

# Power

## 6



### Lead-in

- 1 Look at the photos. What sort of 'power' is represented in each? Can you think of any other types of 'power'?
- 2 a. Which words can collocate with *power*? Which words can collocate with *powerful*? Write the words from the box in the table. Some may go in both columns.

tool nuclear speech medicine spending argument  
 economic solar brain influence world political  
 people army consumer

power	powerful
<i>power tool</i>	<i>a powerful tool</i>

b Can you add more words to each column?

- 3 Work in pairs. Check you understand the underlined phrases below. Discuss the questions.

- 1 Do you think people have enough power over the decisions that affect their lives?
- 2 Should more women be in positions of power?
- 3 Can you think of any countries which are growing in economic power?
- 4 In what circumstances should police be given special powers?
- 5 What political changes often occur when a new leader comes to power?
- 6 Who holds the power in your family/school/workplace?

# 6.1 Images of power

Grammar articles

Can do describe an important building/structure

## Reading

1 Read about a TV programme below. Choose the best summary.

- 1 How modern architecture has been influenced by ancient buildings
- 2 How architecture is used as a symbol of political status
- 3 How the Romans invented many architectural techniques

## Architecture of Power

No one knew better than the Romans how to gain political influence through the use of engineering and architecture. The Romans built roads, bridges, aqueducts, forums, amphitheatres and baths in order to win over the minds of the cultures they were conquering. It's hard not to be impressed by a power which provides you with clean water to wash in, a road to the capital city, a way to travel across previously impassable rivers, and incredible public buildings.

Architecture has played an important part in public life throughout history, whether as homage to an individual, or as a monument to an institution or ideology. Architecture has always been a potent symbol of wealth, status and power. From castles to cathedrals, from the pyramids to skyscrapers, architecture has always served to glorify the ideal of the time. 'Architecture of Power' explores some of the world's most famous buildings and structures to see what we can learn about their history.

2 Work in pairs and discuss the questions.

- 1 According to the TV programme, how did the Romans use architecture to increase their power?
- 2 How has architecture been used through history?
- 3 Can you think of examples of 'powerful architecture' where you live?
- 4 If you had money to invest in your town/city, what would you build?



## Vocabulary | power

3 Complete definitions a–d and example sentences 1–8 with the correct form of words from the box.

win gain impressed part by play over  
important be

a \_\_\_\_\_: to obtain or achieve something

- 1 Radical left-wing parties \_\_\_\_\_ control of the city.
- 2 We are hoping to \_\_\_\_\_ a better understanding of the process.

b \_\_\_\_\_: to get someone's support/friendship by being nice to them

- 3 The party wanted to \_\_\_\_\_ undecided voters.
- 4 He took her out to restaurants and the theatre, and she was completely \_\_\_\_\_.

c \_\_\_\_\_: feel admiration and respect for

- 5 We \_\_\_\_\_ very \_\_\_\_\_ the standard of her work.
- 6 We \_\_\_\_\_ your presentation.

d \_\_\_\_\_ an \_\_\_\_\_ in: to have a big effect

- 7 Diet \_\_\_\_\_ an \_\_\_\_\_ in helping people live longer.
- 8 Everyone from the cleaners to the management \_\_\_\_\_ an \_\_\_\_\_ in this year's financial success.

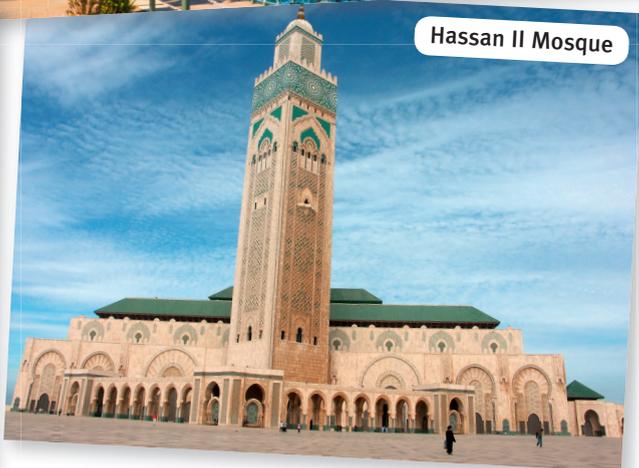
Sydney Harbour Bridge



The Great Pyramid



Hassan II Mosque



The Millennium Dome



## Listening

**4 a** Look at the photos. Work in pairs and guess which structure:

- 1 is large enough to house the Eiffel Tower?
- 2 was built to celebrate a king's 60th birthday?
- 3 was constructed by 400,000 men?
- 4 is known as the 'coathanger'?
- 5 takes 20 minutes to walk around?
- 6 is one of the largest palaces in the world?
- 7 was built in 1889?

**b** 2.01 Listen and check your answers.

**5 a** Listen again and make notes about each structure (size, date built, etc.).

**b** Work in pairs. Compare your notes and discuss the questions.

- 1 What does the speaker say about each structure?
- 2 Which structures do you think are the most impressive or interesting?
- 3 Which have you visited/would you like to visit?

## Grammar | articles

**6 a** Work in pairs. Write some rules for when we use the definite, the indefinite, or no article.

**b** Check your ideas with the Reference on page 89.

**c** Find examples of each type in audioscript 2.1 on page 158.

**d** Choose the correct option to complete rules A–C in the Active grammar box.

### Active grammar

A Use *a/an/the/no article* to introduce something new/unexpected. It indicates that the reader or listener does not know what we are talking about.

*I bumped into \_\_\_\_\_ old friend.* (This is news.)

B Use *a/an/the/no article* to indicate 'common ground'. It may refer the reader/listener to shared experience or general knowledge. The context is important for establishing exactly which noun is being referred to.

*I went to see \_\_\_\_\_ house this morning.* (I told you about this house. This is shared experience.)

C Use *a/an/the/no article* to refer to something in general.

*I enjoy talking to \_\_\_\_\_ taxi drivers.* (taxi drivers in general)

see Reference page 89

- 7 a** Complete the article with *a, an, the* or – (no article).

The Sagrada Familia in (1) \_\_\_\_\_ Barcelona is one of (2) \_\_\_\_\_ Gaudí's most impressive works. This enormous church, as yet unfinished, is in some respect (3) \_\_\_\_\_ summary of everything that Gaudí designed before. (4) \_\_\_\_\_ architectural style of the Sagrada Familia has been called 'warped Gothic', and it's easy to see why. The contours of (5) \_\_\_\_\_ stone façade make it look as though the Sagrada Familia is melting in (6) \_\_\_\_\_ sun, while (7) \_\_\_\_\_ towers are topped with brightly coloured mosaics which look like (8) \_\_\_\_\_ bowls of fruit. Gaudí believed that (9) \_\_\_\_\_ colour is life, and, knowing that he would not live to see (10) \_\_\_\_\_ completion of his masterpiece, he left coloured drawings of his vision for future architects to follow.

For nearly 30 years, Gaudí worked on the Sagrada Familia and other projects simultaneously, until 1911, when he decided to devote himself exclusively to (11) \_\_\_\_\_ church. During (12) \_\_\_\_\_ last year of his life, Gaudí lived in (13) \_\_\_\_\_ studio at the Sagrada Familia.

Tragically, in June, 1926, Gaudí was run over by (14) \_\_\_\_\_ tram. Because he was poorly dressed, he was not recognised and (15) \_\_\_\_\_ taxi drivers refused to take a 'vagabond' to the hospital (they were later fined by (16) \_\_\_\_\_ police). Gaudí died five days later, and was buried in the crypt of the building to which he had devoted 44 years of his life, (17) \_\_\_\_\_ as yet unfinished Sagrada Familia.



- b** Work in pairs. Explain the use or non-use of articles in exercise 7a.

- 8** Find the mistake (or mistakes) in each sentence and correct them.

- 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 meeting?
- 3 There is a cold weather, especially in north.
- 4 Go down the Forest Street and turn left into New Road.
- 5 The violent crime is definitely on increase.
- 6 I went to one restaurant there years ago.
- 7 The life in London is getting more and more expensive.
- 8 Katia is ideal candidate for job. She has a great deal of the experience.
- 9 Maurice has the cold and won't be coming back to work this week.
- 10 It's without doubt best hotel in an area.

## Speaking and writing

- 9** Work in pairs. Think of two important buildings. What do you know about them? Make notes.

- 10** Look at audioscript 2.1 on page 158 and complete the How to... box.

### How to... describe architecture

Use superlatives : *The Great Pyramid is (1) \_\_\_\_\_ / probably the most ...*  
 : *It is (2) \_\_\_\_\_ Australia's best known, and most photographed ...*  
 : *It is (3) \_\_\_\_\_ to be / It is the largest / tallest ...*

Provide details (size / description, etc.) : *It is built from metal / stones ...*  
 : *The base is ...*  
 : *(4) \_\_\_\_\_ / Covering an area of more than ... metres squared*  
 : *It is over 1km round, and 50m high.*  
 : *It (5) \_\_\_\_\_ ... of ground floor space.*  
 : *Standing 134m high / above ...*

Describe reason for building / purpose : *It was built to (6) \_\_\_\_\_ the anniversary / as a memorial for / in order to / in honour of ...*  
 : *Built to house / as office space ...*

- 11 a** Choose one of the buildings/structures you thought of in exercise 9. Write a paragraph about it using your notes and phrases from the How to... box.

- b** Work in groups and take it in turns to describe the building/structures. Which do you think have been most influential? Why?

## 6.2 Kid power

Grammar *whatever, whoever, whenever, etc.*

Can do take detailed notes from fluent connected speech

### Listening

**1 a** Work in pairs and discuss the questions.

- 1 What gadgets are the people in the photos using? Why do you think they are so popular with teenagers?
- 2 Where do you think big companies go to find out how teenagers use technology?
- 3 What do you think the next big technological development will be?

**b**  2.02 Listen and check.

**2 a** Work in pairs. Discuss ways to finish the sentences.

- 1 Microsoft began the trend for ...
- 2 Kids drive technology because ...
- 3 Kids want technology that can be ...
- 4 Text messaging caught on because ...
- 5 Teenagers influenced the ThinkPad because ...
- 6 Collaborative computing will be useful because ...
- 7 Converse trainers sent their market researchers to ...

**b**  2.02 Listen again and check.

### Vocabulary | fashions and fads

**3 a** Match the underlined phrasal verbs in 1–8 to definitions a–h.

- 1 Using teenagers really to find out what's in and what isn't, what the market wants ...
- 2 ... anywhere they thought trends might kick off.
- 3 They experiment and they automatically home in on the new.
- 4 Anything bigger than a few inches is out.
- 5 Text messaging caught on because kids wanted to pass notes to each other during class.
- 6 ... all of these things came about because of the needs of kids.
- 7 And what's coming up on the horizon?
- 8 ... if you want to keep up with the latest style of trainers, who do you ask?

- a start
- b know the most recent developments
- c focus/direct their attention towards something
- d is going to happen in the near future
- e is fashionable at the moment
- f became popular and fashionable
- g is unfashionable at the moment
- h happened

**b** Look again at the phrasal verbs in exercise 3a.

- 1 Which two phrasal verbs are exact opposites? Are they formal or informal?
- 2 Which has a literal meaning connected with football?



**4** Find five mistakes with phrasal verbs in the article below and correct them.

A new trend is catching off. Budding basketball star, Mark Walker, can shoot the ball into the basket 18 times in a row. On his website, which is sponsored by Reebok, he faces the camera and says, 'I am the future of basketball. I am Reebok.' Mark Walker is three years old. Big business has always homed in at talented youth – the phenomenon really kicked up with Michael Jordan – but now it appears that talent isn't necessary. Horton Chesleigh is even younger than Mark Walker and he is already associated with a brand. His parents, Sean and Deanna, agreed to name him after a character from a Ruffles potato crisps ad. How did this situation go about? The food company agreed to donate \$50,000 towards little Horton's education. So, will personal branding become popular? Will we be seeing branded kids walking the streets? Maybe. Jim Nelson had the orange, blue and black logo of an Internet company tattooed on the back of his shaved head. In return for showing the tattoo for the next five years, he gets \$7,000. Who knows what's coming off next? Kids called 'Coke' and 'Big Mac'?

**5** Work in pairs and discuss the questions.

- 1 What's the best way to keep up with developments in your job or hobby?
- 2 Are there any interesting events coming up in your life?
- 3 What trends have caught on recently (in fashion, music, food, etc.) where you live?
- 4 How do global trends come about? Can you think of any examples?
- 5 Think of one piece of technology/clothing that used to be 'in' but is now 'out'.



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

- 9 a** Look at examples 1–2 in the Active grammar box and choose the correct option in rule A.
- b** Look at rule B and examples 3–5 in the Active grammar box. Which mean(s) ‘I know what you are doing and I want you to stop’? Which mean(s) ‘I don’t care what you are doing, but I want you to stop’?
- c** Look at rule C. Match uses a–b with examples 6–7.

## Speaking and listening

- 6** Work in pairs. Look at the photos and answer the questions.
- How old are the people?
  - What are they doing?
  - Can you think of any problems associated with their behaviour?
  - How would you deal with these problems?
- 7** Work in groups. Which things (1–6) do you think teenagers aged 15–17 should be allowed to do?
- watch however much TV they want
  - stay up late whenever they want
  - decorate their room in whatever way they want
  - go wherever they want at night
  - socialise with whoever they want
  - wear whatever they want
- 8 a** 2.03 Listen to two parents and two teenagers. Which things from exercise 7 do they talk about?
- b** What were their opinions? Listen again to check.

### Active grammar

- A *Whenever, whoever, whatever, etc. are conjunctions that join two clauses together/mean the same as ‘if’.*
- Teenagers shouldn’t be allowed to watch **however** much TV they want.*
  - Teenagers should be able to socialise with **whoever** they want.*
- B We use *whenever, whatever, whoever, etc.* when ‘it doesn’t make any difference when, what, who, etc.’ or when we don’t have to be specific. They also mean ‘we don’t know the exact details of when, what, who, etc.’ *What, who, when, etc.* are a little different to *whatever, whoever, whenever, etc.*
- Stop **what** you are doing now!*
  - Stop **whatever** you are doing now!*
  - Whatever** you are doing, stop it now!*
- NOT: What you are doing, stop it now!
- C We can use *however* in two different ways:
- as a conjunction that means ‘but’ or ‘on the other hand’.
  - with an adjective or adverb, meaning ‘even if’.
- He’s brilliant. **However**, he’s also annoying.*
  - However** hard he works, he’ll never get promoted.*

see Reference page 89

**10** Complete the sentences with *whenever, however, whatever, whoever* or *wherever*.

- \_\_\_\_\_ you do, don't lose these keys!
- Send me an email \_\_\_\_\_ you have time.
- Carry your documents with you \_\_\_\_\_ you go.
- \_\_\_\_\_ is at the door, tell them I'm busy.
- \_\_\_\_\_ you travel – train, car or bus – it will take you at least three hours.

**11** Complete the second sentence so that it means the same as the first. Use three words in each space.

- If it's the last thing you do, make sure you turn off the power.  
\_\_\_\_\_, don't forget to turn off the power.
- Even if you're a good swimmer, Thorpe is better than you.  
\_\_\_\_\_ are at swimming, Thorpe is better.
- Call me any time you feel down.  
\_\_\_\_\_ down, give me a call.
- It doesn't matter where we go – they always follow us.  
\_\_\_\_\_, they're always close behind.
- I'll see her as soon as I can.  
\_\_\_\_\_, I'll see her.
- It doesn't matter who we employ – he'll have to be a genius.  
\_\_\_\_\_, he'll have to work miracles.
- No matter how you fix this photocopier, it keeps breaking down.  
\_\_\_\_\_ the photocopier, it always breaks down again.
- Those children can do anything, and it turns out successful.  
\_\_\_\_\_ do, they make a success of it.

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

**12 a**  2.04 Listen to sentences 1–8 from exercise 11. Which syllable is stressed in *whatever, however, etc.*?

**b** Listen again and repeat, paying attention to stress and intonation.

**13 a** Think of two pieces of advice for a teenager with *whatever, whoever, etc.*

**b** Work in pairs. Take turns to tell each other your advice, paying attention to stress and intonation.

## Speaking

**14 a** Read some quotes about 'the best age'. Which do you agree with?

Childhood is the time of your life. Everything is new and wonderful and whatever mistakes you make, you're forgiven.  
(Suleiman, 25)

The best thing about being a teenager is the freedom. You can be friends with whoever you want, you don't have to work and you don't have any responsibilities except school.  
(Ravi, 18)

The worst thing about being a teenager is that you have no power. Everyone tells you what to do. When I was 15 I couldn't wait to leave home and make my own decisions.  
(Marissa, 19)

The best age is your 30s, when you're old enough to do whatever you want and young enough to have the energy to do it.  
(Mphelele, 38)

Middle-age is when people become powerful. Most business and political leaders are in their 40s, 50s and 60s. After that, it's all downhill.  
(Joanne, 27)

When you're old, you see things differently. You're more patient and tolerant whenever there are problems to deal with. You also realise the important things in life are family and friends.  
(Riccardo, 70)

**b** Write six sentences giving your opinions about the ages in exercise 14a. Start each sentence with the underlined phrases at the beginning of each quote.

*Childhood is when you have the most fun and the fewest worries.*

**c** Read the Lifelong learning box. Work in groups and follow the instructions.

### Planning to speak

**!** 1 If you have to speak for a long time, then use the 'three Ps'.

**Prepare** – decide what your main points will be.

**Predict** – think about what other people will say or ask you.

**Practice** – spend a few moments alone, rehearsing (silently!) what you will say.

2 Using the 'three Ps', prepare to talk about the sentences you wrote from exercise 14b.

3 Discuss your opinions. Do you agree about the best age?

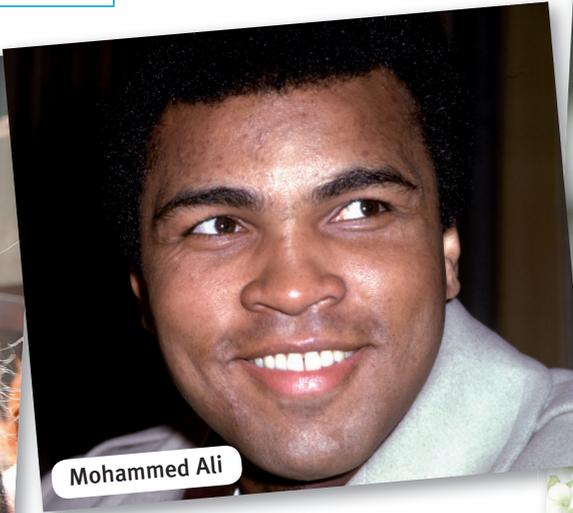
# 6.3 Charisma

Grammar link words of time and contrast

Can do write an autobiographical statement



Lady Gaga



Mohammed Ali



Kate Middleton

## Reading

- 1 a** Read the definition of 'charisma' below. Can you think of any famous charismatic people? Do you think the people in the photos are charismatic? In what ways?

**charisma** /kəˈrɪzmə/ n [U] the natural ability to attract and influence other people

**b** Work with a partner and discuss these questions.

- 1 Who is the most charismatic person you know? In what ways are they charismatic?
- 2 Are there any dangers connected with being charismatic?
- 3 Is charisma something you can learn or do you have to be born with it?

- 2** Read the article and choose the best title.

- 1 Five Ways to Learn Charisma
- 2 How to be a Great Leader
- 3 The Mystery of Charisma

According to actress Joan Collins, while Bill Clinton's looking at you, he "eats you up with his eyes. I don't know whether it's magic or a trick, but it's the best act I've ever seen." Of course, Bill Clinton and Barack Obama have it. Lady Gaga and Mohammed Ali have loads of it, too. And most agree that Kate Middleton, Prince William's wife, has it too. Charisma. **Hard as we try** to understand it, the formula remains elusive. All we can do is watch the masters at work and learn from them.

Perhaps the most charismatic of them all is Nelson Mandela. Colleen Dawson's grandson was in the same class as Mandela's grandson. During one parents' night, an interesting event occurred. The evening was progressing as usual, and the parents sat down to discuss their childrens' progress with the teachers, at which point Mandela suddenly walked in. Dawson recalls that the room went quiet. Instead of the normal chit chat about homework and behaviour, all eyes turned to Mandela. On finding himself the centre of attention, the great man put the teachers and parents at ease and quietly began to speak about the importance of teaching. He found common ground for everyone present – education – and his charisma shone through.

**Even though** charisma is usually associated with politicians, businesspeople and celebrities, scientist Richard Feynman proved that people in other fields can have it. You had no sooner begun a conversation with Feynman than you'd be struck by his love of the subject. **Despite** the fact that Feynman's field was theoretical physics – not exactly a crowd-pleaser – he had such enthusiasm for the mysteries of the universe that he infected everyone within earshot. The Nobel Prize-winning scientist was a larger-than-life figure, and very charismatic. One ex-student recalls, "He'd hardly started his lecture when you'd notice the whole audience on the edge of their seats."

Most of the great leaders in history possessed an innate magnetism that's now called 'star quality'. Alexander the Great, William Churchill, and Martin Luther King had extraordinary charisma. Lifestyle writer Elena Hawthorne says, "Some people seem to be born with charisma. Look at the likes of Richard Branson or Angelina Jolie. They just seem to have a lust for life that's contagious. But, for the mortals among us, I think there are techniques that anyone can learn: the importance of body language and the way you use your voice." Other experts in the field say that, **much as** charisma can be learned, it can't be faked. Personal development coach Robin Wills says, "It isn't about techniques like making eye contact or touching people on the shoulder. **Although** those things can help, charisma is really about having a genuine interest in people and communicating it through enthusiasm and by really listening."

- 3** Work in pairs and answer the questions.
- Does the writer believe there's a simple way to become charismatic?
  - What did Mandela discuss? Why?
  - Does the writer believe charismatic people are associated with particular professions?
  - Why did people want to listen to Feynman?
  - Why does Hawthorne think there's hope for normal, uncharismatic people?
- 4** Find the phrases from the box below in the article. Work in pairs and discuss what you think they mean. Use the context to help you.

the formula remains elusive   a crowd-pleaser  
 he infected everyone within earshot   a larger-than-life figure  
 on the edge of their seats   star quality

## Grammar | link words of time and contrast

- 5 a** Look at the six underlined time clauses in the article on page 84. Match them to descriptions 1–3 in the Active grammar box.
- b** Match *when*, *whilst* and *by which time* to descriptions 1–3 in the Active grammar box.
- c** Look at the five contrast clauses in **bold** in the article. Match them to descriptions 4–6 in the Active grammar box.
- d** Match *in spite of*, *while* and *difficult as it was* to descriptions 4–6 in the Active grammar box.

### Active grammar

There are many words/phrases we use to link ideas in sentences.

#### Time clauses

(1) It happens soon after another thing	(2) It happens at the same time as something else.	(3) It comes at the end of a long, continuous sequence of action. It often introduces a moment of change in the sequence OR the result of this sequence.
<i>on finding</i>		

#### Contrast clauses

(4) phrases that are always followed by a clause (with a verb)	(5) can be followed by a noun phrases or <i>-ing</i> form	(6) phrases that use adjective/adverb + <i>as</i> + subject + verb to emphasise the contrast

- 6** Complete the texts below using the words/phrases from the boxes. Some of the phrases can't be used.

### Two charismatic women

despite   much as  
 by which time   on being  
 when   although   during  
 hardly had she begun  
 hard as she tried

(1) \_\_\_\_\_ King William IV died in 1837, his daughter Victoria became Queen of England, (2) \_\_\_\_\_ she was just 18 years old. (3) \_\_\_\_\_ her reign when she married Albert, and together they had nine children. When he died, Victoria wore black for the rest of her life and was hardly seen again in public. (4) \_\_\_\_\_ this, she is remembered as a successful leader. (5) \_\_\_\_\_ her reign, Britain's Empire grew extremely strong, and British society changed in many ways. She died in 1901, (6) \_\_\_\_\_ she had reigned for 63 years.

despite   hard as  
 she had no sooner  
 even though   when  
 by which time   much  
 on getting the job

Until she was six, Oprah Winfrey lived on a farm with her grandmother. (7) \_\_\_\_\_ her family's poverty, she had access to books, and she read and preached in church. She got her lucky break (8) \_\_\_\_\_, aged 17, she was offered a job at a radio station, (9) \_\_\_\_\_ she lacked experience. Her talk show later became *The Oprah Winfrey Show*, which is watched by over 20 million people a day. (10) \_\_\_\_\_ as she enjoyed her TV success, Winfrey's real ambition was to act, and in 1985 she starred in *The Color Purple*, for which she received an Oscar nomination.

## Vocabulary | personal characteristics

**7** Match the adjectives (1–8) to the underlined words/phrases (a–h) with the opposite meaning.

- 1 charismatic
- 2 inspirational
- 3 dignified
- 4 aloof
- 5 idealistic
- 6 tireless
- 7 trustworthy
- 8 resolute

- a 'She's a bit lacking in drive and energy.'
- b 'He wavers in the face of problems.'
- c 'He's very approachable. He always has time to talk to people.'
- d 'He's corrupt.'
- e 'She is rather nondescript.'
- f 'She's very down-to-earth and practical.'
- g 'She's not very inspiring.'
- h 'She lacks gravitas.'

## Pronunciation | stress shift on long adjectives

**8** **a**  2.05 Look at the root words and their adjectives. Listen and underline the stress.

- 1 charisma (n)  
charismatic (adj)
- 2 ideal (n)  
idealistic (adj)
- 3 inspire (v)  
inspirational (adj)

**b** Complete the 'rules'.

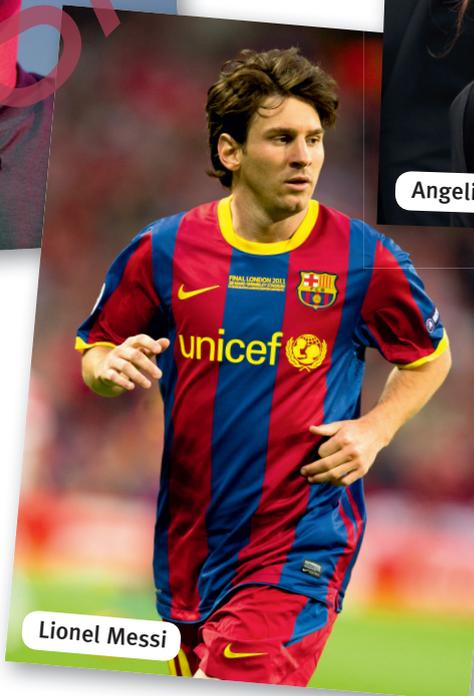
- 1 Adjectives that end in *-ic* (*romantic, acrobatic, ecstatic, pathetic*, etc.) tend to have the stress on the syllable before the letters \_\_\_\_.
- 2 Adjectives that end in *-tional* or *-sional* (*professional, international, dysfunctional, irrational*, etc.) tend to have the stress on the syllable before the letters \_\_\_\_.

**9** Work in pairs and discuss the questions.

- 1 What do you know about the people in the photos? Which adjectives would you use to describe them?
- 2 Can you think of any other famous people who could be described using the adjectives or the phrases above?
- 3 Think of qualities which would be important for the occupations below.
  - a politician • a teacher • an actor • a businessperson



Mark Zuckerberg



Lionel Messi

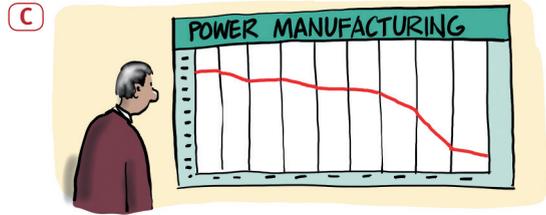


Angelina Jolie



Shakira

1 a Look at the pictures and make a story.



b Read the story. Were your ideas the same or different? How?

## Mr Power's story

- For ten years, I owned a manufacturing company, but I really had my hands full with it. I never had time to enjoy myself. So I sold the company and retired. But after a few years, I heard that the company needed a new Chief Executive. Bored with retirement, I decided to reapply for my old job. I got it, and I found the job easy. After all, I was an old hand at it.
- Back in my old job, I thought: 'This is great. I've landed on my feet again.' But soon I was rushed off my feet. There was too much to do and no time for golf or even to visit my holiday home in Monaco. What's more, the company's results were down.
- We had a meeting, at which it all came to a head. The shareholders said, 'You're wasting company money on your expensive cars and yachts.' 'Rubbish!' I replied. 'I've got a good head for business, and I know what we can and can't afford.'
- 'I only have the company's interests at heart,' I told them. But they said that if results didn't improve, I'd be out. And my heart really sank when they demanded that I return my sixth Ferrari and sell the house in Barbados that I'd felt was necessary to keep senior executives (me) happy.
- Unfortunately, results didn't get better, so we had another meeting. 'You have to face the music,' said one of the shareholders. 'Your time as Chief Executive has been a disaster.' I'm sure they were about to fire me when I decided to save face. I resigned. Now I'm retired again. Here I am in my beachfront home in Brazil.

2 Match the underlined idioms in the story to the phrases (a-j) with a similar meaning.

Paragraph 1: hands

- a have a lot of difficult tasks to do
- b very experienced at doing something

Paragraph 2: feet

- c be extremely busy
- d get into a good situation because you're lucky

Paragraph 3: head

- e be naturally good at commercial matters
- f reach such a bad situation that something has to be done

Paragraph 4: heart

- g to want what is best for someone or something
- h suddenly feel very disappointed

Paragraph 5: face

- i avoid losing the respect of other people
- j take responsibility for something bad

3 Work in pairs and discuss the questions.

- Do you have a good head for business?
- Are you rushed off your feet at work/school?
- Are you an old hand at anything? If so, what?
- Are you the type of person who always lands on your feet?
- When was the last time your heart sank?
- Do you have your hands full at home/school/work?
- Can you think of a time when you wanted to save face? Did you succeed?
- When was the last time you had to (or told someone else to) face the music?

# 6 Communication

Can do argue your case

- 1** Look at the picture of nine passengers on a plane. One of these people is a spy, one is a criminal, one used to be famous, one will be famous, one is a doctor, one is a lawyer, one has a dark secret, one is a journalist and one is a soldier. Who is who? Guess the identities and label the picture.



- 2** Work in groups. Choose a different passenger each. Imagine you are that passenger and write a short profile by completing the phrases below.

My name is  
I work as a  
I am  
I believe in  
My strengths are  
My weaknesses are  
I will always

- 3** Imagine that the plane crashes. Everyone survives and you all wake up on a desert island. You decide to start a new community. Your character wants to be leader. Think about questions 1–4.

- 1 What ideas do you have to run the community? What is your manifesto?
- 2 How will you persuade the others that you should be leader?
- 3 What experiences do you have that will be useful?
- 4 What are your beliefs?

- 4** Take it in turns to present your manifesto and argue your case for becoming the leader of the new community.

- 5** Elect a leader and explain your choice to other groups.

## Articles

### Definite article

Classes: **The** *arctic fox is known to inhabit the area.*

National groups: **The** *French are unhappy about the new policy.*

Other groups: **The** *Green Party has staged a protest.*

Unique objects: **The** *sun was setting on the horizon.*

Titles: **The** *President has yet to make the decision.*

Musical instruments: *She learned to play **the** harp.*

Geographical names: rivers (**the** *Seine*), oceans (**the** *Pacific*), compass points (**the** *North*), collective countries (**the** *UK*), mountain ranges (**the** *Alps*). NOT: lakes (*the Lake Erie*), single mountains (*the Mount Everest*), continents (*the Asia*), countries (*the Germany*)

Shared knowledge or experience:

*We'll meet them in **the** café.* (= the café by our work – shared knowledge)

### Indefinite article

Jobs: *Martha is **a** dentist.*

Measuring: *It costs **£150 a** week.* (= per week)

Introducing something new: *There's been **an** accident!*

### No article (zero article)

Names: *Tom Cruise is my favourite actor.*

Streets: *They live on Harvard Street.*

General countable plurals: *I love cats.* NOT: *I love the cats.*

## whatever, whoever, whenever, etc.

*Whenever, however, whatever, etc.* are conjunctions. They join two clauses together. We use them when it doesn't make any difference *when, what, who, etc.*, or we don't have to be specific, or we don't know the exact details of *when, what, who, etc.*

*Come **whenever** you can.*

(= it doesn't matter exactly when you come)

*What, who, when, etc.* are a little different to *whatever, whoever, whenever, etc.* Compare:

*Repeat **what** you just said!*

*Repeat **whatever** you just said!*

***Whatever** you just said, repeat it!*

NOT: *What you just said, repeat it!*

***Whoever** you saw was probably the criminal.*

NOT: *Who you saw was probably the criminal.*

*However* has two meanings. Compare:

***However** you go, whether by train or car, it takes a day. It takes two days by car. **However**, if you go by train, it takes only a day.*

The second *however* contrasts two statements.

## Link words of time and contrast

There are many words/expressions which allow us to link our ideas and narratives in different ways. To link things happening at the same time, use *while, whilst, when* and *as*.

***As** the plane took off, she felt free.*

To link things that happen when other longer actions are finishing/have finished, use *by which time* or *at which point*.

*I reached the end, **by which time** I was tired.*

To link things that happen immediately after the previous action, use *hardly + when, on + -ing* form and *no sooner + than*.

***On hearing** about the crash, he ran straight to the hospital.*

To link things that contrast with previous information, use *though, although* and *even though + verb phrase*.

***Although** he's short, he's good at basketball.*

We can also use *despite* and *in spite of + noun phrase* or *-ing* form.

***In spite of** my poor exam results, I still managed to get a good job.*

We can use *adjective/adverb + as/though + subject + verb* to add emphasis to the contrast. Typical examples are *much as (I like)* and *hard though (we tried)*.

***Much as** I love television, even I can't watch for more than three or four hours a day.*

## Key vocabulary

### Power

nuclear speech medicine spending argument  
economic solar brain influence world political  
people army consumer have power over  
position of power special powers come to power  
hold power gain control win over  
be impressed by play a part in

### Fashions and fads

be in be out kick off home in on catch on  
come about come up with keep up with

### Personal characteristics

charismatic inspirational dignified aloof  
idealistic tireless trustworthy resolute  
nondescript waver in the face of approachable  
corrupt down-to-earth inspiring  
(lacking in) drive and energy (lack) gravitas

### Idioms (2)

have your hands full be an old hand (at something)  
land on your feet be rushed off your feet  
it all comes to a head have a good head for business  
have (someone's) interests at heart your heart sinks  
face the music save face



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 151

# 6 Review and practice

- 1** Complete the text with *a*, *an* or *the*. Change the punctuation if necessary.

## The Shanghai World Financial Centre

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

- 2** Complete the dialogues with *whatever*, *whoever*, *whenever*, etc. The same word can be used more than once.

- A: Why do you like Italy?  
B: Because \_\_\_\_\_ you go in Italy, you can find amazing architecture.
- A: What's so different about that school?  
B: There are no compulsory subjects. You can study \_\_\_\_\_ you want.
- A: We can buy the black one or the blue one. Which would you like?  
B: \_\_\_\_\_ you prefer. I don't mind.
- A: What time shall I come to your house?  
B: Come \_\_\_\_\_ you can make it.
- A: How will you manage to get time off work?  
B: It'll be OK – they're quite flexible. I'll talk to \_\_\_\_\_ is on duty.
- A: Will it be quicker if we take the bus or the train?  
B: \_\_\_\_\_ you travel, it takes over two hours.

- 3** Complete the sentences (1–6) with the correct form of verbs and particles from the boxes to complete the sentences.

come be home catch keep kick

in (x2) up on (x2) off about with

- We \_\_\_\_\_ the latest developments by reading magazines.
- The new series \_\_\_\_\_ just three weeks ago – its first episode was a great success.
- I don't think that new type of phone will ever \_\_\_\_\_. It's too ugly.
- I've lost touch with the music scene. I've no idea what \_\_\_\_\_ any more.
- This extraordinary situation \_\_\_\_\_ because our marketing men had a great idea.
- Hi-tech companies are increasingly \_\_\_\_\_ teenagers as their number-one consumer.

- 4** Make idioms from the words from the boxes. Then complete the sentences (1–10) with the idioms.

head hands feet a your have came  
full my land on to

- The problem had been developing for a long time, when it finally ...
- Sorry, I can't help you tonight because I ...
- So you found a great job and a nice house! You're so lucky! You always ...

hand face heart feet an off at  
old rushed her interests save

- I knew all the rules of the game already because I was ...
- She's too busy to attend the meeting. She's ...
- I want you to do really well. I only have your ...
- It was an embarrassing situation but, by being honest about it, they managed to ...

face head heart a the his sank  
business music for good

- I thought he would make a good managing director, because he has ...
- When he saw that he'd failed the exam, ...
- She committed the crime, and now that she's been caught, she has to ...

- 5** Find and delete any unnecessary words in the text.

- 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. Luckily, four o'clock came,
- by which the time I was desperate for a nice soft
- chair and a cup of tea.



## Lead-in

**1** Work in pairs. Look at the photos and discuss the questions.

- 1 Which of the arts are represented?
- 2 Can you think of any other examples of 'visual' arts?
- 3 Which do you prefer and why?

**2 a** Look at the sentences below. Which refer to books/film/theatre/art/architecture? There may be more than one answer.

- 1 It was a/an spectacular/dreadful/appalling performance.
- 2 The scenery was breathtaking/disappointing/stunning.
- 3 It's an absolute masterpiece/not one of his best/his finest piece.
- 4 The acting was stereotyped/poor/over the top.
- 5 It's a fantastic/difficult/heavy read.
- 6 The style is contemporary/traditional/gothic.
- 7 The special effects were astonishing/incredible/awful.
- 8 He is famous for his landscapes/portraits/sculptures.

**b** Work in pairs. Describe the photos with the words from exercise 2a.

**3** Work in pairs and discuss the questions.

- 1 How often do you go to the theatre/the cinema/museums or other buildings of interest? How often do you read novels?
- 2 Talk about paintings, buildings, films, novels, etc. that you like or dislike. Use vocabulary from exercise 2a.

*My favourite painting is Picasso's Guernica. I think it's an absolute masterpiece.*

*I didn't really enjoy Iron Man. In my opinion, the special effects were rather disappointing.*

# 9.1 Ahead of their time

Grammar dependent prepositions

Can do express a degree of certainty

## Reading

1 Work in pairs and discuss the questions.

- 1 What do you think the people in the pictures have in common?
- 2 What do you think are their areas of special interest and achievements?

2 Read the texts to check or find out more.



### The Yellow Emperor

The first sovereign of civilised China, Huang Ti, or the Yellow Emperor as he became known, is now recognised as the common ancestor of the Chinese people. Living in a time of constant warfare between tribes, Huang Ti strove to improve the virtues of people, pacifying by strengthening his army and unifying the tribes. He introduced the idea of military discipline, invented the compass to improve his military strategy, and used carts in warfare.

Once he had established peace, he created civilised systems for his people. Among the many inventions attributed to him are the calendar, mathematics (he invented numbers and a system for measuring length and weight), music (he invented the flute using bamboo), writing (he invented Chinese characters), boats, carts, bows and arrows, etc.

His scientific interests also led him to author *The Inner Book of Simple Questions of the Yellow Emperor*, the founding classic of Chinese medicine. His queen is also famous for having been the first to raise silkworms to make clothes with silk.



### Leonardo da Vinci

As a painter, his legacy of works is indisputably less extensive than other master painters. As an anatomist, he failed to publish his research. As a sculptor, he left us not a single verified sculpture. As a mathematician, he had no significant input into the development of the theories of mathematics. As a scientist, his records are disorderly. As a musician, he left little record of his music. As an architect, he left no notable buildings for us to visit. And yet he is popularly held as one of the most important figures of the Italian Renaissance. In the words of Sigmund Freud, 'Leonardo da Vinci was like a man who awoke too early in the darkness, while the others were all still asleep.'

Most people recognise the 'Mona Lisa' or the 'Last Supper' as examples of this artist's extraordinary capabilities. However, he was not just an artistic genius, but he was also a genius in the fields of architecture, engineering and science. His sketchbooks, with notes often written in mirror form, were full of ideas for his inventions. Some were improvements to existing machines, others were new and ranged from a primitive tank to a human-powered flying machine. These books were to stun the world when they were discovered centuries after his death.



### Rachel Carson

Environmentalism has existed in various forms for centuries, but Rachel Carson's influence in the field is unsurpassed. She made a vital contribution to the environment and her work is still influential today, half a century later.

Brought up on a farm in Pennsylvania, USA, she spent her childhood exploring the land and writing animal stories. After completing her Master's degree at Johns Hopkins University, Carson wrote a radio show which explored marine life. But it was her work in the 1940s that cemented her reputation. A fire ant eradication program caught her attention and she became immersed in the science of pesticides and environmental poisons. After working on her ideas for several years, she published *Silent Spring* in 1962. The nascent environmental movement drew inspiration from the work, and President John F. Kennedy demanded the testing of chemicals mentioned in it.

As with all revolutionaries, she came under criticism. One biochemist wrote, 'If man were to follow the teachings of Miss Carson, we would return to the Dark Ages.' On one occasion, a former Secretary of Agriculture concluded that, because she was unmarried, she was 'probably a communist'. However, the scientific community and the public soon realised that her claims were accurate.

- 3** Read the texts again and answer the questions.
- 1 Who was concerned about the impact of humans on the environment?
  - 2 Who wrote notes and ideas in a type of code?
  - 3 Who had ideas for military artillery?
  - 4 Who influenced a President?
  - 5 Who wanted people to have a better quality of life?
  - 6 Who was interested in medical science?
- 4** Work in pairs. Which of the people you read about achieved the most, in your opinion? Which would you most like to have met? Why?

## Grammar | dependent prepositions

- 5 a** Look at the underlined dependent prepositions in the texts. Write them in the table in the Active grammar box.
- b** Look at the phrases from the box below. Add them to the table in the Active grammar box.

hope for   make observations about   succeed in  
devote your life to   improve on   (be) obsessed with  
a solution to   admiration for   specialise in   the quality of  
of all time   in later life   in recognition of ...

- c** Match definitions a–f to phrases from the Active grammar box.
- a spend your life trying to do something.
  - b thought to have been achieved/accomplished by someone.
  - c to think about something all the time.
  - d be completely involved in something.
  - e do/make something better.
  - f feeling of great respect/liking for something/someone

### Active grammar

verb + preposition	<i>range</i> _____ ... (to ...) <i>work</i> _____ ... <i>attribute</i> _____ ...
verb + object + preposition	<i>draw inspiration</i> _____ ... <i>made contributions</i> _____ ...
noun + preposition	<i>in the fields</i> _____ ... <i>ideas</i> _____ / _____ ... <i>the development</i> _____ ...
adjective + preposition	<i>(be) famous</i> _____ ... <i>(be) immersed</i> _____ ...
prepositional phrases (beginning with a preposition)	<i>in a time</i> _____ ... _____ <i>one occasion</i>

- 6** Choose the correct words in *italics*. What do you think is the name of this visionary scientist?

Widely regarded as the greatest scientist of the 20th century, or even (1) *of/all/in* all time, this man devoted his life (2) *in/on/to* science. He made major contributions (3) *from/to/for* the development of quantum mechanics, statistical mechanics and cosmology, and in recognition (4) *for/of/about* his work, he was awarded the Nobel Prize for Physics in 1921.

In 1905, while working alone in a patent laboratory, obsessed (5) *in/with/from* relativity, he eventually succeeded (6) *to/in/with* finding a solution (7) *to/at/of* a problem he had been working (8) *in/for/on*. He developed his own theory of relativity, which disproved things that Newton had previously established. Later in the same year he made further observations (9) *in/about/for* the universe and how it is made up and improved (10) *on/to/with* his own theories until he developed the theory which he became famous (11) *of/about/for*:  $E=mc^2$ . (12) *In/At/To* later life, he realised both the positive and negative implications of his work as nuclear energy and atomic bombs were developed.

- 7** Complete the sentences with the correct prepositions.

- 1 The Yellow Emperor succeeded \_\_\_\_\_ bringing civilised life to his people.
- 2 Einstein had great admiration \_\_\_\_\_ the work of Newton.
- 3 Newton spent his time absorbed \_\_\_\_\_ his work.
- 4 Leonardo da Vinci made observations \_\_\_\_\_ nature in his sketchbooks.
- 5 Newton specialised \_\_\_\_\_ the field of mathematics.
- 6 Mozart was famous \_\_\_\_\_ being able to re-create a piece of music after hearing it only once.
- 7 At one time, van Gogh was obsessed \_\_\_\_\_ painting sunflowers.
- 8 Shakespeare made a major contribution \_\_\_\_\_ world literature.

**8 a** Think of one or two other famous 'visionaries' or inspirational people. Make notes about them using prepositional phrases from the Active grammar box.

**b** Work in pairs. Describe the people you made notes on. Ask your partner questions to find out more information.

*Do you think she's the most important ... of all time?*

*What did she do in later life?*

## Listening

**9** Work in pairs. Discuss the questions.

- 1 Do you know of any people living today who could be called geniuses? Why are they thought of as geniuses?
- 2 When do you think geniuses do their best work: when they are under pressure or when they are relaxing?



**10 a** 2.18 Listen to a radio interview about geniuses. Make notes on the topics below.

- discoveries made outside the laboratory
- the psychology of high achievers
- Can only creative people be geniuses?

**b** Work in pairs and compare your ideas.

**c** Listen again to check.

**11** Work in pairs and discuss the questions.

- 1 Did you find any of the information in the interview surprising?
- 2 Have you experienced finding the solution to a problem by 'sleeping on it'?
- 3 Do you pursue any creative hobbies or interests? Did you use to?
- 4 What do you do to take your mind off a problem?

## Speaking

**12** Look at the words/phrases from the box below. Write them in the correct row in the How to... box.

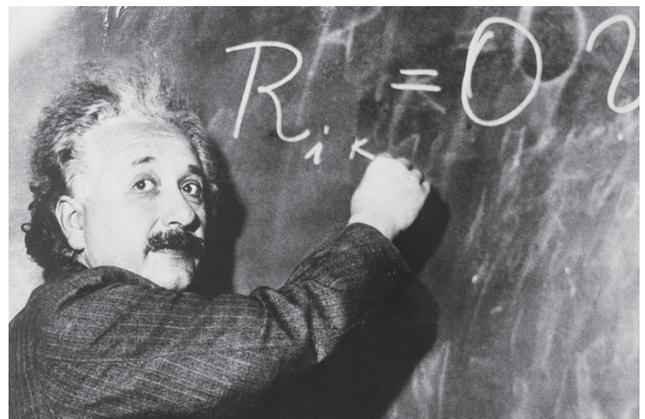
without a doubt    it's not 100 percent certain  
undeniably    questionable    unquestionably  
irrefutable    debatable    it's not clear-cut

### How to... describe certainty/uncertainty

certainty : *indisputable*  
uncertainty :

**13** Choose the correct words in *italics*.

- 1 It's *debatable*/*without a doubt* whether Leonardo da Vinci was a genius.
- 2 It's *not 100 percent certain*/*undeniably* what or who killed Mozart.
- 3 The novel is *not clear-cut*/*indisputably* his greatest work.
- 4 The Yellow Emperor was *not clear-cut*/*unquestionably* a great leader.
- 5 It's *not clear-cut*/*irrefutable* why Leonardo wrote in mirror form.
- 6 Mozart was *not 100 percent certain*/*irrefutably* exceptionally gifted.
- 7 The story about Newton's discovery under the apple tree is *questionable*/*without a doubt*.
- 8 The impact of Einstein's theories are *without a doubt*/*irrefutable*.



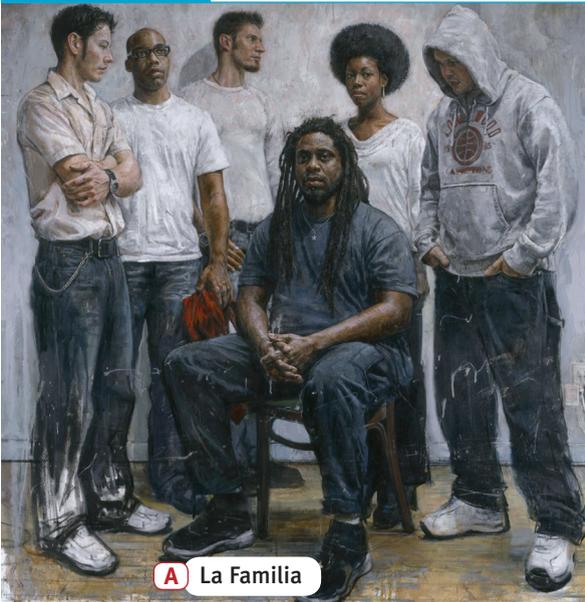
**14** Work in small groups and discuss the statements. Try to use language from the How to... box.

- 1 Genius is an overused term. Many so-called geniuses had one good idea and got lucky.
- 2 Being a genius doesn't guarantee you success in life. Other things are more important.
- 3 Genius is 10% inspiration and 90% perspiration.
- 4 It's better to know a little about a lot of different things, rather than a lot about only one thing.

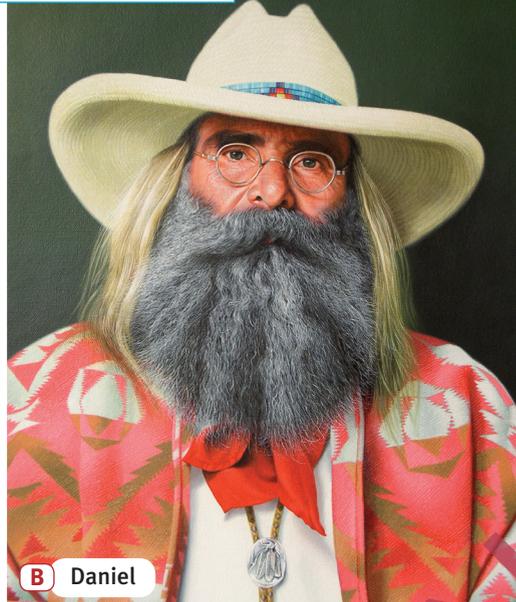
# 9.2 I know what I like

Grammar discourse markers

Can do use colloquial expressions to explain your tastes



**A** La Familia



**B** Daniel



**C** Giulietta Coates

## Vocabulary | describing art

**1** Work in pairs. Discuss what sort of art you like and dislike.

**2 a** Check you understand the underlined words.

- 1 This is an abstract painting by Mondrian.
- 2 This painting is really striking. It stands out.
- 3 I don't like avant-garde art. I can't understand it.
- 4 Don't you find her work really calm and tranquil?
- 5 I love colourful art, like Matisse's work.
- 6 That painting is rather plain, isn't it?

- a So you prefer more traditional stuff?
- b I prefer monochrome images.
- c No way! I think her work is very disturbing.
- d Oh, I think that one's a bit dull. It's not my type of thing at all.
- e I think it's stunning. I noticed it at once!
- f He also did a lot of figurative work, didn't he?

**b** Match the underlined words in sentences 1–6 with their opposites in a–f. Which are used to show personal opinions? Which describe facts?

**b** 2.19 Listen to three people discussing the pictures. Which do they talk about in each conversation? Which words/phrases helped you decide? Which picture do they think should win?

**4** 2.20 Listen to the next part. Which picture actually won? What does the speaker think of the winner?

**5 a** Write the sentences from the box below in the correct place in the How to... box.

It's really not my taste. It's not my cup of tea.  
I've always admired her work.  
I'm a big fan of his stuff.  
He's one of my all-time favourites.  
I can't relate to this type of thing.

## Listening and speaking

**3 a** Look at the pictures above and read the text. Which picture do you like best/least? Which do you think should win the competition?

Every year, at the National Portrait Gallery in London, there is a competition for the best portrait. The winner is decided democratically: everyone who visits the exhibition can vote for their favourite portrait. The prize is £25,000.

### How to... say what you like/dislike

saying what you like : I'm really into her work.

saying what you don't like : It's not my (kind of) thing at all.

**b** 2.21 Listen to the sentences from exercise 5a. Mark the stress.

**c** Work in pairs. Tell your partner about a picture you like (or don't like).

## Grammar | discourse markers

**6 a** Look at the underlined phrases 1–5 in the Active grammar box. Write them in the table.

**b** Add the phrases from the box below to the table in the Active grammar box.

anyway, what I was going to say was    more or less    frankly  
 mind you    as a matter of fact    as far as ... is concerned  
 in fact    as for    as regards/regarding

### Active grammar

Discourse markers are words/expressions which help us to organise what we want to say or write. They also show our attitude to the subject.

- 1 ... as I was saying, it really does look like a photo ...
- 2 ... the expression on her face is kind of intense ...
- 3 ... it sort of looks like a photo ...
- 4 ... to be honest, it's not really my taste ...
- 5 ... to tell you the truth, I still wouldn't want it hanging on my bedroom wall.

focusing on the main topic or returning to a previous line of discussion

introducing an opinion or criticism

softening an opinion or criticism

making additional (often contrasting) points

see Reference page 131

**7** Complete the statements below with one word.

- 1 \_\_\_\_\_ be honest, Salvador Dalí's work isn't my cup of tea.
- 2 Caravaggio had a very difficult life. Anyway, \_\_\_\_\_ I was going to say was he is my favourite artist.
- 3 I love those old Renaissance paintings. To tell you \_\_\_\_\_ truth, I don't like modern art at all.
- 4 Nek Chand must be one of the world's greatest artists. \_\_\_\_\_ any rate, he's the best in India!
- 5 I think the 'Mona Lisa' is overrated. As \_\_\_\_\_ matter of fact, I don't think it's Leonardo's best painting.
- 6 As far as modern sculpture is \_\_\_\_\_, Henry Moore is undoubtedly the greatest.
- 7 Georgia O'Keefe's paintings of flowers are kind \_\_\_\_\_ interesting. I love the colours she uses.
- 8 \_\_\_\_\_ I was saying, Lee Krasner's art was overshadowed by that of her husband, Jackson Pollock.

**8** Read the dialogues about art and choose the best options in *italics*.

- 1 A: *To be honest/*  
*As far as it's concerned/*  
*Regarding*, I don't like Impressionism much.  
 B: Neither do I. *As for it/*  
*What I was going to say/*  
*At any rate*, I think it's been overexposed.
- 2 A: Pollock's technique of dripping paint onto canvas was *as for/*  
*anyway/kind of* strange.  
 B: I agree. *More or less,/*  
*Mind you,/As regards* his work did revolutionise modern art.
- 3 A: I love performance art. *Sort of/*  
*Regarding/As a matter of fact,* David Blaine's my hero.  
 B: David Blaine? The magician? *Anyway, what I was going to say was/Frankly,/As I was saying*, I think he's crazy!
- 4 A: I love Spanish art. *Kind of/*  
*In fact/As for* Picasso, I think he was the greatest of all time.  
 B: Well, yes, he *more or less/*  
*as regards/to tell you the truth* invented modern art.
- 5 A: *As far as it's concerned/*  
*Regarding/Anyway* photography, Cindy Sherman is currently the most famous artist.  
 B: Really? *In fact/As I was saying/*  
*To tell you the truth*, I've never heard of her.

## Speaking

**9** Work in pairs and discuss the questions.

- 1 Do you have a favourite artist or style (e.g. modern abstract paintings)? Why do you like this in particular?
- 2 Are there any types of art you don't like? Why?
- 3 Why do you think people are willing to pay a lot of money for certain works of art? Do you think art is overpriced, generally?

## Reading

- 10 a** Look at the cartoon. What is happening?
- b** Read the article and answer the questions.
- Why was the painting so badly protected?
  - What type of people are art thieves, according to Charley Hill?
  - What are Vermeers and Gainsboroughs and what happened to them?
  - What did Hill have to do to find 'The Scream'?
  - Who is Stephane Breitwieser and why is he unusual among art thieves?

- 11** Work in pairs and discuss the questions.
- Would you like Charley Hill's job? Why/Why not?
  - Do you think Hill's book sounds interesting?
  - What type of person do you think Stephane Breitwieser might be?
  - What type of people collect art? Do you think it would be an enjoyable hobby?

- 12 a** Read the Lifelong learning box and answer questions 1–4 below.

### Guess first

! Use contextual clues to help you with difficult vocabulary. Think about the following points when you don't know a word or phrase.

- Which words surround the unknown word?
- What is the general meaning of this part of the text?
- Can you guess by thinking of similar words in the same family or similar words in your own language?

If you can't guess, and the word seems important, use a good dictionary.

Lifelong learning

- What does *thugs* (line 11) mean?
- What words come before *thugs* in the article? How does the article describe the people who steal paintings? How does this help us guess the meaning of *thug*?
- Does *thug* have other words in its 'family'?
- What does the dictionary entry below tell us about the pronunciation?

**thug** /θʌg/ n [C] a violent man: He was beaten up by a gang of young thugs.

- b** Try to guess the meaning of words 1–7 below using the advice from the Lifelong learning box.

- |                        |                          |
|------------------------|--------------------------|
| 1 aesthetes (line 9)   | 5 stuffed (line 16)      |
| 2 mastermind (line 10) | 6 crack a case (line 25) |
| 3 hideout (line 11)    | 7 haul (line 44)         |
| 4 track down (line 13) |                          |



## Now you see it ...

No wonder the man in Munch's 'The Scream' is screaming. He keeps getting stolen. The famous painting went missing in 1994 and again ten years later, both times from museums in Norway. Apparently, security was extremely poor. Officials thought the painting was so famous that it wouldn't be stolen. Wrong.

The world of art theft is not, as one might presume, populated with stylish aesthetes, masterminding their operations from tax-free hideouts. Art thieves are thugs, according to a book by Charley Hill. Hill was an undercover policeman whose job was to track down stolen paintings. He says that the people who steal paintings were usually stealing wheels from cars a few years earlier. He describes priceless Vermeers being stuffed into the back of cars, Gainsboroughs being passed around by drug dealers with dirty hands and a particularly nasty end to one of Henry Moore's huge sculptures. The bronze, 'King and Queen', a masterpiece by Moore, was too heavy for the thieves to move, so they took out a chainsaw and cut off the heads, thinking those might be worth something.

Hill's is an adventure story fit for any James Bond fans. A number of years ago he cracked a case in which 11 valuable paintings had been stolen from Russborough House near Dublin. In order to rescue 'The Scream', Hill posed as a buyer for the J. Paul Getty Museum in LA: bow tie, big suit, even bigger Mercedes. He also had to learn everything about the painting, or should we say paintings: there are four versions of 'The Scream'. He even memorised the patterns of wax droplets left on one version of the painting when Munch blew out a candle one night. The artworks usually turn up, sometimes many years later, though the police don't always catch the thief. Even rarer is when a gentleman thief – one who steals art for personal pleasure only – is caught.

Stéphane Breitwieser, a 32-year-old from France, was recently found guilty of stealing 239 artworks from 172 museums around Europe while working as a waiter. His spree lasted eight years before he was caught. He said he had done it for the love of art even though his haul was worth over \$1 billion – not bad for a waiter.

# 9.3 The bigger picture

Grammar unreal past

Can do respond to hypothetical questions

## Speaking

- 1** Work in pairs. Look at the photos from a travel magazine. How do they make you feel? What do they remind you of? What do you think the story behind each photo is?



## Vocabulary | vision

- 2 a** Read an opinion of what makes a good photograph and check you understand the underlined words. Do you agree? Which photo do you think the writer would like best?

I like photos to be really evocative. They need to move me. Of course a photo needs to be technically good so it isn't blurred or unbalanced or too dark, but it also needs to be intriguing. I want to be led into a story. Really good photos make you want to know what's going on. I don't really like standard, touristy photos. I find them too clichéd. I think pretty pictures are fine for photo albums but not as art. I like to see something quirky or unexpected in a piece of art. It doesn't have to be completely breathtaking but it needs to be novel.

- b** Match the underlined words/phrases from exercise 2a to phrases 1–6 with a similar meaning.

- 1 It's an overused stereotype.
- 2 It brings to mind other ideas, images, etc.
- 3 It's a little bit unconventional.
- 4 It breaks new ground.
- 5 It piques my curiosity.
- 6 It makes me sit up and take notice.

## Reading

- 3** Work in pairs and discuss the questions.
- 1 What's the best way of recording holidays and memories (taking photos, writing about them, buying postcards, shooting videos, etc.)? How do you record your memories?
  - 2 What type of person makes a good photographer or travel writer?

- 4 a** Work in pairs.

**Student A:** read the article on page 147 and make notes on the topics below.

**Student B:** read the article on page 149 and make notes on the topics below.

- the best time to do it
- stories
- the local culture
- learning from professionals

- b** Tell your partner about the main ideas in your article.

- 5** Discuss the questions.
- 1 What do you think of the advice in your article? Was it interesting, obvious, surprising, etc.?
  - 2 Are the articles for amateurs, or people who want to make a living doing these things?
  - 3 Which sounds easier: being a photographer or being a travel writer?
  - 4 Would you like to be a travel writer or a photographer? Why/Why not?
  - 5 Do you know of any famous photographers or travel writers? What do you think of their work?

## Grammar | unreal past

- 6** Read the Active grammar box and do the exercises.

### Active grammar

#### wish/if only

*If only I'd taken a better picture.*

- 1 Find more examples of these forms in articles A and B from exercise 4a.
- 2 What verb form follows *wish/if only* to talk about (a) the present? (b) the past?

#### it's high time/it's about time

- 3 Find examples of these forms in the articles from exercise 4a.
- 4 Does *It's high time/It's about time* mean something should be happening now, but it isn't? Or does it mean that something is happening on time?
- 5 What verb form follows *It's high time/It's about time*?

#### would rather/would sooner

- 6 Find examples of these forms in the articles from exercise 4a.
- 7 What verb form follows *would sooner/would rather* if the person speaking and the subject are (a) the same? (b) different?

*I would rather go.* (The person speaking and her subject is I).

*I would sooner they left.* (The person speaking is I, but the subject is they).

#### what if/suppose (or supposing)

*Suppose you had taken that job as a photographer? Would you be happier now?*

- 8 Find more examples of these forms in the articles from exercise 4a.
- 9 What verb form follows *what if/suppose* to talk about an imaginary situation in the (a) present? (b) past? (c) future?

- 7** Find the mistakes in six of the sentences and correct them.

- 1 It's high time we went on a photography course.
- 2 They'd rather we didn't use flash photography in the museum.
- 3 This scenery is so beautiful. If only I brought my camera.
- 4 I'd sooner you wouldn't write that down, please.
- 5 It's about time you go to bed.
- 6 What if you'll get ill when you go abroad?
- 7 I wish I can speak the language better. I'd ask them about their lives.
- 8 Suppose you woke up earlier yesterday. Would you have seen the sun rise?

- 8** Complete the second sentence so that it has a similar meaning to the first. Use the correct form of the verbs in brackets.

- 1 We should start writing our journals.  
It's high \_\_\_\_\_ writing our journals. (begin)
- 2 What if you had the chance to become a travel journalist?  
Suppose someone \_\_\_\_\_ a job as a travel journalist? (offer)
- 3 Please stop taking photos!  
We'd rather \_\_\_\_\_ photos inside the building. (take)
- 4 I should have sent in my story for the travel writing competition.  
If only \_\_\_\_\_ the competition, I might have won! (enter)
- 5 I'd love to be able to take good photos.  
I wish \_\_\_\_\_ good photographer. (be)
- 6 We should select the photos for my new travel book together.  
I'd sooner \_\_\_\_\_ photos together. (choose)
- 7 You should finish writing that article soon.  
It's about \_\_\_\_\_ that article. (complete)
- 8 I'm nervous about my camera jamming at the vital moment.  
What if \_\_\_\_\_ at the vital moment? (jam)

- 9** a. Think about a hobby or something you have wanted to do for a long time. Complete the sentences so they are true for you.

- |                        |                       |
|------------------------|-----------------------|
| • It's high time I ... | • If only ...         |
| • It's about time ...  | • I'd sooner ... than |
| • I wish ...           | • Suppose ...         |

- b Work in small groups and compare your sentences.

## Speaking

**10 a** Work in pairs. Suppose someone offered you a job as a travel writer in the Caribbean, but it meant you had to live on a tiny island for two years. Would you accept?

**b** Complete the How to... box with words from the box below.

I'd   way   unlikely   suppose   to   doing   wouldn't

### How to... respond to hypothetical questions

positively : *It's highly likely (1) \_\_\_\_\_ agree.*  
 : *I would probably agree (2) \_\_\_\_\_ that.*  
 : *I would consider (3) \_\_\_\_\_ that.*  
 : *I (4) \_\_\_\_\_ I might do that.*  
 : *I'd definitely do that*

negatively : *I probably (5) \_\_\_\_\_ accept.*  
 : *It's (6) \_\_\_\_\_ I'd be able to do that.*  
 : *There's no (7) \_\_\_\_\_ I would do that.*

**c**  2.22 Listen and check.

## Pronunciation | emphasis (2)

**11**  2.23 Listen to the sentences (1–4). Where does the intonation rise to show emphasis?

- I'd definitely do that!
- I suppose I might do that.
- It's unlikely I'd do that.
- There's no way I'd do that.

## Speaking and writing

**12 a** Work in pairs. Choose three of the situations below to discuss. Extend the discussion for as long as possible, using language from the How to... box.

- What if you were offered a free place on either a photography course or a creative writing course? Which would you accept?
- Suppose you could have one of the following talents: to write great novels, paint great pictures or sing brilliantly. Which would you choose?
- What if a time machine was invented which meant you could travel to any one period in the past? Would you use it? Which period would you choose?
- Suppose a film director asked to make a film about your life? Would you accept? Who would you like to act as you?
- Suppose you had the opportunity to travel around the world for a year. Would you go?
- What if someone asked you to participate in a reality TV show? Would you agree?

**b** Think of two more hypothetical questions to ask your partner. Start your questions with *What if...?/Suppose ...*

**13** Work in pairs. Choose one of the situations from exercise 12a. Imagine that it really happened. Write the story in about 150 words.



- 1 a** Work in pairs. Read the text and discuss what new job was created and why. Who got the job?

## Visionary thinker wanted!

A few years ago, a committee at my university department held a (1) *reunion/meeting* to discuss a new post for a 'visionary' thinker. A number of the professors were (2) *sympathetic/friendly* to this idea, because, like me, they felt that our educational goals were far too (3) *sensitive/sensible* and boring; no one took risks any more because everyone wanted to (4) *fit into/suit* the current way of thinking. We also felt it would be a great (5) *possibility/opportunity* for an original thinker to come and (6) *prove/test* his or her ideas to see if they (7) *at the moment/actually* worked, while getting paid.

We hired a freelancer to do the (8) *propaganda/advertising*, and this is where we got a big surprise. The freelancer, a lady called Anousha Jalal, came up with a brilliant campaign to advertise the (9) *vacancy/vacation*. It really was a (10) *classic/classical* piece of advertising copy. In fact, her work was so imaginative and interesting that we asked her to (11) *assist/attend* an interview for the job. She wasn't sure if she wanted it, but (12) *in the end/at the end*, after lots of phone calls and emails, she had an interview and got the job.

- b** Read the text again. Choose the correct words in *italics*.

- 2** Match the words in *italics* from exercise 1a to definitions 1–12.

- 1 a when a group of people come together to discuss important issues  
b when people come together a long time after they last saw each other
- 2 a willing to support someone's ideas or actions  
b willing to be nice to other people (help and talk to them)
- 3 a does what is correct and doesn't take chances  
b easily offended/someone who considers the feelings of others
- 4 a be appropriate/feels right  
b belong in a category
- 5 a something that might happen in theory  
b a real chance to do something
- 6 a use/check something to find out if it's successful  
b find evidence that something is true
- 7 a in reality/in truth  
b now
- 8 a false information that an organisation gives to the public to influence them  
b publicity for a product/service
- 9 a holiday (US English)  
b something is available (job/room in a motel)
- 10 a a style of music  
b a timeless masterpiece
- 11 a help  
b go to an event
- 12 a after a period of time (and maybe after discussion/debate)  
b the last part of something (a book, a film, year, etc.). It is often followed by *of*.

- 3** Complete the sentences with the words in *italics* from exercise 1a.

- 1 There's a \_\_\_\_\_ for a manager at that company. It's the type of job that would \_\_\_\_\_ you.
- 2 We would be grateful if you could \_\_\_\_\_ us in setting up the class's 20th anniversary \_\_\_\_\_.
- 3 Going to the Mozart Conference will be a great \_\_\_\_\_ to learn more about \_\_\_\_\_ music.
- 4 \_\_\_\_\_ of the book, the hero decides to be \_\_\_\_\_; he forgets his crazy dream of being a billionaire.
- 5 There were high hopes for the 'Wonder Drug'. \_\_\_\_\_ end, scientists \_\_\_\_\_ that it didn't work.
- 6 Joan's not studying \_\_\_\_\_, but there's a \_\_\_\_\_ that she'll do a PhD next year.
- 7 I found it difficult to \_\_\_\_\_ that class. The other students weren't \_\_\_\_\_ at all.
- 8 The huge signs promoting government policies were just \_\_\_\_\_. None of it was \_\_\_\_\_ true.

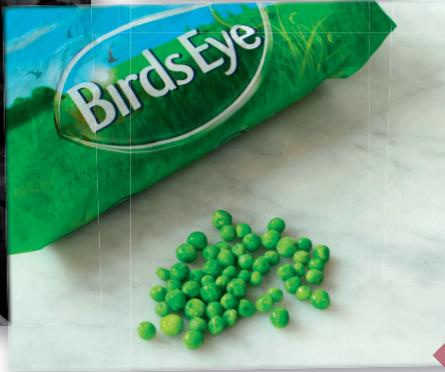
- 4** Choose a few of the commonly confused words that you had problems with. Write your own sentences using the words.

- 5** Work in pairs and discuss the questions.

- 1 Are there any confusing words in your own language? Are they confusing for native speakers or only for foreigners?
- 2 Do you know any strategies for dealing with confusing words?
- 3 Which words in English are confusing for speakers of your language?

# 9 Communication

Can do present a proposal



**1 a** 2.24 Listen to someone describing how two popular products were developed. Write true (T) or false (F).

- 1 Clarence Birdseye was the first person to put food in salt water to freeze it.
- 2 The equipment for his experiments was cheap.
- 3 Birdseye sold the first modern freezer for \$22 million.
- 4 Chester Carlson's job was to invent a machine to make copies.
- 5 Carlson found his work difficult because of his own health problems.
- 6 The first commercial photocopier was made over 20 years after Carlson had first invented the machine.

**b** Listen again to check.

**2** Work in pairs and discuss the questions.

- 1 Why do you think it took so long for the photocopier to get funding?
- 2 Would you describe frozen food as an 'original' idea?
- 3 Can you think of any other popular products that are based on earlier inventions?

**3 a** Work in pairs. You are planning a new business venture and need to persuade the rest of the class to invest in your idea. Choose one of the following ideas (or come up with one of your own) and plan how you are going to 'sell' it to the rest of the class.

### A new product

You have invented a jacket that can change colour and \_\_\_\_\_. Made of the latest hi-tech material, and with a range of ten colours, the jacket takes five seconds to change colour. It also has special \_\_\_\_\_.

### A new service

Doitforyou.com offers to help you with \_\_\_\_\_. Users pay a fixed monthly fee and can use the service as often as they wish. Additional benefits include \_\_\_\_\_.

### A new course

You are setting up a new course which teaches people how to \_\_\_\_\_. What is special about the course is that everyone who participates \_\_\_\_\_.

### A new film

It is 2100. The world has become \_\_\_\_\_. Only one person can save the planet because he/she has the key to the secret \_\_\_\_\_. The problem is that there is a terrible \_\_\_\_\_ who doesn't want the world to be saved. ...

**b** Write the name of the product, service, course or film and a short summary of the main ideas behind it, its main benefits, etc.

**c** Take turns to present your proposals to the rest of the class. Ask and answer questions about each proposal.

**d** Which proposals are the most interesting? Which would you invest in?

## Dependent prepositions

Sometimes verbs are followed by a preposition:  
*ask for, contribute to, range from ... (to ...), suffer from*

The verb and preposition can be separated by the object: *remind someone of, distinguish someone from*

Sometimes, nouns are followed by prepositions. These are sometimes described as collocations:

*relationship with, insurance against, in the fields of*

Sometimes, adjectives are followed by a preposition:  
*bad at, similar to, famous for, concerned about*

Sometimes, prepositions can begin common phrases:  
*in advance, out of order, at the time, on one occasion*

## Discourse markers

Discourse is a piece of language that is longer and more complex than a sentence. We use discourse markers to organise our speech or writing and make clear the relationship between what we have said and what we will say. We also use discourse markers to show our attitude to the subject. The use of discourse markers depends on the function of our speech (e.g. persuading, agreeing, etc.). Some common discourse markers are as follows.

focusing on the main topic: *regarding, as regards, as far as ... is concerned, as for*

returning to the main point (what was said before didn't matter): *anyway, anyhow, at any rate*

returning to a previous line of discussion: *as I was saying, anyway, what I was going to say was ...*

introducing a strong opinion or criticism: *all the same, and yet, still, on the other hand*

## Unreal past

### wish/if only

We use *wish/if only* to describe unreal or imaginary situations. These are often regrets.

*Wish/if only* + past forms describe an imaginary present or future: *if only I was stronger.*

*Wish/if only* + Past Perfect describes the imaginary past: *I wish I had bought that CD.*

*Wish* + object + *would* is used to complain:  
*I wish you would be quiet!*

We cannot use this construction about ourselves. The subject and object must be different.

NOT: *I wish I would be more intelligent.*

### it's time/it's high time/it's about time

We use *it's time*, etc. + past forms to say something should be happening now, but it isn't. It is often used for criticising someone/something:

*It's high time you stopped acting like a child.*

### would rather/would sooner

We use *would rather/would sooner* + Past Simple to describe preferences: *I'd sooner she gave me the cash.*

If the person who expresses the preference and the subject are the same, we use *would rather/would sooner* + infinitive without *to*:

*I'd rather dance the tango than the foxtrot.*

We often use *would rather/would sooner* to refuse permission:

*I'd rather you didn't smoke in my flat.*

### what if/suppose/supposing

We use *what if/suppose* + past forms to ask about an imaginary situation in the present or future:

*Suppose you asked the bank for a loan?*

We use *what if/suppose* + Past Perfect to ask about an imaginary situation in the past:

*What if we had arrived earlier?*

We use *what if/suppose* + Present Simple to ask about a situation that we think is probable:

*What if your plan doesn't work?*

## Key vocabulary

### Describing art

abstract striking avant-garde tranquil colourful  
plain traditional monochrome disturbing

figurative dull stunning

I'm a big fan of his stuff

It's not my kind of thing at all

It's really not my taste

I'm really into her work

It's not my cup of tea

He's one of my all-time favourites

I've always admired her work

I can't relate to this type of thing

### Vision

evocative intriguing quirky clichéd breathtaking

novel overused stereotype bring to mind

unconventional break new ground

pique (someone's) curiosity

make (someone) sit up and take notice

### Commonly confused words

classic/classical opportunity/possibility

in the end/at the end fit into/suit vacation/vacancy

propaganda/advertising sensible/sensitive

at the moment/actually friendly/sympathetic

assist/attend reunion/meeting prove/test



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 154

# 9 Review and practice

## 1 Match sentence beginnings 1–8 to sentence endings a–h.

- 1 Doris Lessing won the Nobel Prize for literature in recognition
  - 2 Stephen Pinker, a well-known academic, is a master in the fields
  - 3 Many people have drawn inspiration from
  - 4 Kurosawa was one of the greatest film directors
  - 5 Leonardo's abilities ranged from
  - 6 Thomas Edison succeeded in
  - 7 Madonna's constantly changing image is characteristic of
  - 8 US pilot Amelia Earhart devoted her life to
- a her ability to repackage herself for different generations.
  - b of her contribution to the novel.
  - c the life of Helen Keller.
  - d of all time.
  - e flying.
  - f painting to designing weapons.
  - g registering 1,093 patents for new inventions.
  - h of both cognitive science and linguistics.

## 2 Complete the dialogue with words/phrases from the box.

more or less as regards be honest in fact  
as far as my work is concerned kind

- A: Rachel, how are you feeling now you've won the Turner Prize?  
B: Absolutely delighted. To (1) \_\_\_\_\_, I never expected to win. I ... er ... (2) \_\_\_\_\_ of knew I had a chance, but it was a great surprise.  
A: How will this affect you?  
B: (3) \_\_\_\_\_, it won't affect me at all. I already have three exhibitions planned.  
(4) \_\_\_\_\_ the money, it'll mean I can focus on my work.  
A: We hear you'll be making videos, rather than painting. Is this true?  
B: That's (5) \_\_\_\_\_ true. I'll be making videos, but I'll still paint. (6) \_\_\_\_\_, my next exhibition will be mainly paintings.  
A: Thank you, Rachel. We look forward to it.

## 3 Choose the correct words in *italics*.

- 1 What if we *are leaving/left/would have left* really early? Would we arrive on time?
- 2 I would rather *know/to know/knowing* the truth now than later.
- 3 I wish I *will/can/could* dance better.
- 4 It's high time we *had gone/went/go*.

- 5 He wishes he *had got up/got up/was getting up* earlier yesterday.
- 6 Supposing you *are running/run/have run* into trouble, what will you do?
- 7 It's about time they *learn/learned/had learned* to act like adults.
- 8 We'd sooner you *didn't bring/hadn't brought/wouldn't bring* your dog yesterday.

## 4 Complete the sentences with words/phrases similar in meaning to the words in brackets.

- 1 It was a disaster – a really a \_\_\_\_\_ performance! (poor)
- 2 The show is quite funny. The characters are really o \_\_\_\_\_ t \_\_\_\_\_ t \_\_\_\_\_. (exaggerated)
- 3 He does have interesting ideas, but his style makes it a rather h \_\_\_\_\_ read. (hard work)
- 4 The decor hasn't changed since the 1980s, so it's not very c \_\_\_\_\_. (modern/up-to-date)
- 5 Michelangelo's 'David' is without a doubt his f \_\_\_\_\_ p \_\_\_\_\_. (best work)
- 6 The i \_\_\_\_\_ special effects were what made the film such a success. (unbelievable)

## 5 Complete the text with words/phrases from the box below. Some words are not needed.

classic/classical opportunity/possibility  
in the end/at the end fit into/suit  
vacation/vacancy propaganda/advertising  
sensible/sensitive at the moment/actually  
friendly/sympathetic assisted/attended  
reunion/meeting proved/tested

I managed to catch Brett Sankey, director of Another World, before he took off on (1) \_\_\_\_\_. While the film's (2) \_\_\_\_\_ focuses on Darwar, the (3) \_\_\_\_\_ hero, the film is (4) \_\_\_\_\_ about the rights of native peoples. Sankey is (5) \_\_\_\_\_ to the indigenous people's cause, but what he really loves is the (6) \_\_\_\_\_ to work with actors.

'All the (7) \_\_\_\_\_ films have great performances at their heart. Another World doesn't really (8) \_\_\_\_\_ any genre – it's a love story, a thriller and a comedy. But it does have great acting,' he says. 'When I (9) \_\_\_\_\_ an early (10) \_\_\_\_\_ with the producers, I stressed that the performances would be vital. Anyway, (11) \_\_\_\_\_ I got what I wanted. We (12) \_\_\_\_\_ the film with audiences and they loved it.'