

Unit 8 reading

1. PRE-READING

Discuss.

- How often do you use a dictionary?
- Do you think that compiling a dictionary is a demanding task? Why/Why not?

2. READING FOR GIST

Read the text without paying attention to the missing sentences and answer the question below.

What is the purpose of the text?

- a. to emphasise the importance of dictionaries
- b.** to briefly tell the history of dictionaries
- c. to recommend some of the best dictionaries

3. RECONSTRUCTING A GAPPED TEXT

Read the text again. Complete the gaps 1-7 in the text with the sentences A-H. There is one extra sentence which you do not need to use.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text and sentences with the meanings a-h. There are two extra meanings which you do not need to use.

- 1. acquiring **c**
- 2. compilation **g**
- 3. cornerstone **d**
- 4. concise **a**
- 5. comprehensive **h**
- 6. advancement **f**

- a. brief
- b. using
- c. getting
- d. most important part
- e. support
- f. improvement
- g. collecting and putting together
- h. complete

The Advent of the Dictionary

A very basic requirement for anybody who wants to study the English language is without doubt a copy of a good dictionary. Nowadays, **acquiring** a dictionary is not a very difficult task. All it involves is a trip to one's nearest bookshop where a healthy selection is bound to be available. However, people don't appreciate that a few hundred years ago this would have been out of the question.

It is less than six hundred years since the first attempt at compiling a dictionary of the English language was made. However, the advent of the first dictionary goes even further back in time than that. **1 F** The actual dictionary consisted of clay tablets engraved with cuneiform writing, a primitive form of written language.

The Greeks and the Romans also produced lexical lists such as Appolonius' glossary of words and phrases used by Homer. The first alphabetically ordered glossary was put together by Verrius Flaccus in Rome around 2000 years ago. **2 B**

From the collapse of Imperial Rome until the end of the Middle Ages very little development was going on in Europe in all areas of human culture in particular in written language. **3 H** Therefore, it is not surprising that the first attempt at compiling a complete single language dictionary was carried out by the Arab Khalil Ibn Ahmad. The study of Arabic also encouraged the **compilation** of other dictionaries.

'The Storehouse for Children or Clerics', which was written by the English monk Galfridus Grammaticus and was printed in 1449, could be regarded as the first English dictionary. **4 A**

In actual fact, a dictionary of English like the ones we are familiar with today did not appear until 1604. It was the work of Robert Cawdry and it was the first dictionary to contain English vocabulary and their definitions in simpler language. However, it was not yet referred to as a dictionary, but 'A Table Alphabetical'. Henry Cockeram was the first to use the word 'dictionary' to describe this type of reference book. **5 D**

A variety of dictionaries followed Cockeram's work but without much success.

6 C This work proved to be so popular that it became the **cornerstone** of all literary endeavours well into Victorian times. Because of the advancement in the standards of education, by the middle of the nineteenth century, there was a much greater need for the use of reference books like dictionaries.

7 G The full set is made up of twenty volumes, hardly a requirement for a high school student. It is, however, published in **concise** form as well, along with other publications of reputable status.

- A** However, this is not entirely true, as that book actually included only a list of 10,000 Latin synonyms of English words.
- B** Nevertheless, neither of these glossaries was a complete dictionary of either language.
- C** Dr Samuel Johnson attempted to change all that in 1755 with the publication of his two-volume lexicon 'A Dictionary of the English Language'.
- D** His publication was entitled 'The English Dictionarie' and appeared in 1623.
- E** Apart from definitions, some dictionaries included etymology and pronunciation.
- F** This is thought to have taken place during the reign of King Ashurbanipal of Assyria more than 2500 years ago.
- G** Therefore, many new ones were published and the Oxford English Dictionary became the most **comprehensive** dictionary ever produced.
- H** The Middle East, on the contrary, was going through a period of **advancement**.

5. POST-READING

Discuss.

- Which of the dictionaries mentioned in the text do you think was the most pioneering or influential?
- Which of them would you like to see and possibly use?

Unit 8 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

basic simple primary

- Ian's knowledge of Spanish was pretty basic, but he managed to understand the taxi driver.
- Our primary concern must be the children's safety.
- Don't worry, this machine is actually quite simple to use.

consist involve contain include

- Does the hotel include a vegetarian menu in its restaurant?
- How many countries does the European Union consist of?
- Those books contain useful information on gardening.
- Before I accept the job, I would like to know if it involves a lot of travelling.

refer mention report

- I forgot to mention that I was the one who used up all the milk in the fridge.
- Did the newspaper article refer to the victims by name?
- The accident happened seconds after the pilot reported engine trouble.

normal typical regular common

- Emma is a very common name in England; many parents give their daughters this name.
- The concerned parents asked the doctor if their baby would be normal.
- If you use a computer, it's important to make regular backups of your work.
- John is not a typical teenager; he prefers reading to watching TV.

estimate respect appreciate

- I really appreciate all the help you've given me with my project.
- The police estimate that the number of burglaries in the town has dropped by about 40%.
- Children should not only love but also respect their parents.

publish print edit

- This is only the first version of the text, so it will have to be edited.
- He used to be a famous author but he hasn't published anything for years.
- Only 5000 copies of this book were printed.

2. PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A. Look at the following extracts from the text on pages 96-97. What do you think the phrases in bold mean? Can you think of any other phrases starting with *in* and *out of*?

*However, people don't appreciate that a few hundred years ago this would have been **out of the question**. ...very little development was going on in Europe in all areas of human culture **in particular** in written language.*

B. Complete with *in* and *out of* to form prepositional phrases. Some words/phrases can be used with both *in* and *out of*.

- in advance
- in brief
- in charge
- in time
- in / out of order
- out of breath
- out of date
- in a hurry
- in / out of fashion
- in / out of shape
- in vain
- out of work
- in / out of practice
- in the meantime

C. Complete the sentences with words/phrases from the previous activities.

- Give me a few more days and my tennis will be back to its best. I'm just out of practice.
- Why are you in a hurry to leave?
- Don't wear those trousers! They're out of fashion.
- Rob has been out of work since the factory closed.
- Do I have to pay one or two month's rent in advance to get the house?
- Dinner will be ready in about 15 minutes; in the meantime would you like a glass of orange juice?
- Just a moment, please. I am out of breath after climbing all those stairs.
- Could you tell me in brief what happened at the meeting I missed?
- I'm sorry but interrupting the manager while he is in the middle of an important meeting is definitely out of the question.
- I have a complaint and I want to see the person in charge of the shop.
- I am sorry, but the lift is out of order.
- Joe studied hard, but it was all in vain because he still failed the exam.
- If you are serious about getting in shape, you must exercise more.
- The technology used in cassette recorders is out of date.
- The flowers in your garden, in particular the roses, look lovely this year.
- Let's leave a bit earlier. I want to get there in time to get good seats.

GRAMMAR

1. INFINITIVES AND -ING FORMS

A. Match the examples 1-10 with the patterns a-j.

1. Dr Samuel Johnson **attempted to change** all that in 1755. b
2. Henry Cockeram used the word dictionary **to describe** this type of reference book. a
3. Have you **considered using** a monolingual dictionary? g
4. It is less than six hundred years since the first attempt **at compiling** a dictionary of the English language was made. i
5. It is more **practical to use** a dictionary in electronic form. d
6. Nowadays **acquiring** a dictionary is not a very difficult task. j
7. I'm not sure **which dictionary to buy**. e
8. **It's no use spending** a fortune on a dictionary. h
9. It was **the first dictionary to contain** English vocabulary and their definitions in simpler language. f
10. Our teacher doesn't **allow us to use** bilingual dictionaries. c

- a. infinitive expressing purpose
- b. verb + infinitive
- c. verb + object + infinitive
- d. verb *be* + adjective + infinitive
- e. question word + infinitive
- f. the first/second/last/best + infinitive
- g. verb + -ing form
- h. expression + -ing form
- i. preposition + -ing form
- j. -ing form used as subject

B. Read the following pairs of sentences and match them with the statements a or b which are the closest in meaning.

1. I will go on reading books as long as I live. a
2. I will go on to present our next guest. b
 - a. I will continue the same activity.
 - b. I will continue with something else.
3. We stopped buying National Geographic ages ago. b
4. We stopped to buy the latest issue of National Geographic. a
 - a. We bought National Geographic after we stopped doing something else.
 - b. We used to buy National Geographic but we stopped doing it.
5. I regret not telling you the truth. b
6. I regret to tell you that the lecture has already started. a
 - a. I'm sorry to say something.
 - b. I have second thoughts about a past event.
7. He tried to lift the box but he couldn't. a
8. He tried drinking some camomile to help him sleep. b
 - a. He made an effort.
 - b. He did something to see what effect it would have.
9. You must remember to get me an autograph. b
10. Do you remember getting an autograph from that famous writer? a
 - a. You remember a past event.
 - b. You remember something you are supposed to do.

NOTE Some verbs (try, stop, remember, forget, regret, go on) can be followed either by an -ing form or a full infinitive but with a difference in meaning.

Grammar Reference p. 119.

2. PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

Frankfurt Book Fair



If you want (1) to learn (learn) what's happening in the publishing world, there really is only one event you should (2) attend (attend). It's the Frankfurt Book Fair which is considered the most important book fair in the world. The fair is an important event for (3) presenting (present) new books, but also for representatives from book publishing and multimedia companies who come (4) to discuss (discuss) publishing deals. Also, visitors take the opportunity (5) to obtain (obtain) information about the publishing market and do business.

The Frankfurt Book Fair has a tradition that goes back to Johannes Gutenberg, the first man (6) to print (print) books using movable type in the 15th century. Its

importance continued till the end of the 17th century, but during the Enlightenment it couldn't (7) match (match) the prestigious Leipzig Book Fair. However, in 1949 it managed (8) to regain (regain) its place in the publishing world and has been going on ever since.

Nowadays the Frankfurt Book Fair is held in mid-October. Taking place at the Frankfurt Trade Fair, the event lasts for five days with 7000 exhibitors and 286,000 visitors. Since 1976, a country has been nominated as a Guest of Honour every year, giving it the chance (9) to present (present) its culture and literature. So, if you're in the publishing business, this is definitely an event worth (10) taking part (take part) in.

Unit 8 listening

1. PRE-LISTENING

Discuss.

- Did you like fairy tales when you were a child?
- What do you know about the Brothers Grimm?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme called 'Fable and Fiction' in which you will hear an expert talking about the Brothers Grimm. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

Where were the Brothers Grimm born?

- a. Steinau
- b. Frankfurt
- c. Hanau

The correct answer is c.

- a. Because she went to live with her sister.
 - b. Because she returned to her hometown.
 - c. Because the government asked her to.
- a. Because they didn't come from a wealthy background.
 - b. Because they spent all their time studying.
 - c. Because they stayed in their room all the time.
- a. Because he was in poor health.
 - b. Because he was not as clever as his brother.
 - c. Because he had trouble with the law.
- a. stories from times gone by
 - b. books on German law
 - c. fairy tales
- a. He was easygoing.
 - b. He loved being outdoors.
 - c. He wasn't very sociable.
- a. She was older than him.
 - b. She wrote beautiful stories.
 - c. She was an old friend of his.
- a. Jacob
 - b. Wilhelm
 - c. both of them equally
- a. The brothers started working.
 - b. Jacob had an accident.
 - c. The Grimms' mother died.
- a. He couldn't find a job.
 - b. He was sick all the time.
 - c. He was too busy caring for the family.
- a. Jacob's
 - b. Jacob's colleagues' at the library
 - c. a friend's
- a. Their friend failed to publish the stories.
 - b. They couldn't find enough stories to publish.
 - c. They didn't have enough money to eat.
- a. a traveller from Frankfurt
 - b. Charlotte Grimm
 - c. Dorothea Viehmann
- a. her mother
 - b. her nannies
 - c. Charles Perrault
- a. that their stories were German
 - b. that their stories were multi-cultural
 - c. that their stories were collected during extensive travelling
- a. when they had nothing else to do
 - b. in winter
 - c. whenever they got together
- a. how they used to live
 - b. how children were brought up
 - c. how society was organised in the past
- a. make gold
 - b. marry the king's son
 - c. support her family
- a. that they should only publish recent stories
 - b. that mostly children would read the stories
 - c. that all their stories should be illustrated
- a. He taught at a university.
 - b. He worked on the fairy tales.
 - c. He studied German grammar.
- a. recognition
 - b. wealth
 - c. increased sales

VOCABULARY

1. NOUNS ENDING IN -ER, -OR, -IST AND -IAN

NOTE

Many nouns ending in -er, -or, -ist and -ian are commonly used to describe occupations.

A. Use the words in the box to form nouns describing occupations and put them in the correct column in the table.

mathematics direct report produce instruct
plumb politics science art type electricity operate

-er	-or	-ist	-ian
reporter	director	scientist	mathematician
producer	instructor	artist	politician
plumber	operator	typist	electrician

B. Use some of the words from the table above to complete the sentences.

- He won the Scientist of the Year Award for his research in biogenetics.
- I need to call the electrician because the air conditioner has stopped working.
- Karen is a great typist; she can do over 60 words per minute.
- Mr Crawford is the managing director of a large multi-national company.
- I tried to talk to the hotel manager on the phone several times, but the operator didn't put me through.

2. NOUN SUFFIXES (-TH, -NESS, -URE, -ITY, -AL, -HOOD, -DOM, -ENCE)

A. What nouns derive from the following words?

popularity growth independence arrival
popular grow independent arrive
free expose neighbour great
freedom exposure neighbourhood greatness

B. Complete the sentences using the correct form of the words in capitals.

- His lack of creativity is why **CREATIVE** the magazine decided to fire him.
- This day is going so slowly, I think I'll die of boredom! **BORE**
- Jason has a lot of confidence **CONFIDE** in his own abilities.
- I have many fond memories of my childhood. **CHILD**
- His greatest weakness is that **WEAK** he tends to let people walk all over him.
- Unfortunately, the experiment was a total failure. **FAIL**
- I always keep a Swiss Army Knife and a flare gun in my survival kit. **SURVIVE**
- The width of the hallway **WIDE** isn't big enough for the bed to fit through.

vocabulary & grammar

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

A. Read the sentences below. Do they refer to the present, past or future? Past

- You **needn't have bought** me such an expensive present.
- You **should have told** him the truth when he asked you. Now it's too late.
- It was fortunate he was wearing a helmet. He **could have hurt** his head.
- Sam **must have been** in this room earlier. I can see he has left his mobile phone.
- You **can't have seen** Tom in the street yesterday. He's been in Rome since Monday.
- Trevor **might have read** this book before but I'm not 100% sure.

B. Read the sentences again and complete the gaps with the missing modal verbs.

Regret or criticism about an action or somebody's behaviour in the past

should or ought (not) to + have + past participle

Absence of necessity in the past (something wasn't necessary but it was done)

needn't + have + past participle

Possibility in the past (perhaps something happened but we are not sure)

may or might + have + past participle

Unfulfilled possibility in the past (it was possible for something to happen)

could + have + past participle

Positive deduction in the past (we are almost sure that something happened)

must + have + past participle

Negative deduction in the past (we are almost sure that something didn't happen)

can't or couldn't + have + past participle

Grammar Reference p. 120.

C. Read the sentences and complete the blanks with the appropriate modal verb + have and the past participle of the verbs in brackets.

- That was very kind of you but you needn't have tried (try) to fix it, as we are buying a new one on Saturday.
- It is Leo's own fault that he cut his hand. I warned him that he should/ought to have worn (wear) gloves.
- My mum must have tidied (tidy) my room while I was out. No one else would have done it.
- The man you saw at the supermarket can't/couldn't have been (be) Jack. He's been living in Peru for two years now.
- I'm sorry but all our tables are occupied. You should/ought to have called (call) to reserve a table yesterday.
- You may/might have heard (hear) of him. He has written a collection of short stories for children.
- Carlos must have failed (fail) his exam. He looks so sad.
- You were driving so carelessly last night; you could have had (have) an accident, you know.

Unit 8 speaking

1. WARM-UP

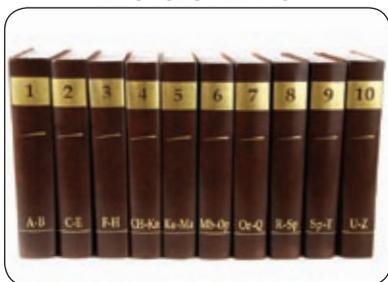
- Do/Did you often use your school library? Why/Why not?
- What type of books do you like to read?

2. SPECULATING AND MAKING A DECISION

Your school has decided to enrich its library by adding a new collection of books. You have been asked by the board of directors to suggest what type of collection should be purchased.

- What are the advantages and disadvantages of each of these options?
- Which two do you think would be most useful for the students?

ENCYCLOPEDIAS



ART BOOKS



DICTIONARIES



MAGAZINES, PERIODICALS, COMICS



NOVELS (CLASSICS)



ATLASES



motivating out of the ordinary (un)popular
 costly up-to-date downside reference
 language development subscription beneficial
 (im)practical creativity

On the one hand, I think...
 On the other hand... sounds like a good idea.
 In my opinion... is more/less...
 I realise that... is more... but... is more useful/interesting.
 As far as I'm concerned,... is the best option because...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- In your opinion, what are the features that make a book important?
- Is it important for schools to have a library with a variety of books?
- Why do you believe people read books?

convenient books in easy reach for students
 enjoyable informative/educational
 a part of our culture entertainment
 pass the time expand knowledge
 learn about past/present

examination practice

A. Choose the word that most appropriately completes the sentence.

1. Can you inform me what this job _____?
a. includes **b. involves** c. contains d. consists
2. I don't have much time, so tell me in _____ what has happened.
a. brief b. advance c. shape d. vain
3. Please, _____ the environment and do not leave any litter behind.
a. regard b. estimate c. appreciate **d. respect**
4. Gadi is a _____ customer at our restaurant.
a. regular b. typical c. common d. normal
5. Too much _____ to the sun can be harmful.
a. endeavour b. independence c. freedom **d. exposure**
6. Our telephone is out of _____ again.
a. order b. work c. practice d. date
7. There's something wrong with our oven. Let's call a(n) _____.
a. plumber b. operator **c. electrician** d. instructor
8. Afaf has _____ a good knowledge of English.
a. acquired b. involved c. appreciated d. compiled
9. You're going to have to forgive my _____. I haven't spoken French for years.
a. definition b. etymology **c. pronunciation** d. publication
10. The _____ of computers has changed our lifestyles.
a. status **b. advent** c. reign d. attempt

B. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. It wasn't necessary for you to wake up so early today. **have**
You _____ *needn't have woken up* _____ so early today.
2. It seems that Mike doesn't care about his job very much. **appear**
Mike _____ *doesn't appear to care* _____ about his job very much.
3. It wasn't easy for them to find a place to stay on the island. **difficulty**
They _____ *had difficulty (in) finding* _____ a place to stay on the island.
4. Sue will make an effort to get there on time. **try**
Sue _____ *will try to get there* _____ on time.
5. I'm sure Ted didn't write this essay because it's not his handwriting. **have**
Ted _____ *can't have written* _____ this essay because it's not his handwriting.
6. It was wrong of you to cheat in the exam. **ought**
You _____ *ought not to have cheated* _____ in the exam.
7. He never played professional football again after his serious injury. **stopped**
He _____ *stopped playing professional football* _____ after his serious injury.
8. Julie didn't lock the door when she left the house. **without**
Julie _____ *left the house without locking* _____ the door.

Unit 8 writing

WRITING A BOOK REVIEW

1. DISCUSS

- Do you read reviews of books in newspapers or in magazines? Why / Why not?
- Do reviews influence your decision to read a book?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric and the review of a classic book below. Do books like this appeal to you?

An international magazine is asking for reviews with the following title: 'Classic Books'. You decide to write a review for the magazine. Describe the book and say what you think about it. Would you recommend the book to other people?

OLIVER TWIST

Oliver Twist, which is one of Charles Dickens' best-known works, was first published in 1838. In this novel the **author** describes the life of an orphan.

The story is **set** in England in the 1830s, and begins with the birth of Oliver Twist who is the main **character**. He is orphaned and raised in a workhouse where he is mistreated. Eventually, he runs away and goes to London, where he meets some criminals who use him for their own gain. Nevertheless, there are also people who show Oliver kindness. Oliver strives to overcome various obstacles which his acquaintances create. In the end, he even manages to discover his true identity.

Although the characters in *Oliver Twist* are **fictional**, the **plot** portrays some existing problems of the time, such as poverty, hypocrisy and greed. There are a variety of themes throughout the novel. Yet, the most powerful **theme** seems to be the foolishness of individualism which became very intense during the Industrial Revolution. It becomes evident that the characters in the novel who look out for their own interests are the ones who end up being punished by life.

There is no question why *Oliver Twist* is considered a classic. If you have not read it, make sure you get a copy. It is definitely a novel worth reading.



B. Each of the following phrases corresponds to one of the paragraphs in the review. Write the numbers 1-4 in the boxes.

In this paragraph, the writer:

- gives an overall opinion and makes a recommendation.
- gives general information about the book.
- gives a brief summary of the story.
- comments on what he/she believes makes this book special.

4

1

2

3

3. FOCUS ON LANGUAGE

A. Match the words highlighted in the review with meanings 1-6.

- | | |
|---|------------------|
| 1. the series of events that make up the story of a novel | <u>plot</u> |
| 2. the person who wrote a specific book | <u>author</u> |
| 3. to place the action of a novel in a specific place or time | <u>set</u> |
| 4. imaginary | <u>fictional</u> |
| 5. a person in a book | <u>character</u> |
| 6. subject, main idea in a piece of writing | <u>theme</u> |

B. Complete with the words in the boxes. Make any necessary changes.

plot theme

- The main theme of the novel is the importance of family.
- The plot revolves around Oliver Twist's adventures.

author character

- He is the author of the *Shadow of the Wind*.
- The book contains vivid descriptions of the characters.

fictional imaginative

- Habib is a very imaginative person. You should read his stories.
- All the characters and places in the book are fictional. They aren't real.

set situated

- The family house is situated in the middle of a forest.
- This book is set in the early nineteenth century.

C. Match the book genres 1-5 with the definitions a-e.

- biography **d**
- science fiction **b**
- historical fiction **e**
- mystery **c**
- autobiography **a**

- the story of a person's life, written by that person
- a type of book that is based on imagined scientific discoveries about the future and often deals with space travel and life on other planets
- a story in which crimes or strange events are explained in the end
- the story about a person's life, written by another person
- a story in which imaginary characters may tell the story of that period of time

4. OUTLINE

When writing a review of a book follow the outline below.

INTRODUCTION

- Give some general information about it (title, author, type of book, what it is about, etc.)

MAIN PART (2 paragraphs)

- Give a brief summary of the plot.
- Comment on significant aspects of the book (purpose, style of writing, themes, symbolism, etc.)

CONCLUSION

- State your opinion
- Say whether you recommend it or not



When writing a review of a book:

- write in an appropriate style; formal or informal depending on the reader.
- write in paragraphs.
- avoid including very many details and don't include irrelevant information.
- use the Present Simple when describing the plot.
- use vivid language to describe the plot, characters, etc.
- give reasons to justify your opinion.
- remember to say whether you would recommend it or not.

5. WRITING TASK

Read the rubric below and write the review (120-180 words).

An international magazine has asked readers to submit reviews of their favourite books. Describe your favourite book and say what you like about it.

For expressions/phrases that you can use, see Appendix I.

READING

You are going to read a magazine article about a painter's experiences. Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap. There is one extra sentence which you do not need to use.

VISUAL MISCONCEPTIONS

I have been a professional artist now for nearly forty years. I can't remember a time when I wasn't scribbling something or other. However, I only do this job because I have learnt the technical skills involved. For me, it is wrong to believe that a painter has the power to express his emotions or character through art.

Oddly enough, I first discovered this weakness in the position of the artist when I went to university. **1** **F** But within weeks I had to rethink everything. I had a lot of trouble accepting the theories put forward by my lecturers, but their arguments were too strong. I started to realise that university can broaden your mind only if you're prepared to reconsider your childhood ideals. **2** **B** Luckily I had my tutor to help me. He told me that if I wanted to return to being the narrow-minded brat I was when I first entered university, I was welcome to do so. We kept in touch for years after I had graduated. **3** **D** I never really liked his work, which I found too depressing, but I could tell he valued my opinion.

Having run a local art group for the last few years, I have come to realise how other people's views on a work of art can change one's attitude. **4** **A** Although her vocabulary is limited to a few words, she knows what she likes and when she thinks something is rubbish, she has no hesitation in telling me so. **5** **H** She always praises everything I do and calls everything 'lovely' even when she's looking at a cover for a horror story I've just made. I always try to explain to her that an image doesn't have to have meaning within it. The meaning is given by whoever observes. 'But it's a cat!' she exclaims, and I say, 'To you it's a cat. Someone else may see it as their own cat, someone else may even see it as a tiger. It depends on who the viewer is.' This has been my philosophy for most of my career. Ever since university, I've tried to keep in mind that everyone has their own individual way of looking at things. **6** **E**

You could say that, because I'm the artist, the meaning I give is the authentic one. **7** **G** This may sound a bit abstract, but it's the only way it can be. For this reason, I always try to keep my work open so that viewers are free to give their own interpretations. Any description they give will only add to the variety of meanings available. This is why I never name any of my paintings. I like the viewer to be involved, and a title only restricts interpretation.

- A** In fact, my most objective critic is my three-year-old granddaughter.
- B** It is not easy to turn your back on the ideas that were guiding your life until then.
- C** That's why my first exhibition wasn't a great success.
- D** He was also an active artist and would always invite me to the openings of any exhibitions he gave.
- E** Therefore, whoever looks at one of my paintings will see it differently.
- F** I entered as an innocent, enthusiastic young painter looking forward to studying the rich history and many wonders of art.
- G** But I believe that the interpretation of the viewer is as authentic as mine.
- H** My daughter is the complete opposite.



EXAMINATION PRACTICE

A. Choose the word or phrase that most appropriately completes the sentence.

1. Scientists from all over the globe use this lab because it has _____ technology.
 a. up-to-date b. out of the ordinary c. convenient d. additional
2. This competition is for _____ artists rather than well-known ones.
a. notorious b. established c. comprehensive d. emerging
3. You can't use this machine. I'm afraid it's out of _____.
a. fashion b. order c. shape d. practice
4. If you have some extra money set aside, you should _____ in the stock market.
a. earn b. invest c. gain d. win
5. They are offering a(n) _____ of \$50,000 for information on the bank robbers.
a. income b. salary c. payment d. reward
6. I always use a dictionary to look up the _____ of unknown words.
a. artefact b. etymology c. knowledge d. creativity
7. I was relieved when the doctor told me that my blood pressure was _____.
a. common b. natural c. typical d. normal
8. I really liked that book because the main _____ had a similar personality to me.
 a. character b. artist c. author d. reporter
9. The _____ of the novel was very confusing and hard to follow.
a. theme b. set c. plot d. history
10. It was easy to see that Oliver had a very _____ knowledge of international affairs.
 a. limited b. medieval c. primary d. priceless

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Tony was talking to his boss, _____ had just returned from a trip abroad.
 a. who b. whom c. whose d. who's
2. You _____ Kate before she found out. Now it's too late.
a. should tell b. shouldn't tell c. should have told d. shouldn't have told
3. Stop pretending to be confused; you're smart enough _____ what I'm talking about.
a. understand b. understanding c. having understood d. to understand
4. Emily couldn't help _____ that the long walk had exhausted her grandmother.
a. notice b. noticing c. noticed d. to notice
5. You _____ change out of your wet clothes, otherwise you'll catch a cold.
a. need b. had better c. should better d. needn't
6. The hotel _____ I stayed in was very comfortable.
a. where b. whom c. which d. when
7. The book, _____ by Al Ma'arri, is definitely worth reading.
a. being written b. writing c. having written d. written
8. Ibrahim claims _____ Rafael Nadal's best friend. Obviously, no one believes him.
 a. to be b. being c. be d. have been
9. After a serious argument last year, they stopped _____ to each other.
 a. talking b. having talked c. to talk d. to have talked
10. You _____ Colin driving a red Porsche; he doesn't know how to drive.
a. can't see b. must have seen c. must see d. can't have seen

Module 4 round-up

Units (7-8)

C. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.

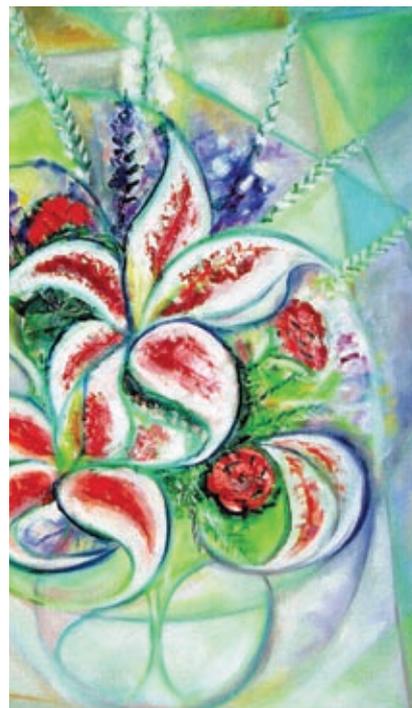
Helen Keller

Helen Keller was an American author and lecturer and the first deafblind person to (1) _____ a Bachelor of Arts degree. Keller was born in 1880 but she did not have her (2) _____ from birth. At 19 months she became ill. Her illness did not last long but when she recovered, she had lost her (3) _____ and hearing. By the age of six, she was communicating with home signs and had a (4) _____ vocabulary of about 60 words. In 1886 Keller's family got in touch with the Perkins Institute for the Blind in Boston and they asked 20-year-old former student Anne Sullivan to be her (5) _____. It was the beginning of a relationship which would (6) _____ last for 49 years. In a(n) (7) _____ to teach Keller new words, Sullivan developed an ingenious teaching technique. This (8) _____ spelling words into the palm of one hand while making her touch objects with the other. Keller exhausted Sullivan by demanding the names of all the other familiar objects in her world and her vocabulary (9) _____ rapidly. Later, Keller went to school and continued her studies right through to college. She wrote a total of 12 books in her lifetime. A milestone in her career as an author was the (10) _____ of her famous (11) _____, *The story of My Life*, at the age of 22. She is (12) _____ as an inspiration to deafblind people all over the world.

- a. win
b. invest
c. earn
d. gain
- a. creativity
b. disability
c. appreciation
d. respect
- a. view
b. sight
c. gaze
d. stare
- a. primary
b. primitive
c. basic
d. favourite
- a. artist
b. spectator
c. onlooker
d. instructor
- a. eventually
b. reality
c. definitely
d. hourly
- a. advancement
b. attempt
c. advent
d. selection
- a. accessed
b. raised
c. involved
d. acquired
- a. rose
b. expanded
c. reigned
d. lifted
- a. publication
b. commercial
c. donation
d. exhibition
- a. biography
b. mystery
c. autobiography
d. volume
- a. revealed
b. printed
c. included
d. regarded

D. Read the text below and complete the gaps. Use only one word in each gap.

There are very few people (1) who/that know the real inspiration of cubism, an art movement (2) which/that began in the 20th century. Everyone seems (3) to believe that cubism was created by Pablo Picasso and Georges Braque, (4) who were painters. You may (5) have heard this as well. Yet, (6) in actual fact, this is far from the truth. In the late 19th century another French painter, Paul Cézanne, painted a lot of landscapes, most of (7) which greatly influenced Braque and Picasso. Neither of these two painters ever tried to hide this. Nevertheless, apart (8) from a few books, almost every book about cubism tends to concentrate only (9) on Picasso's and Braque's achievements, making little reference to Cézanne's influence. Over the years many authors have attempted (10) to correct this inaccuracy, but usually (11) in vain; most people know very little about Cézanne himself, let alone his work. Nowadays, however nobody (12) can dispute Cézanne's influence on early cubism or the importance of this art movement.



E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- She can't wait for her holiday to begin in four weeks' time. forward
She is looking forward to her holiday (beginning) in four weeks' time.
- We couldn't go camping last weekend because it was very wet. prevented
The wet weather prevented us from going camping last weekend.
- The wedding dress was supposed to be ready yesterday. ought
The wedding dress ought to have been ready yesterday.
- My father works in that office block. where
That's the office block where my father works.
- The famous architect, Frank Lloyd Wright designed this house and it is magnificent. by
This house, (which was) designed by the famous architect Frank Lloyd Wright, is magnificent.
- The accused man said that he had not stolen the car. denied
The accused man denied stealing / having stolen the car.
- Mr Howard is a lawyer and his son works in a bank. whose
Mr Howard, whose son works in a bank, is a lawyer.
- Only people who have a special pass will be allowed to enter. having
People not having a special pass will not be allowed to enter.

F. Read the text and complete the blanks with the correct form of the words in capitals.

INSTALLATION ART

Installation art describes a type of art using three-dimensional space. The only (1) requirement is that the artwork transforms the space it is presented in. It is a genre that has changed the (2) definition of what we usually consider art. Exhibits can be permanent or temporary and they can appear in galleries but sometimes also in public spaces. Installation art doesn't only involve visual (3) stimulation. The (4) viewer often has to use different senses at once, not only sight, but hearing, smell and touch, making the whole experience more (5) interactive. Some installation art uses video and sounds and can be very (6) informative, whereas other works can be quite (7) enjoyable. The Belgian artist Carston Höller's (8) creation at the Tate Modern consisted of five large metal slides that people could slide down for free. Also at the Tate Modern, artist Olafur Eliasson installed a glowing sun in the huge Turbine Hall with a mirror covering the ceiling, where (9) visitors could see their tiny black shadows against the yellow light. The room was also filled with a mist, a (10) combination of sugar and water, and those visiting responded to the work by lying on the floor and looking up at themselves.

REQUIRE

DEFINE

STIMULATE

VIEW

INTERACT

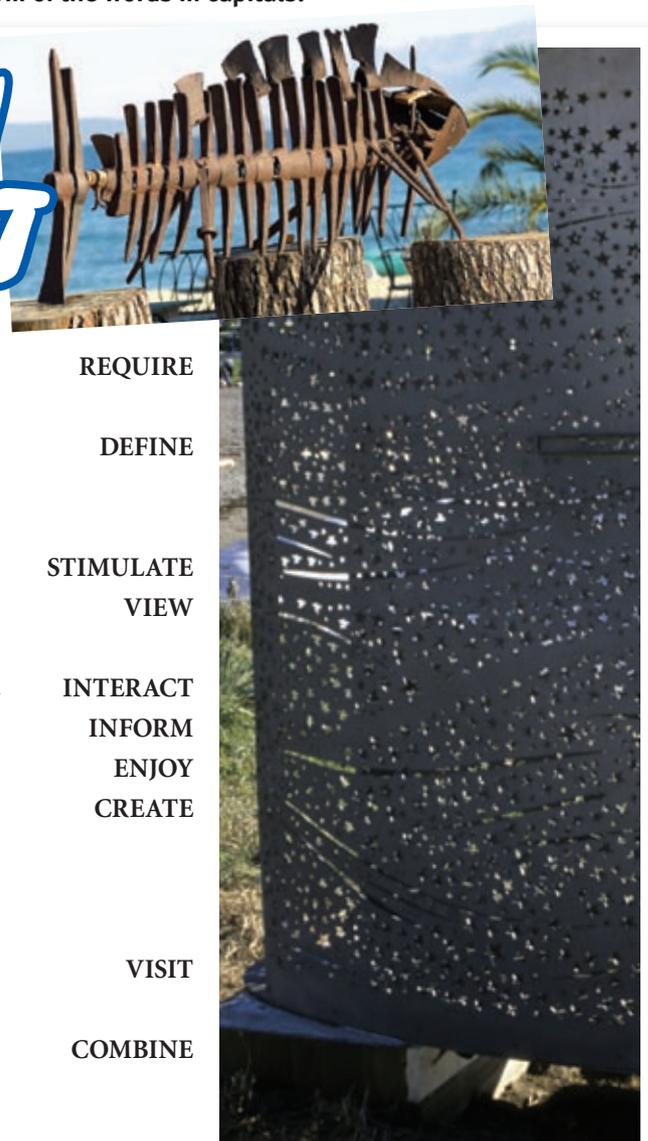
INFORM

ENJOY

CREATE

VISIT

COMBINE



Module 4 round-up

Units (7-8)

LISTENING

You will hear a radio interview about the nature of art, featuring a representative of an organisation called *The Truth in Art Society* and an artist, Ripley. For questions 1-6, choose the best answer *a*, *b* or *c*.

- What does Farnsworth think of Ripley's art?
 - It shouldn't be considered art.
 - He prefers more modern art.
 - He thinks he could produce better works of art.
- What can you see at Ripley's exhibition?
 - Cave paintings.
 - Drawings and paintings.
 - Sculptures and pottery.
- Why does Ripley consider himself to be an artist?
 - Because he likes making traditional paintings.
 - Because he uses many different mediums.
 - Because he reveals his view of the world through art.
- Who is Rudolph Monk?
 - A philosopher.
 - A painter.
 - A sculptor.
- What does Farnsworth think about the Waterman Gallery's choice to exhibit Ripley's art?
 - He thought it was typical of the gallery.
 - He didn't expect it.
 - He was sad to see Ripley's work next to great masterpieces.
- What does Ripley think about Farnsworth's opinion?
 - Farnsworth has no right to judge his art.
 - Farnsworth should follow the rules.
 - Farnsworth should exhibit some of his own art.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> form adjectives deriving from verbs and nouns <input type="checkbox"/>
	> use prepositional phrases with <i>in</i> and <i>out of</i> <input type="checkbox"/>
	> form nouns describing occupations using suffixes such as <i>-er</i> , <i>-or</i> , <i>-ist</i> and <i>-ian</i> <input type="checkbox"/>
	> form nouns using suffixes such as <i>-ness</i> , <i>-ure</i> , <i>-ity</i> , etc. <input type="checkbox"/>
GRAMMAR	> use defining and non-defining relative clauses <input type="checkbox"/>
	> use participle clauses <input type="checkbox"/>
	> use infinitives and <i>-ing</i> forms appropriately <input type="checkbox"/>
	> use <i>needn't + have + past participle</i> to express absence of necessity in the past <input type="checkbox"/>
	> use <i>may / might / could + have + past participle</i> to express possibility in the past <input type="checkbox"/>
	> use <i>should / ought to + have + past participle</i> to express criticism <input type="checkbox"/>
	> use <i>must / can't + have + past participle</i> to make deductions about the past <input type="checkbox"/>
READING	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
LISTENING	> understand the necessary information in a short spoken text <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme and answer multiple choice questions <input type="checkbox"/>
WRITING SPEAKING	> talk about art and literature <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
	> speculate on a topic and make a decision <input type="checkbox"/>
	> write an informal letter based on prompts <input type="checkbox"/>
	> write a book review <input type="checkbox"/>