

## Overview

<b>Lead-in</b>	<b>Vocabulary:</b> Power
<b>6.1</b>	<p><b>Can do:</b> Describe an important building/structure</p> <p><b>Grammar:</b> Articles</p> <p><b>Vocabulary:</b> Power</p> <p><b>Speaking and pronunciation:</b></p> <p><b>How to...</b> describe architecture</p> <p><b>Reading:</b> Architecture of power</p> <p><b>Listening:</b> Powerful structures</p>
<b>6.2</b>	<p><b>Can do:</b> Take detailed notes from fluent connected speech</p> <p><b>Grammar:</b> <i>whatever, whoever, whenever, etc.</i></p> <p><b>Vocabulary:</b> Fashions and fads</p> <p><b>Speaking and pronunciation:</b></p> <p>Emphasis using <i>however, whatever, etc.</i></p> <p><b>Listening:</b> Rules for foreigners</p>
<b>6.3</b>	<p><b>Can do:</b> Write an autobiographical statement</p> <p><b>Grammar:</b> Link words of time and contrast</p> <p><b>Vocabulary:</b> Personal characteristics</p> <p><b>Speaking and pronunciation:</b></p> <p>Stress shift on long adjectives</p> <p><b>Reading:</b> Charismatic people</p>
<b>Vocabulary</b>	Idioms (2)
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### CEFR Can do objectives

- 6.1 Describe an important building/structure
- 6.2 Take detailed notes from fluent connected speech
- 6.3 Write an autobiographical statement
- Communication** Argue your case
- Writing bank** Write about your personal history

### CEFR Portfolio ideas

- a) Listen to a good song in English. Try to write the words of the song. How many times do you need to listen to the song?
- b) Describe a famous building. Use less than 30 words. Don't say the name of the building. Can your friends guess the building you are describing?
- c) Imagine that you get a temporary job as a tour guide at a famous building. Prepare and record the commentary you will give on your tour.
- d) You think young people should spend more time \*\*\*\*ing. (Choose your own verb.) Write a letter to a newspaper explaining why.

## Lead-in

### OPTIONAL WARMER

Ask Ss to list occasions when they exercise power or someone exerts power over them in their daily lives. To help, ask Ss to think about the following areas: *school/university, work, family, free time, sports*. Ss compare notes with a partner, and explain their ideas. Ask different Ss to tell the rest of the class what they have learned about their partners.

**1** ► Put Ss in groups of three or four. Ss discuss the sort of power represented in the photos. Ss then think of other types of power. Get feedback from various Ss.

**2a** ► Focus Ss on the words in the box. Ss decide which of the words collocate with *power* and which collocate with *powerful*. Ss write the words in the relevant column in the table. Let them compare answers with a partner. Check answers with the whole class.

### Answers

power: too; nuclear; spending; economic; solar; brain; world; political; people; consumer  
powerful: tool; speech; medicine; argument; influence; people; army

**b** ► Ss think of other words which they can add to the two columns. Get feedback from the whole class and write correct collocations on the board.

**3** ► Focus Ss' attention on the underlined phrases in questions 1–6. In pairs, Ss check that they know the meaning of the phrases. Get feedback from the whole class.

### Answers

- 1 have power over – be in a position of control over someone/something
- 2 in positions of power – jobs with powerful responsibilities, e.g. politicians, heads of multinational companies, etc.
- 3 economic power – power which countries have because of their economic situation
- 4 special powers – powers that are not within their 'normal' powers
- 5 comes to power – start being in a position of power (usually after an election)
- 6 holds the power – be in a powerful position

► Ask Ss to discuss the questions in groups of three. Monitor conversations for errors. Get feedback from various Ss.

### EXTEND THE LEAD-IN

In a monolingual class, ask Ss in pairs to list the five most powerful people in their country and explain why these people are so powerful. In a multilingual class, group Ss so that they are working with Ss from other countries. Ss list the five most powerful people in their countries. Ss share this information in pairs, explaining why these people are so powerful. Get feedback from various Ss.

## 6.1 Images of power

In this lesson, Ss look at vocabulary through the context of architecture. Ss then listen to information about some of the world's most important buildings. They go on to look at the grammar of articles.

### OPTIONAL WARMER

Ss think of a famous building. Ss think what words and phrases they would need to describe this building. Ss can look in a dictionary or consult you for any words they don't know. Ss then describe this building to a partner who guesses what building is being described.

## Reading

**1** ▶ Draw Ss' attention to the text. Ss choose the best summary.

Answer

2

**2** ▶ Put Ss in pairs. In their groups, Ss discuss questions 1–4. Monitor conversations for errors. Get feedback from the whole class. Write important errors on the board and encourage Ss to correct them before writing the correct forms on the board.

## Vocabulary | power

**3** ▶ Ss use the words in the box to complete the definitions and related example sentences 1–8. Tell Ss to make sure that they use the correct verb tenses in the sentences. Check answers with the whole class.

Answers

- a gain
- 1 gained
- 2 gain
- b win over
- 3 win over
- 4 won over
- c be impressed by
- 5 were (very) impressed by
- 6 was impressed by
- d play an important part in
- 7 plays (an) important part
- 8 played (an) important part

## Listening

### OPTIONAL WARMER

In pairs, Ss discuss the structures in the pictures, and write any information they know about them. Ss compare their ideas with a partner. Get feedback from the whole class.

**4a** ▶ Focus Ss on the photos and the information in questions 1–7. In pairs, Ss match the information with the structures. Get feedback from the whole class and ask Ss to justify their ideas.

**b** ▶  2.01 Play the recording. Ss to listen and check their answers.

Answers

- |                         |                      |
|-------------------------|----------------------|
| 1 The Millennium Dome   | 5 The Pentagon       |
| 2 Hassan II Mosque      | 6 The Forbidden City |
| 3 The Great Pyramid     | 7 The Eiffel Tower   |
| 4 Sydney Harbour Bridge |                      |

The Millennium Dome is often referred to colloquially as 'The Dome' or 'The O2 Arena'.

**5a** ▶ Play the recording again and ask Ss to make notes about each building/structure.

**b** ▶ Ss compare their notes with a partner.

Answers

- The Great Pyramid of ancient Egypt: Built as tomb for the Pharaoh. Base 230m<sup>2</sup> (ten football fields). Took 400,000 men 20 years to build. Used 2.3 million blocks of stone, some weighed 50 tonnes.
- The Eiffel Tower: Built 1889 – 100th anniversary of French Revolution. Pure iron structure (influence of Industrial Revolution), very light, can withstand high winds. Was tallest tower in world when built; still tallest building in Paris.
- Sydney Harbour Bridge: World's largest, not longest, steel arch bridge. Stands 134 m above Sydney harbour. Opened 1932. Groups of 12 people climb every ten minutes to see views.
- The Pentagon: Largest office building in world, covers 13.8 hectares. Takes 15–20 mins to walk around. Built in Washington, in five concentric rings, during WW2 to house war department.
- The Forbidden City: Built between 1406–1420, during Ming Dynasty, also called Purple Forbidden City. Located in centre of Beijing. 720,000 m<sup>2</sup>. Home to 24 emperors of Ming and Qing dynasties. One of largest palaces in world, many valuable and rare objects in museum.
- The Millennium Dome: Opened Dec 31, 1999 to celebrate new millennium. 1 km round and 50 m high in centre. Covers 20 acres. Could fit Eiffel Tower inside. Expensive to build and controversial.
- Hassan II Mosque: Built Casablanca, Morocco, for 60th birthday of Moroccan king Hassan II. Second largest religious building in world (after Mecca). Space for 25,000 worshippers inside, 80,000 outside. 210 m minaret (tower) tallest in world. Built to withstand earthquakes, has heated floors, electric doors, lasers which shine at night.

► Ss discuss which of the structures they think are most impressive or interesting, and whether they have visited or would like to visit any of them.

## Grammar | articles

### OPTIONAL GRAMMAR LEAD-IN

Write these sentences on the board: *Alan is accountant. He earns \$400 the week. He lives on the Smith Street. He loves the dogs.* Tell Ss that there is one error in each sentence. Ss correct the errors and compare their new sentences with a partner. Write the correct sentences on the board: *Alan is an accountant. He earns \$400 dollars a week. He lives on Smith Street. He loves dogs.* Ss discuss the use or non-use of articles in these sentences. Tell Ss they are going to look at the use and non-use of articles in more detail in this lesson.

**6a** ► In pairs, Ss list some rules for when we use articles.

**b** ► Refer Ss to the Reference on page 89 and give them time to read through the notes.

**c** ► Focus Ss' attention on audioscript 2.01 on page 172. In pairs, they find examples of each type of article use. Get feedback from the whole class.

**d** ► Draw Ss' attention to the Active grammar box. In pairs, they choose the correct options in rules A–C.

### Active grammar

- A a/an
- B the
- C no article

**7a** ► Ask Ss to list in pairs what they know about the city of Barcelona. Get feedback from various Ss and tell Ss they are going to read about the designer of the Sagrada Familia church, Gaudí. Ss read the article and complete the gaps with *a*, *an*, *the* or leave the space blank if no article is needed. Check answers with the whole class.

**b** ► In pairs, Ss explain the use or non-use of articles in the text. Ask different pairs to report their explanations to the rest of the class.

### Answers

- 1 – (city)
- 2 – (name)
- 3 a (new information)
- 4 The (specific)
- 5 the (shared knowledge, we have already mentioned the building)
- 6 the (unique)
- 7 the (previously mentioned)
- 8 – (countable plural)
- 9 – (abstract noun)
- 10 the (expression – the completion of)
- 11 the (shared knowledge)
- 12 the (specific)
- 13 a (news, first mention), could also be 'the' if we already know of its existence.
- 14 a (news)
- 15 – (general)
- 16 the (groups)
- 17 the (specific)

**8** ► Focus Ss on sentences 1–10. Ss find the mistakes in the sentences and correct them. Warn Ss that there may be more than one mistake in each sentence. Ss compare answers with a partner.

### Answers

- 1 She really enjoys ~~the~~ sport, and plays ~~the~~ tennis a lot.
- 2 If ~~the~~ Mr Hart phones, can you tell him I'm in ~~a/the~~ meeting?
- 3 There is ~~a~~ cold weather, especially in ~~the~~ north.
- 4 Go down ~~the~~ Forest Street, and turn right into New Road.
- 5 ~~The~~ Violent crime is definitely on ~~the~~ increase.
- 6 I went to ~~one~~ a restaurant there years ago.
- 7 ~~The~~ Life in London is getting more and more expensive.
- 8 Katia is ~~the~~ ideal candidate for the job. She has a great deal of ~~the~~ experience.
- 9 Maurice has ~~the~~ ~~a~~ cold and won't be coming back to work this week.
- 10 It's without doubt ~~the~~ best hotel in ~~an~~ ~~the~~ area.

## Speaking and writing

**9** ▶ In pairs, Ss make notes about two important buildings or structures they know. Monitor and help Ss where necessary.

**10** ▶ Refer Ss to audioscript 2.1 on page 172. Ss complete the spaces in the How to... box. Check answers with the whole class.

### Answers

- 1 arguably
- 2 one of
- 3 thought
- 4 Occupying
- 5 covers
- 6 celebrate

**11a** ▶ Ss choose two important buildings or structures that they know about, then share what they know and make notes.

▶ Alternatively, set this as a homework task so that Ss have time to do research the buildings or structures on the Internet. In the following lesson, Ss share information they have found with their partners.

▶ Ss write a short text about the buildings or structures. Encourage Ss to use phrases from the How to... box where possible. Monitor and help Ss where necessary.

**b** ▶ In groups, Ss take turns to describe their buildings.

## 6.2 Kid power

Big companies are well aware of the preferences of children and teenagers and they take these preferences into account when designing and marketing products. Corporations such as Microsoft, Sony and Nokia have led the way in researching what appeals to teenagers. Nokia in particular has a reputation for researching teenagers. Researchers from the communications company look at teenagers around the world, trying to spot fashions which may become the next big thing among teenagers. Sony was one of the first companies to research in detail what young people wanted. Some surveys have shown that it is thought to be one of the 'coolest' brands by teenagers.

In this lesson, Ss listen to an interview about the influence children and teenagers have over the fashion and technology industries. Ss then look at vocabulary connected with fashions and fads. Ss go on to listen to two parents and two teenagers discuss various issues. Through this context, Ss look at the grammar of *whatever*, *whoever*, *whenever*, etc.

### OPTIONAL WARMER

Ss discuss with a partner how they think teenagers are different from adults. Ss share their ideas with another pair. Get feedback from various Ss.

## Listening

**1a** ▶ Ss discuss the questions with a partner. Monitor conversations for errors and interesting language Ss use. Get feedback from various Ss. Read out any important errors you have heard and discuss them with the class. Finally, congratulate Ss on any interesting language they have used.

**b** ▶  2.02 Play the recording and ask Ss to listen to find out if their answers were correct.

**2a** ▶ Focus Ss on sentence beginnings 1–7. In pairs, Ss try to remember the listening script to complete the notes. Ss compare their notes with another pair.

**b** ▶ Play the recording again for Ss to check their answers.

### Answers

- 1 Microsoft began the trend for using teenagers to find out what is trendy in technology.
- 2 Kids drive technology because they have no fear of it and automatically home in on the new.
- 3 Kids want technology that can be carried around.
- 4 Text messaging caught on because kids wanted to pass notes to each other during class.
- 5 Teenagers influenced the ThinkPad because they took notes in the dark during lectures.
- 6 Collaborative computing will be useful because people will be able to work simultaneously on a project with someone on the other side of the world.
- 7 Converse trainers sent their market researchers to the basketball courts of New York, and other places where you find teenagers.

## Vocabulary | fashions and fads

**3a** ► Ss look at extracts 1–8. In pairs, Ss discuss the meaning of the underlined phrasal verbs. Get feedback from the whole class.

► Ss match the underlined phrasal verbs to definitions a–h. Check answers with the whole class.

### Answers

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

**b** ► Ss look at the phrasal verbs in exercise 3a again. Ss identify the phrasal verbs which are exact opposites and decide if these verbs are formal or informal. Ss also identify the phrasal verb which has a literal meaning connected with football. Check answers with various Ss.

### Answers

- be in* and *be out* are opposites (both are informal)
- kick off* has a literal meaning connected with football

**4** ► Ss read the article and find the mistakes. Tell Ss that the mistakes are all connected with phrasal verbs. Ss compare their answers with a partner. Check answers with the whole class.

### Answers

A new trend is catching **off on**. ... Big business has always homed in **at on** talented youth – the phenomenon really kicked **up off** with Michael Jordan ... How did this **situation go come** about? ... Who knows what's coming **off up** next? ...

**5** ► Put Ss in pairs. Ss discuss questions 1–5 with each other. Ss then share their ideas with another pair. Monitor conversations for errors and correct use of phrasal verbs. Get feedback from the whole class. Write any important errors on the board and invite different Ss to correct them. Finally, congratulate Ss on their correct use of phrasal verbs.

## Speaking and listening

**6** ► Put Ss in pairs. Focus Ss on the three photos and questions 1–4. Ss discuss the questions with each other. Get feedback from the whole class.

### OPTIONAL EXTENSION

Ask the class to choose one of the photos shown. Put Ss in two groups, teenagers and parents. The 'parents' think of typical things parents might say to the teenager(s) in the photo. The 'teenagers' think of typical things teenager(s) might say to the parents. When Ss have prepared what they are going to say, pair off the Ss so that teenagers are talking to parents. Parents start the role play. Monitor the conversations for errors. When Ss have finished, correct any important errors with the whole class.

**7** ► Put Ss in groups of three or four. In their groups, Ss discuss whether teenagers should be allowed to do the things mentioned in 1–6. Monitor the conversations for errors. Get feedback from the whole class. Finally, write important errors you have heard on the board and encourage Ss to correct them.

**8a** ►  2.03 Tell Ss they are going to hear two parents and two teenagers discussing different issues. Play the recording. Ss note down which of the questions from exercise 7 are answered in each conversation. Ss compare what they have written with a partner. Check answers with the whole class.

### Answers

Conversation 1: go wherever they want at night  
 Conversation 2: watch however much TV they want  
 Conversation 3: socialise with whoever they want  
 Conversation 4: stay up late whenever they want

**b** ► Play the recording again and Ss take notes about the opinions expressed in the conversations.

### Answers

Conversation 1: It depends on the age. There are some places that are not suitable for young teenagers, like bars.  
 Conversation 2: It is not good for teenagers to watch whatever they want on TV as they can't evaluate what they are seeing. It is also bad for their eyes and a bit passive.  
 Conversation 3: They want to be able to choose who they socialise with.  
 Conversation 4: Leah thinks it's a good idea to have a time for teenagers to go to bed. Mark feels that teenagers can decide for themselves when to go to bed.

## Grammar | *whatever, whoever, whenever, etc.*

### OPTIONAL GRAMMAR LEAD-IN

Write the following sentences a parent might say to a teenager on the board:

*Whatever you do, don't stay out too late.*

*Come home whenever you like, but don't walk home*

*alone.* In pairs, ask Ss to discuss whether their parents ever say/said things like this to them. Ss then discuss the use of *whatever* and *whenever* in these sentences with their partners. Tell Ss that we use these words when it doesn't make any difference.

**9a** ► Ss read through the examples in the Active grammar box and choose the correct option in rule A. Ss compare their answers with another pair. Check answers with the whole class.

### Active grammar

are conjunctions that join two clauses together

**b** ▶ Ss read through the examples in the Active grammar box and choose the correct meaning. Ss compare their answers with another pair. Check answers with the whole class.

#### Active grammar

3 = I know what you are doing and I want you to stop.  
4 and 5 = I don't care what you are doing, but I want you to stop.

**c** ▶ Ss look at rule C and match the uses with the examples. Ss compare their answers with another pair.

#### Active grammar

a 6  
b 7

▶ Tell Ss to look at Reference page 89 and give Ss time to read through the notes.

**10** ▶ Ss complete sentences 1–5 in pairs. Check answers with the whole class.

#### Answers

1 Whatever  
2 whenever  
3 wherever  
4 Whoever  
5 However

**11** ▶ Focus Ss on the pairs of sentences 1–8. Ss complete the second sentences so that they have the same meaning as the first sentences. Tell Ss they must include *whenever*, *however*, *whatever*, etc. in each space and that they must use three words in total in their answers.

#### Answers

1 Whatever you do  
2 However good you  
3 Whenever you feel  
4 Wherever we go  
5 Whenever I can  
6 Whoever we employ  
7 However you fix  
8 Whatever those children

## Pronunciation | emphasis using *however*, *whatever*, etc.

**12a** ▶  2.04 Play the recording. Ss decide which syllable is stressed in *whatever*, *however*, etc. Get feedback from the whole class.

#### Answer

The first syllable of *ever* is stressed.

**b** ▶ Play the recording again and ask alternate Ss to repeat the sentences.

**13a** ▶ Ss write down two pieces of advice, using *whatever*, *whoever*, etc.

**b** ▶ In pairs, Ss tell each other their advice, paying attention to stress and intonation.

## Speaking

**14a** ▶ Ss read the quotes. In pairs, they discuss the question. Get feedback from the whole class.

**b** ▶ Ss write six sentences giving their opinions. Do not ask them to discuss the opinions at this point.

**c** ▶ Focus Ss' attention on the points in the Lifelong learning box. Ss prepare to talk about their opinions from exercise 14b. Put Ss in groups and ask them to discuss their opinions.

## 6.3 Charisma

Charisma refers to the 'magnetic' characteristic possessed by some people which can charm or influence others. Charismatic people usually project calmness and confidence and have excellent communication skills. There are many famous people who are said to have possessed charisma. Leaders such as Martin Luther King, John F. Kennedy and Winston Churchill are commonly thought of as having been charismatic. Bill Clinton, Mohammed Ali and Madonna are examples of living famous people who possess charisma.

In this lesson, Ss read a text about charisma and charismatic people. Through this context Ss look at the grammar of link words. Ss then look at vocabulary used for describing personal characteristics. They finish by writing an autobiographical statement for a scholarship award.

### Reading

**1a** ▶ Write *charisma* on the board. Ask Ss to think of a definition for this word with a partner. They can use the photos for ideas. Get feedback from various Ss and decide who has the best definition.

▶ Ss read the definition. With their partners, Ss write a list of famous charismatic people. Ss compare names with another pair and explain why they think these people are charismatic. Ss then discuss if they think the people in the photos are charismatic and in what ways. Get feedback from the whole class.

**b** ▶ Ss discuss questions 1–3 in pairs. Monitor conversations for errors. Get feedback from the whole class and ask Ss to justify their answers. Write important errors you have heard on the board and ask different Ss to correct them.

**2** ▶ Ss read the article quickly and choose the best title from the three given. Tell Ss not to worry about vocabulary they don't understand at this stage. Get feedback from the whole class.

#### Answer

The best title is probably 3, 'The Mystery of Charisma'.

**3** ▶ Ss discuss questions 1–5 with a partner. Check answers with the whole class.

#### Answers

- No. The writer says 'the formula remains elusive'.
- Education. It was a parents' evening in a school and education was common ground for everyone present.
- No. He mentions that charisma is associated with politicians, businesspeople and celebrities, but other professions have charismatic people too.
- Because of his love of his subject and his enthusiasm.
- Because charisma can be learned.

**4** ▶ Ss discuss the meaning of the words and expressions in pairs. Encourage Ss to work out the meaning from the context or to use a dictionary. Check answers with the whole class.

#### Answers

the formula remains elusive = there's no easy way/recipe.  
It is complex.  
a crowd-pleaser = something/someone that is very popular  
he infected everyone within earshot = everyone who heard him became enthusiastic  
a larger-than-life figure = someone who is very charismatic and noticeable, usually a popular or famous figure  
on the edge of their seats = extremely interested in and aroused by a performance  
star quality = with great potential to become famous

## Grammar | link words of time and contrast

### OPTIONAL GRAMMAR LEAD-IN

Write this jumbled sentence on the board: *to get a job although it is possible many it is vital without knowing English, for in securing a good position*. Ask Ss to unjumble the sentence: *Although it is possible to get a job without knowing English, for many it is vital in securing a good position*. Underline *Although* and ask Ss what function this word has in the sentence. Elicit that we use *although* as a way of contrasting parts of a sentence. In pairs, Ss make a list of any other contrast linking words or expressions they know. Get feedback from the whole class. Write correct expressions on the board.

**5a** ▶ Ss match the six underlined expressions to the descriptions in the Active grammar box. Check answers with the whole class.

#### Active grammar

while – 2  
During – 2  
at which point – 3  
On finding – 1  
You had no sooner begun – 1  
He'd hardly started – 3

**b** ▶ Ss match the words to the descriptions in the Active grammar box. Check answers with the whole class.

#### Active grammar

when – 2  
whilst – 2  
by which time – 3

**c** ▶ Ss match the five contrast clauses in bold to the descriptions in the Active grammar box. Check answers with the whole class.

#### Active grammar

Hard as we try – 6  
Even though – 4  
Despite – 5  
much as – 6  
Although – 4

**d** ▶ Ss match the words to the descriptions in the Active grammar box. Check answers with the whole class.

#### Active grammar

in spite of – 5  
while – 4  
difficult as it was – 6

▶ Refer Ss to the Reference on page 89. Give Ss time to read through the notes and ask you any questions they have about the linking words.

**6** ▶ Tell Ss they are going to read about two charismatic women. Ss read the texts and complete it with the phrases in the boxes. Tell Ss that some of the phrases are not needed. Ss compare their answers with a partner. Check answers with the whole class.

#### Answers

1 When	6 by which time
2 although	7 Despite
3 Hardly had she begun	8 when
4 Despite	9 even though
5 During	10 Much

#### OPTIONAL VARIATION

Put Ss in pairs, A and B. Ss A read the text about Queen Victoria, Ss B read the text about Oprah Winfrey, completing the texts with the words from the box as they read. Ss then tell their partners about the person they have read about and explain the link words they have chosen to complete the spaces. Check answers with various Ss.

## Vocabulary | personal characteristics

**7** ▶ Focus Ss on adjectives 1–8. Ask Ss to check the meaning of the adjectives with a partner. Ask Ss if they can think of an opposite word or expression for each of the adjectives. Get feedback from the whole class.

▶ Then ask Ss to match adjectives 1–8 to phrases a–h which have an opposite meaning. Ss compare their answers with a partner. Check answers with the whole class.

#### Answers

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

## Pronunciation | stress shift on long adjectives

**8a** ▶  2.05 Tell Ss to focus on the stress and to mark it on the words. Play the recording. Get feedback from the whole class.

**b** ▶ Play the recording again. Ss complete the rules.

#### Answers

1 -ic
2 -ional

**9** ▶ Focus Ss on the photos of the famous people. In pairs, Ss discuss what they know about the people and why they are famous. Ss also decide which adjectives from exercise 7 they could use to describe the people. Get feedback from different pairs and write the adjectives on the board.

▶ Ss make a list of other famous people who could be described using the adjectives from exercise 7. Ss compare their lists with a partner.

▶ Draw four columns on the board and at the head of the columns write *a politician, a teacher, an actor, a businessperson*. Ask Ss to brainstorm in pairs a list of qualities which they think are important for each job. Get feedback from different pairs and write the qualities in the columns on the board. Ss can then discuss which of these jobs they think is the most difficult to do and why.

## 6 Vocabulary | Idioms (2)

In this lesson, Ss look at different idioms which contain parts of the body.

### OPTIONAL WARMER

Give Ss one minute to write a list of all the parts of the body they can think of. When the minute is up, tell Ss to stop writing. Ask who has written the most parts of the body. Get the student who has written the most words to come to the board and write the words they have in their list. Ask the rest of the class if there are any other body parts they have written and add them to the list on the board. Ask Ss if they know of any idioms which use these parts of the body and write them on the board.

**1a** ► Focus Ss on the pictures. Ask Ss to work in pairs to make a story from the pictures. Ss compare their stories with another pair.

**b** ► Tell Ss to read the text and compare it with their stories from exercise 1a. Tell Ss to underline any words or expressions they don't know the meaning of and that you will look at them later.

**2** ► Focus Ss' attention on the underlined idioms in the text. Ask Ss to discuss the meaning of the idioms with a partner, trying to work out the meaning from the context. Get feedback from various Ss.

► Ss match the idioms to the phrases with a similar meaning. Check answers with the whole class.

### Answers

- a have your hands full
- b (be) an old hand
- c rushed off your feet
- d land on your feet
- e have a good head for business
- f it all comes to a head
- g have (someone's) interests at heart
- h (my) heart sank
- i save face
- j face the music

► Ask Ss if there are any words or phrases in the text they don't know the meaning of. Encourage Ss to answer each other's questions before explaining the vocabulary yourself.

**3** ► Get Ss to discuss the questions in pairs. Monitor the conversations for errors and correct use of the idioms. Get feedback by asking different Ss to tell the rest of the class what they have learned about the other Ss. While doing so, Ss should be able to re-use the idioms. Write any errors you have heard on the board and get different Ss to correct them for you. Finally, praise Ss on their correct use of the idioms.

### OPTIONAL EXTENSION

Ask Ss to look back through the book and, with a partner, use the idioms to describe some of the people that have appeared in previous units.

## 6 Communication

In this lesson, Ss role play a situation where they argue their case to be the leader of a new community.

### OPTIONAL WARMER

Write the word *leader* on the board. Elicit words from the Ss that they associate with leaders and write them on the board. Ss then write their own definition of a leader. Ss compare their definitions with a partner, then share their definitions with the rest of the class. As a class, choose the best definition. Tell Ss that they are going to choose a leader in the lesson today.

**1 ▶** Focus Ss on the picture. Ask Ss to work with a partner to guess the identities of the different people and label the picture. Get feedback from various Ss and ask them to justify their choices.

**2 ▶** Tell Ss to choose one of the people in the picture. Ss write a short profile of that person using the phrases given. Monitor and help Ss as necessary.

▶ Alternatively, you could secretly assign a role to each student by handing out slips of paper with their role.

**3 ▶** Tell Ss to imagine that the plane they were travelling in has crashed on a desert island. Tell Ss that everyone has survived the crash and that they have decided to start a new community. Tell Ss that their new characters all want to be the leader of the community. Give Ss time to think about how they are going to present their manifestos to the rest of the class. Refer Ss to the questions 1–4 to help. Monitor and help as necessary.

**4 ▶** Put Ss in groups. Ss take turns to present their manifestos to the rest of the group, arguing their case to become the leader of the new community.

**5 ▶** In their groups, Ss elect a leader. (They cannot vote for themselves.) Ss explain to other groups who they have elected leader and why. Write on the board any important errors you have heard. Discuss the errors with the class and get different Ss to come up to the board and correct the errors. Congratulate Ss on any interesting ideas they have had and language they have used.

### OPTIONAL EXTENSION

In their groups, Ss decide on a list of ten laws that they think would be most important when starting a new community. These could include the areas of money, sharing and roles in the community. Ss explain the laws they have written to other groups. As a class, Ss decide on ten laws which they all agree on.

This activity could be further extended by asking the groups to draw up detailed plans for their community (what they will eat, division of labour, how they will build housing, etc.).

## Review and practice

**1 ▶**

### Answers

This 492m high building consists of two elements that correspond to **the** Chinese concept of **the** Earth as a square and **the** sky as a circle. **The** hole in **the** top also has a practical use – to relieve **the** pressure of **the** wind on **the** building. **The** glassy tower is being built just blocks away from **the** 420m Jinmao Tower in **a/the** district of Shanghai that has been designated **the** Asian centre for international banking. **The** tower's lower levels will be used for offices, and its upper levels for **a** hotel, **an** art museum and restaurants.

**2 ▶**

### Answers

- 1 wherever
- 2 whatever
- 3 Whichever/Whatever
- 4 whenever
- 5 whoever
- 6 However

**3 ▶**

### Answers

- 1 keep up with
- 2 kicked off
- 3 catch on
- 4 is in
- 5 came about
- 6 homing in on

**4 ▶**

### Answers

- 1 came to a head
- 2 have my hands full
- 3 land on your feet
- 4 an old hand
- 5 rushed off her feet
- 6 interests at heart
- 7 save face
- 8 a good head for business
- 9 his heart sank
- 10 face the music

## 5 ▶

**Answers**

An hour with the Body Earth Power Group was enough for me. No sooner ~~but~~ had Carin Brook entered than everyone became silent. Much as I tried to keep my mind open – and despite of the fact that I have been known to do a bit of tree-hugging myself – I couldn't help thinking that this was going to be a waste of time. Brook, even ~~and~~ though she is tiny, had a charismatic presence. We started stretching in order to 'feel the Earth's rhythm', but it didn't last long. I'd hardly ~~but~~ lifted my hands up when she told us all to sit down, close our eyes and 're-visualise ourselves from above'. Hard ~~as~~ though I tried, I just couldn't imagine what the top of my head looked like, and in ~~the~~ spite of her promptings to 'relax', the hard floor was getting very uncomfortable. Thankfully, four o'clock came, by which ~~the~~ time I was desperate for a nice soft chair and a cup of tea.

## 6 Writing bank

**1 ▶** In pairs, Ss read the autobiographical statement and discuss the question. Get feedback from the whole class.

**Answer**

c

**2 ▶** Focus Ss' attention on the How to... box. In pairs, Ss tick the phrases used. Get feedback from the whole class.

**Answers**

as a child ...  
 at the age of ...  
 during this time ...  
 I spent a month ...  
 it was at this time that ...  
 ... for the foreseeable future  
 do an apprenticeship  
 enrol on a course  
 realise my true vocation was  
 work in this field  
 my application was successful  
 had an aptitude for  
 develop my skills

**3a ▶** Ss read the advert and, in preparation for writing their own personal statement, think of an area they would choose to study.

**b ▶** Individually, Ss make notes in preparation for their application. Encourage Ss to use ideas from the How to... box. Go round and monitor Ss who need any help.

**c ▶** Ss write their statements.