

# 1 LIFE PLANS

## OBJECTIVES

**FUNCTIONS:** talking about the future; complaining

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

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

## READING

**1** What are the people doing in the photos? Do you think these are good or bad habits? Why?

**2** Check (✓) the bad habits that you have. Then add two more of your own.

- not getting enough exercise
- leaving your homework until the last minute
- forgetting important dates
- texting when you shouldn't
- playing computer games when you should be studying
- getting up late for school

**3** **SPEAKING** Work in pairs. What can you do to change some of these habits?

**4** Read the article quickly. Underline the two things that the writer is trying to change about her life.

**5** **▶ 1.08** Read the article again and listen. Mark 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 adjust to changes in our lifestyles.
- 6 The writer has decided that she'll never be able to change her habits.



A



C



B



D

# 1 LIFE PLANS

## READING

- 1 Books closed. To introduce the topic, write these verbs on the board: *play, eat, read, text, talk, watch, drink*. In pairs, students use the verbs to discuss their free time activities. Tell them to find three things they have in common with their partners. Monitor, and encourage them to use the simple present to describe their habits and routines. Ask one or two pairs to share with the class what they have in common. You could extend this by searching for images of bad and good habits and showing them on the Interactive Whiteboard (IWB), if available. Ask students to say whether they have these habits, but do not say if they are good or bad habits at this stage. If you're using an IWB, the picture description is best done as a whole-class activity. Give students a minute to discuss in pairs. Then ask students to describe what they can see. Ask them whether they think it is a good or a bad habit and to give reasons.
- 2 Books open. Working individually, students complete the exercise. Monitor to help students with vocabulary to describe their bad habits.
- 3 **SPEAKING** Divide the class into pairs. Students discuss their answers to Exercise 2 and agree on which are the two worst habits. Monitor, and help with any questions. Invite students to share their opinions with the rest of the class.
- 4 Tell students they are going to read an article written by a teenager about her bad habits. Check/clarify: *resolution* (a decision to change something in your life, often made at the beginning of the year). Check understanding by asking students to give examples of typical resolutions. Also check *give up* (to stop doing something, such as a hobby or a habit) by asking students to name things they used to do but don't do now. Students read the text quickly to find the answer. To encourage students to practice reading quickly for gist, give a two-minute time limit and tell them not to worry about understanding every word but to focus on getting a general understanding of the text. If you are using an IWB, you could project the article for two minutes, with books closed, and then hide it. With weaker classes, you may like to give them more time. Ask students to compare answers in pairs before conducting a quick whole-class check.

### Answer

To be more efficient and never leave things to the last minute; to get fitter

## Background information

**Minecraft** is a computer game created by Swedish programmer Markus Persson and initially released in 2009. The game is played individually and involves collecting building blocks from which players create buildings or anything they want. There is no limit to what can be created, but players need to build some sort of shelter to protect themselves from monsters. The game has been bought by more than 70 million people and has more than 100 million registered users. In September 2014 the developers of Minecraft sold the rights to the game to Microsoft for \$2.5 billion!

- 5  1.08 Ask students to work with a partner and try to answer the questions from memory before reading and listening again to check. Encourage students to underline key information in the article that supports their answers. Prompt students to quote this during whole-class feedback and also to correct any false statements.

### Answers

1 T 2 F She misses her bad habits. 3 T 4 T  
5 F It takes ten weeks. 6 F She thinks anything is possible.

### Fast finishers

Ask students to answer the same questions about their family members.

### Optional extension

To develop some of the themes in the reading and to give students some extended speaking practice, write these questions on the IWB or the board:

*In what ways are you good/bad at planning your time?*

*When was the last time you left homework until the last minute?*

*What are your bad habits? Do they make life difficult for you?*

*What was the last good habit that you formed?*

Give students a minute to think about their answers and write notes if necessary. Divide the class into small groups for students to compare answers and decide who is the most organized. Monitor, but as the focus is on fluency, avoid correcting errors. During whole-class feedback, ask students: *Who is the most organized in your group?*

**Reading between the lines**

6 Students complete the exercise in pairs. Ask them to underline the language in the article that helps them answer the questions. Check answers with the whole class, referring to the language that students underlined. Encourage students to challenge each other and offer different answers, because this will help develop their critical thinking skills. Be prepared to accept answers that are different from the answer key if students are able to justify them.

**Answers**

1 Yes, she feels guilty because she says she'd made a resolution not to leave things until the last minute and then says, "Well, I've failed." 2 No, she doesn't enjoy exercise because after going to the gym and doing karate for four weeks, she's feeling unhappier.

**SPEAKING**

For variety, pair students with different partners or small groups than those for Exercise 6. Students discuss their answers. Monitor, and help with vocabulary. When students have discussed the questions fully, you could extend speaking time by regrouping students for them to present their answers to their new partners. Encourage students to speak at length without interruption. Listen to some of their ideas during feedback with the class.

## I miss my **bad** habits

I don't believe it! It's 11 p.m., 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 till the last minute. Maybe she's right.

A month ago I made a resolution to be more efficient this year. Well, I've clearly failed that one. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate, 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.

Right now, 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 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 have an important test tomorrow, so why don't you just turn off the computer and go to bed? 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 than 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 the amount

of time the brain needs to accept new behavioral patterns. 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 before then.

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



### 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 student – 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 2)

### 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 to changing your life for the better?

*Careful planning.*

*Do work first, play later.*

*Listen to your parents.*

## GRAMMAR

### Present tenses (review)

1 Match sentences 1–5 with the tenses a–d and then complete the rule with the tenses (a–d).

- |   |                          |
|---|--------------------------|
| 1 I'm still <b>sitting</b> here writing this article.                                 | <input type="checkbox"/> |
| 2 I've also <b>been trying</b> to get fitter for four weeks now.                      | <input type="checkbox"/> |
| 3 I've <b>started</b> going to the gym.   | <input type="checkbox"/> |
| 4 I'm <b>not feeling</b> any fitter, just a little unhappier.                         | <input type="checkbox"/> |
| 5 The brain <b>sees</b> the "future you" as a different person to your "present you." | <input type="checkbox"/> |
- a present perfect continuous  
b simple present  
c present continuous (x2)  
d 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 behavior 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 form of the verbs. Sometimes more than one tense is possible.

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

3 **SPEAKING** 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.*

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## VOCABULARY

### Making changes

1 Match the phrases with the definitions.

- |                           |                          |   |
|---------------------------|--------------------------|---|
| 0 quit doing something    | <input type="checkbox"/> | a |
| 1 make a resolution       | <input type="checkbox"/> |   |
| 2 do well                 | <input type="checkbox"/> |   |
| 3 struggle with something | <input type="checkbox"/> |   |
| 4 take something up       | <input type="checkbox"/> |   |
| 5 break a bad habit       | <input type="checkbox"/> |   |
| 6 form a good habit       | <input type="checkbox"/> |   |
| 7 change your ways        | <input type="checkbox"/> |   |
- a stop doing something  
b find something difficult  
c start a new hobby or interest  
d stop doing something that isn't good for you  
e start doing something that is good for you  
f decide to make a positive change  
g do things differently (usually for the better)  
h be successful

2 Complete the text with the missing verbs.

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

3 **SPEAKING** 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 quit doing? Why?

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## GRAMMAR

### Present tenses (review)

- 1 Books closed. Write sentences 1–5 on the board or project them if you're using an IWB. Ask a student to come to the board and underline all the verbs in the sentences. Invite others to call out and help if appropriate. Give students one minute to work with a partner and name the four tenses. Then ask different students to come and write each one on the board. Next, ask students to open their books and match the tenses (a–d) with the sentences.

One way to find out students' current knowledge of tenses is this: Tell students that you are going to ask them a question and that (on the count of three) they should raise their right hand if they think the answer is *Yes* and their left if they think the answer is *No*. If the answer is *Maybe* or *We don't know*, they should not raise either hand. This helps you see which students are unclear about the answers to the questions. Ask questions to elicit the meaning of the sentences, e.g.:

For 1: *Is the speaker sitting at the moment of speaking?* (Yes.)

For 2: *Was the speaker trying to get fit four weeks ago?* (Yes.) *Has the speaker stopped trying to get fit?* (No.)

For 3: *Did the speaker start going to the gym in the past?* (Yes.) *Do we know when in the past?* (No.)

For 4: *Is the speaker talking about how she feels in the present?* (Yes.)

For 5: *Is the speaker talking about something that's happening now?* (No.) *Is the speaker talking about a general truth or a fact?* (Yes.)

Say the sentences for students to repeat, and check pronunciation. Make sure students are using the weak form of *been* in sentence 2 and, if not, highlight this sound and model it for your students to repeat.

#### Answers

1 c 2 a 3 d 4 c 5 b

#### Rule

1 simple present 2 present continuous  
3 present perfect 4 present perfect continuous

If necessary, give students more examples of each tense to clarify usage. Draw students' attention to the LOOK! box and ask students to complete the sentence: *My dad / sister / brother is always ...*

- 2 If you don't have much time, assign this exercise for homework, but ask students to read through the text quickly in class and find out why the writer is having trouble sleeping. This will help them focus on the overall meaning of the text. Check the answer (*The writer is worrying about exams and the future*). Students complete the sentences with the correct form of the verbs in parentheses. Ask them to compare answers with a partner before checking with the class.

#### Answers

1 am ('m) lying 2 am ('m) trying / have ('ve) tried / have ('ve) been trying 3 have ('ve) been having / have ('ve) had 4 have ('ve) tried / have ('ve) been trying 5 has worked / works / is working 6 doesn't want 7 is happening 8 have ('ve) been studying / am ('m) studying 9 have ('ve) been thinking 10 want

- 3 **SPEAKING** Ask students to complete the exercise in pairs. With weaker classes, give students some time to make a note of their ideas and to ask questions about vocabulary or look up words in a dictionary. Students discuss their problems. Encourage them to think about possible solutions. Monitor students' use of present tenses and make a note of errors. Write these on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Workbook page 10



Be aware of common errors related to the simple present and the present continuous. Go to Get it right! on page 122.

## VOCABULARY

### Making Changes

- 1 Books closed. If you're *not* using an IWB, write phrases 1–7 on the board and ask students where they have seen them before (*In the article on page 13*). Tell students to find the phrases in the article as quickly as possible. When students have found the verbs and can see them being used in context, ask students to try to figure out the meaning of the phrases.

Books open. Students complete the exercise then compare answers with a partner. Check answers with the whole class, referring back to the text to clarify meaning. Say the phrases for students to repeat and check pronunciation.

#### Answers

1 a 2 h 3 b 4 c 5 d 6 e 7 g

- 2 Ask: *Did the writer keep his/her resolutions?* Students read the text quickly to answer the question, ignoring the spaces for now. Check the answer with the whole class (*No*.) Students complete the text with the verbs in the correct tense. Ask students to compare answers with a partner before whole-class feedback.

#### Answers

1 made 2 change 3 break 4 took 5 gave  
6 doing 7 form 8 struggled

- 3 **SPEAKING** Divide the class into small groups and ask students to discuss the questions. Monitor, and encourage students to give detailed answers. Invite students to share their answers with the rest of the class for feedback.

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## LISTENING

You could assign a homework research task for students to find out about J.K. Rowling, Sylvester Stallone, and James Joyce before this doing exercise. Students share what they discovered with the class.

- 1 **SPEAKING** Books closed. To introduce the topic do an Internet image search for *before they were famous*. Choose some images and copy and paste them into a page to be shown on the IWB, if available, or on to a piece of paper. Divide the class into groups and give them a time limit to guess who the pictures show. Ask them to write the names of the stars and to guess what the star did before he/she became famous. Find out which group has named the most. Books open or, if you're using an IWB, do this as a whole-class activity. Tell students that they are going to listen to two teenagers talking about these three famous people, but first they should discuss the questions in pairs.

### Background information

**J.K. Rowling** (pronounced *rolling*) (born July 31, 1965) is a British novelist. She wrote seven *Harry Potter* novels in a ten-year period from 1997–2007. They have become the best-selling book series in history, selling over 400 million copies. It is estimated that she has donated over \$160 million to charity.

**Sylvester Stallone** (born July 6, 1946) is an American actor and movie director. He is most famous for his roles in the *Rocky* and *Rambo* series of movies, which were huge successes in the 1980s and 1990s. He has also starred in action movies such as *Demolition Man*.

**James Joyce** (1882–1941) was an Irish novelist and poet. His best-known works are *Dubliners* (1914), *Ulysses* (1922), and *Finnegans Wake* (1939). He is known for inventing words, which makes his books difficult to read.

- 2  **1.09** Play the audio for students to check their answers to Exercise 1. Tell them not to worry about understanding every word. Check answers.

#### Answers

A James Joyce B Sylvester Stallone C J.K. Rowling

- 3  **1.09** Ask students to read the questions and check understanding. Check/clarify *earning a living* (working to make enough money to live). Ask students to underline the key information. Students try to answer the questions in pairs before listening again. Play the audio for students to check their answers and compare them with a partner before listening to the audio again.

#### Answers

1 She doesn't know what she wants to do when she leaves school. 2 Ben wants to study medicine at college and then become a doctor. 3 When he was 30 he was making a living teaching and singing. 4 The examples are different than Annie's situation because they knew what they wanted to be, but Annie doesn't. 5 He tells her not to worry because she will do well whatever she does.

- 4 **SPEAKING** Students compare answers to Exercise 3 in pairs. Monitor, and help with any questions. During whole-class feedback, ask students to justify their answers.

## GRAMMAR

### Future tenses (review)

- 1 Students complete the exercise individually and compare answers with a partner. Say the sentences for students to repeat, and check pronunciation.

#### Answers

1 'm meeting 2 'm going to study 3 'll do

With stronger classes, ask students to say which future forms were used in each sentence, and why, before focusing on the rule. Students complete the rule individually or in pairs before a quick whole-class check. If necessary, give other examples of each tense to clarify usage.

#### Rule

1 present continuous 2 will 3 going to

- 2 If you don't have much time, you can assign this exercise for homework, but go through question 1 with the class to make sure students understand why *be going to* is used. Students compare their answers with a partner. Check answers with the whole class, asking students to explain their choices.

#### Answers

1 We're going 2 I'll finish 3 I'm not going  
4 I'm seeing 5 She's going to be 6 going to eat  
7 will win 8 We're flying

- 3 Students complete the exercise on their own. Circulate and help with any questions about vocabulary. Divide the class into similar-ability pairings and ask students to discuss their plans. For feedback, ask students to swap pairs and tell their new partner what their previous partner said.

Workbook page 11

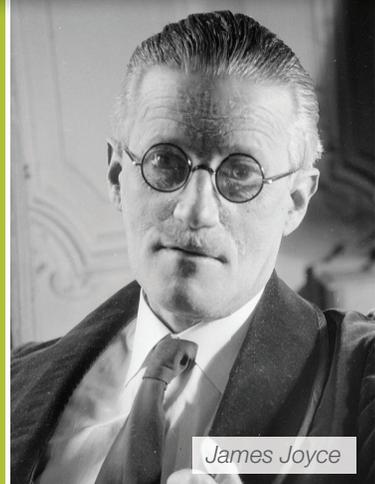
## LISTENING



J.K. Rowling



Sylvester Stallone



James Joyce

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you know about these people?
- 2 Can you match the information with each person?
  - A \_\_\_\_\_ was a famous Irish writer.
  - B \_\_\_\_\_ wrote *Rocky*.
  - C \_\_\_\_\_ wrote the Harry Potter series.

2 **1.09** Listen and check.

3 **1.09** Read the questions carefully. Listen again and make notes.

- 1 What's Annie's problem?
- 2 What does Ben want to do with his life?
- 3 How was James Joyce earning a living when he was 30?
- 4 How are the examples of Joyce, Stallone, and Rowling different from Annie's situation?
- 5 Why does Ben tell Annie not to worry?

4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

## GRAMMAR

## Future tenses (review)

1 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*.

- 1 I \_\_\_\_\_ (meet) the career advisor this afternoon.
- 2 I \_\_\_\_\_ (study) medicine.
- 3 I'm sure you \_\_\_\_\_ (do) well whatever you do.

**RULE:**

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

2 **Circle** the best tense.

- 1 *We'll go / We're going* to the beach this Friday. Do you want to come?
- 2 I don't think *I'll finish / I'm finishing* this homework.
- 3 *I won't go / I'm not going* to college this year. I want to take a year off.
- 4 I have a dentist appointment tomorrow. *I'm seeing / I'll see* her at 10 a.m.
- 5 Daisy's learning to fly. *She'll be / She's going to be* a pilot.
- 6 I'm not *eating / going to eat* chocolate. That's my resolution for next year.
- 7 Argentina *will win / are winning* the next World Cup. That's what I think.
- 8 *We're flying / We will fly* on Friday. I'm so excited.

3 In your notebook, write down:

- 1 two plans you have for this week.
- 2 two intentions you have for this year.
- 3 two predictions for your life.

Workbook page 11

## READING

- 1 **SPEAKING** Check (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

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

- 2 Read the article. Decide which paragraph each of these headings describes and write them in the correct places.

No one is happy all the time

Stop expecting everybody to like you

Don't expect people to always agree with you

Stop expecting people to know what you're thinking

Don't expect people to change

- 3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 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 always has a smile on her face. I wish my life was as perfect as hers."
- 4 "I think Jenny would be a great drummer for our band. I don't know what your problem is."
- 5 "I wish Dylan wasn't so sloppy. He always makes such a mess."

- 4 **SPEAKING** 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?

## 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 get your 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 practicing soccer all summer. You think you're good enough to be on the school team, but the coach 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 to tell them what you're not so happy about, so at least they know, but don't be too disappointed if they continue 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.

## READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. For a warm-up, search for images of teenage magazine covers either on the IWB during class or on the Internet before, and cut and paste them onto a large piece of paper. Show them to the class and ask: *Do you read these magazines? What types of articles are typically found in these magazines? If you want some advice on a problem, do you read magazines or talk to your friends and family?*

Write some of their ideas on the board. Books open. Look at statements 1 to 4. Check/clarify: *criticizes* (says something negative about). Give students time to reflect on the statements individually before discussing their opinions with a partner. Prompt them to justify their opinions. In whole-class feedback, ask which pairs had similar ideas.

- 2 Ask students to read the headings and underline any tricky words or phrases for you to explain. Check/clarify: *expecting* (thinking somebody should do something). Encourage students to underline the parts of the text as they complete the matching task. Students compare answers with a partner before checking with the whole class.

### Answers

- 1 Don't expect people always to agree with you
- 2 Stop expecting everybody to like you
- 3 Stop expecting people to know what you're thinking
- 4 Don't expect people to change
- 5 No one is happy all the time

### Fast finishers

Students write two more sentences beginning: *A good friend ...*

- 3 To clarify the task, do number 1 with the class. Encourage debate among students. Accept alternative answers if they are supported with reasons in order to demonstrate that more than one answer is possible.

### Suggested Answers

- 1 paragraph 2
- 2 paragraph 3
- 3 paragraph 5
- 4 paragraph 1
- 5 paragraph 4

- 4 **SPEAKING** Students discuss the questions in pairs. Allow weaker or less confident classes time to write notes about their answers. Encourage students to use language from the texts in their answers. Monitor, and offer praise to those expanding on their answers. During feedback, decide as a class which are the best pieces of advice offered.

### Optional extension

Students do a role play based on one of the situations in Exercise 3. Student A has one of the problems, Student B gives advice. This activity works well if Student A does not like any of the advice offered by Student B. You could either ask students to speak spontaneously or you could instruct them to write their dialogue before performing. If they write a dialogue, ask students to switch partners after they've performed once and then repeat the role play – this time without preparation.

Life Plans

1 Books closed. As a warm-up, write *Life Plans* on the board and tell the class some true and false plans for your own life. (For example: *I want to retire and travel when I'm 40; I'm planning to write a children's book; I'm going to learn to play the saxophone; I'm going to buy a dog next week*, etc.) Students decide in pairs which statements are false. Listen to their ideas before saying which are true. Give students time to think about their own plans, some real, some invented. Divide the class into pairs to tell their plans to their partner. The partner guesses which are true and which are false.

Books open. Focus on phrases 1–8 and pictures A–H. Students match the words and phrases with the pictures. Check answers. You may need to check understanding of:

*Start a career*: This is when we start work, not when we start college. It refers to a long-term profession. Ask: *Do you study a career at college?* (No.)

*Retire*: Ask students: *At what age do people normally retire?* (Around 65.)

*Get a degree*: This is the qualification you receive when you finish college. Ask: *Do you get a degree when you complete a year of school?* (No.) *When do you get a degree?* (When you graduate from college.)

*Get promoted*: To get a new and better job within the same company. Ask: *If you are promoted, do you change companies?* (No.) *Do you get more money?* (Yes.)

*Settle down*: Start a steady life, usually in a permanent house or job, often with a partner. Ask: *My friend has a part-time job, he shares a house with friends, and he travels a lot ... Has he settled down?* (No.)

Say the phrases for students to repeat, and focus on pronunciation. Point out the linking of the verb and *a* in *start a career*, *get a degree*, and *start a family*; also the stress on the second syllable and the /ɪd/ ending in *promoted*.

Answers

A 4 B 6 C 2 D 3 E 1 F 5 G 7 H 8

2 Students read the text quickly and answer the question: *Why has the writer's uncle always done things differently?* (He's experienced several life events at unconventional ages; e.g., he went to college in his forties.) To complete the spaces correctly, students need to change the form of some verbs. Students compare their answers with a partner before a whole-class check. During feedback, elicit why the various forms are required.

Answers

1 left school 2 traveling the world 3 got a degree  
4 started a career 5 got promoted 6 settle down  
7 start a family 8 to retire

THINK SELF-ESTEEM

Life changes

- 1 Focus on the example to clarify the task. Students complete the table individually and then discuss with a partner for more ideas.
- 2 **SPEAKING** Put students into small groups. To give students a reason to listen, ask them to add each other's ideas to their tables. Monitor to ensure students are on task, but as this is a fluency practice activity, do not interrupt conversations to correct any errors.

WRITING

An email about resolutions

If students have access to mobile devices, ask them to write an email about themselves and send it to another member of the class. Encourage them to use future forms when describing future plans. Draw students' attention to any mistakes, encouraging self-correction. When students have received their emails, ask them to check that all the points in the task have been covered. Finally, ask students to write a short response encouraging the sender to keep his/her resolutions.

**VOCABULARY**

**Life plans**

1 Match the phrases with the pictures. Write 1–8 in the boxes.

- |                    |                  |
|--------------------|------------------|
| 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   |

2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle is so cool. He <sup>1</sup> \_\_\_\_\_ when he was 16 because he wanted to see other places. He spent the next 20 years <sup>2</sup> \_\_\_\_\_, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the U.S. He went to college and <sup>3</sup> \_\_\_\_\_. He did really well, and when he finished, he <sup>4</sup> \_\_\_\_\_ as a translator. Because he was good at his job, he <sup>5</sup> \_\_\_\_\_ quickly. Soon he was Head Translator. When he was 48, he met the love of his life, and they decided to <sup>6</sup> \_\_\_\_\_ and <sup>7</sup> \_\_\_\_\_. Now he's 55, with three young children. He says he wants <sup>8</sup> \_\_\_\_\_ soon. He wants to stop working and take the whole family around the world with him.



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**THINK SELF-ESTEEM**

**Life changes**

1 Complete the table with your own ideas.

	One positive change	One negative change
You leave home.	<i>Freedom</i>	<i>You have to take care of yourself.</i>
You get a degree.		
You start a career.		
You start a family.		
You get promoted.		
You retire.		

2 **SPEAKING** 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
- a hobby you plan to take up
- why you're doing all of this

## PHOTOSTORY: episode 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 a while, actually.

**LEO** Now that you mention it, neither have I.

**FLORA** It's strange, isn't it? She hasn't been to the café in 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



**MIA** Don't even joke about it. I never have time to do anything anymore.

**FLORA** Come and sit down. I'll get you something to drink.

**MIA** You're the best. Thank you so much.

**JEFF** So, what's up, Mia? Why are you so busy?

**MIA** Where do I start? Mondays, I'm taking a French class after school. Tuesdays, I have tennis lessons. Wednesdays, it's swimming. Thursdays, I have orchestra. And every night I'm up late doing homework.

**LEO** It's Thursday today.

**MIA** I know. I'm only here because orchestra was canceled 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 realize I spend up to an hour every day practicing?

**FLORA** So, why do you do it?

**MIA** To make my mom happy, I guess.

**JEFF** You should talk to her. Tell her you want to quit the violin.

**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 hang out with you anymore.

**MIA** Yeah, I guess you're right. It's up to me to do something about this.

2

### THE FOLLOWING WEEK ...



**CHLOE** Hi, Mia.

**MIA** Hi, Chloe.

**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 practice. And I'm tired. I'm just not up for 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

## PHOTOSTORY: episode 1

### What's up with Mia?

- 1 Tell students they are going to read and listen to a story about a group of friends named Flora, Leo, Jeff, Chloe, and Mia. Students look at the photos and guess what they're talking about in each one. If you're using an IWB, do this as a whole-class activity with books closed by zooming in on the photos and hiding the dialogue. Students read the questions and speculate in pairs, just from the photos. Clarify that Mia is the girl standing up with a yellow bag in the first photo and that Jeff is the boy with dark hair and a gray sweater. During feedback, elicit and write students' ideas on the board.
- 2  1.10 Students read and listen to check their answers then compare with a partner. During whole-class feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

### Answers

The problem is that no one has seen Mia for a while. She's very busy and never has any free time. Mia wants to give up playing the violin because she doesn't enjoy it. She only plays it to keep her mom happy.

## DEVELOPING SPEAKING

- Ask students what they think happens next. In groups, students brainstorm possible endings for the story. One student in each group acts as secretary and takes notes. Write students' ideas on the board during feedback. Don't give away answers, and focus on ideas, not on accuracy. Correct errors only if they impede comprehension.
-  **EP1** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- Monitor while students complete the exercise in pairs. Play the video again, pausing as required for clarification. Check answers with the whole class.

### Answers

- Mia keeps playing the wrong note on the violin and then walks out. 2 Mia wants to give up the violin because it takes up too much time and because she doesn't really like the orchestra teacher, Mr. Wales, very much. 3 Mia thinks her mom changed her mind because her dad spoke to her. 4 Mia is learning the guitar by watching videos on the Internet. 5 She enjoys playing the guitar because she's just doing it for herself and there isn't any pressure.

## PHRASES FOR FLUENCY

- Students work in pairs to first match each of the expressions to the person who said them and then to use context to help them match each one with the correct meaning. Conduct whole-class feedback. Then pairs discuss how they would say the expressions in their own language before a second feedback stage.

### Answers

- Leo 2 Leo 3 Mia 4 Mia 5 Chloe 6 Mia

- Do number 1 with the class as an example if necessary. Students fill in the remaining blanks individually then compare answers in pairs. Ask pairs to practice the dialogue, and get one or two pairs to perform in front of the class.

### Answers

- Where do I start?; You're the best.
- Where have you been hiding; Now you mention it
- Here we go.; Don't be silly.

## WordWise

### Phrases with up

- Students work with a partner to complete the exercise. Check answers with the class.

### Answers

- c 2 e 3 b 4 a 5 f 6 d

- If you don't have much time, assign this exercise for homework. Alternatively, students work individually to complete the sentences and then compare with a partner before a whole-class check.

### Answers

- up to 2 up 3 What's up 4 up to 5 up to 6 up to

Workbook page 12

## PRONUNCIATION 1.11 1.12

For practice of linking words with *up*, go to page 120.

## FUNCTIONS

### Complaining

- Type *person complaining* into an Internet search engine to find a photo to show to students. With the class, ask why the person might be complaining. Listen to their ideas and write any interesting vocabulary on the board. Students complete the exercise in pairs before a whole-class check.

### Answers

- d 2 a 3 b 4 c

-  **ROLE PLAY** Tell students they are going to do a role play about complaining. Make AB pairs. Monitor to help with any difficulties and offer ideas if students are struggling, but avoid correcting mistakes as this is a fluency activity. Instead, write down any errors to review at the end. Invite volunteers to perform for the class.

### Mixed-ability

Stronger students practice the role play. They then think of their own situations and create more dialogues. Weaker students might benefit from preparation time. Divide them into pairs and give them three minutes to prepare ideas for their side of the conversation before making AB pairs.

## DEVELOPING SPEAKING

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

*We think that Mia decides to keep playing the violin 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 her mom for giving up the violin?
- 3 Why does Mia think her mom 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 that you mention it, ... \_\_\_\_\_
- 2 Where have you been hiding? \_\_\_\_\_
- 3 You're the best. \_\_\_\_\_
- 4 Where do 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. Have you had a busy day?  
B Busy? \_\_\_\_\_ First, I had a math test. Then I had a drama club meeting at lunchtime. Then we had to run in gym class ...  
A Well, you just sit down, and I'll get you something to eat.  
B Thanks, Mom. \_\_\_\_\_
- 2 A \_\_\_\_\_, Annie? I haven't seen you for days.  
B I haven't been anywhere. You're the one who's disappeared.  
A \_\_\_\_\_, I've just been really busy lately, that's all.
- 3 A It's ten o'clock. Time for the test.  
B \_\_\_\_\_ I'm really not ready for this.  
A Me neither. I have a feeling I'm not going to pass.  
B \_\_\_\_\_ You always pass.

## WordWise

## Phrases with up

- 1 Match the phrases in bold with the definitions.

- 1 So **what's up**, Mia?
- 2 I spend **up to** an hour a day practicing.
- 3 I wonder what she's **up to**.
- 4 Every night I'm **up late** doing homework.
- 5 It's **up to me** to do something about this.
- 6 I'm just not **up for** it.


- a still awake
- b doing
- c what's happening?
- d excited about
- 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 \_\_\_\_\_ watching TV last night.
- 3 Oh, no! You look really unhappy. \_\_\_\_\_?
- 4 It isn't my decision. It's \_\_\_\_\_ you to decide.
- 5 My head hurts. I'm not \_\_\_\_\_ a rock concert.
- 6 This car can carry \_\_\_\_\_ six people.

Workbook page 12 

## Pronunciation

## Linking words with up

Go to page 120. 

## FUNCTIONS

## Complaining

- 1 Match the parts of the sentences.

- 1 I'm not happy with 

--

 a it takes up so
  - 2 The problem is that 

--

 much time.
  - 3 He's always 

--

 b picking on me.
  - 4 To be honest, I don't 

--

 c really like the violin.
- d the way he talks to me.

- 2  Work in pairs. Student A: Go to page 127. Student B: Go to page 128.