

Revision

Subject: Work and money

Language: Future forms; first conditional; infinitive of purpose; have to; might

Function: Talking about future arrangements, aims, plans, predictions and possibilities

1 ***The BIG question:*** WHAT'S YOUR AMBITION?

The theme of this unit is work and money, and students' attitudes toward these two important parts of their lives. In particular, ***The BIG question*** focuses on what students want to do with their lives, especially with regard to their careers, and whether or not they are ambitious.

- Read out ***The BIG question***, and elicit some answers. If students don't know the meaning of *ambition*, write the name of someone famous on the board, of the same gender as you, for example, a famous footballer or singer. Elicit the person's profession and **ask:** When I was younger, I wanted to be a famous (singer). Elicit the fact that that was your *ambition*. **Ask** students what they wanted to be when they were younger, as this can lead to some amusing answers. Later in the unit, the students' feelings and thoughts about ***The BIG question*** can be explored in more depth.
- Look at the **FACT box** with the class. Elicit examples of a *medical career*, a job in *the media* (journalist, TV presenter), a *legal role* (a lawyer). **Ask** students if they are surprised by these facts and also **ask:** Does anyone want to be famous? Have a brief discussion about why so many young people want to be famous.

2 FOCUS ON...

Words

Pictures / Background information

For information on the famous people in the pictures, read the article in **3 Reading**.

Picture a) shows Stephen Hawking (1942-), probably the most famous living physicist in the world.

Hawking is an English cosmologist and physicist who has made huge contributions to our understanding of

the universe (black holes in space are one of his specialities). He has helped to educate the public through his books on the subject, notably the best-seller, *A Brief History of Time*. Hawking was diagnosed with the usually fatal illness, motor neurone disease, at the age of 21 and has been in a wheelchair for decades. Although he is now almost completely paralysed, he continues to work.

Picture b) shows Serena Williams (1981-), the world-famous American tennis player and younger sister of Venus, who is equally famous. Williams had made more money from tennis prizes than any other female athlete and is considered as one of the greatest women tennis players ever.

Picture c) shows Jimmy Wales (1966-), the American co-founder of the free online encyclopaedia Wikipedia that has revolutionised our ability to find information about any subject in one or two seconds. One of the most remarkable things about Wales is that he chose to make no money from Wikipedia, whose information is placed online by thousands of unpaid contributors.

Picture d) shows Roman Abramovich (1966-), the Russian billionaire businessman and owner of the world-famous English football team, Chelsea Football Club. Abramovich is one of the wealthiest people in the world. He is well known for his huge yachts and oligarch lifestyle.

Picture e) shows Victoria Beckham (1974-), whose career began as a member of the famous English girl pop group, *the Spice Girls*. Beckham was known as 'Posh Spice' when she was in the band. In 1999 Beckham married the English footballer David Beckham, making them one of the most famous celebrity couples (and families) in the world. Well-known for her fashion sense, Victoria Beckham now has a highly successful career as a fashion designer.

2 A

- Look at the unit title with the class. Ask: Why is a unit about work and jobs called “Flying High”? Elicit the fact / explain that if someone is *flying high* they are very successful in their work. Say that we call this kind of person a *high flier*.
- Explain the task. Read the names with the class and help with the pronunciation: Victoria Beckham, Jimmy Wales, Roman Abramovich, Serena Williams, Stephen Hawking.
- Students match the photos with the names, in pairs, if you wish.
- Check the answers and ask students what else they know about these people. Students will know that Serena Williams is a tennis player, and will probably know that Roman Abramovich owns Chelsea Football Club, and that Victoria Beckham is married to David Beckham. Teach the word *celebrity* (a famous living person). Don't tell students more than they already know at this point, as students will do more work on professions in Exercise 2B.

2 FOCUS ON...Words A 1

Answers

- 1 e (Victoria Beckham) 2 c (Jimmy Wales)
 3 d (Roman Abramovich) 4 b (Serena Williams)
 5 a (Stephen Hawking)

2 B

- Read out the task and make sure that students understand it. Teach the word *profession*.
- Read out the professions with the class and check they understand them. Ask students to repeat the words. Make sure they have the correct stress: *professional sportswoman*, *fashion designer*, *scientist*, *accountant*, *businessman* / *businesswoman* / *entrepreneur*, *social* / *aid worker*, *doctor*, *journalist*, *computer programmer*. Students should be able to recognize some of the words from doing Activity A.
- Teach the words *professional* and *business*. Explain that the difference between a *businessman* / *woman* and an *entrepreneur* is that a businessman works in business, usually at a high level, while an entrepreneur, (who is a businessperson) starts new businesses.
- Students answer the question, in pairs, if you wish. Check the answers.

2 FOCUS ON...Words B

Answers

- a) Serena Williams is a professional sportswoman.
 b) Victoria Beckham is a fashion designer.
 c) Stephen Hawking is a scientist.
 e) and f) Roman Abramovich and Jimmy Wales are businessmen and entrepreneurs.

2 C

This exercise introduces words that students will meet in the Reading passage.

- Read out the words in the first box. Ask students to repeat them and check they have the correct stress: : *hero*, *crazy about*, *role model*, *passion*, *interview*
- Check students understand the words in the categories box and check pronunciation and stress: *ambition*, *exams*, *admiration*.
- Students do the activity in pairs.
- Check the answers. Ask questions to elicit answers from students using the words, for example: What was your grade in your last exam? What's your aim / goal in English? Who's your role model / hero? Who are you crazy about? When do you have an interview?

2 FOCUS ON...Words C

Answers

- ambition:** aim, goal
exams: grade, interview
admiration: hero, role model
liking something a lot: crazy about, passion

2 D

This activity contextualises and practises the language in Activity 2C.

- Read through the statements with the class and check they understand them.
- Ask some students to complete the sentences; then put students in pairs to make more sentences. If you want, add this sentence: “My ambition is to “. Circulate and help with language.

2 FOCUS ON...Words D**Answers****Example answers**

- 1 One of my role models is (name of football player) because he's a brilliant football player.
- 2 I have a lot of admiration for (name of movie star) because she's a great actress.
- 3 If I get good grades in my exams this year, my parents will give me some money.
- 4 I have no ambition to become famous / be very successful / make a lot of money.

2 E

These questions focus on concepts related to the topic, and develop vocabulary related to the topic.

- Question 1 gets student to think about the information in the FACT box (that so many teenagers want to be famous). If students say they want to be famous, ask them why.
- Questions 2 and 3 focus on whether students are interested in helping others as well as themselves. The phrase *do good* means to help other people.
- Question 6 gets students to think about whether the famous people in Activity 2 are good role models in every way. They are clearly good role models for fame and success, but perhaps very rich and famous people should do more to help others or more for the world and less for themselves. Elicit the names of other celebrities who might be better role models than the examples shown.
 - Read out the questions with the class and check they understand them.
 - Elicit answers from students.
 - Students discuss the questions in pairs. Circulate and help with language.

2 FOCUS ON...**Ideas**

This activity prepares the class for the information in the article in 3 READING.

- Read out the sentences and check that students understand them.
- Students discuss the statements with a partner or in small groups.
- Briefly discuss the questions with the class.

Optional activity: The jobs game

This game helps students increase their vocabulary with regard to professions.

- Tell students they are going to play *The jobs game*.
- Tell students to think of a job - it needn't be in the list in Exercise 2B. If they don't know the word in English, tell them to look it up in their dictionaries. Circulate and check students' choices and pronunciation.
- Put students into groups of three or four.
- Explain that in their groups, each student takes it in turns to give the other students a clue about the job they have chosen. The other group members try to guess the job, using their dictionaries if they want. The first person to get the answer scores a point.
- Go through an example with the class. Ask students to choose a job and write the name on the board. Now ask students for clues. For example, if the word is *doctor*, the clue might be: This person helps sick people. Students ask: Is it a doctor?
- Explain that if no one gets the answer, the student gives another clue. The group goes through the same procedure as before. If no one gets the right answer, the student tells them the answer. The student with the most points in each group is the winner.
- Students play the game in their group. At this stage, allow students to change the job they have chosen, if they wish.
- For an optional final stage, the winner of each group tells the class the jobs that were chosen. The winner's group explains the words to the class.

**3 READING CD2 (Red), track 21, or download from:**

<http://www.brookemead-elt.co.uk/downloads>

3 A

Explain that in paragraphs 1-5, each of the teenagers in the photos talks about their role models, each of whom is one of the people in Exercise 2A.

- Read out the task. To help students recognise when to write *he / she / him / her*, write this sentence on the board and ask students to complete it: Serena Williams is great. I like _____ a lot. _____'s my role model.

- Students read the article (and or listen to it) and do the task without using dictionaries.
- The recordings have bleeps where the gaps in the text are. If you are using the audio in class or the students are using it for their own study, they can fill in the gaps by speaking the missing words (*name...he, he's, she, she's, him...*)
- Check the answers.

3 READING A**Answer**

- 1 Stephen Hawking** is my hero. It's incredible - **he** can't move and talks through a machine, and yet **he's** the greatest scientist in the world.
- 2** I have huge admiration for **Serena Williams**. **She's** won so many championships and been World Number 1 five times.
- 3** My role model's **Jimmy Wales**. What interests me about **him** is, **he** had a brilliant idea, like Wikipedia, but didn't try to make any money out of it. My aim is to design computer games, but one day I'd like to be an internet entrepreneur like **him**.
- 4** I'm just crazy about fashion and **Victoria Beckham's** so cool. She was in a successful girl band and now **she's** proved that she's a brilliant designer as well.
- 5** I want to be like **Roman Abramovich**. **He's** extremely rich and **he's** also the owner of Chelsea Football Club - so cool.

3 B

- Ask students to find the words and phrases in the article and match them with the meanings. Tell them to guess the meanings from the context before checking in their dictionaries.
- Check the answers.

3 READING B**Answers**

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

3 C

- If you think students need the help, pre-teach these words:
- *physics* (a science subject that studies natural forces such as light, heat and movement; word derived from the Greek word *physica* - natural)
- *athlete* (derived from Greek word *athlon* - a prize or contest)

- *brilliant* (derived from French, *briller*, to shine)
- *billionaire* (someone with 1 billion dollars (a thousand million or \$1,000,000,000; in British English this used to mean a million millions (£1,000,000,000,000) but the American version of a thousand million now predominates; according to the American Forbes magazine there are 1,210 billionaires in the world; 115 of them are Chinese and 101 are Russian).
- *management*. (derived from the French word *manège* a riding school in which horses are trained).

According to the predominant first languages of the students in the class, a lot of fun can be had with derivations and connections between words in different languages. This is obviously easier for students who speak a Latinate language, or with some Greek language connection (Russian for example). If the students enjoy spotting language connections, make a game of it. Give one point for each connection pointed out to the class. Don't make it an individual competition, but instead a group one for the whole class to try and collect 100 points as fast as possible. There could be a reward for reaching 100 points. Look out for:

- *homophones* words that sound the same but are spelt differently (from the Greek word *homo*=the same) for example: *rain / rein / reign*, or *to / two*.
- *homonyms* words that sound the same but are spelt differently for different means: *bare / bear, altar / alter, blew / blue*
- Students read the article again and answer the questions.
- Check the answers.

3 READING C**Answers**

- 1** Sam (1) will have exams soon, Polly (4) will have an interview for the London School of Fashion.
- 2** Zahara (2) admires Serena Williams because she does charity work for children.
- Jo's (3) role model is Jimmy Wales because he didn't try to make money out of Wikipedia.
- 3** Sam (1) says physics is his passion. Polly (4) is crazy about fashion.
- 4** Zahara (2) plays tennis every day after school.
- 5** Mo (5) wants to be a billionaire.

3 D

- Read the questions with the class and make sure students understand them.
- Elicit answers from some students and ask them to give reasons.
- Students discuss the ideas in pairs. Circulate and help with language.
- Students report back to the class.

4 LANGUAGE

This section revises the language in the Revision box at the start of the unit. All the language was taught in earlier units in this book.

- Students answer the questions about the sentences.
- Check the answers.
- To practise the language do the following:

Question 1: Ask students: What do you have to do this week? Elicit answers. Then ask students what Sam, and Polly in the reading passage have to do, and why. For example:

- What does Sam have to do? He has to get top grades in his exams. Why does he have to do this? Because Cambridge University wants top grades.
- Polly has to work hard put together a good portfolio of her work. Why does she have to do this? Because she's got an interview soon for the London Fashion School.

This will help students with the idea of obligation.

Question 2: Check that students remember that *I'll* = *I will* and that *will* refers to the future.

- Write this sentence on the board: "I'm applying for the LSE in three months' time". Cover the words "...in three months' time...". Ask: Is this the future? Elicit the fact that "I'm applying for the LSE" means it is happening now. It's the time expression that makes it the future.
- Check that students understand that we use the present continuous future for an arrangement. Get students to ask and answer: "What are you doing this evening / on Saturday/ on Sunday / in two months' time?"
- If relevant and not too difficult for the class you could discuss the apostrophe question: the correct usage is "... in three months'..." because this is a time expression and three months is plural and therefore the apostrophe comes after the s. If it

was "...one month's time" the apostrophe would be before the s because one month is singular.

- Write the *if* sentence on the board and check students understand that both parts of the sentence refer to a future possibility. **Ask:** What might you do this summer? Elicit answers. Then ask students to make sentences about this possibility using the first conditional.

Question 4: Ask students to make predictions about each other's future careers, for example: "I think you'll be very successful." "I don't think you'll be a billionaire."

Question 5: Remind students that we use *to* to express intention and purpose. Ask them to complete these sentences:

*I go to the sports centre to I go to a club to
I come to school to*

As an aside, it might be worth practising "really" for emphasis in current English usage.

4 LANGUAGE**Answers**

- 1 I'll have to get top grades in all my exams.
- 2 I'm applying for the LSE in three months time.
If I get in, I'll be over the moon.
I'll have to get top grades in all my exams. I think I'll get there.
- 3 I'm working really hard to put a good portfolio together.
- 4 I think I'll get there.
- 5 I'm working really hard to put a good portfolio together.

- Refer students to the explanations about this language in Workbook Unit 17 (pages 62-63). They can read the explanations and do the exercises in class or for homework.

Optional activities: Exploiting the reading text

1 Ask students to choose one of the people in the reading text and write a paragraph about this person's future life. As an example, get the class to choose one of the people and say what will happen to her, using *will*. For example:

Zahara won't become a professional tennis player. In two years' time she'll get interested in music and learn to play the guitar. She'll play tennis at a club as

a hobby. She'll meet her partner playing tennis. She'll join a rock band and

Students do the task in pairs or small groups. Students read out their paragraphs to the class. The class votes for the most interesting future life.

2 Put students into groups of five. Each student in a group plays a different person in the reading text. Tell students to study the relevant paragraph carefully. In their groups, students take turns to play the person they have chosen. They talk about themselves and their role model. The other students ask them questions. They must invent the answers. Each student has two to three minutes in their role.

5 LISTEN IN CD2 (Red), track 22, or download from:

<http://www.brookemead-elt.co.uk/downloads>

Pictures / background information

For a website that helps teenagers to start career planning:

http://teens.lovetoknow.com/Career_Planning_for_Teens

This website help teenagers to think about and also write about their career plans:

www.asvabprogram.com/.../ASVAB_Edu_and_Career_Plans.pdf

5 A

- Read out the task and make sure students understand *career* and understand *career plan*. Ask students to look at the photos and check they understand the captions. A *burger bar* is a restaurant that serves hamburgers. An *investment banker* provides financial services for companies and rich people. A *psychologist* has studied how the mind works and helps children who have emotional problems.
- Elicit suggestions about what the conversation is about.

5 B

- Explain that these words are in the conversation students are going to hear. Read them out and ask students to repeat them. Explain that compound nouns and adjectives (words that have two parts) have their main stress on one word only: *part-time*, *full-time*, *bank account*, *software engineer*.

- Read out the task and make sure students understand the word *adjective*.
- Students check the meanings of the words in their dictionaries.
- Check the answers. Explain that cash has two meanings. (See below. The second definition is the meaning in the audio text.) **Ask:** Who has a part-time job? Do you / your parents have full-time or part-time jobs? Do you have a bank account?
- To answer question C5 students will need to understand the phrase *night-shift* (the period of time that people work at night), so teach the meaning.

5 LISTEN IN B

Answers

- 1 c** wages: money that you earn for doing a job; cash: notes and coins; money in any form, especially money you can easily obtain when you need it
- d** bank account: money that you keep in a bank; you can take money out and put money into a bank account
- 2 a** part-time: doing something (usually a job) for part of the day or week; full-time: doing something (usually a job) for the full working week, usually five days.
- b** selfish: thinking only of yourself
- 3 e** software engineer: Software is a program of instructions used to control and run computers. A software engineer designs, installs, maintains these programs. NB in AmE all forms of *program* are spelt the same. In BrE *programme* = theatre programme and *program* = computers.

5 C

- Read out the task before students listen to the conversation and check students understand the questions. Explain that Lucy is a girl. Remind students that they are only listening for the answer to the questions and shouldn't try to understand every word.
- Play the CD. Students listen and tick (✓) the correct box.
- Check the answers. If students can't answer some questions, play the CD again.

5 LISTEN IN C**Answers**

1 Daniel 2 Lucy 3 Lucy 4 Ben
5 Ben and Daniel 6 Ben and Daniel

5 D

- Read out the questions and make sure that students understand them.
- Play the CD again. Students listen and tick (✓) the correct box.
- Check the answers. If students can't answer some questions play the CD again.

5 LISTEN IN D**Answers**

1 b 2 a 3 b 4 a 5 c

5 E

This exercise gives students the opportunity to discuss interesting ethical ideas in the passage.

- Read out the questions and make sure that students understand them.
- Elicit answers from a few students and give help with language.
- Students discuss the questions in pairs or in small groups.
- Discuss students' answers with the class.

6 YOUR TURN TO SPEAK**A Role play**

Read the task with the class and make sure they understand it.

- Go through the phrases in **LBs 21** and **27** with the class.
- Students work in pairs and decide what kind of job they have, why they're doing it and why they want some money.
- Ask students for their ideas, for example:
"I have a part-time job in a burger bar / supermarket/clothes shop. I do twelve hours a week."
"I'm doing the job to make some money. My parents don't give me any pocket money so I need to work. / I'm going on holiday in three months' time and I want some cash. / I like having extra money. / I plan to buy some really nice clothes. / I'm saving up to buy a mountain bike / car."
- Students take turns to do their role play.

- Ask for volunteers to act out their role play in front of the class.
- To consolidate the language used in this activity, ask students to review the phrases in **LBs 21** and **27** at home and do the exercise for homework.

B Conversation

Read out the task and make sure students understand the discussion points.

- Elicit reactions from students to the discussion point and help with language. For example:
"Money's quite/ very / not very important to me. / Of course money is important. / I want to have enough money. / I want to be comfortable. My parents give me pocket money. They give me a week. / I know I spend too much money. / I'd like to save more money. / I spend all my money. I don't save anything. / I save each month. / I spend my money on clothes / computer games / restaurants."
Point out that we say *spend money on something*.
- In pairs students go through the discussion points.
- Ask some students to report back to the class.

7 YOUR TOPIC

Read out the task and the points students have to prepare to speak about.

- Students discuss the points and make notes about them.
- Elicit ideas from students. For example:
"I want to be a ... / work as a / I like (working with people) . / I'm very interested in"
"I'll have to work hard / get the right qualifications / get a degree in"
"When I get the job I'll move to a flat / get a car."
"My family think it's a good career plan. My parents would like me to be a ..."
"I might not find a job quickly. The pay might not be good at first."
"It's an interesting job. The pay is OK / good / not very good."
"I want an interesting job. It's OK if the pay is not very good"

- Students present their talk about their career plans to the class or to a smaller group.
- Encourage students to ask questions about each other's presentations.

8 SOCIOLOGY in English

Picture / background information

Equal pay: The picture shows a group of women taking part in a march calling for women to have equal pay with men - something that is yet to be achieved in most countries. Miami Beach is in the state of Florida, USA. The women's banner tells us they belong to an organisation called the Miami-Dade County Commission for Women. In 1961 President John F Kennedy established the President's Commission on the Status of Women. Today there are about 270 commissions for women in the US. These commissions advocate equality and justice for women and strive to improve their quality of life. They work in community by, for example, maintaining shelters for abused women and setting up programs for teenagers and illiterate adults. The expression "in the red" refers to bank accounts, which traditionally print minus figures indicating that the account holder owes money to the bank, in red.
http://www.miamidade.gov/advocacy/CFW_home.as

Feminism: The fight for women's rights, known as feminism, began to gain force in the nineteenth century. Early feminists focused on the right to vote, and New Zealand began the reform process by giving women the right to vote in 1893. The First World War raised the status of women and they gained the vote in Britain in 1918, followed by America in 1919. This period was known as the first wave of feminism.

The second wave of feminism, focusing on issues of equality such as discrimination, began in the early 1960s. Books on the subject that made a huge impact include *The Feminine Mystique* by Betty Friedan (1963) and *The Female Eunuch* by Germaine Greer (1970). In the US, the Equal Pay Act required that men and women receive equal pay for equal work and in Britain a similar Equal Pay Act of 1970 forbade discrimination against women with regard to conditions of employment and pay.

Today huge progress has been made with regard to equality for women and there are more women in managerial jobs than ever before. Recent research shows that having women on a company's board of directors can help companies improve their financial performance. However, women still experience the "glass ceiling", an invisible barrier that prevents them from rising to the top. And in many countries women still remain effectively the property of men and have few if any human rights.

http://womenshistory.about.com/od/essentials/u/womens_rights_history.htm

www.nytimes.com/2008/.../21iht-wbwomen.2.11315428.html

<http://articles.moneycentral.msn.com/Investing/Extra/WomenDirectorsImproveFinancialResults.aspx>

8 A

Ask students to look at the picture and say what it shows and what they think it is about. Ask them to describe the picture. Tell them more about the picture and the meaning of the words on the banner. (If you are *in the red*, you are spending more money than you have.) Teach the phrase *equal pay*. Ask students if they think women have equal pay in their country. Do women have equal rights to men in their countries? Is this correct? note the connection between the meaning of *right* and *correct*.

- Tell students that the subject they are discussing in this section is *sociology* (the study of society) and that the text is about women's rights - (*right* = something you are legally and morally allowed to do or have). Teach the meaning of the word *equality* (having the same rights as other people).
- Ask students to read the passage and find an example of something that is good for women and something that is bad for women.
- Read out the task and the definitions and check students understand them. If you think students will have difficulty, write the answers on the board, but not in the correct order.
- Students read the text and find the relevant words and phrases.
- Check the answers.

8 SOCIOLOGY in English A

Answers

1 treatment 2 management 3 board or directors
4 profession 5 female

8 B

- Read out the questions and make sure students understand them. Explain that the Equal Pay Act is a *law*. Teach the word *discrimination* (when a group of people is not treated fairly). Briefly teach these words: *disadvantage*, *improve* (get better), *earn money*, *promotion* (getting a job at a higher level in a company), *medical school*, *financial*.
- Students read the text and find the answers to the questions.
- Check the answers. For question 5, ask students to read out the key sentences.

8 SOCIOLOGY in English B**Answers**

- 1 They say that women should receive the same pay for the same job.
- 2 Women often earn less than men.
- 3 It's often easier for men to get promotion.
- 4 Because it is often their job to look after children in their family.
- 5 The four red bullet points in the second half of the text all give examples of how the situation for women in the workplace is getting better:
In medical schools ... / In the US, .. / In Norway, ... / Research shows ...

8 C

Read out the questions and make sure students understand them. Tell students to think about their own experience, women they know, and also, what they have read about and heard in the media.

- Students discuss the questions in pairs.
- Students report back to the class. For Question 3, elicit suggestions, for example, that perhaps women are more sensible than men, think more carefully, discuss things more. You might want to teach the phrase *glass ceiling*. (See the text above Pictures /Background information.) **Ask:** Do you think there is a glass ceiling in this country? If students answer yes, ask why. Be prepared for a wide range of answers!

9 PORTFOLIO WRITING

This task pulls together several topics that students have discussed.

- Read out the task and make sure that students understand the points they have to talk about. Teach the phrases *final year exams* and *go to university /college*.
- Discuss the last point with students. In their email they must say whether they are going to university or college or are going to start / look for a job. If they say they are going to university, ask what subject they are going to study.
- Discuss with students how to structure the email, and elicit suggestions for the first line for each topic. For example:
Hi (name),
How are you doing? What are you doing this summer? I ...
Do you have any job plans yet? I do. I ...
I don't want a lot of money but ...
I'm starting university in October. ...
Tell me about your plans. I'd love to hear.
See you soon (name)
- Students write their emails in class or for homework.
- Ask students to swap emails with a partner and comment on them. Then take in the emails and check them.

10 Your answer: WHAT'S YOUR AMBITION?

- Read through the questions with the class and make sure they understand them. Teach the words and phrases *focus on*, *creative*.
- Discuss *The BIG question* with the class using the sub-questions.
- Refer students to Workbook Unit 17 activities.

Last word

After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

Optional project: Finding out about women in professional and top jobs

Divide the class into two or more groups. They are going to find out more about the position of women in professional, management and top jobs in their country. Questions they need to ask are:

- Are there more women in these kinds of jobs now than a few years ago?
- Do women receive the same pay as men for the same job?
- If women don't often get top jobs, why not?

Students do research by talking to family, friends, teachers and using the internet internet. They also discuss their own experience and what they know from the media. Encourage students to find at least one interesting statistic, for example:

- On average, women earn per cent less than men in my country.

Each group presents their findings to the class. Encourage the class to ask questions and make comments.

WORKBOOK answers**1 Language revision: future forms; first conditional; infinitive of purpose; *have to*; *might*****1 A**

- 1 Harry is taking his last exam in three days' time.
- 2 Harry is having a birthday party in a week's time.
- 3 Harry is going on holiday to Turkey in seven weeks' time.
- 4 Harry is starting his first job in three months' time.

1 B

- 1 I might get a part-time job in a supermarket.
- 2 I intend to train as a social worker.
- 3 Doctors have to work very hard.
- 4 I'm saving money to go on holiday.
- 5 What does she have to do?
- 6 She might not get the job.

1 C

- | | | |
|-----------|-------------|-------------|
| 1 gets | 2 will be | 3 will get |
| 4 will do | 5 will love | 6 to buy |
| 7 to get | 8 looks | 9 will help |

2 Vocabulary**1 A**

- 1 sales assistant
- 2 vet
- 3 architect
- 4 electrician
- 5 real estate agent (AmE) / estate agent (BrE)
- 6 flight attendant
- 7 dentist
- 8 builder
- 9 plumber

1 B

- | | | |
|-------------|------------|------------|
| a part-time | b female | c salary |
| d promotion | e employer | f training |
| g leave | h earn | i spends |

3 Word building**1 A**

- | | | |
|---------------|-----------------|---------------|
| 1 unselfish | 2 unsuccessful | 3 unpopular |
| 4 unambitious | 5 uninteresting | 6 unimportant |

4 Use of English**1 A**

- 1 I've always been crazy *about physics*.
- 2 I admire *her hugely / a lot*.
- 3 My ambition *is to be a professional tennis player*.
- 4 I took the job in *order to make some money*.
- 5 Money gives *you freedom*.

5 Portfolio Writing

(Individual answers)