

WHAT'S NEW!

Communicative Objectives:	Students will be able to:			
	- justify an argument and downplay expressions.			
	- use ambition-related vocabulary, phrases and idioms.			
Education Objectives:	Ss will explore a variety of issues relating to ambition, especially the root causes and effects.			
Connected Topics:	- Race and future potential	- Welfare and motivation		
	- Fame and fortune	- Biological drive		
	- Asia's film industries	- Ethics of success		
	- The American Dream	- Rejecting the system		
Grammar:	Collocations	Joining clauses	Rhetorical questions	
Key Vocabulary:	adversity	data miner	forensic	rigorous
	affluent	deadpan	grim	stint
	bioinformatician	diminutive	in the limelight	token
	burgeoning	elaborate <i>adj</i>	meteoric	wisecracking
	celluloid elite	ferocity	persona	
	charismatic	flop <i>n</i>	piety	
	consummate	floundering	rat race	

The BIG question: WHAT WOULD YOU DO TO SUCCEED?

The question here asks what people are prepared to do to succeed in life.

VIEWPOINT

Facts: The information on poverty in the USA is based on US Census Bureau data. This study uses the US Census Bureau's definitions of poverty and affluence (ten times the poverty level). Source: 'Rags or Riches? Estimating the Probabilities of Poverty and Affluence across the American Adult Life Span' *Social Science Quarterly*, Vol. 82, No. 4, Dec 2001 Mark R. Rank et al.

www.weap.org/scholarship/rags_or_riches.pdf

This point is brought up again in **4 Watch and Listen** and **9 Further Discussion A**.

EQ: *Name some successful African-Americans. Why are they successful? What influence do you think this has on the ambitions of young African-Americans?*

The quote is a common saying meaning you have to work hard to succeed.

EQ: *What do you think is meant by this quote? Do you agree with its meaning?*

The question under the graph addresses the essence of the rags to riches story that underpins most discussions about success. How do people get ahead?

1 WORD POWER

A asks students to consider symbols of success. By associating success with concrete or abstract constructs, students will have a clearer idea and vocabulary for what ambition and success means to them.

B gives practice in matching collocations linked to ambition and success.

1 WORD POWER B**Answers**

2 b 3 e 4 c 5 d 6 a

C allows for further practice in using the collocations and **Language Bank 3** phrases.

ARTICLES**Chan the Man: The Early Years**

This article is an extract from a longer piece on Jackie Chan's career. Mention to students that Jackie Chan was a huge star in Asia before moving

on to Hollywood. He tried several times to break into the American market, before finding success there with *Rumble in the Bronx* (1996). Chan's movies often combine action and martial arts with comedy, but he does all his own stunts.

EQ: *What types of films do you like? Which tend to be the most popular in your country?*

The Shah of Bollywood

Bollywood films are often characterised by singing and elaborate dance choreography, while the musical has become less popular in American cinema. Unlike actors from other countries (Italy, China, UK), Indian actors have had little cross-over success in other countries. Some Indian films have been successful around the world; for example: *Bride and Prejudice* (2004), an adaptation of Jane Austen's novel, *Pride and Prejudice*.

EQ: *Do you think there is discrimination against non-white actors in Hollywood? Why / Why not?*

2 READING

2 READING A	Answers
A 1 JC 2 neither 3 both 4 SRK 5 JC	

C 1 You can bring up what talents or skills an actor may naturally possess (beauty, charisma, charm, intelligence) and may need to learn (fencing, martial arts, horse riding, singing).

C 2 It may help to discuss types of movies made, actors and directors, and then more general aspects of Hollywood, Bollywood or Hong Kong movies.

Hollywood – large budgets, special effects,
American-centred plots.

Bollywood – musical aspect, dancing / singing,
stylised acting.

Hong Kong – action and martial arts.

3 SPEAK YOUR MIND

This section covers childhood ambitions, future ambitions, making it in other countries, and taking risks and ambition.

A EQ: *Why do you think ambitions change as you get older? Do people change jobs and careers often in your country? What three careers would you like to have?*

B EQ: *How realistic do you think these goals are?*

C EQ: *Has anybody from your country gone on to become successful in other countries?*

D EQ: *Is risk-taking common in your country?*



4 WATCH AND LISTEN

DVD

The video interviews are with ordinary people in North Carolina. Generally, the interviewees express optimistic views of the system.

4 WATCH AND LISTEN B	Answers
B 1 C 2 B 3 B	

C These questions will help students to explore the reality of the American Dream and aspects of success and failure.

5 TEAMWORK

The problem tree is a common tool to help people simplify rather complex problems. Visualising the problem in different stages from difficult to easy can provide a means for tackling these in a more productive order.

Example: *becoming an astronaut*

Difficult

You need many years of experience in a field related to space exploration.

You need to possess some skill valuable to the mission.

You need to have a good knowledge of science.

You need to pass many tests: physical, mental and emotional.

You need to undergo a lot of training.

You need to live in a country with a space programme.

You need to speak the language of that country.

You need to be physically fit.

6 CONTROVERSY

Welfare systems are always a heated issue, as they often take up a large percentage of a state's annual budget. The two main views are that:

- Welfare recipients are lazy and don't want to work.

- Welfare recipients should be given help to rebuild their lives.

Often these views overlap depending on social and political positions; for example, people who are economically vulnerable (lower and middle class) are often welfare's largest supporters, while people who are economically secure are often welfare's greatest critics.

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Learning to Lead: A Workbook on Becoming a Leader, Warren Bennis

The Time 100 leaders: www.time.com/time/time100/leaders

Leadership in Business: www.nwlink.com/~donclark/leader/leader.html

B Sources:

Goals! How to Get Everything You Want – Faster than You Thought Possible, Brian Tracy

Seven Habits of Highly Effective People,

Stephen R. Covey

www.mygoals.com

8 CAREERS IN ENGLISH

Young people leaving school often need advice on careers. This activity is designed to give some perspective in this area, as some career choices will have a much better future than others.

8 CAREERS *in English*

Sample answers

A Reasons for choosing each job:

Bioinformatician: A relatively new field which combines a good knowledge of computer science and medical science. They can run complex computer models to test drugs before field trials.

Wireless engineer: Wireless equipment is set to become more and more common in the future, making these engineers in high demand.

Forensic accountant: Based on events in the US (Enron) and Europe (Parmalat), there is a growing need for accountants who can independently

analyse the financial information in company reports and accounts.

Data miner: Customers prefer personal service, but in the age of large corporations, this can be difficult. Creating software that can tell companies what individual people like or dislike lets businesses personalise their services.

Home-care nurse: As the number of older people in the population grows, there will be a sharp increase in the need for nurses giving care at home.

AI programmer: Artificial intelligence is becoming closer to reality. Programmers are teaching computers how to learn like humans.

Adventure travel guide: Extreme sports and adventure travel are becoming more popular. There will be a greater demand for experienced professionals who can safely guide people in these trips.

Fuel-cell engineer: With oil supplies growing scarcer, hydrogen fuel cells will be the next important technological development for transport. Energy and car companies will be looking for people with this expertise.

Lawyer: Intellectual property rights are very important for many companies, for example the entertainment industry. Companies need lawyers to help stop people illegally downloading music from the internet and CD / DVD piracy.

Odd-job person: As there are more people who don't have time to do jobs for themselves or are too old to do them, there will be more demand for help around the house.

B EQ: *Which of these jobs would be likely to last longest? Why?*

9 FURTHER DISCUSSION

This section covers: fame, reasons for ambition, ambition and the law, rejecting society's expectations, and equality in society.

A You can begin this question by asking students to give examples of famous people in their country.

EQ: *Is being famous the same as being successful?*

B Ask students to think about what drives them to succeed. Is it parents, community values, personal expectations or something else?

C Students should consider whether success should be the ultimate goal.

EQ: *Does the end justify the means? Are successful people who commit crimes treated differently from ordinary criminals?*

D This brings in the idea of people who do not follow the usual way in society.

EQ: *Is dropping out of society just a luxury of developed countries?*

E This is one of the central issues in this unit. Try to get students to think about how life might be different for other people in their country or even in other countries.

EQ: *Does it really matter? Is there anything that society can or should do about this?*

10 **Your answer:** WHAT WOULD YOU DO TO SUCCEED?

The question relates in ways to the issue of ethics and ambition and how committed someone needs to be to succeed. Can you be ethical and ambitious? Are the sacrifices worth the gains? In part, it comes down to what the person and their culture values most. In some cultures, it is the family; in others success in career and life is the ultimate goal. This discussion of work-life balance will be looked at in greater depth in Unit 15.

WORKBOOK

1 USE OF LANGUAGE: Joining clauses

This activity introduces students to an extremely successful writer, J.K. Rowling, author of the Harry Potter books. At the same time, students will practise their knowledge of clauses. The activity itself is related to an authentic test activity used by the University of Cambridge Local

Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

1 USE OF LANGUAGE

Answers

1 that 2 who 3 who 4 After 5 where
6 whom 7 Although 8 while 9 After 10 which

2 WRITING

A Sources:

www.writing-world.com
Conversations with J.K. Rowling, Lindsey Fraser
www.jkrowling.com

B Sources:

The 100 Simple Secrets of Happy People, David Niven
Unlimited Power: The New Science of Personal Achievement, Anthony Robbins
www.motivation123.com
http://dir.yahoo.com/Business_and_Economy/Business_to_Business/Speakers/Motivational

3 SPEAKING STRATEGIES: Get rhetorical

This activity aims to get students to incorporate rhetorical questions into their presentations. It is a useful skill to emphasize points, strengthen arguments and build rapport with listeners.

3 SPEAKING STRATEGIES

Answers

1 b 2 e 3 c 4 d 5 f 6 a

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1 e 2 f 3 a 4 b 5 d 6 c

1 down-to-earth = very practical, sensible
2 workaholic = addicted to work, working very long hours
3 control freak = likes to control everything people do
4 movers and shakers = important and influential people
5 stick-in-the-mud = dull, boring, unadventurous
6 shark = hard, focused on getting what he wants

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

- *Do any of these idioms describe you? Do they describe people you know?*
 - I am a bit of a *control freak*. I like to be in charge of everything I do.

- *Which of these do you think would be successful in a career, family, or life in general?*
 - I don't think a *stick-in-the-mud* would be very successful in a career. They don't seem very motivated to do anything.
- *What kind of goals do you think each of them has?*
 - I think a *shark* would only be interested in winning at any cost – no matter what the area.