

CAMBRIDGE

# AMERICAN THiNK



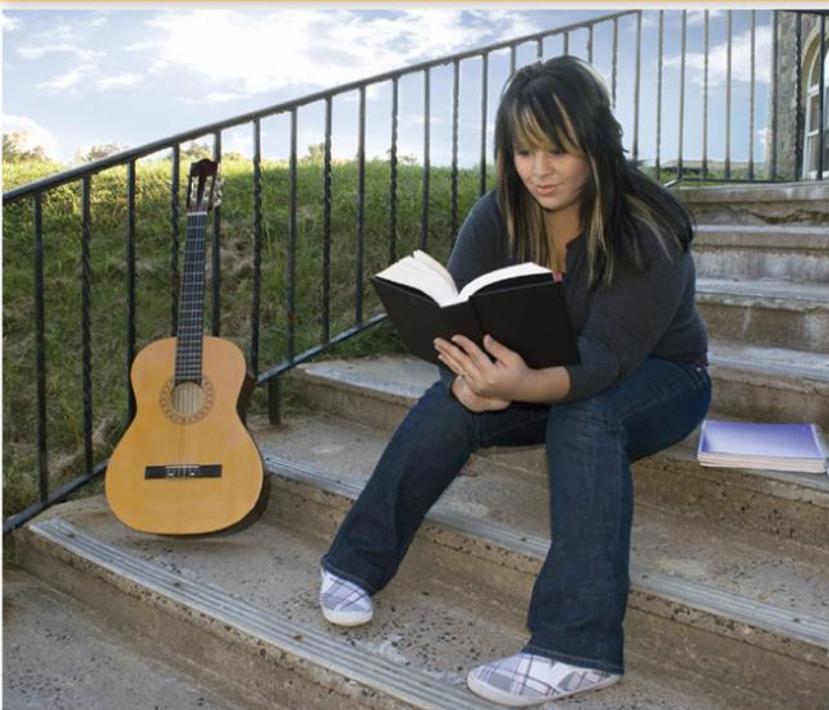
## STUDENT'S BOOK 3

with Online Workbook and Online Practice

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**B1+** English  
Profile

# WELCOME



## A THAT'S ENTERTAINMENT! Music

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

looking | can't | makes | talent show | mad songs | look | feel | sound | guitar | get

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> \_\_\_\_\_ good. Why?

KIM He says I <sup>6</sup> \_\_\_\_\_ be in the band.

LISA What?! So you can't play in the <sup>7</sup> \_\_\_\_\_ next week?

KIM No. He says no music until after final exams.

LISA But finals aren't over for four weeks!

KIM I know. He wants me to study and forget about writing <sup>8</sup> \_\_\_\_\_. I can't even practice the <sup>9</sup> \_\_\_\_\_.

LISA But you need some time to relax.

KIM I know. I <sup>10</sup> \_\_\_\_\_ so angry when I think about it. It just isn't fair.

2 **1.02** Listen again. Answer the questions.

- Why is Kim angry?
- How long is it until her exams are over?
- What does Lisa think about the situation?
- 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.

4 In your notebook, sort the words into two categories. Label the categories. 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.

- You \_\_\_\_\_ very happy.
- Hey, Kim, what \_\_\_\_\_ at?

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

in the present continuous to talk about actions.

in the simple present to talk about states.

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

- taste
  - What are you doing?
  - I \_\_\_\_\_ the soup. It \_\_\_\_\_ great.
- smell
  - My socks \_\_\_\_\_ really bad!
  - Then why \_\_\_\_\_ you \_\_\_\_\_ them?
- feel
  - Why \_\_\_\_\_ you \_\_\_\_\_ that sweater?
  - 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 movie, 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 movies does it mention?
- 3** Read the article again and mark the sentences T (true), F (false), or DS (doesn't say).
- Chris Columbus's movies are popular with kids 13–18 years old.
  - Columbus started making movies when he was 30.
  - His movies aren't popular with older people.
  - Lots of people in Hollywood want Columbus to make movies.
  - He's never won an Oscar.
- 4 SPEAKING** Work in pairs. Think of your favorite movie director and discuss these questions.
- What movies has this director made?
  - What do you like about his/her movies?

## Present perfect tenses

Complete the sentences. Use the present perfect or present perfect continuous form of the verbs and **circle** the correct words.

- They \_\_\_\_\_ (play) *for / since* 87 minutes, and neither team has scored yet.
- I \_\_\_\_\_ (not watch) the last episode *already / yet*, so don't say which singer won.
- \_\_\_\_\_ you \_\_\_\_\_ (see) last night's show *already / yet*? Brad Pitt and Lady Gaga were guests.
- The children \_\_\_\_\_ (sit) in front of the TV watching cartoons *for / since* they got up.
- It's the funniest show on TV. I \_\_\_\_\_ (not miss) an episode *already / yet*.
- The president \_\_\_\_\_ (say) the same thing *for / since* weeks now. No one believes him.

## TV shows

- 1** Work in pairs. Look at the sentences in the previous exercise. Match them with the types of TV show.  
talent show  | sitcom  | cartoon  | sports program  | the news  | talk show
- 2** Choose a type of TV show from the list below. Write a sentence about it using the present perfect and/or present perfect continuous. Don't include the type of show 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 your sentence aloud. Can the rest of the class guess the type of TV show?

## Behind the camera

Chris Columbus



A 12-year-old who gets left behind when his family goes on vacation, 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 movies 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 theaters.

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

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

## 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 trash          | <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 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 really dangerous, \_\_\_\_\_?
- It didn't work, \_\_\_\_\_?
- It won't be easy, \_\_\_\_\_?
- She wrote an angry letter to the town council, \_\_\_\_\_?

### 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 that stuff. | 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. 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.

- a SUE Marco and I want to do something to help the flood victims.
  - b SUE Yes – 20 kilometers! Want to join us?
  - c SUE That's a shame. But you will make a pledge, won't you?
  - d SUE We're going to do a charity walk on Sunday.
  - e DEREK Of course I will.
  - f DEREK Are you going to walk a long way?
  - g DEREK What are you going to do?
  - h 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 litter 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 planning 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; finals are over; our soccer team won a game; 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> \_\_\_\_\_ a 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 best 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 two weeks 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> \_\_\_\_\_ for 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, have fun!

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

get | send out | arrange | pay  
everyone | hire | decorate  
somewhere | make | everything

## Indefinite pronouns

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

TOM Is <sup>1</sup> \_\_\_\_\_ ready for the party?

JADE No, <sup>2</sup> \_\_\_\_\_ is ready. We haven't found <sup>3</sup> \_\_\_\_\_ to have it, even. 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 have 50 people coming but <sup>7</sup> \_\_\_\_\_ for them to hang out?

JADE That's right.

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

JADE What about your parents?

TOM They won't mind. They're going away <sup>9</sup> \_\_\_\_\_ for the weekend. I'll make sure <sup>10</sup> \_\_\_\_\_ is cleaned up before 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 mom and dad arrive home and open the door ...*

MOM What is this? Look at our house!

DAD Tom! TOM!

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

## Planning a party

**SPEAKING** Work in pairs to plan 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 Jen?

2 Complete the conversation with the words.

appointment | should | operation  
energy | ought to | get  
physically | exercised

MOM You don't look well, Jen. What's up?

JEN I'm just tired all the time, Mom.  
You know, I don't have any  
1 \_\_\_\_\_.

MOM Are you sleeping OK?

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

MOM Well, you know, Jen, you  
2 \_\_\_\_\_ exercise more.  
That would help.

JEN Really?

MOM Yes. I mean, if you<sup>3</sup> \_\_\_\_\_  
more, you'd be more tired  
4 \_\_\_\_\_, and then you'd  
sleep better.

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

MOM Well, that's true. Maybe you<sup>5</sup> \_\_\_\_\_  
see a doctor. I can call and make an  
6 \_\_\_\_\_ for you, if you want.

JEN A doctor? I don't think so. I don't feel sick –  
just tired. I'm sure I'll<sup>7</sup> \_\_\_\_\_  
better soon.

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

JEN OK, Mom. 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 a doctor       |
| 4 make | d better         |
| 5 see  | e 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 *should(n't)* or *ought to*.

- It's late. You \_\_\_\_\_ go.
- If you aren't well, you \_\_\_\_\_ see a doctor.
- Jane's in the hospital. We \_\_\_\_\_ go and visit her.
- The doctor is very busy, so you \_\_\_\_\_ make an appointment. Don't just show up.
- Your knee hurts? Well, you \_\_\_\_\_ play soccer today, then.
- If you want to get better, you \_\_\_\_\_ 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 *should(n't)* 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 ought to hurry.                      |                          |
| b Maybe you should call a friend.          |                          |
| c You ought to see a doctor.               |                          |

3 **SPEAKING** Work in pairs. Write mini-dialogues that include 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 someone talking 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 movie *Gravity*, and it was the most exciting movie I'd ever seen. But did it win the Oscar for Best Picture? No! They gave the award to *Twelve Years A Slave*! Can you believe it? It wasn't as good as *Gravity* at all.

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 movie had music as fantastic as that.

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

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 movies 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 Picture 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 \_\_\_\_\_ (not bad) as Janice!
- 7 Hurry up! Can't you walk \_\_\_\_\_ (quick) than that?

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 turn 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 'poof!'"

<sup>3</sup> \_\_\_\_\_ a few seconds, I said, "OK, please check that your computer is still plugged into the wall. Sometimes it gets disconnected accidentally." The manager asked me to wait a minute. 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 turn the light on. Do you know what he said? "Oh, I can't turn the light on because the electricity went out five minutes ago."

I tried to keep quiet. <sup>4</sup> \_\_\_\_\_, I had to say something. I warned him never to call 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 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 turn the light on because the electricity went out 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.

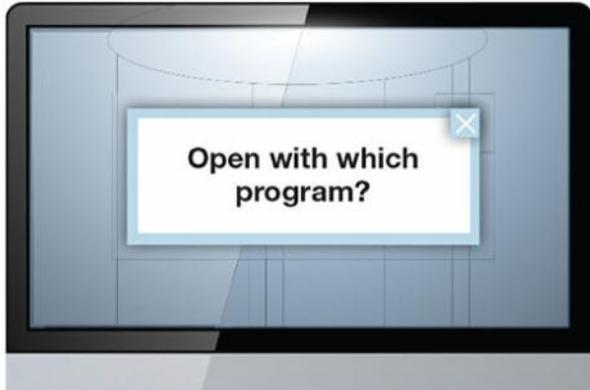
- 1 I / you / Can / help / ?
- 2 help / that / you / I / Can / with / ?
- 3 me / you / Could / a / lend / hand / ?
- 4 you / Do / help / any / need / ?
- 5 you / minutes / Do / a / have / few / ?

##### 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.

## 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 go / delete a message           |
| 2 send / install a message  | 9 open / install an attachment    |
| 3 file / type your password | 10 post / buy an app              |
| 4 install / go a program    | 11 upload / turn on airplane mode |
| 5 attach / activate a file  | 12 have / go network coverage     |
| 6 download / go a file      |                                   |
| 7 upload / type a photo     |                                   |

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

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

- |            |                           |
|------------|---------------------------|
| 0 install  | <u>a program / an app</u> |
| 1 attach   | _____                     |
| 2 download | _____                     |
| 3 upload   | _____                     |
| 4 open     | _____                     |
| 5 post     | _____                     |
| 6 delete   | _____                     |
| 7 turn on  | _____                     |
| 8 type     | _____                     |

## 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 typed the password.  
\_\_\_\_\_
- Someone is repairing the hard drive.  
\_\_\_\_\_
- Someone deleted the message.  
\_\_\_\_\_

- 3 Describe one of these processes using the passive.

- downloading an app to your phone
- uploading a photo to a social networking site

# 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

# 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"/> |
| 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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