

CAMBRIDGE

English for Spanish Speakers

STUDENT'S BOOK
B1+

CITIZEN Z

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


Welcome



A THAT'S ENTERTAINMENT!

let and allow

- 1  1.02 Complete the conversation with the words. Then listen and check.

looking | allowed | makes | talent show | cross songs | look | feel | sound | guitar | get | let
LISA: Hey, Kim, what are you ⁰looking at?

KIM: My Science book. Can't you see I'm busy?

LISA: I'm just asking. Sorry.

KIM: No, I'm sorry. I don't ¹... great today.

LISA: You don't ²... very happy. What's the matter?

KIM: My dad ³... me so ⁴...

LISA: That doesn't ⁵... so good. Why?

KIM: He says I'm not ⁶... to be in the band.

LISA: What? So he won't allow you to play in the ⁷... next week?

KIM: No. He says no music until after my exams.

LISA: But they don't finish for four weeks!


KIM: I know. He wants me to study and forget about writing ⁸... He won't even ⁹... me practise the ¹⁰...

LISA: But you need some time to relax.

KIM: I know. I ¹¹... so angry when I think about it. It just isn't fair.

- 2  1.02 Listen again. Answer the questions.

- 1 Why is Kim angry?
- 2 How long is it until the exams finish?
- 3 What does Lisa think about the situation?
- 4 Who do you agree with: Kim or her dad? Why?

- 3  What do your parents allow you to do during exam time? What don't they let you do? Make lists. Then compare with a partner.

Music

Sort the words into two groups. Label the groups. Then think of four more items for each one.

drums | classical | jazz | violin
guitar | pop | piano | rap

Verbs of perception

- 1 Complete the sentences from the conversation with the correct forms of (*not*) *look*. Then match them with the rules.

- 1 You ... very happy.
- 2 Hey, Kim, what ... at?

RULE: We use verbs of perception (*look, smell, feel, taste*) ...



- in the **present continuous** to talk about **actions**.
- in the **present simple** to talk about **states**.

- 2 Complete the mini-dialogues with the correct forms of the verbs.

- 1 taste
A What are you doing?
B I ... the soup. It ... great.
- 2 smell
A My socks ... really bad!
B Then why ... you ... them?
- 3 feel
A Why ... you ... that jumper?
B Because it's so soft. I like the way it ...

- 3 Work in pairs. Kim tries to persuade her dad to let her play in the talent show. Write a conversation of eight lines. Then read it out.

The big screen


- 1  Work in pairs. For each type of film, think of an example that you have both seen.
action | animated | comedy | drama | horror | romantic comedy | science fiction | thriller
- 2 Read the article. What types of films does it mention?
- 3 Read the article again. Choose T (true), F (false) or DS (doesn't say) for each sentence.
 - 1 Chris Columbus's films are popular with 13–18-year-olds.
 - 2 Columbus started making films when he was 30.
 - 3 His films aren't popular with older people.
 - 4 Lots of people in Hollywood want Columbus to make films.
 - 5 He's never won an Oscar.
- 4  Work in pairs. Think of your favourite film director and discuss these questions.
 - 1 What films has this director made?
 - 2 What do you like about his/her films?

Present perfect tenses

Complete the sentences. Use the present perfect simple or continuous form of the verbs and choose the correct words.

- 1 They ... (play) *for / since* 87 minutes and neither side has scored yet.
- 2 I *yet / still* ... (not watch) the final, so please don't tell me which singer won.
- 3 ... you ... (see) last night's show *still / yet*? Brad Pitt and Lady Gaga were guests.
- 4 The children ... (sit) in front of the TV watching *SpongeBob* *for / since* they got up.
- 5 It's the funniest programme on TV. I ... (not miss) an episode *still / yet*.
- 6 The Prime Minister ... (say) the same thing *for / since* weeks now. No one believes him.

TV programmes

- 1 Work in pairs. Look at the sentences in the previous exercise. Match them with the types of TV programme.
talent show | sitcom | cartoon | sports programme | the news | chat show
- 2 Choose a type of TV programme from the list below. Write a sentence about it using the present perfect simple and/or continuous. Don't include the type of programme in your sentence!
drama series | game show | reality show | soap (opera)
I've been watching it for weeks, but no one has won the million-dollar prize yet.
- 3  Read out your sentence. Can the rest of the class guess the type of TV programme?

Behind the camera

Chris Columbus



A 12-year-old who gets left behind when his family go on holiday, a teenage magician fighting to save his world and the troubled son of a Greek god living in modern-day America: these are just three of the characters brought to life on the big screen by director Chris Columbus. With films such as *Home Alone*, *Harry Potter* and *the Chamber of Secrets* and *Percy Jackson and the Sea of Monsters*, Columbus has certainly shown that he knows how to get teenagers into the cinema.

Columbus has been making films for more than 30 years and has become one of the most successful film directors of all time. Since he directed his first film, *Adventures in Babysitting*, in 1987, Columbus has been involved in some of the biggest films as both a director and a producer.

But Columbus doesn't only make action films for the teenage market. He's also made a number of successful films for adults. Comedies such as *Mrs Doubtfire*, dramas such as *The Help* and science fiction films such as *Bicentennial Man* have all helped make Columbus one of Hollywood's most popular film-makers.

B TIME TO ACT

Our endangered planet

- 1 Work in pairs. Describe the photos. What problems do they show?



- 2 1.03 Listen to three conversations. Match them with the photos.
- 3 1.03 Listen again. In which conversation do you hear these words? Write the number for each word.
- | | | | |
|------------------|-------------|---------|------------|
| a rubbish | c litter | e fumes | g flooding |
| b global warming | d pollution | f smog | |

Question tags

- 1 Complete these sentences from the recording with the question tags.
- are they? | aren't they? | does it?
did they? | is it? | isn't it?
weren't they? | doesn't it?
- I guess they're just lazy, ...
 - But it only takes a few people to spoil everything, ...
 - Yes, it's all those fumes from the factory, ...
 - They didn't ask us if we wanted it here, ...
 - Even if they do, it doesn't make our lives any better, ...
 - Hundreds of homes were damaged ...
 - And the politicians aren't really doing anything to help, ...
 - It isn't the sort of thing you'd expect to see here, ...
- 2 Complete the sentences with question tags.
- You haven't told Ron, ... ?
 - You're going to do something about it, ... ?
 - It sounds quite dangerous, ... ?
 - It didn't work, ... ?
 - It won't be easy, ... ?
 - She wrote to her local politician, ... ?

So do I / Neither do I

- 1 Look at the questions and complete the answers with **so** or **neither**.
- | | |
|---|-------------------------------------|
| 1 A I don't really believe in all that. | 2 A I think we should do something. |
| B ... do I. | B ... do I. |
- 2 Complete the sentences so that they are true for you and read them out. Agree (or disagree!) with your partner's sentences.
- | | |
|---------------------|-----------------------|
| 1 I really like ... | 3 I believe ... |
| 2 I don't like ... | 4 I don't believe ... |

Accepting and refusing invitations

- 1 1.04 Put the sentences in the correct order to make a conversation. Then listen and check.
- SUE: Marco and I want to do something to help the flood victims. 1
SUE: Yes – 20 km! Want to join us?
SUE: That's a shame. But you will sponsor us, won't you?
SUE: We're going to do a sponsored walk next Sunday.
DEREK: Of course I will.
DEREK: Are you going to walk a long way?
DEREK: What are you going to do?
DEREK: I'd love to, but I can't. I'm busy.
- 2 Work in pairs. Write a conversation using the underlined phrases from Exercise 1.
- You and your friend are tired of all the rubbish in the street and have decided to do something about it. What are you going to do? Invite another friend to join you.

Party time

- 1 Work in pairs. Imagine you're organising a party. Make a list of important things to do.
- 2 Read the article. Does it mention the things on your list?

How to plan a party

The first question you need to ask is 'Why am I having a party?' (It's my birthday; the exams are over; our football team won a match; I just want a party.)

All the best parties have a theme. What are you going to choose for yours? Beach party? 1970s disco? Something else? You also need to find ¹... to hold your party. Wherever you decide to have it, it's probably a good idea to ²... permission from your parents first.

Next, who are you going to invite: ³... you know or just some of your friends? It's time to ⁴... the guest list. Remember: think carefully about how many people you can afford to invite. When your list is ready, you can ⁵... the invitations. Two weeks before the party is the ideal time. Any sooner, and people might forget about the party; any later, and some of your guests might already have other plans.


OK, so now you've got a fortnight to get it all ready. Don't panic – it's plenty of time, but don't leave ⁶... until the last minute. If you want to ⁷... a DJ, start looking now. Remember that he or she might want you to ⁸... a deposit, so make sure you have the money for that. Then you need to ⁹... the food and ¹⁰... the room, although these things can be left until the day before.

Finally, get a good night's sleep the night before, give yourself a few hours to get the last few things ready and then, most importantly of all, have fun!

- 3 Read the article again and complete it with the missing words.

get | send out | organise | pay
everyone | hire | decorate
somewhere | draw up | everything

Indefinite pronouns

- 1  **1.05** Complete the conversation with suitable indefinite pronouns (everyone, somewhere, nothing, etc.). Then listen and check.

TOM: Have you got ¹... ready for the party?

JADE: No, ²... is ready. We haven't found ³... to have it, for a start. We've looked ⁴... yet.

TOM: Have you invited ⁵... yet?

JADE: Yes, we've invited 50 people and ⁶... is coming!

TOM: So you've got 50 people coming, but ⁷... for them to come to?

JADE: That's right.

TOM: Well, we've got to do ⁸... . How about using my house?

JADE: What about your parents?

TOM: They won't mind. They're going ⁹... for the weekend. I'll make sure ¹⁰... is clean and tidy when they get home.

- 2 Read the next part of the story and continue the conversation. Write four more lines. Use at least one indefinite pronoun.


It's the day after the party. Tom's mum and dad arrive home and open the door ...

MUM: What's happened? Look at our house!

DAD: Tom! TOM!

TOM: Oh, hi, Mum. Hi, Dad. You're home early. Did you have a good time?

Arranging a party

-  Work in pairs to organise a party. Be creative! Think about:

- what it's for
- the theme
- who to invite
- where it will be
- food and drink
- music

C IN MY OPINION, ...

Feeling under the weather

1 1.06 Listen to the conversation. What's the matter with Gemma?

2 Complete the conversation with the words.

appointment | should | operation

energy | better | get | physically | took

MUM: You don't look well, Gemma. What's up?

GEMMA: I'm just tired all the time, Mum. You know, I haven't got any ¹...

MUM: Are you sleeping OK?

GEMMA: Not great, no. I often wake up in the night.

MUM: Well, you know, Gemma, you ²... take more exercise. That would help.

GEMMA: Really?

MUM: Yes, I mean, if you ³... more exercise, you'd be more tired ⁴... and then you'd sleep better.

GEMMA: You're joking, right? I run, I go swimming, I go for long walks. My problem isn't exercise.

MUM: Yes, you're right, of course. Well, perhaps you'd ⁵... see a doctor. I can ring and make an ⁶... for you if you like.

GEMMA: A doctor? I don't think so. I don't feel sick – just tired. I'm sure I'll ⁷... better soon.

MUM: OK, well, we can talk about it later. I'm going out to see a friend of mine who had an ⁸... last week.

GEMMA: OK, Mum. Hope your friend's all right. And don't worry about me. I'll be fine.

3 Match the verbs (1–6) with (a–f) to make phrases. Sometimes there's more than one possible combination.

- | | |
|--------|------------------|
| 1 feel | a an appointment |
| 2 get | b an operation |
| 3 have | c exercise |
| 4 make | d a doctor |
| 5 see | e better |
| 6 take | f sick |

4 Write down as many words related to health as you can think of. Then compare with a partner.

sick
nurse
hospital
...



Giving advice

1 Complete the sentences with *better*, *should* or *ought*.

- It's late – you'd ... go.
- If you aren't well, you ... to see a doctor.
- Jane's in hospital. We ... go and visit her.
- The doctor is very busy, so you ... make an appointment. Don't just turn up.
- Your knee hurts? Well, you'd ... not play football today, then.
- If you want to get better, you ... to rest as much as possible.

2 Match the problems (1–3) with the pieces of advice (a–c). Then write one more piece of advice for each problem. Use *had better*, *should* and *ought to*.

- My hand really hurts.
 - I think I'm going to be late for school.
 - I can't do this homework.
- You'd better hurry.
 - Perhaps you should phone a friend.
 - You ought to see a doctor.

3 Work in pairs. Write mini-dialogues including the problems and advice in Exercise 2. Add two or three lines to each. Then act them out.

D HELP!

Reported speech

1 Read the story and answer the questions.

- 1 What had happened to the caller's computer screen?
- 2 What three things did Graham ask the caller to do?
- 3 Why couldn't the caller switch on the lights?
- 4 What did Graham finally say to the caller?
- 5 What happened to Graham in the end?

We asked readers to tell us about a time when they tried to help someone. Here's one from Graham Smith.



I used to work in IT for a big company, but I was fired because I got angry with a manager. Here's what happened.

I answered the phone one day and said, 'Hi. Can I help you?' A voice said, 'Hi. I'm a manager in the Sales Department and I've got an IT problem. I need your help.' 'What's the problem?' I asked, and he told me his computer screen had suddenly gone black.

'... , I couldn't think why it had happened. I asked him to check that the screen was still connected. He said it was. ²... I asked him if he'd pressed any buttons by mistake. He said, 'No, the computer was installing a program when, suddenly, it went "pooff".'

³... a few seconds, I said, 'OK, please check that your computer is still plugged in at the wall. Sometimes it gets disconnected accidentally.' The manager asked me to wait a bit. Then he came back and said, 'I can't see behind my desk where the plug is. It's very dark.' So I told him to switch the light on. Do you know what he said? 'Oh, I can't put the light on because the electricity went off five minutes ago.'

I tried to keep quiet. ⁴... , I had to say something. I warned him never to phone me again, ever. He complained to my boss and I was fired. How fair is that, do you think?

2 Rewrite the sentences in reported speech.

- 1 'I need your help.'
He said that he needed my help.
- 1 'What's the problem?'
I asked him
- 2 'I can't see here because it's very dark.'
He said that
- 3 'Please check that your computer is still plugged in.'
I asked him to
- 4 'I can't put the light on because the electricity went off five minutes ago.'
He said that

Sequencing words

Match words (a-d) with spaces (1-4) in the story.

- | | |
|---------|------------|
| a After | c Finally |
| b Then | d At first |

Asking for and offering help

1 Put the words in order to make questions.

- 1 I / you / Can / help / ?
- 2 help / something / you / me / Could / with / ?
- 3 me / you / Can / a / lend / hand / ?
- 4 you / Do / help / any / need / ?
- 5 you / minutes / got / a / Have / few / ?

2 Look at the sentences you wrote for Exercise 1 again. Mark them A (asking for help) or O (offering help).


3 Work in pairs. Choose a situation and write a conversation in which A asks B for help. Use expressions from Exercise 1. Then act it out.


- A has a problem with some homework.
- A isn't feeling well.
- A's computer isn't working.
- A wants to have a party, but doesn't know where to hold it.

IT problems

- 1  Work in pairs. What do the pictures show?



- 2  1.07 Listen to three conversations. Match them with the pictures in Exercise 1.

- 3  1.07 Listen again. In which conversation do you hear these words? Write the number.

- | | |
|--------------|-----------|
| a attachment | e install |
| b coverage | f online |
| c downloaded | g program |
| d file | h upload |

IT vocabulary

- 1 Choose the correct words.

- | | |
|----------------------------------|----------------------------------|
| 1 go / have online | 8 key / delete a message |
| 2 post / file a message | 9 open / install an attachment |
| 3 install / key in your password | 10 post / buy an app |
| 4 install / go a program | 11 upload / activate flight mode |
| 5 attach / activate a file | 12 have / go network coverage |
| 6 download / go a file | |
| 7 upload / key a photo | |

- 2 Match the verbs with the nouns. Make as many combinations as you can.

a message | a photo | flight mode | a password
an attachment | a program | a file | an app

- | | |
|------------|----------------------------|
| 0 install | install a program / an app |
| 1 attach | 5 post |
| 2 download | 6 delete |
| 3 upload | 7 activate |
| 4 open | 8 key in |

Passive tenses

- 1 Complete the sentences from the conversations with the verb forms.

is being repaired | was taken | is installed

- The photo ... on a safari trip.
- Just click on it and the program ... automatically.
- The network ... out here.

- 2 Rewrite the sentences in the passive.

0 Someone posted a message.

A message was posted.

- Someone is downloading a program.
- Someone has installed a new program.
- Someone has keyed in the password.
- Someone is repairing the anti-virus software.
- Someone deleted the message.

- 3 Describe one of these processes using the passive.

- downloading an app to your mobile phone
- uploading a photo to a social networking site
- installing a program on your computer

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.

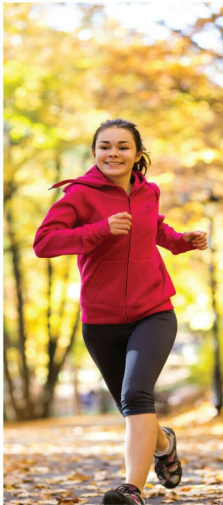
- 1 What do you think this man is doing? Do you think it's difficult to plan a trip like this?
- 2 What do you think are the advantages and disadvantages of travelling alone?
- 3 Would you like to go backpacking? Where would you go?





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.



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

- 1** 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?

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.

 - 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?
- 4** 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*.

 - 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...

- 2** 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.

- 3** 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.*



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. 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

1 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 |

2 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

1 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 | | |

2 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.