

CAMBRIDGE



# THiNK

**STUDENT'S BOOK 3**

**with Online Workbook and Online Practice**

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

**B1+**

# THINK

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CAMBRIDGE  
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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 <sup>0</sup> looking 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 <sup>1</sup> \_\_\_\_\_ great today.

LISA You don't <sup>2</sup> \_\_\_\_\_ very happy. What's the matter?

KIM My dad <sup>3</sup> \_\_\_\_\_ me so <sup>4</sup> \_\_\_\_\_.

LISA That doesn't <sup>5</sup> \_\_\_\_\_ so good. Why?

KIM He says I'm not <sup>6</sup> \_\_\_\_\_ to be in the band.

LISA What?! So he won't allow you to play in the <sup>7</sup> \_\_\_\_\_ 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 <sup>8</sup> \_\_\_\_\_. He won't even <sup>9</sup> \_\_\_\_\_ me practise the <sup>10</sup> \_\_\_\_\_.

LISA But you need some time to relax.

KIM I know. I <sup>11</sup> \_\_\_\_\_ 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 **SPEAKING** 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 **SPEAKING** 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 and mark the sentences T (true), F (false) or DS (doesn't say).

- 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 **SPEAKING** 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 **circle** 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 **SPEAKING** 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.

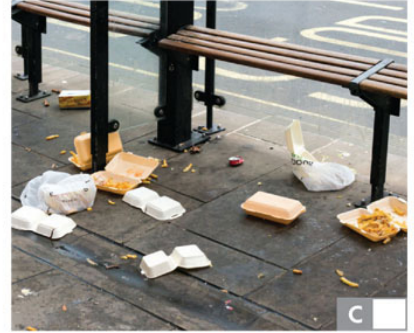
Columbus has been making films for more than 30 years and has become one of the most successful film directors of all time. Since he directed his first film, *Adventures in Babysitting*, in 1987, Columbus has been involved in some of the biggest films as both a director and a producer.

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 **SPEAKING** 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.

- |                  |                          |             |                          |         |                          |            |                          |
|------------------|--------------------------|-------------|--------------------------|---------|--------------------------|------------|--------------------------|
| a rubbish        | <input type="checkbox"/> | c litter    | <input type="checkbox"/> | e fumes | <input type="checkbox"/> | g flooding | <input type="checkbox"/> |
| b global warming | <input type="checkbox"/> | d pollution | <input type="checkbox"/> | f smog  | <input type="checkbox"/> |            |                          |

### 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 **SPEAKING** 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 order to make a conversation. Then listen and check.

- |                                     |       |  |
|-------------------------------------|-------|--|
| <input checked="" type="checkbox"/> | SUE   | Marco and I want to do something to help the flood victims.              |
| <input type="checkbox"/>            | SUE   | Yes – 20 km! <u>Want to join us?</u>                                     |
| <input type="checkbox"/>            | SUE   | <u>That's a shame.</u> But <u>you will</u> sponsor us, <u>won't you?</u> |
| <input type="checkbox"/>            | SUE   | We're going to do a sponsored walk next Sunday.                          |
| <input type="checkbox"/>            | DEREK | <u>Of course I will.</u>   |
| <input type="checkbox"/>            | DEREK | Are you going to walk a long way?  |
| <input type="checkbox"/>            | DEREK | What are you going to do?  |
| <input type="checkbox"/>            | DEREK | <u>I'd love to, but I can't.</u> 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

**T**he 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 <sup>1</sup>\_\_\_\_\_ to hold your party. Wherever you decide to have it, it's probably a good idea to <sup>2</sup>\_\_\_\_\_ permission from your parents first.

Next, who are you going to invite: <sup>3</sup>\_\_\_\_\_ you know or just some of your friends? It's time to <sup>4</sup>\_\_\_\_\_ the guest list. Remember: think carefully about how many people you can afford to invite. When your list is ready, you can <sup>5</sup>\_\_\_\_\_ 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 <sup>6</sup>\_\_\_\_\_ until the last minute. If you want to <sup>7</sup>\_\_\_\_\_ a DJ, start looking now. Remember that he or she might want you to <sup>8</sup>\_\_\_\_\_ a deposit, so make sure you have the money for that. Then you need to <sup>9</sup>\_\_\_\_\_ the food and <sup>10</sup>\_\_\_\_\_ 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 <sup>1</sup>\_\_\_\_\_ ready for the party?

JADE No, <sup>2</sup>\_\_\_\_\_ is ready. We haven't found <sup>3</sup>\_\_\_\_\_ to have it, for a start. We've looked <sup>4</sup>\_\_\_\_\_.

TOM Have you invited <sup>5</sup>\_\_\_\_\_ yet?

JADE Yes, we've invited 50 people and <sup>6</sup>\_\_\_\_\_ is coming!

TOM So you've got 50 people coming, but <sup>7</sup>\_\_\_\_\_ for them to come to?

JADE That's right.

TOM Well, we've got to do <sup>8</sup>\_\_\_\_\_ . How about using my house?

JADE What about your parents?

TOM They won't mind. They're going <sup>9</sup>\_\_\_\_\_ for the weekend. I'll make sure <sup>10</sup>\_\_\_\_\_ 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


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

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

- |  |                          |
|--|--------------------------|
| 1 My hand really hurts.                    | <input type="checkbox"/> |
| 2 I think I'm going to be late for school. | <input type="checkbox"/> |
| 3 I can't do this homework.                | <input type="checkbox"/> |
| a You'd better hurry.                      |                          |
| b Perhaps you should phone a friend.       |                          |
| c You ought to see a doctor.               |                          |

3 **SPEAKING** 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.

## Why all these awards?

I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is 'the best' or 'the most comfortable' or 'the biggest', and so on. And sometimes the prize winners aren't the best anyway!

Here's an example: the Oscars in 2014. I saw the film *Gravity* and it was the most exciting film I'd ever seen. But did it win the Oscar for Best Film? No! They gave the award to *Twelve Years A Slave*! Can you believe it? It wasn't as good as *Gravity* at all.

OK, *Gravity* was the most successful film at the Oscars – it got seven awards – but I don't think that's enough. Sandra Bullock was fantastic as Dr Ryan. I think she's much better

than Cate Blanchett, who won Best Actress. But the good thing is that *Gravity* won Best Visual Effects – I've never seen anything as fantastic. And was the music good? It was great! No other film had music as brilliant as that.

I said all these things to my friend Dave the day after the Oscars. I told him I thought the judges were the craziest people in the world. Dave asked me how many films I'd seen in 2013. I said, 'One – *Gravity*.' Dave says he doesn't know anyone as stupid as me.



### Better or worse?

1 Read the blog entry. Mark the sentences T (true) or F (false).

- 1 The writer likes awards ceremonies.
- 2 *Gravity* won Best Film at the 2014 Oscars.
- 3 The writer thinks the visual effects in *Gravity* are the best he's ever seen.
- 4 Dave thinks the writer is very intelligent.

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

- 1 What other awards ceremonies do you know of?
- 2 Do you like awards ceremonies? Why (not)?
- 3 Do you think it's fair to compare different movies, actors, music, etc. and choose one as the best?

### Comparisons

1 Complete the sentences with the correct form of the adjectives and adverbs. Add any other necessary words.

- 1 The weather tomorrow won't be \_\_\_\_\_ (cold) as today.
- 2 This is the \_\_\_\_\_ (good) pizza I've ever eaten.
- 3 Do you think this is \_\_\_\_\_ (difficult) than the other test?
- 4 This book's OK, but it isn't the \_\_\_\_\_ (interesting) one I've ever read.
- 5 She learns things \_\_\_\_\_ (easy) than I do.
- 6 I'm not very good at tennis, but I'm \_\_\_\_\_ (bad) as Janice!
- 7 Hurry up! Can't you walk \_\_\_\_\_ (quick) than that?
- 8 Do you speak as \_\_\_\_\_ (loud) your sister?

2 **SPEAKING** Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?

- 1 The best things in life are free.
- 2 If something is more expensive, it's always better.
- 3 It's more important to work hard than to play hard.
- 4 Exercise isn't as important as good sleep.

3 Choose two things or people from one of these categories. Write a paragraph comparing them.

- sports that you like | actors that you like
- towns or cities that you know | school subjects
- books that you have read

## 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.

<sup>1</sup>\_\_\_\_\_, I couldn't think why it had happened. I asked him to check that the screen was still connected. He said it was. <sup>2</sup>\_\_\_\_\_ 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".'

<sup>3</sup>\_\_\_\_\_ 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. <sup>4</sup>\_\_\_\_\_, 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.

- 0 '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 these words with spaces 1–4 in the story.

- |         |                          |            |                          |
|---------|--------------------------|------------|--------------------------|
| a After | <input type="checkbox"/> | c Finally  | <input type="checkbox"/> |
| b Then  | <input type="checkbox"/> | d At first | <input type="checkbox"/> |

#### 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 / ?

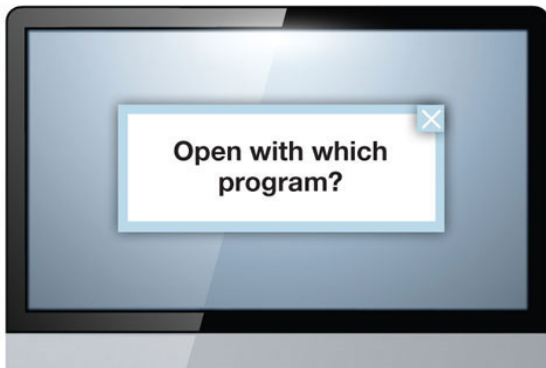
##### 2 Look at the sentences in Exercise 1 again. Mark them A (asking for help) or O (offering help).

##### 3 **SPEAKING** 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

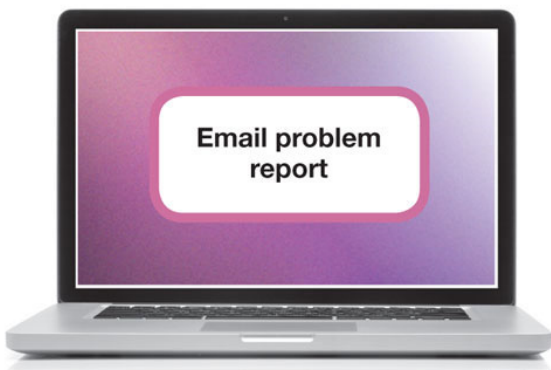
1 **SPEAKING** Work in pairs. What do the pictures show?



A



B



C

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 | <input type="checkbox"/> | e install | <input type="checkbox"/> |
| b coverage   | <input type="checkbox"/> | f online  | <input type="checkbox"/> |
| c downloaded | <input type="checkbox"/> | g program | <input type="checkbox"/> |
| d file       | <input type="checkbox"/> | h upload  | <input type="checkbox"/> |

## IT vocabulary

1 **Circle** 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  | <u>install a program / an app</u> |
| 1 attach   | _____                             |
| 2 download | _____                             |
| 3 upload   | _____                             |
| 4 open     | _____                             |
| 5 post     | _____                             |
| 6 delete   | _____                             |
| 7 activate | _____                             |
| 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.

- 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

## 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 Tick (✓) the bad habits that you have. Then add two more of your own.

- not doing 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. What two things is the writer 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 feel happy with changes to our lifestyles.
- 6 The writer has decided that she'll never be able to change her habits.

