

# 10 Living your life

## Lesson A

- Qualities for success
- Reflexive pronouns

## Lesson B

- Advising against something
- Considering advice

## Lesson C

- Separable phrasal verbs
- Second conditional

## Lesson D

- Reading “A Walk Across Japan”
- Writing: An accomplishment



## Warm Up

- A** Look at the pictures. What have the people accomplished?
- B** What are some of your accomplishments? What other things would you like to accomplish in your life?

# A He taught himself.

## 1 Vocabulary Qualities for success

A Match the words and their meanings. Then listen and check your answers.

- |                    |  |
|--------------------|--|
| 1 bravery _____    | a. the ability to develop original ideas |
| 2 confidence _____ | b. the belief that you can succeed       |
| 3 creativity _____ | c. a commitment to something             |
| 4 dedication _____ | d. the quality of showing no fear        |

- |                     |  |
|---------------------|--|
| 5 enthusiasm _____  | e. the ability to change easily          |
| 6 flexibility _____ | f. a strong interest in something        |
| 7 talent _____      | g. the ability to make good decisions    |
| 8 wisdom _____      | h. the natural ability to do things well |

B Complete the chart with the correct adjective forms for the nouns. Then listen and check your answers.

Noun	Adjective	Noun	Adjective
bravery	<i>brave</i>	enthusiasm	
confidence		flexibility	
creativity		talent	
dedication		wisdom	

C **PAIR WORK** Which qualities in Part A do you think people are born with? Which do they develop from experience or by watching others? Discuss your ideas.

## 2 Language in context A success story


A Read the story of Yong-eun Yang. What did he do in 2009?

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### WEB ENCYCLOPEDIA

#### Yong-eun Yang

In his late teens, South Korea's Yong-eun Yang, or "Y. E.," enjoyed lifting weights and hoped to own his own gym someday. But that dream died when he hurt himself in the gym. So at age 19, he took a part-time job at a golf course. He picked up golf balls and began to observe other players. He started to practice the game by himself late at night, and he even forced himself to get up early to be at the course by 5:00 a.m. for more practice. This is how Y. E. taught himself to play golf. His dedication and patience paid off. He became a professional golfer in 1995, and, in 2009, this talented man won his first championship, beating Tiger Woods.



B What other qualities for success do you think Y.E. has?

### 3 Grammar Reflexive pronouns

Use reflexive pronouns when the subject and object of a sentence refer to the same person or thing.

I hurt **myself** at work.

He taught **himself** to play golf.

They consider **themselves** brave.

By *with a reflexive pronoun* means “alone.”

She traveled **by herself** to the United States.

Do you like to practice with another person or **by yourself**?

#### Personal pronouns

I  
you  
he  
she  
it  
we  
you  
they

#### Reflexive pronouns

myself  
yourself  
himself  
herself  
itself  
ourselves  
yourselves  
themselves

Complete the sentences with the correct reflexive pronouns. Then compare with a partner.

- I drew a picture of \_\_\_\_\_ in art class.
- I like your new hairstyle. Did you cut it \_\_\_\_\_?
- I think you and Joe can fix the sink \_\_\_\_\_. You don't need to hire a plumber.
- They had a great time. They really enjoyed \_\_\_\_\_.
- My brother doesn't consider \_\_\_\_\_ brave, but he is.
- Heather wrote that by \_\_\_\_\_. Nobody helped her.
- We taught \_\_\_\_\_ Spanish before we moved to Peru.
- I hurt \_\_\_\_\_ at the gym last week. My arm still hurts.
- I took a trip by \_\_\_\_\_. It helped me be more confident.



### 4 Pronunciation Stress shifts

 Listen and repeat. Notice the stress shifts when some words change from nouns to adjectives.

creativity      dedication      enthusiasm      flexibility  
creative      dedicated      enthusiastic      flexible

### 5 Speaking Self talk

**A** **PAIR WORK** Interview your partner. Ask questions for more information. Take notes.

- Have you ever hurt yourself?
- Do you consider yourself brave?
- Have you ever traveled by yourself?
- Have you ever taught yourself something?
- Are you enjoying yourself in this class?
- Do you consider yourself a flexible person?

**B** **PAIR WORK** Tell another classmate about your partner.

“William hurt himself once. He broke his foot.”

### 6 Keep talking!


Go to page 144 for more practice.



# 3 I'll give it some thought.

## 1 Interactions Giving and considering advice

**A** What do you do if you have too much work or studying to do? Do you talk to anyone?

**B**  Listen to the conversation. What is Bryan thinking about doing?

Then practice the conversation.

**Marta** What's wrong, Bryan?

**Bryan** Well, my job is just really stressful right now. My boss just seems to give me more and more work. It's not fair.

**Marta** That's not good.

**Bryan** Actually, I'm thinking about quitting and looking for another job.

**Marta** Really? I wouldn't recommend that.

**Bryan** Why not?


**Marta** Well, because you may not find something better. And that would just give you more stress. Have you thought about talking to your boss?

**Bryan** Not really.

**Marta** Why don't you try that? Maybe there is something he can do.

**Bryan** I'll see.



**C**  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

### Advising against something

I don't think you should do that.

I'm not sure that's the best idea.

### Considering advice

I'll think about it.


I'll give it some thought.

**D** How would you respond? Write A (advise against it) or C (consider it).


Then practice with a partner.

- 1 I think you should call the doctor. \_\_\_\_\_
- 2 I plan to study all night before my test. \_\_\_\_\_
- 3 I recommend that you stay home tomorrow if you don't feel well. \_\_\_\_\_
- 4 I think you should visit your grandmother this weekend. \_\_\_\_\_
- 5 I'm going to paint my house bright pink. \_\_\_\_\_
- 6 I'm not going to class tomorrow because I want to watch a soccer game. \_\_\_\_\_

## 2 Listening Maybe I'll do that.

- A**  Listen to Tim give advice to three friends. What is each friend's problem? Check (✓) the correct answers.

Problems	Recommendations
1 <input type="checkbox"/> She needs to get a full-time job. <input type="checkbox"/> She wants to take more classes. <input type="checkbox"/> She's thinking about quitting her job. <input type="checkbox"/> She's not going to graduate.	
2 <input type="checkbox"/> He doesn't have the money. <input type="checkbox"/> He doesn't have a credit card. <input type="checkbox"/> The leather jacket doesn't fit. <input type="checkbox"/> His friend won't lend him any money.	
3 <input type="checkbox"/> She takes too many breaks. <input type="checkbox"/> She can't do a math problem. <input type="checkbox"/> She drank too much coffee. <input type="checkbox"/> Tim is driving her crazy.	

- B**  Listen again. What does Tim tell each friend to do? Complete the chart with his recommendations.

## 3 Speaking Think about it!

- A** Imagine your friend wants to do the things below. What advice would you give? Write notes.

- Your friend wants to buy a new, expensive car. He doesn't have the money, and he doesn't know how to drive!
- Your friend wants to take two more classes. He's already taking five classes, and he has a part-time job!
- Your friend wants to go camping in the mountains by himself for a week. He's never gone camping before!



- B** **PAIR WORK** Role-play the situations in Part A. Then change roles.

**Student A:** Imagine you want to do the things in Part A. Tell Student B what you want to do and why. Consider his or her advice.

**Student B:** Advise Student A against doing the things in Part A and explain why. Recommend something else. Use your ideas from Part A.

**A:** I saw this really awesome car yesterday! I think I'm going to buy it.

**B:** I'm not sure that's the best idea.

**A:** Why not?

I can advise against something. 

I can consider advice. 

## C

# What would you do?

## 1 Vocabulary Separable phrasal verbs

A  Match the phrasal verbs and their meanings. Then listen and check your answers.

- |  |                 |
|--|-----------------|
| 1 He won't talk about his job, so I don't <b>bring it up</b> . _____   | a. donate       |
| 2 I got a bad grade on this essay. I need to <b>do it over</b> . _____ | b. return money |
| 3 I don't need these books. I might <b>give them away</b> . _____      | c. mention      |
| 4 This is Lynn's camera. I need to <b>give it back</b> . _____         | d. do again     |
| 5 Paul lent me some money. I need to <b>pay him back</b> . _____       | e. return       |

- |  |               |
|--|---------------|
| 6 Which one is Susan? Can you <b>point her out</b> ? _____         | f. do later   |
| 7 We can't have this meeting now. Let's <b>put it off</b> . _____  | g. identify   |
| 8 This is serious. We need to <b>talk it over</b> . _____          | h. not accept |
| 9 I may buy that car, but I want to <b>try it out</b> first. _____ | i. use        |
| 10 I have a job offer, but I plan to <b>turn it down</b> . _____   | j. discuss    |

B **PAIR WORK** What have you done over, talked over, paid back, tried out, or put off recently? Tell your partner.

A: Have you done anything over recently?

B: Yes, I have. I did my English homework over last night. I made a lot of mistakes the first time!

## 2 Conversation I'm kind of broke.

A  Listen to the conversation. What is Lucia thinking about doing?

- Elliot** I really like your camera.
- Lucia** Actually, it's my friend Ben's. I'm just trying it out this week. I need to give it back to him tomorrow.
- Elliot** It looks really expensive.
- Lucia** It is. I'm thinking about buying one, but I can't right now.
- Elliot** Why not?
- Lucia** Well, I'm kind of broke. If I had more money, I'd buy it.
- Elliot** It would be nice to be rich, wouldn't it?
- Lucia** Tell me about it. What would you do if you were rich?
- Elliot** Hmm . . . If I were rich, I'd travel. I'd give some money away, too.
- Lucia** That's nice.



B  Listen to the rest of the conversation. Why does Lucia want a camera?

### 3 Grammar Second conditional

Second conditional sentences describe “unreal” or imaginary situations. Use a past tense verb in the if clause (the condition). Use would in the main clause.

What **would** you **do** if you **had** more money?

If I **had** more money, I **would buy** a camera.

Use were for the past tense of be in the condition.

**Would** you **travel** if you **were** rich?

Yes, I **would**.

No, I **wouldn't**.

Yes. If I **were** rich, I'd **travel** a lot.

No. I **wouldn't travel** a lot if I **were** rich.

#### A Complete the conversations with the correct words. Then compare with a partner.

- A** What \_\_\_\_\_ you \_\_\_\_\_ (do) if you suddenly \_\_\_\_\_ (become) rich?

**B** I \_\_\_\_\_ (quit) my job. Then I \_\_\_\_\_ (travel) for a few months.
- A** If a teacher \_\_\_\_\_ (give) you a good grade by mistake, what \_\_\_\_\_ you \_\_\_\_\_ (do)?

**B** I \_\_\_\_\_ (not / feel) right about it. I \_\_\_\_\_ (point) out the mistake.
- A** How \_\_\_\_\_ you \_\_\_\_\_ (feel) if a friend \_\_\_\_\_ (call) you late at night?

**B** I \_\_\_\_\_ (be) surprised, but I \_\_\_\_\_ (not / feel) angry.
- A** If you \_\_\_\_\_ (have) a relationship problem, who \_\_\_\_\_ you \_\_\_\_\_ (talk) to?

**B** I \_\_\_\_\_ (talk) about the problem with my best friend.

#### B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

### 4 Speaking What would you do?

#### A **PAIR WORK** Discuss the questions. Take notes.

- Where would you go if you had a lot of money?
- What would you give away if you were rich?
- What would you do if you saw your teacher or your boss at the supermarket?
- When would you turn down a job offer?
- Would you point out a mistake if a classmate made one? Why or why not?
- What would you do over if you had the chance?

#### B **GROUP WORK** Share your ideas with another pair. Are your ideas similar or different?



### 5 Keep talking!

Go to page 145 for more practice.

# D What an accomplishment!

## 1 Reading

- A** What do you think it would be like to walk across your country? Why?
- B** Read the interview. Why did Mary and Etsuko often have to walk between 30 and 40 kilometers a day?



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### A Walk Across Japan

Mary King and Etsuko Shimabukuro completed a 7,974-kilometer walk across Japan. Mary takes our questions about their incredible accomplishment.

**Why did you walk across Japan?**  
The mapmaker Ino Tadataka *inspired* me. He spent 17 years *on and off* walking through Japan. He drew the country's first real maps.

**How long did it take?**  
A year and a half. We walked from the island of Hokkaido, in the north, down to Okinawa. In Hokkaido, we walked about 40 kilometers a day, and on the other islands, about 30. We often had no choice about the distance because we had to find a place to sleep.

**Describe a typical day.**  
There really wasn't one, but we tried to start by 7:00 a.m. and walk for 10 to 12 hours. Sometimes we had breakfast on the road. We had to be careful in Hokkaido because the bears there could smell our food. We saw bears twice, which was terrifying!

**Did you walk every day?**  
No. We needed to do our laundry, check our email, and rest. Also, I wanted to interview people for my blog.

**What were some of the best parts?**  
There were many! We stayed in a *haunted* guesthouse, walked on fire at a festival, and visited many wonderful hot springs.

**Any low points?**  
You know, overall, we really enjoyed ourselves, but there were a lot of aches and pains along the way. The traffic could be scary because there weren't always sidewalks for *pedestrians*.

**Did you ever think about giving up?**  
No, we never wanted to stop. Actually, I was sad when it ended. I wanted to walk from Okinawa back to Tokyo, but Etsuko said we had to accept that we accomplished our goal. It was time to go home.

**Would you do it over again?**  
Definitely. I'd love to *retrace* our steps when I'm 80. But I've also set myself the goal of walking across the U.K. or India someday.




- C** Find the words in *italics* in the article. What do they mean? Write the words next to the correct definitions.

- |   |                     |                |   |                            |       |
|---|---------------------|----------------|---|----------------------------|-------|
| 1 | inhabited by ghosts | <u>haunted</u> | 4 | go back over a route again | _____ |
| 2 | quitting            | _____          | 5 | with breaks                | _____ |
| 3 | people who walk     | _____          | 6 | gave someone an idea       | _____ |


- D** **PAIR WORK** How would you describe Mary's personality? Do you know anyone like her?



## 2 Listening Can I ask you ...?

- A**  Listen to four people talk about their biggest accomplishments this year. Write the accomplishments in the chart.

Accomplishments	Qualities for success
1	
2	
3	
4	

- B**  Listen again. What quality led to each person's success? Complete the chart.
- C** **PAIR WORK** Who do you think had the biggest accomplishment? Why? Discuss your ideas.



## 3 Writing An accomplishment

- A** Write a paragraph about something you accomplished in your lifetime. Use the questions and the model to help you.

- What did you accomplish?
- Why did you decide to do it?
- How did you accomplish it?
- What was challenging about it?
- Why was it important?

- B** **GROUP WORK** Share your paragraphs. How are your accomplishments similar or different?

### A Healthy Change

*I decided that I wanted to change something at our school. A lot of the vending machines had very unhealthy food, like chocolate, candy, and potato chips. Students wanted healthier food like fruits and yogurt. So I asked students and teachers to sign a petition to get healthier food. It was difficult at first ...*

## 4 Speaking What have you done?

- CLASS ACTIVITY** Find people who have done these things. Write their names and ask questions for more information.

Find someone who has ...	Name	Extra information
helped someone with a challenging task		
won an award for doing something		
learned a new skill outside of school		
solved a problem at school, home, or work		
used technology to improve his or her English		

# Wrap-up

## 1 Quick pair review

### Lesson A **Test your partner!**

Say three personal pronouns. Can your partner use the correct reflexive pronouns in sentences? Take turns. You have two minutes.

A: He.

B: Himself. My neighbor introduced himself to me yesterday.

### Lesson B **Do you remember?**

Which sentences are advising against something? Check (✓) the correct answers. You have one minute.

- |   |  |
|---|--|
| <input type="checkbox"/> I don't think you should do that.  | <input type="checkbox"/> I'll give it some thought.  |
| <input type="checkbox"/> Please don't worry about it.       | <input type="checkbox"/> I'd rather not answer that. |
| <input type="checkbox"/> I'm not sure that's the best idea. | <input type="checkbox"/> I wouldn't recommend that.  |

### Lesson C **Find out!**

What is one thing both you and your partner would do in each situation? You have three minutes.

- Where would you go if you won a free vacation?
- What would you buy if you received money for your birthday?
- What would you do if you lost your cell phone?

### Lesson D **Brainstorm!**

Make a list of accomplishments. How many can you think of? You have two minutes.

## 2 In the real world

Which country would you like to travel across? Go online and find information in English about one of these trips or your own idea. Then answer the questions and write about it.

a car trip across the United States	a train trip across Canada
a bike trip across France	a walking trip across England

- How far is it?
- How long would it take?
- How much would it cost?
- What would you need to take?
- Where would you stay?

### A Road Trip in the U.S.A.

I'd take a car trip across the United States. I'd start in Ocean City, Maryland, and drive to San Francisco, California. The trip is about 3,000 miles. The first place I would stop is . . .

