

IN THE PICTURE

SPEAKING

- 1 Read the quotations about art. Then discuss in pairs what you think each quotation means. How far do you agree with each one? Explain why.
- Art is the lie that enables us to realise the truth.
 - Modern art = I could do that + Yeah, but you didn't.
 - Advertising is the greatest art form of the 20th century.
 - Art is what you can get away with.
 - The urge to destroy is also a creative urge.
 - The more minimal the art, the longer the explanation.
 - Art never responds to the wish to make it democratic; it is not for everybody; it is only for those who are willing to undergo the effort needed to understand it.

VOCABULARY Talking about pictures

- 2 Look at the painting below. With a partner, discuss who the character might be and what you think is happening.



- 3 Read the definitions. Discuss which adjectives could describe the painting above.

- 1 Bold colours are very bright, strong and clear, whereas subtle colours are not strong or bright. They're softer and more delicate.
- 2 If a painting is conventional, it's traditional and not new or different in any way.
- 3 If a painting is dramatic, it contains a lot of exciting action.
- 4 If it's atmospheric, a painting creates a special mood – such as a feeling of romance or mystery.
- 5 Abstract paintings show an artist's feelings or thoughts, whereas realistic paintings show real objects or events.
- 6 If it's ambiguous, the meaning of the work isn't clear – it's open to interpretation.
- 7 An intimate painting shows private moments in

- 4 Which of these sentences about the painting do you agree with?

- 1 The main character has his back to the viewer, which creates a feeling of mystery.
- 2 He looks as if he's thinking about killing himself.
- 3 He's obviously a sad and lonely man.
- 4 He seems to be the most important thing in the painting.
- 5 He appears to be looking for something better than what he has.
- 6 He looks very proud. I get the impression he feels very pleased with himself.
- 7 He looks like a very wealthy man.
- 8 It must be somewhere in Europe. It could well be France.

- 5 Cover Exercise 4. Complete the sentences about other paintings using words and phrases from Exercise 4.

- 1 I think it could _____ be Spain or Italy in this picture.
- 2 Everyone looks _____ they're having a really good time in this picture.
- 3 I get the _____ she's been crying. She _____ really upset.
- 4 They've _____ just moved in and are redecorating the whole flat, from the look of it.
- 5 They _____ all be students. That looks _____ a university canteen to me.
- 6 Everyone in this picture _____ to be queuing or waiting for something.

LISTENING

- 6 Work in pairs. Use language from Exercises 3 and 4 to discuss the following questions.

- What do you think the portraits on page 11 show?
- Who do you think the people in the two paintings might be?
- How do you think they're feeling – and why?
- What might the connection between the two works be?

- 7 Listen to a guide in a gallery telling visitors about the two paintings on page 11. Which five adjectives from Exercise 3 does the guide use?

- 8 Listen again. Answer the questions.

- 1 Where was the artist from?
- 2 Was he well known when he was alive?
- 3 In what way are the two paintings connected?
- 4 In what way might the viewer's first impression of the paintings be wrong?
- 5 Why did the painter include the globe and the Turkish rug?



GRAMMAR

- 9 Look at these examples from the talk in Exercise 7. Then work in pairs to complete the rules below.

Adjectives and adverbs

Adjectives

a symbol of the difficult, stormy nature of love

she looks calm and content

Adverbs

Look carefully and you'll notice that ...

These may look like fairly conventional, fairly realistic pieces,

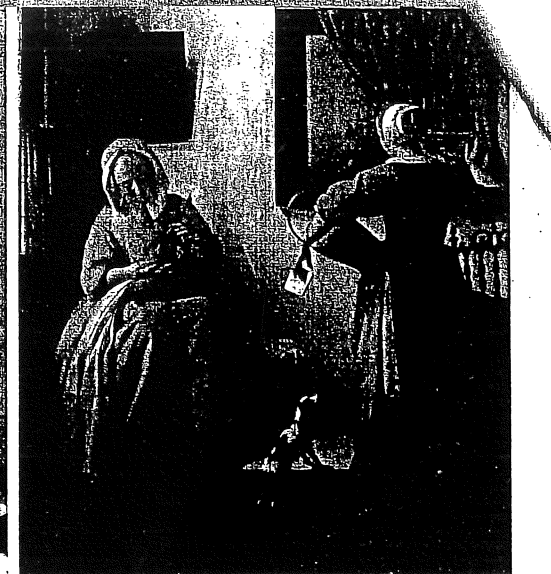
Sadly, though, he died at the age of 37.

- 1 Adjectives are often used before / after nouns. Adjectives are also often used before / after the verbs be, look, become, seem, get, taste, etc. to describe the subject of the verb.
- 2 Most adverbs are formed by adding _____ to the adjective, but some have the same form as the adjective: fast, hard and later. Adverbs can be used to modify verbs, _____, other adverbs and whole clauses or sentences.

- Check your ideas on page 166 and do Exercise 1.

- 10 Complete the sentences using the adjectives in brackets. Change the adjectives into adverbs where necessary.

- 1 _____, van Gogh sliced his ear off while suffering from _____ depression. (severe / famous)
- 2 The painting was _____ damaged in a fire and, _____, it couldn't be restored. (severe / unfortunate)



- 4 _____, some people will just think it's _____, but _____ some will like it and it may even change the way they think. (obvious / hopeful / weird)
- 5 _____, Picasso's work was quite realistic, but it soon changed and _____ became more and more _____. (experimental / gradual / initial)
- 6 There is a _____ debate about these _____ Chinese prints, because, well, _____, they were stolen before they were donated to the museum. (frank / heated / amazing)

PRONUNCIATION

- 11 Listen and notice the stress on the adverbs and the slight pause that follows. Repeat the sentences.

For further practice, see Exercises 2–4 on page 167.

SPEAKING

- 12 Work in pairs.

Student A: look at the painting in File 1 on page 184.

Student B: look at the painting in File 17 on page 192.

Make notes on the following:

- what's happening in the painting
- the impression and feelings you have about it
- information about the painter and/or people in the picture (you can invent this if you want)
- additional comments you want to make about the painter and/or the painting. Start some comments with adverbs such as Interestingly, Sadly, Actually, etc.

Now present the picture to your partner

TELLING TALES

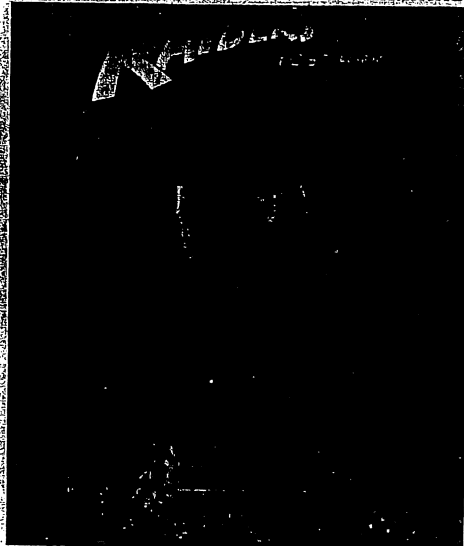
READING

- Work in pairs. Discuss the questions.
 - Have you read a book or seen a film recently where the ending was quite predictable? What happens in the story?
 - How did you know what was going to happen?
 - Did you still enjoy the story? Why? / Why not?
- Read the first part of a review of a book about why we tell stories. Answer the questions.
 - Why does the writer claim we often find films predictable?
 - Does the author think this is a problem or not? Why?
 - For one of the 'overcoming the monster' stories mentioned, think about:
 - what or who is the monster or baddie?
 - what community is threatened?
 - what challenge does the monster present?
 - what special weapon does the hero have?
 - does the monster have a fatal flaw?
 - how or where is the hero trapped and how does he escape?
 - what is the final reward?
- Look at the names of four of the other plots. Check the words in bold in a dictionary. Then discuss which sentences might go with which plot.

- Comedy
- Voyage and Return
- Rags to riches
- Tragedy

- The central character is destroyed by committing suicide or by a relative of the victim **seeking** revenge.
- People **disguise** themselves (including men as women and vice versa) or **pretend** to be someone different.
- The hero is living in **poverty** or being bullied by a baddie.
- The hero **encounters** a problem which **reveals** a dark side to the new world.
- The couple are **bound** to get together but can't see it.
- The baddie **asserts** their power or society presents an **obstacle** preventing the hero becoming successful.
- Back in the normal world, the hero has gained a new **insight** that makes them a better person.
- The hero **gets away** with the **bad deed** and enjoys the rewards.
- Work in pairs. You will each read about two plots. Check your ideas from Exercise 3 and tell your partner.
Student A: read the text in File 2 on page 185.
Student B: read the text in File 7 on page 186.

Indiana Jones—the new hero from the creators of JAWS and STAR WARS.



- Explain each plot you read without looking at the texts. Your partner should say the name of a story with that plot.
- Work in pairs. Discuss the questions.
 - The two other plots Christopher Booker describes are called *Quest* and *Rebirth*. What do you think they might involve?
 - Do you agree with Booker that the best stories follow the basic plots? Why? / Why not?
 - Can you think of any stories that don't follow these plots? What do you think of those stories?

LISTENING

- ▶ 8** Listen to someone explaining a story. Try to decide what plot it fits.
- Think of a book, film or other story you like which might fit one of the plots. Explain the story. Your partner should ask questions to help you. When you have finished, your partner should guess the name of the story and/or the kind of plot.

HEARD IT ALL BEFORE

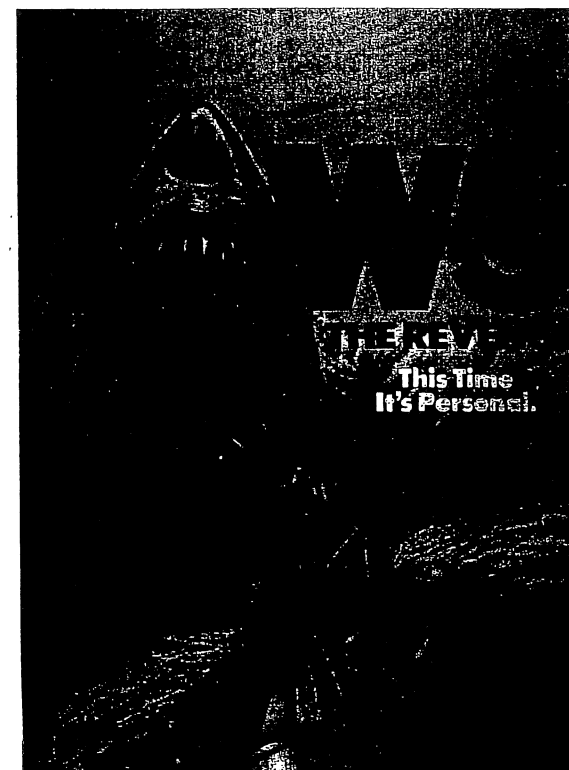
Have you been watching a film or reading a book and had the feeling you've heard it all before? You know the boys going to get the girl, the baddie, the bad guy — is going to lose or be killed, or the team will win their last game. What's really surprising is that we don't have this feeling more often because, according to Christopher Booker's brilliant book *Why We Tell Stories*, nearly all stories are based around just seven basic plots and in each plot we see the same character types and the same typical events over and over again.

Take the first plot, which Booker calls *Overcoming the Monster*. Stories of this kind all have several common features.

- A community is threatened by a monster or 'baddie' and a hero is called to save it. The hero prepares to meet the monster and is either given a special weapon or learns about a particular weakness that the monster has — its fatal flaw.
- The hero approaches the monster and initially everything goes according to plan.
- The hero confronts the monster for the first time and is frustrated. They realise the huge challenge that the monster presents.
- There is a nightmare stage. The hero is trapped and faces death.
- Finally, the hero makes an amazing escape, succeeds in destroying the monster usually with the help of their special weapon or by exploiting the monster's only weakness. They are rewarded and order is restored.

You can see these features in ancient myths like Perseus killing Medusa or George and the Dragon, religious stories like David defeating the giant Goliath, modern tales like *Dracula* or *Harry Potter*, and films such as *Jaws*, *Star Wars* or in *James Bond* movies. Booker argues that we don't tire of

these plots because they fulfil a deep psychological need for love and moral order. Indeed, where stories don't follow these plots, we may find them unsatisfying or they may reveal issues in the author and society that produced them.



ĆWICZENIE NR 19. (obejmuje DZIAŁ IX A, B, C, D)

Wstaw odpowiednią formę w PRESENT SIMPLE, PRESENT CONT., PAST SIMPLE, PAST CONT., PRESENT PERFECT, PRESENT PERFECT CONT., PAST PERFECT lub PAST PERFECT CONT.:

1. When he came to London he (work) for Shell for 5 years.
2. We (not, understand) the maths problem until Mr. Smith explained it.
3. She (try) to learn how to ride a horse for months, but she (not succeed) yet.
4. He (knock) at the door for 5 minutes before she (open) it.
5. She (learn) Italian for 6 months, but she can't even translate a simple text yet. Besides, she also (learn) Spanish now.
6. Who (not, read) this book yet?
7. She understood that he (be) in love with her for a long time.
8. He knew that she (be) waiting for him since 1 o'clock.
9. She (read) his diary since 8 a.m., but she (not finish) it yet.
10. While we (have) a game of bridge all the lights went out.
11. He (mend) the broken window for an hour when I (come) to see him last night.
12. (Drive) he the bus for 15 hours when he (fall) asleep behind the wheel?
13. He (paint) his room all day yesterday.
14. It was very funny. She (tell) lies for an hour before they (manage) to stop her.
15. Why you (not, invite) her to the party last night?
16. I'd have driven to Italy if I (have) a car last summer.
17. By that time they already (fly) for 2 hours but they weren't

ĆWICZENIE NR 24 - PODSUMOWANIE CZASÓW (obejmuje DZIAŁ IX A-G)

Wstaw odpowiednią formę w odpowiednim czasie:

1. I (lose) my wallet. Don't you remember where I last (do) shopping?
2. She (sleep) now and (not, know) what is going on there.
3. They (renovate) this house for 2 years, but (not, finish) it yet.
4. Snowdrops (appear) at the end of winter or in early spring.
5. This time tomorrow I (fly) over the Atlantic.
6. He (stay) at the Hotel Placide at present.
7. She (not, be) anywhere since her mother (die) 2 months ago.
8. I (drop in) tomorrow afternoon after you (finish) your work.
9. The lesson already (begin) before we (get) to school yesterday.
10. By the end of next month she (sell) all her possessions.
11. He's free only on Sunday, so he usually (play) bridge once a week.
12. She (lay) the magazine on the kitchen table a long while ago.
13. They (know) each other only for 2 days and already (quarrel) three times.
14. I'm tired out. I (work) hard since 7 a.m., but I must finish it.
15. The other day I (see) her in the new supermarket.
16. This time yesterday we (paint) our room.
17. I (not, see) them for the last 3 weeks.
18. By that time yesterday the soldiers already (march) for 6 hours.
19. By next Monday they (study) the report for 3 weeks.
20. I'll ring you as soon as the lecture (be) over.