

SPEAKING

6A Prepare to debunk a myth of your choice. It can be about a person, a profession, a country or a belief. For ideas, turn to page 160. Complete the notes below.

The secret is out about ...

Many people think ...
 They believe this because ...
 The idea may have originated ...
 They say ... but it's a fallacy inasmuch as ...
 The truth is that ... / In fact ...
 In order to really understand ... people would have to ...
 This would happen if ...

B Work with other students and take turns to debunk your myths. Share your ideas with the class.

VOCABULARY PLUS multi-word verbs

7A Discuss. Which of the activities below have you done in the last twenty-four hours? Which do you do at least once every twenty-four hours?

- send a text message
- play a video game
- eat fast food
- go on a social networking website (e.g. Facebook)
- hang out in a shopping mall
- talk on a mobile phone
- listen to music/podcasts on an MP3 player

B Read the book review and answer the questions.

- 1 What is the message in Steven Johnson's book?
- 2 Do you agree with this idea?

The media is full of dire warnings about young people and modern life: too much technology, too many video games, too much fast food. Journalists and social theorists have looked back to the golden age before kids stood around texting and twittering and have decided enough is enough! Take away their iPods! Switch off their mobile phones! But writer Steven Johnson has thought it over and come to a different conclusion. His book, *Everything Bad is Good for You: How Today's Popular Culture is Actually Making us Smarter*, boils down to one message: kids can carry on facebooking, gaming and youtubeing because as the world speeds up, these new skills are turning them into quick-thinking, multi-tasking, high-achieving citizens of the twenty-first century. Who's right? Could the doom-mongers be wrong? Read the book and find out for yourself.

8A Read the review again and underline multi-word verbs with *back, around, away, off, over, down, on, up and out*.

B Look at some common meanings of particles in multi-word verbs. Complete the table with the meanings in the box.

removal or disposal	think or talk about	continue
remove, cancel or end something	with no direction or aim	
increase or improve	return (to the past)	be in the open
decrease or reduce		

preposition	meaning	examples
up	<i>increase or improve</i>	speed up, brighten up, jazz up
on	<i>continue</i>	go on, carry on, keep on
off		pension off, cry off, call off, switch off
out		find out, speak out, stand out, call out
down		slow down, narrow down, crack down
away		put away, blow away, take away
back		bring back, think back, look back, cast (your mind) back
around		mess around, stand around, hang around
over		mull over, pore over, look over, think over

C Which examples in the third column are new to you? Look them up in a dictionary and make a sentence with them.

speakout TIP

Knowing some general meanings of particles can help you to understand multi-word verbs when you read or hear them. However, many multi-word verbs have several meanings which depend on the context. It is a good idea to learn these and write them down as they arise.

9 Complete the sentences with the correct particles.

- 1 The Government cracked ___ on illegal immigration because the situation couldn't go ___.
- 2 We mulled ___ the candidates and narrowed them ___ to a shortlist of three.
- 3 We called ___ the game this morning, but the weather is brightening ___ now.
- 4 Stop standing ___ doing nothing and put ___ your stuff – it's all over the floor!
- 5 When I found ___ about the accident, it brought ___ memories of my grandfather.

10A Underline the correct alternatives.

- 1 *Cast your mind back/Narrow down/Talk over* to your childhood. Who taught you your most important lessons?
- 2 How do you *carry on/think back/find out* if a journalist or other writer is telling the truth?
- 3 When faced with many possible truths, how can we *call out/narrow down/speed up* our options to one?
- 4 Is it always useful to *mull over/mess around/speak out* difficult issues with other people?

B Choose two questions in Exercise 10A. Work in pairs and discuss your answers.

Sixty minutes of fame: living statues

- In London's Trafalgar Square stand three statues. These depict old soldiers – British heroes who helped build its empire. The fourth plinth (the base on which a statue stands) stood empty for years, engendering a national debate about what should go on it. Should it be a statue of another British hero – Winston Churchill, for example, or John Lennon? Should it be a striking piece of modern art or something representative of modern multicultural Britain? While the debate went on, Antony Gormley, one of Britain's best-known sculptors, was asked to orchestrate a project to fill the plinth for 100 days.
- Gormley decided to offer the plinth to members of the public, who would stand, sit or lie on it in their own piece of performance art. While there, they could speak of their preoccupations, stand up (literally) for their beliefs, reveal their fantasies, or simply enact their everyday lives in front of onlookers. It was an unconventional project, bringing the world of reality TV onto the street. It was called 'One and Other' and would have a different person occupying the plinth every hour for twenty-four hours. The plan was to develop a compelling portrait of the UK in the twenty-first century. Gormley also seemed to be challenging the idea that only famous old soldiers or politicians should be depicted in statues.
 - Gormley invited the public to submit their names for a spot on the plinth. They didn't need to say what they were planning to do once they were there. Rather than select from the 14,500 entries according to artistic skill or ambition, participants were chosen at random by a computer. They ranged in age from sixteen to eighty-three and their professions covered the full spectrum of British life, from professors to blacksmiths to rubbish collectors.
 - The first 'living statue' was housewife Rachel Wardell, who took her place on the plinth on Monday 6 July, 2009. She did it 'to show my kids that you can do and be part of anything'. The last was a medical photographer, Emma Burns, who read out a moving short story about the ninety-six victims of a disaster at a British football stadium in the 1980s. She overran her hour, but as there was no one to take her place, she was allowed to finish.
 - In between Wardell and Burns, there were 2,398 others. They came up with wildly different ways to spend their sixty minutes of fame, some thought-provoking, some poignant, some amusing. Darren Cooper performed a silent disco for an hour, while fifty of his friends stood below, listening to the same music at the same time on their headphones. Jane Clyne dressed up as a bee to highlight the decline in the numbers of bees due to environmental damage. Heather Pringle, a student, marked her twentieth birthday on the plinth, and celebrated with a solo birthday party. David Rosenberg, a forty-one-year-old designer from London, used a folding pink bicycle to generate electricity to light up his suit.
 - And what was it like up on the fourth plinth? Did the performers have to put up with nerves and noisy onlookers? Cooper said, 'I was quite nervous at first, but once I started dancing, the nerves went away and I had the best time.' Rachel Lockwood said, 'It felt very peaceful and serene on the plinth looking down at everyone living their lives. All I could hear was the noise of the fountains and the traffic below. I felt like I was isolated and in a bubble.' Martin Douglas said, 'It was strangely voyeuristic watching people go about their daily lives. Not many people look up, you know!'

GRAMMAR verb tenses for unreal situations

6A Read some comments on the 'One and Other' project. Which ones do you agree with?

- This is great. It's about time people realised that art is for everyone.
- These are normal people acting as if they were artists, but what they're doing isn't art.
- I wish I was brave enough to do something like that in front of everyone. I admire them for their courage.
- Imagine you had sixty minutes to perform in public. I think it would be hard.
- I d rather nobody noticed me in public. I'd hate to be up there.
- What if I had been on the plinth? I'd have done something about world peace.

B Look at the underlined clauses in the comments above and answer the questions.

- Which tense are the final verbs in each underlined clause? One of the verbs is a different tense. Which one?
- Do these situations refer to a) the past, or b) an imaginary/hypothetical situation?

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PRACTICE

7 Complete the sentences with the words in the box.

time rather would imagine if had
was hadn't

- He walked in here as though he _____ a hero.
- If only I _____ lost my lottery ticket, I'd be rich!
- It's _____ you stopped complaining and did something!
- Supposing you _____ seen her! What would you have said?
- I'd _____ nobody knew about my plans.
- Hey, _____ you could speak twenty languages! Wouldn't that be amazing?
- What _____ you could retire right now? Would you?
- I _____ sooner do a research paper than take the exam.

8 Answer the questions. Then compare your answers with other students.

- Would you rather somebody took you to a film or to the theatre? A rock concert or a ballet?
- Imagine you could own any painting or sculpture in the world. Which would you choose?
- Supposing you were asked to act in a soap opera. Under what conditions would you accept?
- If someone from your home town said, 'It's time we did something cultural,' what would you suggest?

9.1 LIVING ART

► **GRAMMAR** | tenses for unreal situations

► **VOCABULARY** | the arts

► **HOWTO** | describe unreal situations

VOCABULARY adjectives: the arts

1A Look at three works of art that have been displayed in Trafalgar Square, London. What do you think of each 'statue'?

B Work in two groups. Group A: look at box A. Group B: look at box B. Answer questions 1–4 below.

A

unconventional thought-provoking moving bleak
impressive compelling charming well-received
poignant


B

overrated offbeat stylish amusing striking
dramatic stunning heart-breaking subtle

- 1 Which words do you know? Use a dictionary to check the meaning of unknown words.
- 2 Which art forms do you think these words usually describe?
- 3 Which words can be used about people?
- 4 Can you use any of the words to describe the art in the photos?

C Work with a student from the other group. Teach them your words. Think of films, books, music or works of art that fit the adjectives in Exercise 1B. Think of as many as you can in two minutes.

The film Avatar was stunning.

D  **9.1** Say the words in Exercise 1B aloud. Which three words are spelt differently from their pronunciation? Listen and repeat.

thought-provoking ...

speakout TIP

In English, many words look different from the way they sound. Sometimes, combinations of letters in the middle of words aren't pronounced in the way we expect. What are the silent letters in the following words: *whistling*, *cupboard*, *foreigner*, *mosquito*? Now say the whole word.

READING

2A Read the title of the article. What do you think it is about?

B Read the article to check your ideas.

3 Match paragraphs 1–6 with headings a)–f).

- a) The first and the last
- b) Amusing or thought provoking? What the 'artists' did
- c) Up on the plinth – the artists' viewpoint
- d) Antony Gormley's 'One and Other'
- e) What to do with the fourth plinth
- f) The computer's choice: art for everyone by everyone

A



B



C



4 Find words/expressions in the article with the following meanings.

- 1 show (paragraph 1)
- 2 leading to (paragraph 1)
- 3 organise (paragraph 1)
- 4 worries or concerns (paragraph 2)
- 5 people who are watching (paragraph 2)
- 6 unsystematically (paragraph 3)
- 7 range (paragraph 3)
- 8 went on longer than (paragraph 4)
- 9 calming (paragraph 6)
- 10 as if someone enjoys watching other people's private lives (paragraph 6)

5 Discuss. What do you think of the project? Have there been any similar projects in your country?

SYNONYMS

1A Circle the word in each list that is not a possible synonym.

- 1 impure / unadulterated / natural / genuine
- 2 shun / ignore / ostracise / welcome
- 3 guess / estimate / assume / hypothetical
- 4 argue / squabble / admit / dispute
- 5 run / stroll / meander / crawl
- 6 lightweight / cumbersome / awkward / heavy
- 7 considerable / extensive / minimal / substantial
- 8 sincere / dishonest / straightforward / unambiguous

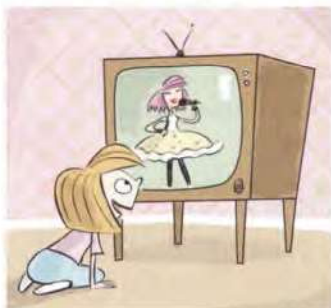
B Choose the correct alternatives.

- 1 I have to *admit/dispute* I was very surprised by the results.
- 2 We took a *stroll/meander* through the deserted streets of the old town.
- 3 The porter carried my bags, which were rather *cumbersome/awkward*.
- 4 I trusted him immediately. His manner was very *straightforward/dishonest*.
- 5 We decided that the best policy would be to *ostracise/ignore* what was happening altogether.
- 6 We have to *estimate/assume* that they reviewed all the information available.

AMBITION

2A Look at the cartoon story. Use the words in the box to complete the captions.

lifetime big off heart stroke desire hogging wonder



1 Jodie had a **burning** _____ to be famous.



2 From a very young age, she **set her** _____ on becoming a singer.



3 At school she was constantly _____ the limelight.



4 She practised every day, and everyone knew she would eventually **hit the** _____ time.



5 One day she had a _____ of luck: a talent agent came to her town and saw her perform.



6 When he signed her up, it looked as if all her hard work had **paid** _____.



7 She was an instant success but, not wanting to be a **one-hit** _____, she kept developing.



8 Now she's a **legend in her** _____, but she still goes home to visit her friends and family.

B Cover the captions and re-tell the story. Try to use the completed phrases in bold.