fly. *She'll be / She's going to be* a pilot.
 - I'm not *eating / going to eat* chocolate. That's my resolution for next year.
 - Argentina *will win / are winning* the next World Cup. That's what I think.
 - We're flying / We will fly* on Friday. I'm so excited.
- Write down:
 - two arrangements you've got for this week.
 - two intentions you've got for this year.
 - two predictions for your life.

Workbook page 11


GET IT right!

Remember we can't use the present simple to talk about the immediate future. Instead, we use the present continuous.

- ✓ *I'm going to the doctors this morning.*
 ✗ *I go to the doctors this morning.*

UNIT 1

 **READING**

- 1  Choose the statements you agree with. Then discuss them in pairs.

A good friend ...


- a always tells you what they're thinking.
- b never criticises you.
- c agrees with everything you say.
- d always listens when you have a problem.

- 2 Read the article and match the titles (A–E) with the paragraphs (1–5).

- A No one is happy all the time
- B Stop expecting everybody to like you
- C Don't expect people always to agree with you
- D Stop expecting people to know what you're thinking
- E Don't expect people to change

- 3 Read the article again. Which paragraphs should these people read and think about?

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. I wish my life was as perfect as hers.'
- 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
- 5 'I wish Dylan wasn't so untidy. He always makes such a mess.'

- 4  Work in pairs. Discuss these questions.

- 1 Which piece of advice do you think is the best? Why?
- 2 What other advice would you add?

GET IT *right!*

Remember that *advice* is an uncountable noun.

- ✓ *She gave me some good advice.*
- ✗ *She gave me some good advices.*

For a better life ...

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family, and when they don't act as we think they should, we feel disappointed. Maybe it would be easier if we stopped expecting so much from other people. No one is perfect, and that includes you.

- 1 So you want to travel the world before you do a degree, but your parents don't think it's a good idea. Of course, it's great if other people can support you in your decisions, but you can't keep everyone happy all of the time. It's your life and you need to make the decisions to make you happy.
- 2 Don't worry if there are people who aren't very nice to you, because there are plenty of people who are. They're called your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember: there's somebody for everyone.
- 3 You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to be thinking the same thing. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

- 4 People can change, but they don't usually do it because someone else wants them to. You can try and tell them what you're not so happy about, so at least they know, but don't be too disappointed if they carry on doing exactly the same things. You have a choice: accept them or walk away.

- 5 From their Facebook updates, you'd believe that all your friends are happy all the time and leading exciting lives. Of course, they aren't, just like you know that your life isn't always perfect. We all go through hard times and we often try to hide it. Be kind to people. They might be having a bad day and your smile could make a big difference.

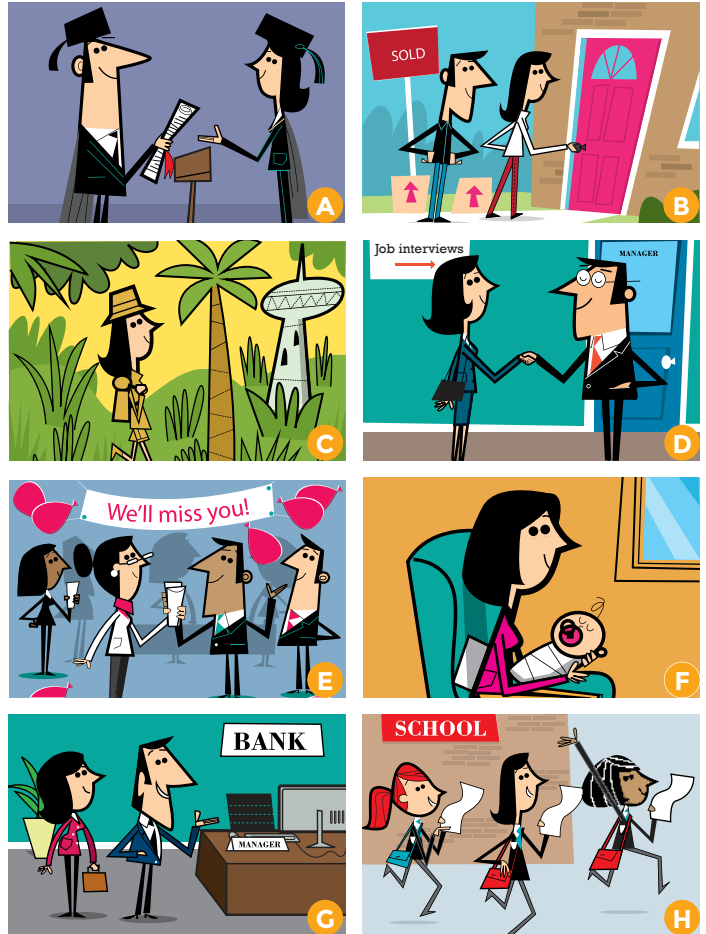


VOCABULARY

Life plans

- Match the phrases (1–8) with the pictures (A–H).
 1 retire 5 start a family
 2 travel the world 6 settle down
 3 start a career 7 get promoted
 4 get a degree 8 leave school
- Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle has always done things differently. He ¹... when he was 16 because he wanted to see other places. He spent the next twenty years ²... , working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and ³... . He did really well, and when he finished, he ⁴... as a translator. Because he was good at his job, he ⁵... quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to ⁶... and ⁷... . Now he's 55, with three young children. He says he wants ⁸... soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



Workbook page 12

THINK self-esteem

Life changes

- Copy and complete the table with your own ideas.

	One positive change	One negative change
You leave home	Freedom	You have to look after yourself.
You do a degree		
You start a career		
You start a family		
You get promoted		
You retire		

- Work in small groups. Compare your ideas.



WRITING

An email about resolutions

Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:


- bad habits you're changing
- new classes you're taking
- activities you plan to take up
- why you're doing all of this

GET IT right!

Which is correct?
 At university, I want to do a
career / degree in Art History.

PHOTOSTORY 1

WHAT'S UP WITH MIA?

- 1 Look at the photos and answer the questions.
 What do you think the problem is?
 What does Mia want to give up?
- 2  1.10 Now read and listen to the photostory.
 Check your answers.

FLORA: Hi, Leo. Hi, Jeff.
 LEO: Hi, Flora.
 FLORA: Hey, has either of you seen Mia lately?
 JEFF: No. I haven't seen her for ages, actually.
 LEO: Now you mention it, neither have I.
 FLORA: It's strange, isn't it? She hasn't been to the café for a long time.
 I wonder what she's up to.
 LEO: Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?

1



THE FOLLOWING WEEK ...



CHLOE: Hi, Mia.
 MIA: Hi, Chloë.
 CHLOE: What's up with you? You don't sound very happy.
 MIA: It's nothing.
 CHLOE: Really?
 MIA: Well, to be honest, I don't really feel like orchestra today.
 CHLOE: Why not?
 MIA: I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.
 CHLOE: Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.
 MIA: Here we go. I am not looking forward to this.

3




MIA: Don't even joke about it. I never have time to do anything any more.
 FLORA: Come and sit down. I'll get you something to drink.
 MIA: You're a star. That's just what I need.
 JEFF: So what's up, Mia? Why are you so busy?
 MIA: Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.
 LEO: It's Thursday today.
 MIA: I know. I'm only here because orchestra was cancelled this week. Thank goodness.
 LEO: Don't you like playing the violin?
 MIA: Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?
 FLORA: So why do you do it?
 MIA: To keep my mum happy, I suppose.
 JEFF: You should talk to her, tell her you want to give it up.
 MIA: Yeah, maybe. But it's not always so easy to talk to her.
 FLORA: Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
 MIA: Yeah, I guess you're right. It's up to me to do something about it.

2

- 3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

We think that Mia decides to carry on with the violin and continues playing in the orchestra.

- 4  **EP1** Watch and find out how the story continues.

- 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

Phrases for fluency

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?

- 1 Now you mention it, ...
- 2 Where have you been hiding?
- 3 You're a star.
- 4 Where shall I start?
- 5 Don't be silly.
- 6 Here we go.

- 2 Use the expressions in Exercise 1 to complete the conversations.

- 1 A You look tired. Has it been a busy day?
 B Busy? ... First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE.
 A Well, you just sit down and I'll get you something to eat.
 B Thanks, Mum. ...
- 2 A ... , Annie? I haven't seen you for days.
 B I haven't been anywhere. You're the one who disappeared.
 A ... , I have been quite busy.
- 3 A It's ten o'clock. Time for the test.
 B ... I'm really not ready for this.
 A Me neither. I've got a feeling I'm not going to pass.
 B ... You always pass.

GET IT right!

Which is the correct spelling?

I practise / practice the piano every day.

I go to orchestra practise / practice every Tuesday.



VOCABULARY

Phrases with up

- 1 Match the phrases in bold with the definitions.

- 1 So **what's up**, Mia?
- 2 Do you know I spend **up to** an hour every day practising?
- 3 I wonder what she's **up to**.
- 4 Then every night I'm **up** late doing my homework.
- 5 It's **up to me** to do something about it.
- 6 I don't know if I'm **up to** it.
 - a not in bed
 - b doing
 - c what's the matter?
 - d capable of
 - e as long as / to a maximum of
 - f my responsibility

- 2 Use words and phrases from Exercise 1 to complete the sentences.

- 1 What have you been ... recently?
- 2 I was ... late watching TV last night.
- 3 Oh, no! You look really unhappy. ... ?
- 4 It isn't my decision. It's ... you to decide.
- 5 He's 75 now, so he isn't ... long walks.
- 6 This car can carry ... six people.

Workbook page 12




FUNCTIONS


Complaining

- 1 Match the parts of the sentences.

- 1 I'm not happy with
- 2 The problem is that
- 3 He's always
- 4 If I'm honest, I don't
 - a it takes up so much time.
 - b picking on me.
 - c really like the violin.
 - d the way he talks to me.

- 2  Work in pairs. Student A: turn to page 159
 Student B: turn to page 160.

PRONUNCIATION

Linking words with *up*
 Go to page 150. 

UNIT 1

Life skills

Managing stress

Stress can cause health problems, emotional problems and relationship problems. Finding ways to reduce, or manage, stress helps you feel healthier, happier and be a better friend.

1 Think about the photostory on page 18.

- 1 Imagine you are Mia. How do you feel when you make a mistake at orchestra practice?
- 2 Imagine you are Mia's mum or dad. How do you feel when you find out how Mia feels?

2 Read this online article about stress. When can stress be useful?

Stress: What's the use?

Posted Oct 2015



We tend to think of stress as negative, but in fact it's normal. Stress is our nervous system and certain hormones reacting to a difficult situation. Stress

improves our ability to perform under pressure as well as avoid danger. Cavemen hunting dangerous animals for food felt stress, and famous singers perform better on stage because of the stress. Stress becomes a problem when it is excessive or ongoing.

People seem to feel more stress these days. Money is one source of stress. Not having any money at all is very stressful, but for most of us, the problem is that we always want something better or more. A new pair of cool trainers or wearing the ones you bought a few months ago? One holiday a year, or two (or three)?

Things like mobiles and email can be a problem, too. We spend our lives moving from screen to screen, responding to people or things we've seen instead of really relaxing. Exercise is great for reducing stress, but technology in the form of cars, washing machines and TVs, also mean that we do much less exercise now than people did in the past.

These general causes of stress mean that when other specific stressful situations – divorce, exams, pressure from friends to do things – come along, we're often less able to manage.



3 Work in pairs. Answer the questions.

- 1 What does the article say stress is?
- 2 What does the article say are the main causes of stress?
- 3 Why does the writer think people are more stressed these days?
- 4 Do you agree with the article?
- 5 Can you think of any other general reasons why people feel stressed?

4 In your notebook, make a mind map about stress. Add 3 parts to show how your *family*, your *friends* and *school* might cause stress.

5 Stress can affect us in physical and emotional ways. Which of these effects are physical and which are emotional effects?

- | | |
|-----------------------------|---------------------------------|
| 1 having no energy | 5 problems sleeping |
| 2 feeling sad or depressed | 6 having trouble concentrating |
| 3 often being in a bad mood | 7 feeling bored all the time |
| 4 headaches | 8 frequent colds and infections |

6 Here are some ideas for reducing stress. Give each idea a score (1–5) for how effective you think it is, then compare your answers with your partner.

- a Stop worrying about things you can't control.
- b Save a little money each week.
- c Keep a diary of your thoughts and feelings.
- d Go swimming once a week.
- e Prepare in advance for events that might be stressful.
- f Talk to your friends/parents about your problems.
- g Switch off your mobile phone while you're having dinner.
- h Have a regular sleep routine.

7 Think of a time when you were stressed. Use your ideas from Exercises 5 and 6 to help you. Talk to your partner about:

- how you felt
- what you did
- what you would do differently in the future

Tips for managing stress

- 1** Tell people how you are feeling. Being strong means sharing, not hiding feelings.
- 2** Be patient – try not to worry about things you can't control.
- 3** Get enough sleep, exercise and eat healthily.