

## Insight Unit 5+6

### Listening

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 1 – 6, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What does Jenny say about the story which made her name?

- A. She'd been on the lookout for just such a lucky break.
- B. She resented colleagues trying to take the credit for it.
- C. She wasn't actually responsible for the finished article.
- D. She asked for a more prestigious job on the strength of it.

2. What does Jenny suggest about the editor she worked for on her first national daily newspaper?

- A. He respected her for standing up to him.
- B. He tended to blame her for things unfairly.
- C. He wasn't as unreasonable as everyone says.
- D. He taught her the value of constructive criticism.

3. When Jenny got her own daily column on the newspaper, she felt

- A. satisfied that the good work she'd done elsewhere had been recognised.
- B. relieved that it was only likely to be a short-term appointment.
- C. determined to prove exactly what she was capable of.
- D. unsure of her ability to make a success of it.

4. Peter thinks he got a job on Carp Magazine thanks to

- A. his academic achievements at college.
- B. his practical knowledge of everyday journalism.
- C. his familiarity with the interests of its main target audience.
- D. his understanding of how best to present himself at interview.

5. Peter and Jenny agree that courses in journalism

- A. need to be supplemented by first-hand experience.
- B. are attractive because they lead to paid employment.
- C. are of little value compared to working on a student newspaper.
- D. provide an opportunity for writers to address contentious issues.

6. When asked about their novels, Peter and Jenny reveal

- A. an ambition to gain recognition for their craft.
- B. a desire to develop careers outside journalism.
- C. a need to prove how versatile they are as writers.
- D. a wish to keep their journalism fresh and appealing.

### Vocabulary

Complete the sentences with the parts that are missing. (14 points)

- a) If you go out on a limb ( ), you do something or say something that is different from what most people do or say and is therefore risky.
- b) Having finished this painting, I told myself that I had reached the pinnacle ( ) of my career and could now sit down with those I admired.
- c) Verbal abuse ( ) is a form of psychological or emotional maltreatment in which perpetrators use words to harm others.
- d) The poll suggests that brands such as Coca-Cola have an almost universal appeal, which transcends ( ) classes and cultures.
- e) Even though the authors used the best secondary literature and translations of primary sources, their work was dismissed as lacking credibility ( ).
- f) The British in Malaya were well aware that a Japanese invasion was in the offing ( ), but they were too heavily involved in the war in Europe to give Malaya the defence it needed.
- g) The buyer who has submitted the highest bid ( ) wins the offered object and pays the price that he agreed to pay.
- h) Suspicion that the elections were rigged ( ) fueled riots by opposition supporters.
- i) I could now focus my full attention on trying to curb ( ) the infractions of the disruptive students in our class.
- j) Her curiosity was insatiable as she was scouring ( ) each house, each wall and each stone with the thirst of discovery.
- k) "Yes, Granddaddy," she said obediently. She then added with an urgent plea ( ), "Promise me you won't tell Daddy that I told you. He will be angry with me. Please, Granddaddy, promise."
- l) Seven streams, collected into one channel, traverse the city, rushing like a mountain torrent and sweeping ( ) off everything in their path.
- m) On close examination, the document proved to be a regular discharge from the federal army, signed by George Washington himself, and entitling ( ) him to a pension for life.
- n) The remaining OAS members plan another attack but this time they hire the world's most ruthless ( ) assassin, the Jackal, to do the job right.

## Reading

You are going to read an article in which four academics give their views on fiction. Choose from the sections of the article (A-D). The sections may be chosen more than once.

Which academic ...

- compares books to other story-telling art forms?
- admits to gaps in their literary knowledge?
- suggests a possible consequence of not reading novels?
- points out that opinion about a book depends on the period in which it is being judged?
- explains why readers sometimes choose to read books which are not considered classic works of literature?
- believes that it is possible to improve any novel?
- gives reassurance about people whose choice of reading is limited?
- says that no-one should feel obliged to read a particular type of book?
- gives another writer's opinion on why people enjoy reading literature?
- defends their right to judge particular types of novels?

## Why Do We Read Novels? We asked a group of academics for their views on the appeal of fiction

### A Cathy Smith

Is a work by a prize-winning novelist better than a trashy summer blockbuster? Undoubtedly, if you're looking for a literary masterpiece. But it's not 'better' if you're simply looking for escapism. 'Literary fiction', unlike 'genre fiction' such as mystery or romance, is not about escaping from reality. Instead it provides a means to better understand the world. What makes a work deserve the title of literary fiction can be pinned down, to a certain extent, by critical analysis of the writer's techniques. Yet a huge element of the appeal of literary fiction lies in something almost indefinable – the brilliant, original idea; the insight that, once written down, seems the only way to say something. Writers of fiction have to recruit or seduce us into their world – only then do we trust them to take us on a journey with them. The books we put down after only a few pages are those which have failed to make that connection with us.

### B Matteo Bianco

A novel – whether for adults or children – takes you places, emotionally and imaginatively, which you would never otherwise have visited. However, I don't think you should put yourself under any more pressure to finish 'a classic' than a kids' comic. And if by 'classics' we mean Tolstoy, Proust, Hardy and so on, then my own reading is distinctly patchy. The author Martin Amis once said that the only way we have of evaluating the quality of a book is whether it retains a readership. I think that's fair enough, though it's imprecise. A work of fiction can always be fine-tuned in such a way that the final experience for the reader is enhanced, and this fact must say something about the theoretical (if not practical) possibility of stating that one book is better than another. And while I can't prove that a single copy of a classic work of fiction is a greater gift to the world than a million trashy romances, I'm going to go ahead and say it's so anyway.

### C Gita Sarka

The author Albert Camus says that the appeal of narrative art lies in its power to organise life in such a way that we can reflect on it from a distance and experience it anew. Distinct from television or film, literature allows us significant control over our experience of what's being presented to us. One book I would always tell anyone to read is *The Life and Times of Michael K* – a literary prize winner, but hated by some of my colleagues. It's a classic for me because of what it says about living in difficult times; to a lot of people it's just a bit boring and the main character doesn't speak enough. Categories such as 'literary masterpieces' and even 'literature' do not exist independently of their assessors – assessors who are bound in an era and see value in part through the eyes of that era. Personally, I find it impossible to make claims that one work is better than another. I can say why it might be worthwhile to study it, but that's all.

### D George Schwarz

If, at a certain time in their life a person is interested in just one particular genre or author, that's fine as long as they have the opportunity of reading a wide range of books throughout their lives. These opportunities can come through family members, teachers and friends who can create the reading landscape and encourage them to look wider and further. A famous writer once said that it's easy to recognise the people who don't read fiction, as their outlook on life is narrower and less imaginative, and they find it hard to put themselves in other people's shoes. It's a generalisation, but with elements of truth. The power of fiction begins with fairy tales, nursery rhymes and picture books, which give children ways of looking at the world outside their own experience. Literature teachers often recommend reading 'the classics'. But what classics, whose and which era? In a way it doesn't matter – the key point is that one can't escape from a need for shared references and reading experience.

## Grammar

Choose the correct expression to complete the sentences. (8 points)

- 1 Everyone's asleep, so we  a noise.
- 2 It's quite late. I think we .
- 3 I'm terribly sorry. I  these comments about Sarah.
- 4 After hours of trying I  upload all our documents.
- 5 "My smartphone battery is empty again." "Well, you  it before coming."
- 6 I would love  chess.
- 7 Luckily, I  the course-book, so I saved that money.
- 8 I  a good present for my girlfriend today. It's very important to me.
- 9 A young woman was being robbed at the bus stop, and all the people did .

Complete the second sentence so that it has a similar meaning to the first one. Stay as close as possible to the meaning of the original sentence. (12 points)

Her poetry was innovative and challenging.

Not only  innovative, it was also challenging.

The children were able to climb the tree in the garden.

The children  in climbing the tree in the garden.

We've almost finished the trees. Why don't we just finish this part of the garden now?

We've almost finished the trees. We  as well finish this part of the garden now.

He had no clue that this moment would change his life.

Little  that this moment would change his life.

I hate that I can't understand my Dutch cousins when they speak Dutch.

I hate not  understand my Dutch cousins, when they speak Dutch.

It is not possible that they fixed the computer, it's still not working.

They  e#can't have#can't have fixed the computer, it's still not working.

Scott worried about his exam, but it was unnecessary, as he had a good grade.

Scott need  #n't have worried#n't have worried about his exam, as he had a good grade.

He opened the door and the dog started barking immediately.

No sooner (  ) **n#had he opened the door, than** the dog started barking.

There was this terrific noise. I'm sure it was an explosion.

There was this terrific noise. It (  ) **g** been an explosion.

Richard just stayed for a few minutes and then left.

All Richard (  ) for a few minutes and then leave.

I don't often hear such terrible music.

Rarely (  ) such terrible music.

Maybe you **should** take a taxi. It has started raining really hard.

You (  ) want to take a taxi. It has started raining really hard.

1 verbleibende Versuche

Absenden

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