



## VOCABULARY

Describing an image

- 5 Look at the sentences from the audio guide. Find five pairs of **highlighted** expressions with a similar meaning.

*shows – portrays*

- 1 This painting **shows** an imaginary scene from a Royalist household.
- 2 The small size of the boy, his blond hair and blue suit **highlight** his innocence.
- 3 Two other women, probably the boy's elder sister and mother, **can be seen**.
- 4 Through a doorway, more soldiers **are visible**.
- 5 This further **emphasises** the family's helplessness.
- 6 Yeames **portrays** the Parliamentary soldiers with some sensitivity.
- 7 The guard with the sobbing young girl **seems** to be comforting her.
- 8 This **implies** that he has some sympathy for their situation.
- 9 The gentleman standing at the table **appears** to be opening the family jewel box.
- 10 This and the opened chest **suggest** that the soldiers may be searching the house.

## SPEAKING



- 6 a Work alone. Choose a painting A–D on p122, then choose expressions from 5 to describe:

- what it shows • the most interesting or significant details
- how you interpret the painting.

- b In groups, listen to each other's descriptions. Do you agree with the interpretations?

## I can imagine it in the kitchen

## LISTENING

- 1  2.3 Listen to Paloma and James's conversation about the paintings on p122. Which posters do they decide to buy?
- 2  2.3 What opinions do they express about each painting? Listen again and make notes, then compare.



Paloma and James have recently redecorated their flat. Now they want to buy a poster of a work of art to go in their living room.

## VOCABULARY

Choosing something for a room

- 3 Complete the sentences from the conversation with the words in the boxes.

go look put ~~see~~ suit imagine

- 1 I **can't** see it in the living room.
- 2 We **could** it in the toilet.
- 3 It **wouldn't** the living room.
- 4 I **can** it in the kitchen.
- 5 It **could** in that corner.
- 6 It **would** nice in the living room.

~~strong~~ bigger bright/cheerful  
good sure wrong

- 7 I love **the** strong colours.
- 8 It's **the** shape.
- 9 It's **a** size.
- 10 I'm not so about the style.
- 11 It's **nice and** .
- 12 It'd **make** the room **feel** a lot .

- 4 a Work alone. For each painting A–D on p122, think about these questions.

- 1 Do you like it?
- 2 Would it suit any of the rooms in your home or where you work?

Prepare to explain your opinions using the **highlighted** expressions in 3.

- b Tell each other your opinions. Which are the most and least popular paintings?

## SPEAKING

- 5 a In pairs, decide on a picture to go in your classroom, and where exactly it should go. Choose a picture one of you knows well or a picture from this lesson.
- b Explain your choice to another pair. As a group of four, decide on one picture.
- c Listen to all the groups' ideas. Have a vote to choose a picture for your classroom.

## Design classics

### VOCABULARY

Discussing  
design



### READING

### 5.2 goals

- discuss what makes a good design
- describe designs and designed objects

- 1 a Look at the two products and talk together. When do you think they were made? What could the connection between them be?
- b Read to check your ideas.

Dieter Rams, born in 1932, was head of design at Braun for more than three decades from the early 1960s. His simple but modern designs continue to influence generations of younger designers like Jonathan Ive, renowned creator of Apple's iMac, iPod and iPhone. Compare, for instance, the Braun T3 radio of 1958 with the Apple iPod of 2001.

Rams defined his approach to 'good design' in ten key principles:

- Good design is <sup>1</sup>innovative.
- Good design makes a product useful.
- Good design is <sup>2</sup>aesthetic.
- Good design helps us to understand a product.
- Good design is <sup>3</sup>unobtrusive.
- Good design is <sup>4</sup>honest.
- Good design is <sup>5</sup>durable.
- Good design is <sup>6</sup>purposeful in every detail.
- Good design is <sup>7</sup>environmentally friendly.
- Good design is as little design as possible.

- 2 Match the **highlighted** expressions 1–7 with a–g that have a similar meaning.

- |                   |                |              |         |
|-------------------|----------------|--------------|---------|
| a attractive      | c novel        | e low-key    | g green |
| b straightforward | d long-lasting | f meaningful |         |

- 3 Talk together.

- 1 Think of a few things you have that are well designed. How would you describe them?
- 2 Think of some things that you feel are badly designed. Explain why.

- 4 Read the article about the paperclip. Do you think it deserves to be regarded as a 'design classic'?

## Classics of everyday design No. 3 the paperclip

**When I asked for your favourite everyday designs a fortnight ago, someone nominated the paperclip. First patented in Germany in 1899 by Johan Vaaler (1866–1910), a Norwegian inventor, the humble paperclip remains indispensable.**

The genius of the paperclip lies in its utter simplicity. Ubiquitous, this little bit of folded metal does its job well enough and, besides, can be used as an all-purpose miniature tool, for shaping desk-top animals, cleaning fingernails, making miniature buildings, or simply as something to fiddle with in times of bureaucratic stress. According to a survey conducted by Lloyds Bank some while ago, of every 100,000 paperclips made in the United States, 19,143 are used as poker chips, 17,200 hold clothing together, 15,556 are dropped and lost, 14,163 are absent-mindedly destroyed during telephone calls, 8,504 clean pipes and nails, while 5,434 serve as stand-in toothpicks.

There are several different types of paperclip but the one many readers will have in mind – and in drawers of desks at home and at work – is the familiar double U-shaped 'Gem' clip, made originally by Gem Manufacturing Ltd. This British company had probably been making paperclips for several years before Johan Vaaler created his version, but it hadn't thought of taking out a patent as the Norwegian did – not that Vaaler made any money out of his invention.

Even so, in recent years a giant paperclip (I promise this is true) has been erected outside Oslo in Vaaler's memory. There is, though, a perfectly serious reason for this seemingly mad moment in the world of public art. During the Second World War, when Norwegians were forbidden to display national symbols, they began to wear paperclips on their clothes. Not only was it, in their minds, a Norwegian invention but it symbolised the idea of holding on together.

From a simple tool to a national symbol of resistance, the paperclip is a small triumph of everyday design. An example of the Gem clip is even held in the collections of New York's Museum of Modern Art.

**5** Read again. What information does the article give about:

- 1 Johan Vaaler?
- 2 how people use paperclips?
- 3 the early history of paperclip production?
- 4 the importance of the paperclip in Norwegian culture?

## A survey conducted by ...

### GRAMMAR

Describing objects – past participle clauses



Grammar reference and practice, p134

**1** Read the information and examples in the box. Then answer the questions.

You can describe a noun with a past participle clause.

- According to a survey conducted by Lloyds Bank ...

A past participle clause has a similar meaning to a relative clause with the passive:

- According to a survey which was conducted by Lloyds Bank ...

There are two kinds of past participle clause:

**1 Defining**

- Of every 100,000 paperclips made in the United States, 17,200 hold clothing together, ...

**2 Non-defining**

- The one many readers will have in mind is the familiar double U-shaped 'Gem' clip, made originally by Gem Manufacturing Ltd.
- First patented by Johan Vaaler, the humble paperclip remains indispensable.

- 1 Which kind of clause, defining or non-defining:
  - a identifies which thing or person you're talking about?
  - b adds extra details about the thing or person?
- 2 Which kind of clause:
  - a always goes after the noun?
  - c is separated from the noun by a comma?
  - b can go before or after the noun?

**2** Look at the descriptions of more design classics. Use past participle clauses (defining or non-defining) to rewrite each pair of sentences as a single sentence.

- 1 The famous soy sauce bottle was designed by Kenji Ekuan in 1961. It's made by the Kikkoman company.
- 2 The Boeing 747 was chosen by architect Norman Foster as his favourite 'building'. It was first flown in 1969.
- 3 More than five million cigarette lighters are sold every day. They're made by Bic.
- 4 Zhang Xiaquan scissors are made in Hangzhou, China. They were first produced in 1663.
- 5 A Swiss Army knife features 85 tools and weighs a kilo. It's known as The Giant.

### PRONUNCIATION

Groups of words 1

**3 a** **2.4** Listen to some answers to 2 above. Notice how the speaker makes the sentences easier to understand by dividing them into groups of words.

// The Boeing 747 // first flown in 1969 // was chosen by architect Norman Foster // as his favourite 'building' //

// More than five million cigarette lighters made by Bic // are sold every day //

Which kind of past participle clause is usually pronounced:

- 1 in the same group of words as the noun it describes?
- 2 as a separate group?

**b** Practise saying the sentences, paying attention to the groups of words.

### SPEAKING

**4 a** In groups, make a list of things for an exhibition of design classics. Consider: clothes cars things for the home/office electronics logos packaging

Use past participle clauses with verbs like:

designed invented called known as produced made built manufactured

**b** Get into new groups. Tell each other about your ideas.

Design classics

- 'ball' vacuum cleaner made by Dyson
- dress designed by Versace (Liz Hurley)

## 5.3 Target activity

### Choose a logo

#### TASK LISTENING

- 1 Look at three possible logos for a chain of florist's shops. Which do you think is best? Why?



#### 5.3 goals

- describe and give opinions about images
- describe designs and designed objects
- participate in a decision-making discussion

- 2 2.5 Listen to three people who work for Forever Flowers discussing the three designs.

- 1 Which do they choose?
- 2 What adjustment will they make to it?

- 3 2.5 Listen again. Which design is each sentence about?

- a It emphasises the idea of 'forever' quite well.
- b I'd say the colours are low-key and quite elegant.
- c It's pretty colourful but I wouldn't say it was flashy.
- d It's too abstract, too cold, too much lettering.
- e It's nice and modern.



#### TASK VOCABULARY

Getting a consensus

- 4 a Which **highlighted** expressions can you use to:

- a ask for opinions or agreement?
- b state a decision in favour?
- c state a decision against?

- |                                     |   |
|-------------------------------------|---|
| 1 <b>What are your thoughts?</b>    | 5 These two <b>are out</b> .                            |
| 2 <b>Are we all agreed on</b> that? | 6 <b>We're going with</b> this one.                     |
| 3 <b>Let's eliminate</b> this one.  | 7 Brett? <b>It's not too late to change your mind</b> . |
| 4 <b>Would that work for you?</b>   | 8 So, <b>we're all in favour of</b> it.                 |

- b 2.6 Listen to check. Practise saying the sentences.

#### TASK

- 5 a Read and underline the key points in this description.



You run a service called **From Nature To You**. It delivers organic food to people living in your town or city. You get all your products from a large farm, which grows vegetables and fruit. You also get organic nuts, seeds and oil from other sources. When customers send you orders, you gather and package the items, put them in a basket, then send the baskets to the customers' homes by courier. Because it's become quite a popular service, you want a striking new logo.

- b Work alone. Look at the logos and think about these questions.

- 1 How would you describe the style of each logo?
- 2 What are the good and bad points of each logo?
- 3 Which logo would best represent *From Nature To You*? Why?
- 4 Would you make any changes to your chosen logo to improve it? How?

- c In groups, compare your ideas and agree on the most suitable logo. Use expressions from 4a to ask for each other's opinions and get agreement. Decide on any changes you might want to make to your chosen design.

- 6 Tell the class which logo you've chosen and why.

Keyword **as****as** compared with **like****1 a** Complete these sentences with **as**, **such as** or **like**. In two of the sentences, two answers are possible.

- 1 Of every 100,000 paperclips made in the United States, 19,143 are used \_\_\_\_\_ poker chips. Unit 5
- 2 His simple but modern designs continue to influence younger designers \_\_\_\_\_ Jonathan Ive. Unit 5
- 3 Ian Rankin has been employed \_\_\_\_\_ a grape-picker, taxman and journalist. Unit 4
- 4 She began a long tour of the Middle East, performing in cities \_\_\_\_\_ Damascus and Baghdad. Unit 4
- 5 Nowadays the mine at Wieliczka is \_\_\_\_\_ a huge underground city. Unit 2

**b** Which expression – **as**, **such as** or **like** – can you use:

- 1 to describe the identity or purpose of a person or thing?
- 2 to say two things or people are similar?
- 3 to give examples? (x2)

**2 a** Work alone. Complete these sentences with **as**, **such as** or **like** and your own ideas. Make four true sentences, and two false.

- I once worked ...
- I really don't enjoy films ...
- I know someone who looks a bit ...
- At school I was known ...
- I think my friends see me ...
- I wouldn't mind a career ...

Well, I once worked  
as a zookeeper.

Right ... when  
was that, exactly?

**b** Listen to each other's sentences and ask questions to find out more. Can you guess which sentences are false?Referring expressions with **as****3 a** Keith and Leona work in different departments of a company. Read their emails and put them in order 1–6.

**A** Hi Keith,  
**As you know**, I'm putting together the agenda for Monday's meeting. I was wondering if you had any last-minute points to add?  
Leona

**B** Not to worry. I'll be there, though I might have to miss the afternoon **as you suggested**. Are the time and venue still **as agreed last time** (9.30 in Media Room B)? K.

**C** Nothing to add thanks, but **as I mentioned last week**, Monday's pretty busy for me. I can do some rescheduling but would rather not. Any chance of a different day (Tue or Thu)? K.

**D** Sorry Keith: I did ask about changing the date **as promised**, but half the sales team are on a training course from Tuesday! So it looks like we'll have to go ahead on Monday **as planned**. Hope you can still make it (even if only the morning part?) L.

**E** This all looks fine to me Leona, but I'd put the time and room number at the top. **As you probably remember**, someone usually goes to the wrong room or turns up late! K.

**F** Thanks for your understanding about the date, and yes, the time/venue are unchanged. Here's the agenda. Could you have a quick look through before I send it round? **As you'll see**, it's pretty full. L.

**b** Look at eight expressions with **as** in the emails. Which refer:

- 1 to the reader's knowledge? (x2)
- 2 back to the past? (x5)
- 3 forward to the future? (x1)

**c** Here are more common expressions with **as**. Which expressions in the emails could they replace?

as arranged   as I said   as you proposed   as you're aware

**4** Work in two groups.

Group A – look at Leona's emails on p120. Write Keith's emails.

Group B – look at Keith's emails on p123. Write Leona's emails.

Your emails don't have to be exactly the same as the originals, but they should have the same meaning. Include one or two expressions with **as** in each email.

# 5 EXPLORE Speaking

## Goals

- express disagreement in different situations
- make concessions and counter-arguments

- 1 2.7 Listen to extracts from two conversations from this unit. In each conversation:

- Where are the people?
- What are they doing?
- What's the relationship between them?

- 2 a Use the expressions a–h to complete the two conversations.

*Expressing disagreement*

- Are you joking?
- I wouldn't exactly say
- I'm not so sure about
- Oh, come on.

*Making a concession*

- I have to admit that
- I see what you mean.

*Making a concession and counter-argument*

- It's true that ... but
- But even if that's the case,

- b 2.7 Listen again to check.

- 3 a Add more expressions to the groups in 2a.

Are you serious?  
That may be so, but  
How can you say that?  
I have to disagree with you there.  
I take your point, but  
I wonder about that.  
I'd go along with you there.  
Maybe you're right about that.

- b 2.8 Listen to check.

- 4 Which of the expressions for disagreeing:

- would you probably *not* use in formal or professional situations?
- could you use in any situation?

- 5 a Work in two groups, A and B. As read the situations below and your group's opinions. Bs read the situations and your group's opinions on p121. Think of reasons to support your opinions.

- b Get into A/B pairs and talk about the topics. Use expressions from 2 and 3.

- 6 Go back to your group and tell them about your discussions. Did you reach any conclusions?

### Situation 1

You're colleagues deciding where to have the company party. You think it should be in a restaurant in a four-star hotel.

### Situation 2

You're friends at university considering if you should have a cleaning rota in your flat. You think it's a good idea.

### Situation 3

You're guests on a radio show discussing what kind of books teach you more about life. You believe fiction books do this.

### Situation 4

You're a married couple deciding what kind of animal to get as a pet. You'd prefer to have a cat.

- 1
- JAMES Well, how about this one? It's a good size.  
PALOMA 1 \_\_\_\_\_ Ugh ...  
JAMES What? It's nice and cheerful.  
PALOMA Yeah. We could put it in the toilet, perhaps.  
JAMES 2 \_\_\_\_\_ The horse is nice.  
PALOMA No, it isn't.  
JAMES OK. Have you got any suggestions?  
PALOMA Yes, how about this? I love the strong colours.  
JAMES Yeah, they're very striking, aren't they?  
PALOMA But?  
JAMES 3 \_\_\_\_\_ the style. For the room, I mean.  
PALOMA Hmm, 4 \_\_\_\_\_ No, it wouldn't suit the living room, would it?

- 2
- KIM Alright, well, I think all three designs have their strengths, but I think this one's the weakest.  
BRETT Really? I liked that one.  
KIM Well, 5 \_\_\_\_\_ it emphasises the idea of 'forever' quite well – you know, the idea that you can give flowers any time – \_\_\_\_\_ the colours are a bit weak.  
BRETT Well, 6 \_\_\_\_\_ they're weak. I'd say the colours are low-key and, well, quite elegant.  
KIM 7 \_\_\_\_\_ I don't think they look dynamic enough for our business. I mean, we're all about colour.  
BRETT But too much colour can look flashy if you're not careful.  
KIM Yeah but look at this one – which is my favourite, by the way. It's pretty colourful but I wouldn't say it was flashy.  
BRETT Well, I think it's a bit strong myself, though 8 \_\_\_\_\_ the flower image is nice.

## Review

### VOCABULARY Choosing something for a room

- 1 a** Choose the correct verbs in each expression. Then look back at p39 to check.
- It **would go** / **look nice** in my bedroom.
  - I **could feel** / **put it** above the sofa.
  - It **could go** / **put** next to the bookcase.
  - I **can't look** / **see it** in the kitchen.
  - It **wouldn't feel** / **suit** my bathroom.
  - It'll **make the room feel** / **see** brighter.
- b** Think of one or two things you'd like to buy for your home, for example:
- a picture or poster   an ornament   a piece of furniture   a lamp   a carpet or rug   ...
- Describe the items to a partner. Say where you would and wouldn't put them. Explain why.

### GRAMMAR Past participle clauses

- 2 a** In pairs, prepare questions for 1–6. Then add two more questions with past participle clauses.

*Find someone who:*

- has lived in a house (build) more than a century ago.
- eats fruit (grow) in their own garden.
- still has a present (give) to them when they were very young.
- recently saw a film (base) on a true story.
- is wearing shoes (make) in Italy.
- likes raisins (cover) in chocolate.

- b** Talk to different people in the class. Ask and answer all the questions.
- c** Get back into your pairs from 2a and tell each other what you found out.

### CAN YOU REMEMBER? Unit 4 – Recalling details

- 3 a** Read the sentences about the artist Vincent Van Gogh. Put the letters in order, then look back at p34 to check.
- If I beeemmrr ghilrty, he was from Holland.  
*If I remember rightly*
  - I hinkt l'm ighrt ni aginsy ahttt he spent a lot of his life in Paris.
  - As afr as l acn beeemmrr, he killed himself when he was quite young.
  - l aedr eeehmorsw ahttt he was very close to his brother.
  - l've aedhr ahttt he cut off part of his own ear.
  - They asy ahttt he only ever sold two paintings.
- b** Choose someone who's very famous at the moment. Get ready to tell each other what you know about them. Choose expressions from 3a.
- c** Tell each other what you know about the people. What new things did you learn?

## Extension

### SPELLING AND SOUNDS /g/

- 4 a** Underline the letters which make a /g/ sound.
- guide ghost bigger guard colleague fog  
degree hugged dialogue blogger global  
digging guarantee logo guest vague
- b** Find words in 4a to match these spelling patterns.
- /g/ is usually spelled **g**.
  - You write **gg** between a short vowel and endings like: **-ed -er -ing -est**
  - /g/ is sometimes spelt **gu-** at the start of a word, or **-gue** at the end.
  - A few words start with **gh**.
- c** Spellcheck. In pairs, take turns to choose eight words and test your partner's spelling. Then check your spelling together.

### NOTICE the with times and places

- 5 a** Look at the extracts 1–4 from this unit. Find examples of **the** before:
- decades or centuries.
  - important historical events.
  - places in a picture or document.
- 1 The soldier and the boy's father support different sides in the English Civil War.  
2 On the far left of the painting, two other women can be seen.  
3 The opened chest in the foreground of the painting suggests that the soldiers may be ...  
4 Dieter Rams was head of design at Braun from the early 1960s.
- b** Think of more possible expressions for a–c.
- c** Talk in groups. What do you think:
- are the key events in the history of your region?
  - would have been the best decade to live in?
  - are the best-known paintings in your country?
  - is the most memorable photo you've seen?

## Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

describe and give opinions about images	1	2	3	4	5
choose something for a room	1	2	3	4	5
discuss what makes a good design	1	2	3	4	5
describe designs and designed objects	1	2	3	4	5
participate in a decision-making discussion	1	2	3	4	5
express disagreement in different situations	1	2	3	4	5
make concessions and counter-arguments	1	2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 5