

# 9 BE YOUR OWN LIFE COACH

## Objectives

FUNCTIONS	asking someone politely to change their behaviour
GRAMMAR	<i>I wish</i> and <i>if only</i> ; <i>I would prefer to</i> / <i>it if</i> , <i>It's time</i> , <i>I'd rather</i> / <i>sooner</i>
VOCABULARY	life's ups and downs; work and education

Student's Book pages 84–85

## READING

- 1 Books closed. As a lead-in, ask: *Other than your school teachers, who teaches you things?* Students discuss the question in pairs and make a list of the different types of people who teach them things. After a few minutes, elicit answers in open class and make a list on the board.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, the lead-in to this activity would best be done as a heads-up activity. Display the photos on the IWB and get students to speculate about the relationship between the people in the photos, in pairs. Ask: *What might have happened before the photo? What might happen next?* Elicit one or two ideas in open class before students work individually to complete the exercise and match the thoughts to the people in the photos.

### Answers

- A 'She doesn't understand me.'
  - B 'I like it this way.'
  - C 'I hate doing this.'
  - D 'This is fun.' / 'Won't they just stop?'
  - E 'Why? Why? Why?'
- 2 **SPEAKING** Put students into pairs or small groups to compare their answers to Exercise 1 and to think of a piece of advice for each person. Nominate one or two students to share their ideas in open class.
  - 3 Give students a three-minute time limit to encourage them to read the presentation quickly in order to choose a title. The focus here is on gist understanding. Also clarify that the question is about students' opinions. There are no right or wrong answers. Have a quick show of hands to see which titles students chose and invite one or two students to give reasons for their choice.
  - 4 **▶ 2.14** Give students time to read the paragraph headings and check understanding. Also, check/clarify: *overdramatising*, *shame*, *simplistically*, *snap at*, *put things in perspective*. Students re-read the article

and complete the exercise. You may like to suggest that they read the first paragraph and then decide which is the most suitable heading, before moving on to the second paragraph. As they read, encourage them to underline the parts of the article that support their answers. During feedback, ask students to refer to the text to explain why they chose their answers.

### Answers

A 2 B 5 C 6 D 1 E (extra heading) F 3  
G (extra heading) H 4

- 5 **SPEAKING** Put students into pairs or small groups to discuss the questions. Monitor and encourage debate between students by tasking them with reaching consensus on their answers within their groups. During feedback, have a quick show of hands to find out which pieces of advice students chose for question 2 and nominate individuals to give reasons for their answers.

## TRAIN TO THINK

### Jumping to a hasty conclusion

- 1 Do number 1 in open class as an example. Ask students to work with a partner to complete the exercise. Check answers.

### Suggested answers

- 1 Many Brazilians love football.
  - 2 A lot of teenagers get up late.
  - 3 It often rains at the weekend.
  - 4 People who live in big cities can be less caring than people who live in the countryside.
  - 5 Almost everyone loves a box of chocolates for a present.
  - 6 Maths is sometimes hard for people who are good at languages.
- 2 **SPEAKING** Before students begin their discussions, elicit one or two examples in open class. Put students into small groups to discuss hasty conclusions they've heard. Monitor to help with vocabulary and to ensure quieter students have an opportunity to speak. Avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Ask each group to nominate a secretary to make notes of their answers (this could be one of the quieter students, to encourage participation). Do feedback in a more student-centred way by forming new groups within which students report back on their discussions.

**Optional extension**

Set up a role play. Divide the class into small groups. Half the group are adults who make hasty conclusions about teenagers. The other half are teenagers who must respond to the conclusions and say why they are not true. This can be done as a mingle with students changing partners every time you clap your hands. This gives the activity more spontaneity and encourages students to think on their feet.

**Optional extension**

Put students into pairs. Ask them to take turns to make a statement to which their partner responds with *I wish ...* For example:

A: *I haven't got any money.*

B: *I wish I hadn't spent all your money.*

Workbook page 82 and page 126



Be aware of common errors related to *wish*.  
Go to Get it right! on Student's Book page 125.

Student's Book pages 86–87

**GRAMMAR*****I wish and If only***

- 1 Ask students to try to complete sentences 1–4 before looking back at the presentation to check their answers. Confirm answers in open class. Ask students to work with a partner to complete the rule. Check answers.

**Answers**

1 could 2 understood 3 had studied 4 hadn't said

**Rule**

1 past simple 2 past perfect

**LANGUAGE NOTE**

Remind students that if you want somebody else to do something, we use *I wish* + subject + *would (not) + infinitive*.

For example: *I wish my brother would help me with my homework.*

- 2 If you're short on time, set this exercise for homework but do number 1 in open class to check that students fully understand the task. Students fill the gaps and then compare their answers in pairs before a whole-class check.

**Answers**

1 didn't tell 2 hadn't told 3 hadn't stayed 4 won  
5 hadn't given 6 hadn't lied 7 didn't eat 8 had invited

**Fast finishers**

Ask students to write sentences of their own using *I wish* and *if only* – one related to how they'd like things to be different in the present and one relating to the past.

- 3 **SPEAKING** Working individually, students imagine and write possible wishes for the people in the photos on pages 84 and 85. You may like to give an example to get them started. Monitor to help with any questions, to encourage creativity and to check students are using *I wish* and *if only* correctly. Make a note of any repeated errors and write them on the board, ensuring anonymity, for correction during feedback in open class. Prior to doing delayed error correction, put students into pairs and get them to take turns to read their sentences for their partner to guess the photo.

**PRONUNCIATION**

For practice of linking sounds, focusing on intrusive /w/ and /j/, go to Student's Book page 121.

**VOCABULARY****Life's ups and downs**

- 1 Books closed. Write *Life's ups and downs* on the board. Ask students: *What do you think this phrase means?* Elicit their ideas in open class.

Books open. Ask students to race to find expressions 1–8 in the article and to underline them. They could do this individually or in pairs. Ask them to try to explain the meaning of each expression to a partner, using the context provided by the presentation and without looking at the definitions on page 86. To check their answers, ask them to match expressions 1–8 with definitions a–h. Check answers.

**Answers**

1 h 2 f 3 a 4 b 5 g 6 c 7 d 8 e

**Fast finishers**

Ask students to make notes on times or situations in which they've experienced ups and downs.

- 2 If you're short on time, you can set this exercise for homework. In order to encourage students to just focus on gist understanding the first time they read the text, ask them to read it quickly in order to answer these questions: *What did the writer decide to do to make his parents less angry about his mistake? Was it a success? Why (not)?* Check answers. Next, ask students to work in pairs to complete the text with expressions from Exercise 1. Check answers in open class.

**Mixed-ability**

Stronger students can try to complete the text without looking back at Exercise 1, and then refer to it to check their answers.

Weaker students can look back at Exercise 1 to complete the text from the outset.

**Answers**

1 get in the way of 2 let ... down 3 dwell on  
4 tried ... hardest 5 not worked out  
6 lived up ... expectations 7 blame 8 go ... way

### Optional extension

The phrases in this exercise can be made into a matching activity. Before the lesson, write each phrase and each definition on a different piece of paper. Create enough sets of cards to allow for one set per four students. Mix them up and distribute one set to each group of students. Either ask students to match the phrases and definitions or ask them to turn all the pieces of paper face down and play a game of pelmanism, taking it in turns to try to find a matching pair.

Workbook page 84

## LISTENING

- 1 **SPEAKING** Books closed. As an introduction to the topic, ask: *Do all 19-year-olds go to university? If not, what do they do?* Give students time to discuss the questions in pairs, then listen to some of their ideas in open class, encouraging others in the class to react.

Books open. Students discuss the questions in pairs. Elicit/point out that the photo on the left refers to working as a life choice and the photo on the right refers to study. Monitor and encourage them to speculate and expand on their ideas. Nominate students to share their ideas in open class and write answers on the board to refer to after the audio.

- 2 **2.17** Play the audio for students to listen and answer the question. Ask students to check answers with a partner before whole-class feedback.

### Answer

Working in a coffee shop/restaurant

### Audio Script Track 2.17

- Chris Hi, I'm Chris Williams and welcome to a special edition of Radio Helpline. Latest government figures show that of last July's school leavers one in every three is currently unemployed. Furthermore, nearly 25% of last year's university graduates are also without a job. And when you consider that university fees for the average student are nearly £30,000 for a three-year course, higher education is not as attractive an option as it used to be. Faced with such a depressing set of statistics it's no wonder that many of today's teenagers are worried about the future. I'm joined in the studio today by careers advisor Jo Harvey who is here to take some of your calls and help you with decisions about your future. Jo, welcome and thank you.
- Jo Thank you. First of all I'd like to say that it's true that the figures aren't great, but that there are still plenty of opportunities for young people out there and lots of reasons for them to get excited about their future.
- Chris Well, that's good to hear. Let's go straight to a caller. We've got Alex on the line. Hello, Alex, and what would you like to ask Jo?
- Alex Hi. Yes, I'm finishing school next July. My family and teachers are all expecting me to go to university, but I'm not so sure it's such a good idea.
- Jo Hi, Alex. Can I ask you what you're thinking of studying at uni?
- Alex Well, that's one of the problems. I'm not really sure.
- Jo Alex, I'm so glad you called. I think Alex is typical of so many school leavers these days. They feel pressure to go on to university straight after leaving school even

though they're not sure exactly what they want to do, and today's university students know that they've got to pay for it all themselves. Because it's so expensive there's a lot of pressure on making sure you choose the degree course that's right for you. But what happens when you're not sure what you want to study? How can you make the right decision? And this is why I'm recommending more and more young people who are in this position to take some time off before they go to university. And I'm not talking about a gap year to travel around the world. Realistically, how many of today's teenagers can afford that? I'm talking about getting a couple of years' experience of the working world. Try out a few jobs: work in a shop, an office, in a hospital or hotel. Or think about working abroad. Find out what you like and don't like. Then maybe you'll have a better idea of whether a university education is the right choice for you and if so, what you want to study.

- Alex But won't that put me at a disadvantage compared with all the students who go straight to university? I mean if I don't start until I'm 22 or something, I'll be 25 when I'm finished and ...
- Jo ... 25 is nothing. You're going to be working until you're at least 65 and probably longer. You won't be at any disadvantage if you start a few years after other people. In fact, if you use your time off wisely, go and work abroad for a while, get some useful work and life experience, then you're going to be much more attractive to most employers than your average 21-year-old fresh out of university. You really are.

- 3 **2.17** This exercise is closely modelled on **Listening Part 4** of the Cambridge English: First exam. Ask students to read the questions and answer as many as they can based on memory and/or general knowledge. Play the audio for students to check their answers. Get students to check answers in pairs before feedback in open class. During pair-checking and feedback stages, encourage students to explain why they chose their answers and why other answers are not possible.

### Mixed-ability

To simplify this exercise for weaker students, for each question, tell them one option which isn't correct.

### Answers

1 C 2 C 3 B 4 B 5 A 6 C

## VOCABULARY

### Work and education

- 1 Ask students to cover the eight definitions and read the words. Students work with a partner to try to define the words. They can then uncover the definitions and match them to the words. Check answers in open class. Ask students to mark where they think the main stress is on each word. Say the words for students to check and repeat.

### Answers

1 b 2 d 3 h 4 e 5 g 6 f 7 a 8 c

- 2 Give students time to read the paragraph once in order to get a general understanding without trying

to complete the spaces. To encourage them to do this, ask them to answer this question, ignoring the spaces: *What would the writer like to do after leaving school?* Check answers before students read a second time and complete the exercise. Check answers in open class.

### Answers

- 1 work experience 2 school leavers 3 higher education  
4 graduate 5 degree course 6 careers advisor  
7 degree 8 life experience

### Fast finishers

Ask students to close their books and write as many of the collocations from Exercise 1 as they can remember before opening their books to check.

## SPEAKING

Ask students to work individually to mark each sentence A or D. Put students into small groups to compare. Encourage students to justify their opinions and challenge each other's. You could tell them they should try to convince the rest of their group that their opinion is the right one as a way to generate maximum discussion. During feedback in open class, nominate one or two students to report back on their group's discussion and encourage further discussion.

Workbook page 84

## Student's Book pages 88–89

## READING

- 1 A recording of this text is available with your digital resources.

Books closed. Ask students to discuss these questions in pairs or small groups: *Which magazines do you read? Have you ever seen a multiple choice quiz in a magazine? What was it about? What are typical features of a magazine quiz? Who does them? How much do you believe the answers?* Nominate students to report back on their discussions in open class.

Books open. Tell students they are going to do a quiz to find out if they are in control. Before they begin the quiz, students should read the questions and underline any vocabulary they don't understand – they can then ask about these words or check in a dictionary. They should only check words that they need to know in order to be able to complete the quiz. Be strict on this.

- 2 Get students to compare their answers in pairs. Encourage them to give reasons for their choices. Ask: *How similar were your answers?*
- 3 In pairs, students read the key and discuss the questions. During feedback in open class, ask who agrees with the description, who doesn't and why.
- 4 **SPEAKING** Regroup students into new pairs or small groups so that they have different partners. Before students begin, elicit suggestions as to why or in what circumstances *c* might not be the best answer to number 1, in open class. Students then discuss

instances where *a* or *b* might be better responses to the remaining questions in their pairs or groups. They could also suggest alternative responses. Follow up with a class discussion on alternative best responses, encouraging students to give reasons to support their opinions.

## GRAMMAR

### *I would prefer to / it if, It's time, I'd rather / sooner*

- 1 Ask students to work with a partner to choose the correct option in each sentence before checking answers by referring back to the quiz. Students then complete the rule. Check answers in open class.

### Answers

- a didn't b go c got d didn't e take

### Rule

- 1 c 2 b 3 e 4 a 5 d

- 2 If you're short on time, you can set this exercise for homework. Students work individually to complete the exercise. Let them compare answers with a partner before you do a whole-class check. During feedback, refer to the rule for clarification as necessary.

### Answers

- 1 played 2 didn't tell 3 went 4 didn't invite  
5 eat 6 leave 7 learned 8 to stay

### Fast finishers

Ask students to rewrite sentences 1–8 using one of the other expressions. e.g. *I'd prefer it if you listened to something else.*

### Optional extension

Write the following pairs of phrases on the board. Ask students to work individually and choose which one from each pair they'd prefer to do, then think of a reason for their choice. They should express their choice using *I would prefer/rather/sooner*. Put students into pairs for them to compare preferences.

- |                 |                    |
|-----------------|--------------------|
| go to Paris     | go to London       |
| go swimming     | play tennis        |
| eat spaghetti   | eat fish and chips |
| fly             | drive              |
| go to the beach | go skiing          |

Workbook page 83 and page 126

## FUNCTIONS

### Asking someone politely to change their behaviour

- 1 If there is an IWB available in the classroom, the lead-in to this activity would best be done as a heads-up activity with the whole class. Project the pictures and ask students to speculate as to what is happening in each one. Next, ask students to work with a partner to complete the conversation. Suggest they refer to the rule above if they are having difficulty



and/or to check their answers. Check answers in open class and say each phrase with suitably polite intonation for students to repeat.

### Answers

1 didn't use 2 didn't eat 3 put

- 2 Working in pairs, students create a short conversation using expressions from Exercise 1. Monitor and make sure students are using the expressions correctly. Ask them to focus on using appropriate intonation and also encourage students to be polite in their responses. Invite one or two pairs to perform their conversations in open class.

## THINK SELF-ESTEEM

### Being diplomatic

**SPEAKING** Books closed. As a lead-in, describe a situation in which you would need to be diplomatic. For example, your friend has had a bad haircut. Ask students: *What do you say to your friend?* Elicit ideas in open class.

Books open. Clarify *diplomatic* and *cause offence*. Give students time to read situations 1–4 and think about how they would respond. Students complete the exercise in pairs. Monitor to help with vocabulary. Make a note of any good responses to the different situations and ask those students to share them with the class during feedback.

#### Optional extension

Ask students to work in small groups and discuss the following questions:

*Why is it important to be diplomatic?*

*Can you remember any situations when you've had to be diplomatic? How did you do this?*

*Do you know anybody you often have to be diplomatic with?*

To give students intensive listening practice, dictate the questions instead of putting them on the board.

Ask students to think of their own situation where they would have to be diplomatic and to create a role play. Listen to some examples in open class as feedback.

### Student's Book pages 90–91

## LITERATURE

### BACKGROUND INFORMATION

Kazuo Ishiguro (b. 8 November 1954) was born in Japan to Japanese parents. His family moved to England in 1960. He became a British citizen in 1982. He has written seven novels. His second novel, *An Artist of the Floating World*, won the 1986 Whitbread Prize. He received the 1989 Man Booker prize for his third novel *The Remains of the Day*, which was made into a film starring Anthony Hopkins and Emma Thompson. Other notable books include *Never Let Me Go* (2005) and *The Buried Giant* (2015).

*The Remains of the Day* was published in 1989 to wide critical acclaim. The novel recounts the memories of a butler who has spent most of his working life in the employment of an upper-class English family. The butler tells stories of his working life and of his unrequited love for a housekeeper who is now married with children. The film of the novel received eight Oscar nominations but won no awards.


- 1 Books closed. As a lead-in, ask students to make a list of five sad novels or films and to discuss what happens in them, in pairs or small groups. Elicit a few in open class.

Books open. Ask students to look at the photos and discuss: *Who might the people in the photo be? What's their relationship? Where do you think the book is set? What do you think it might be about?* Listen to some of their ideas in open class and then get students to read the introduction to check. Check/clarify: *butler*. Ask students to quickly discuss the question with a partner, encouraging them to give reasons for their answer.

- 2 Ask students to quickly read the extract and choose the best ending. You could set a three-minute time limit to encourage speed-reading. Allow students to check answers with a partner before whole-class feedback.

### Answer

b

- 3  2.18 Play the audio for students to listen as they read the extract a second time. Allow students to check their answers with a partner. Nominate students to give reasons for their answers during whole-class feedback.

### Answers

- 1 Lord Darlington died three years ago.
- 2 Stevens thinks that Lord Darlington made mistakes/his own decisions.
- 3 The stranger is an old man.
- 4 The people on the pier are happy when the lights come on.
- 5 Stevens thinks that it's pointless/not important to reflect on what he could have done better in his life.

- 4 **VOCABULARY** Students work individually to complete the exercise and then check their answers with a partner before feedback in open class.

### Mixed-ability

Stronger students can look at the highlighted words in the extract and try to define them based on the context provided within the extract before referring to the definitions provided in the exercise.

Weaker students go straight to the definitions in order to complete the exercise.

### Answers

- 1 dignity
- 2 pleasure-seekers
- 3 youth
- 4 butler
- 5 contentment
- 6 misguided
- 7 aspirations
- 8 vouch for

- 5 **SPEAKING** Students discuss the questions in pairs or small groups. Monitor and make a note of any nice expressions in English that students use or any nice contributions they make during the activity. At the end write good expressions on the board to present to the whole class, and praise the student(s) who used them. Also, ask for volunteers to report back to the class on their discussions.

## WRITING

### A magazine article

- 1 As a lead-in, ask students to discuss the following questions with a partner: *Is it important to get work experience before going to university? What sort of work experience can you get when you are a teenager?* Listen to some of their answers in open class and encourage further class discussion.

Students read the article and answer the questions. Let them compare answers with a partner before a whole-class check. Also ask if any of the ideas they came up with during the lead-in discussion are mentioned.

#### Answers

- 1 Yes
- 2 Graduates are feeling the pressure precisely because so many of them are looking for the same jobs at the same time and there's very little for an employer to choose between them; people who wait some years before they go to university will, as long as they have used their time well, be far more attractive as an employee; their extra experience of life will mean they can offer companies more than a 22-year-old graduate can; the fact they've taken time to decide exactly what it is they wanted to do shows that now they really want to do it.

- 2 Students complete the exercise with a partner, noting down reasons for their answers. Check answers in open class.

#### Answer

She questions/challenges the reader, which has the effect of making the reader think about their own life. She asks questions in the first paragraph and then uses the imperative in the final paragraph.

- 3 Students work with a partner to make notes on one of the topics. You might like to give students an example on the board based on the model text, using bullet points and note forms. Ask: *How would Eve's plan have looked?* During feedback, elicit examples of the type of things students have decided to include.
- 4 Students work with a partner to think about how they will start and finish their article and then compare with a partner, who could also give additional suggestions.
- 5 If you're short on time, you can set this exercise for homework.

Ask students to write their articles. This could be done as a collaborative writing activity in class with students writing one article as a pair. Encourage them to expand their notes and organise their writing in a similar style to the example on page 91. On completion, ask students to exchange their articles with another student/pair for them to read and comment on each other's first and last paragraphs and the overall organisation of the article.