

7A Quite interesting

1 PRONUNCIATION

intonation and linking in exclamations

a **iChecker** Listen and tick (✓) the phrases where the words are linked with a /w/ sound.

- | | |
|------------------|-------------------|
| 1 How awful! ✓ | 5 How ridiculous! |
| 2 How fantastic! | 6 How unkind! |
| 3 How exciting! | 7 How brilliant! |
| 4 How wonderful! | 8 How weird! |

b Practise saying the exclamations, copying the rhythm and intonation.

c Draw a line between the words that are linked.

- What an absolute disaster!
- What a tragic end!
- What a nice surprise!
- What a sad ending!
- What an awful thing to happen!
- What a horrible story!
- What a lovely day!

d **iChecker** Listen and check. Practise saying the exclamations, copying the rhythm and intonation.

2 VOCABULARY word formation: prefixes

a Complete the sentences with a word from the list with a negative prefix.

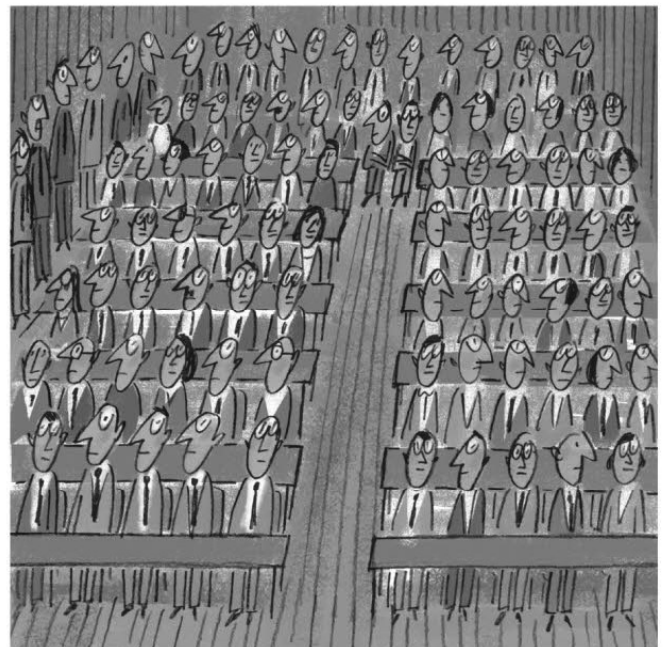
competent continued hospitable literate
official personal practical rational

- High-heeled shoes are impractical for walking long distances.
- The climate on that island is so _____ that nothing can live there.
- Adults who were _____ used to sign their name with a cross.
- He's very upset, so his behaviour may be _____.
- I refuse to go that restaurant again because the staff are completely _____.
- I can't get new parts for my car because they've _____ that model.
- I hate big hotel chains because they are so _____.
- Rumour has it that she's going to resign, but the reports are _____.

b Add the prefixes from the list to the **bold** words and make any other necessary changes to complete the sentences.

anti de ill mis out
over pre re under up

- I completely misunderstood the instructions and I answered two questions instead of one. **understand**
- Many countries have passed _____ laws because of the rise in tobacco-related illnesses. **smoke**
- We'll never go to back to that hotel. They tried to _____ us on our bill by £60. **charge**
- I _____ my Facebook status yesterday, but no one has commented on it. **date**
- Since many people are unable to attend today's meeting, it has been _____ for next Tuesday. **schedule**
- My boss's negative attitude to everything is very _____ for the staff. **motivate**
- The other team completely _____ us and we lost 6-0. **play**
- My mother's hair became _____ grey when she was only 35. **mature**
- He lost a lot of money because of the _____ investments he made. **advise**
- The organizers _____ how many people would attend, so there weren't enough chairs. **estimate**



3 LEXIS IN CONTEXT

It's health and safety gone mad!

Look at the Lexis in Context on Student's Book p.67. Then complete the sentences with the past simple forms of the verbs.

bæn beep calm cite confiscate grimace
impose interfere limp reinforce

- 1 They banned teenagers wearing hoodies from the shopping centre because they couldn't be identified.
- 2 My grandmother _____ into the room, supporting herself on her walking stick.
- 3 We went to the town hall to protest when the council _____ the new parking restrictions.
- 4 The teacher _____ my mobile phone because I was playing with it in class.
- 5 She _____ her heavy workload as the reason for her resignation.
- 6 The recent loss to Italy _____ my belief that England will not qualify for the next World Cup.
- 7 When we first moved in, our neighbour's Wi-fi _____ with ours.
- 8 The player _____ in pain when the doctor touched his swollen ankle.
- 9 The new road design _____ the traffic by giving pedestrians and cyclists priority.
- 10 There was very little damage because the smoke detector _____ as soon as the fire started.

4 GRAMMAR

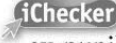
permission, obligation, and necessity

- a ~~Cross out~~ the modal verb that is NOT possible in the sentences.
- 1 We need to / We've got to / ~~We can~~ check out before 12, or the hotel will charge us for another night.
 - 2 When we were children, we couldn't / shouldn't / weren't allowed to stay out late.
 - 3 I should have / must have / ought to have packed some warmer clothes – I'm freezing!
 - 4 You mustn't / aren't supposed to / don't have to walk dogs on this beach, but many people do.
 - 5 Some members of my family couldn't / needn't / weren't able to attend our wedding because it was held abroad.
 - 6 I mustn't / needn't / don't have to study tonight because my exams are over.
 - 7 We ought to / We're allowed to / We'd better look in on your mother this weekend. She hasn't been well.
 - 8 We didn't need to / didn't have to / couldn't ring the bell because the door was open.
 - 9 You can / should / ought to see a doctor about that cough.

- b Rewrite the sentences using the **bold** words.

- 1 It is compulsory for motorcyclists to wear a helmet. **to**
You have to wear a helmet on a motorbike.
- 2 We regret buying such a big house. **shouldn't**
We _____ such a big house.
- 3 I couldn't wear jeans to work in my previous company. **wasn't**
I _____ jeans to work in my previous job.
- 4 Our teacher says we should always speak English in class, but not all of us do. **are**
We _____ in class, but not all of us do.
- 5 Don't be late. The class always starts on time. **better**
You _____ late. The class always starts on time.
- 6 We're going on holiday so we can't come to your wedding. **won't**
We _____ to your wedding as we're going on holiday.
- 7 The best thing to do would be to apply for a transfer to a different department. **to**
You really _____ for a transfer to a different department.
- 8 We took sandwiches, but they weren't necessary. **taken**
We _____ sandwiches.
- 9 You cannot use mobile phones in this carriage. **It**
_____ mobile phones in this carriage.

5 LISTENING

- a  Listen to an interview with Anna Osborne, ex-pupil of a Steiner School. In general, does she regard her education as a positive experience, a negative experience, or both positive and negative?
- b Listen again and mark the sentences **T** (true) or **F** (false).
- 1 Steiner Schools focus on the needs of the child rather than imparting information.
 - 2 Anna was not required to take any exams while she was at school.
 - 3 Today, she would not be permitted to travel to school in the way that she did in the past.
 - 4 She has very fond memories of her early school years because she was free to do what she wanted.
 - 5 She considers that she learnt more about art at her school than she would have at any other.
 - 6 She regards the primary stage of her education as much more effective than the secondary stage.
- c Listen again with the audio script on p.73 and try to guess the meaning of any words that you don't know. Then check in your dictionary.

6 READING

a Read the article and match the headings A–F with the stories 1–4. There are two headings you do not need to use.

- A Forbidden flowers
- B Too near the ground
- C The end of sweets
- D No celebrating
- E No more experiments
- F Putting your foot in it

b Complete the article with a, b, or c.

- 1 a but
b or
c neither
- 2 a therefore
b as
c although
- 3 a However
b Actually
c Otherwise
- 4 a According to
b As regards
c Despite
- 5 a must
b can't
c couldn't
- 6 a definitely
b continually
c unlikely
- 7 a don't
b do
c didn't
- 8 a So
b Besides
c Though

c Look at the highlighted words and expressions and match them to the synonyms below.

- 1 careful

- 2 showing the opposite

- 3 a set of laws

- 4 in use

- 5 who has a position of power

Debunking health and safety myths

In the UK, it is the Health and Safety Executive that is responsible for passing **legislation** aimed at keeping the population safe. While many of the rules and regulations currently **in effect** have indeed been issued by this organization, a number of myths abound. Here are some of the worst of them.

1 _____

Each year we hear of companies banning employees from decorating their offices at Christmas for 'health and safety' reasons, ¹ _____ requiring the work to be done by a 'qualified' person. Such rules have never been issued by the Health and Safety Executive, ² _____ managers would be sensible to provide staff with step ladders to hang up decorations rather than expecting them to balance on wheelie chairs.



2 _____

Back in 2004, a town did briefly take down its hanging baskets over fears that old lamp posts would collapse. This was an excessively **cautious** reaction to a low risk. ³ _____, after quick checks, the hanging baskets were promptly replaced and have been on lamp posts in the town every year since. ⁴ _____ this, the story continues to be repeated and the danger is that someone **in authority** will believe it and take action.



3 _____

The idea that park benches ⁵ _____ be replaced because they are 8 cm too low seems to have originated from a decision by one particular park manager; it has no basis in health and safety law at all. There are no such bench height requirements and inspectors will ⁶ _____ not be sent around measuring the benches at any point in the near future.



4 _____

Despite recent reports **to the contrary**, health and safety law does not ban staff from wearing sandals or flip-flops at work. It must be said, however, that slips, trips and falls ⁷ _____ account for about 30 per cent of all workplace accidents. ⁸ _____, if you work somewhere where the floor can't be kept dry or clean, then wearing shoes that fit well and have a good grip would be a better choice than flip-flops.



7B A beautiful idea

1 GRAMMAR verbs of the senses

a Complete the sentences with a suitable form of a verb from the list.

hear look not feel not sound
see seem smell taste

- I was told this was duck, but it tastes like chicken.
- We _____ your family last weekend – do we have to go again so soon?
- Rob, I _____ just _____ that you're leaving the company. Is it true?
- Ugh! It _____ as if someone has been smoking in the lift.
- Can we put the heating on? It _____ very warm in here.
- When my son was born, he _____ exactly like my father.
- You _____ very well. Have you got a sore throat?
- The shop assistant _____ to be ignoring us. Let's go somewhere else.

b Rewrite the sentences using the **bold** words.

- I don't think those players are very fit. **look**
Those players don't look very fit.
- Look! That waiter just dropped a tray full of glasses. **see**
Did you _____ a tray full of glasses?
- It looks as if that man has lost something. **seems**
That man _____ something.
- I don't think that noise is a police siren. **sound**
That noise _____ a police siren.
- My cousin Rachel is the image of my aunt. **exactly**
My cousin Rachel _____ my aunt.
- The baby was crying. John went to pick her up. **heard**
John _____, so he went to pick her up.
- We appear to be heading in the wrong direction. **as**
It _____ heading in the wrong direction.
- I can hear someone upstairs. **like**
It _____ there's someone upstairs.
- It smells like something's burning. **smell**
I _____ burning.

2 PRONUNCIATION -ure

a **Circle** the word in which *-ure* is pronounced differently.

- capture pleasure **secure**
- endure measure picture
- allure culture future
- impure nature obscure
- leisure sculpture sure
- furniture immature temperature

b **iChecker** Listen and check. Practise saying the words.

3 VOCABULARY art

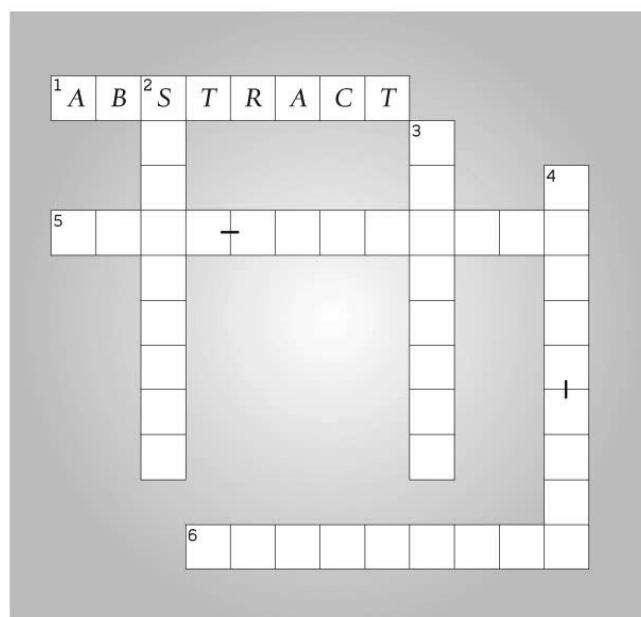
Complete the crossword.

Clues across →

- a painting that expresses the artist's ideas of people or things and is not a realistic representation
- a painting of an artist by the artist him / herself
- a painting of a view of the countryside

Clues down ↓

- a figure or object made from wood, stone, etc.
- a painting of a person
- a painting of flowers or fruit arranged on a table



4 LEXIS IN CONTEXT

The Secret of *The Forest*

Look at the Lexis in Context on Student's Book p.71. Then complete the time expression verbs.

- 1 The gallery is currently being refurbished, but the work is due to finish **by** the end of the year.
- 2 The exhibition opens in a **c** _____ of hours, so let's have lunch and then come back.
- 3 They married in 2005, and about a year **l** _____ they had their first child.
- 4 Fortunately, the thief was caught **w** _____ days of the robbery, when he tried to sell the stolen paintings to another gallery.
- 5 Rhythm and blues music didn't become popular **u** _____ the Fifties.
- 6 The performer was able to memorize a pack of playing cards in just a **f** _____ minutes. It was really amazing to watch.

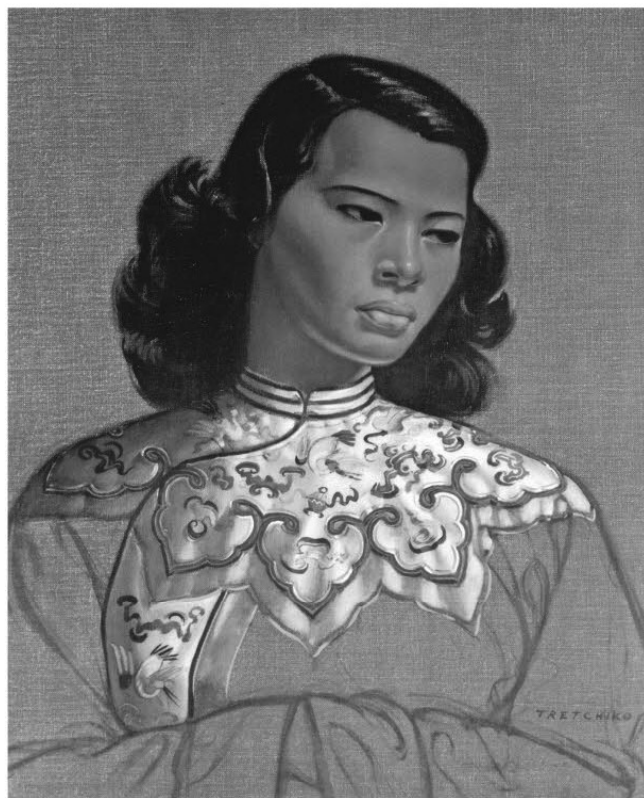
5 VOCABULARY colour idioms

Complete the sentences with a colour idiom containing the word in **bold**.

- 1 The new multi-storey car park is an expensive white elephant; nobody uses it. **white**
- 2 The artist's comment had nothing to do with the real interpretation of the picture; it was a _____ . **red**
- 3 Nobody knew that she was thinking of leaving, so her resignation came _____ . **blue**
- 4 Some people see politics _____ , but most situations aren't that simple. **black**
- 5 The taxation of online companies is a _____ , as it isn't clear where the money should be paid. **grey**
- 6 You have to deal with a lot of _____ if you want to set up your own business, but there are lots of experts to help you. **red**
- 7 He was arrested for buying and selling stolen goods on the _____ . **black**
- 8 I don't really like her paintings at all, but I told her a _____ so as not to hurt her feelings. She's quite sensitive! **white**

6 LISTENING

- a** **iChecker** Listen to a radio programme about Vladimir Tretchikoff's painting *The Chinese Girl*. Who did better as a result of the painting, the artist or the model?
- b** Listen again and answer the questions.
- 1 How old was Monika Pon-su-san when she modelled for the painting?
 - 2 Where exactly was Monika when she met Tretchikoff?
 - 3 Had she heard of him before? Why?
 - 4 What is the difference between the gown Monika was wearing and the one in the painting?
 - 5 What did Monika think about while Tretchikoff was painting her?
 - 6 How much did Tretchikoff pay Monika for modelling for him?
 - 7 What didn't she like about the painting?
 - 8 What happened to Monika after her encounter with Tretchikoff?
 - 9 How did Monika feel when she heard the price the painting fetched at auction?
- c** Listen again with the audio script on p.74 and try to guess the meaning of any words that you don't know. Then check in your dictionary.



7 READING

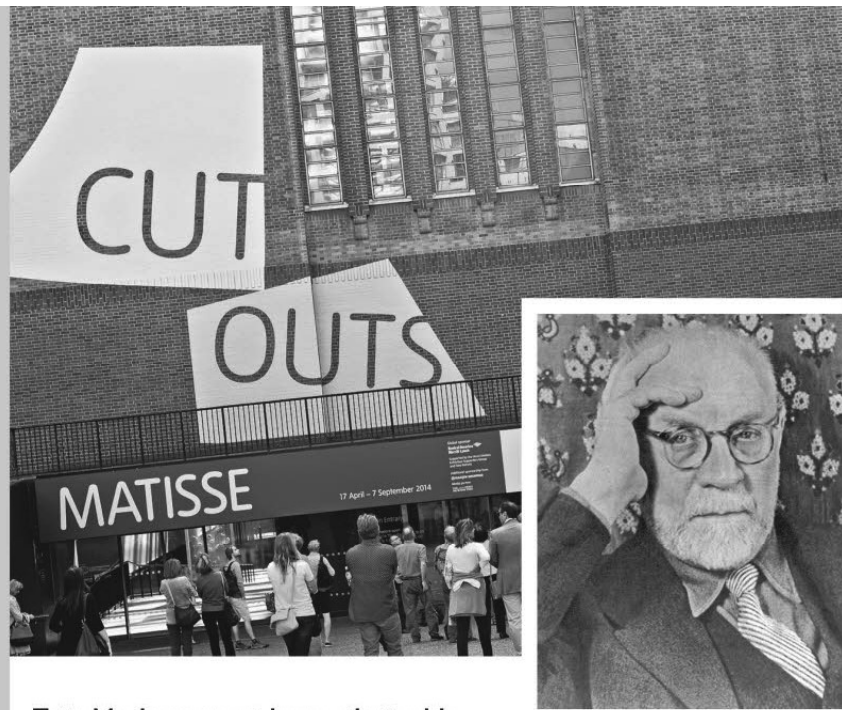
a Read the article once and tick (✓) the best title.

- 1 The life and works of Henri Matisse
- 2 Five stars for Matisse's cut-outs
- 3 Art award for London gallery

b Five sentences and paragraphs have been removed from the article. Read it again and match A–F to the gaps 1–5. There is one sentence or paragraph you do not need to use.

- A For the cut-outs were never planned, as such. Matisse developed them late in life not as an end in itself, but as a working method for trying out different compositional and colour arrangements for the illustrations to his book *Jazz* (1943–46). As he realized the importance of what he had done, the cut-outs evolved into a new art form.
- B In the process, new compositions were created. The works that now give us so much pleasure are a step removed from the ones that Matisse made.
- C What makes the exhibition outstanding is that the curators have placed Matisse's creative process at its heart. Starting with the works of art as they exist today, they go back in time to look at the methods and materials he used at each stage in their transformation from the raw materials of paint, paper, and scissors to the dazzling result before us.
- D Today, when we look at *Oceania, the Sea* (1946) Matisse's representation of a silent, silvery underwater world teeming with unconventional sharks and jellyfish, coral and starfish, we marvel at the elegance of white shapes placed on a soft beige-coloured canvas edged with lapping waves. But can you imagine if those shapes moved ever so slightly as we passed in front of them?
- E Matisse had long been interested in the theme of the artist's studio and the decorative interior. But an even more direct forerunner of the astonishing rooms we see in photographs of his studio in Nice in the early 1950s is *Harmony in Red*, a painting of 1908 now in the Hermitage.
- F The use of pins meant that the bits of paper could be moved or rotated as the artist wished. In one of the larger cut-outs, for example, conservation scientists have counted as many as 1,000 pin pricks, indicating that Matisse must have drastically altered the composition as he worked.

c Look at the highlighted verbs and try to work out their meaning. Check in your dictionary.



Tate Modern must know that with 'Matisse: the Cut-Outs' they have a winner. I guarantee that this exhibition of the colour-saturated works Henri Matisse made by cutting out shapes from pre-painted sheets of paper during the last 17 years of his life will be among the most popular ever held in the UK.

¹ ____ The joy of the cut-outs is their simplicity. They are made out of modest materials using basic techniques, and in them Matisse reduces art to the essentials of colour, shape, and pattern. Yet precisely because they offer us instant visual gratification, it is easy to forget how innovative they actually are.

² ____ The process starts by cutting out shapes from sheets of paper that have already been painted in colours chosen by the artist. These cut-out shapes are then pinned (but not glued) to a support, which might be a sheet of paper, a wall, or a canvas. ³ ____

Because the shapes of palm leaves, mermaids, parrots, and coral reefs were not fixed permanently to a flat surface, the cut-outs are much more physical than mediums such as painting and collage. It changes your understanding to learn that in their original form they might flutter slightly in a breeze, gaining a sense of movement.

⁴ ____ Matisse could only use pins during the first phases of his work. Of necessity, the next step had to be to glue the paper shapes to the support in order to preserve it. For purely practical reasons, then, Matisse had the cut-out shapes taken off the wall, traced, and glued onto canvas.

⁵ ____ So congratulations are in order for the curators of Tate Modern. Their beautifully realized exhibition changes our understanding of what Matisse achieved in the cut-outs. From now on we'll see them not simply as delightful arrangements of shapes and colours, but as works of art that represent the grand finale of an artistic genius.