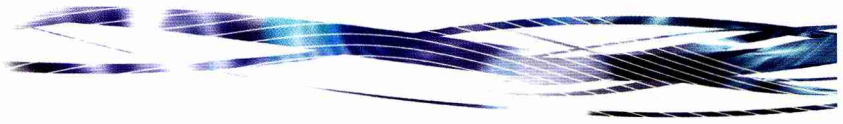


The arts



1 Choose the answer (A, B, C or D) that best fits each space.

Some people believe arts subjects such as literature and music have little importance in schools today. To what extent do you agree with this?

In education there has always been (1) opinion regarding the arts and more (2) subjects such as maths and science. Today that debate continues even as the nature of education is altered by technological and social changes. The question is whether arts subjects are outdated or whether they still (3) the purpose of keeping alive creativity and reminding us of the value of beauty.

In most societies, the teaching of the arts encourages students to (4) the power of aesthetics. In turn, this helps them to define and understand their own and other peoples' traditions and way of life. It has a unifying influence that has a beneficial effect on humanity; consider the Japanese student who is inspired by Van Gogh's (5) to visit Europe.

A criticism often (6) at the arts is that they do not develop real skills. However, many arts subjects are the starting points for varying professions: design is a (7) that offers a huge range of careers. The study of literature enables students to (8) themselves clearly, developing necessary skills for any job requiring good communication.

However, it can also be argued that the arts are (9) Can we allow young minds this luxury when there are so many economic and environmental threats to the safety of humankind? Once, an appreciation of the arts was seen as necessary in order for the upper classes to prove their sophistication and higher status. Society now is much more (10) so the study of music and painting might be pursued by students with genuine (11) – for others, it might be a relaxing hobby rather than a waste of vital study time.

Clearly, the clash between the arts and science subjects will always be present. It is the battle between abstract (12) and concrete facts. In short, it is the left brain arguing with the right brain as to which of them should take charge in the challenge to make the world a better place. In (13) of learning, perhaps the best attitude we can take is to see them as inseparable and equally (14) to the development of civilization.

- | | | | | |
|----|---------------|---------------|----------------|---------------|
| 1 | A split | B divided | C opposed | D different |
| 2 | A practical | B thoughtful | C actual | D doable |
| 3 | A offer | B deliver | C provide | D serve |
| 4 | A apprehend | B accomplish | C appreciate | D distinguish |
| 5 | A items | B products | C goods | D works |
| 6 | A balanced | B levelled | C pointed | D stated |
| 7 | A field | B group | C theme | D scope |
| 8 | A speak | B express | C articulate | D describe |
| 9 | A invalid | B impractical | C unbelievable | D incredible |
| 10 | A egalitarian | B equivalent | C identical | D alike |
| 11 | A capacity | B proof | C talent | D facility |
| 12 | A concepts | B plans | C sketches | D outlines |
| 13 | A addition | B view | C particular | D terms |
| 14 | A true | B vital | C right | D current |

2 Complete each statement about the text in exercise 1 with a form of the word in CAPITALS. Then decide if the statements are true (T), false (F) or not given (NG) according to the text.

- | | |
|--|------------|
| 1 Students now prefer subjects to arts subjects.
..... | TECHNOLOGY |
| 2 An interest in the arts may expand people's
awareness. | CULTURE |
| 3 There is little that arts students will develop real
world skills. | LIKELY |
| 4 In the past, a of arts subjects showed a person's
superiority. | KNOW |
| 5 There will probably be in the number of students
taking arts subjects. | GROW |

3 Match the words in the box with the arts below. Some words may be used more than once.

a memoir a blow-torch charcoal a stage a cast design
 a pigment canvas a portrait a metaphor a melody a poem
 bronze non-fiction a composition an orchestra
 a sketch durability function an instrument a rehearsal
 a builder an installation rhythm a genre improvisation

- 1 Literature *a memoir*
- 2 Music
- 3 Sculpture
- 4 Drawing and painting
- 5 Architecture
- 6 Drama

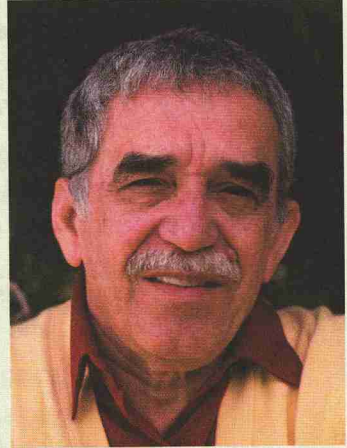
4 Complete each sentence with a form of the word in CAPITALS.

- | | |
|---|------------|
| 1 The book sometimes suffers from over-long <i>descriptions</i> . | DESCRIBE |
| 2 He was one of the most writers of the era. | INFLUENCE |
| 3 It is that many artists are worth more dead than alive. | IRONY |
| 4 The actors perform well, but the end of the play is sadly | PREDICT |
| 5 All the sculptures on display are highly | IMPRESS |
| 6 The will run from March 1 st -14 th . | EXHIBIT |
| 7 The lecture will focus on Islamic Art and its patterns. | GEOMETRY |
| 8 My university programme will focus on the arts. | VISION |
| 9 In my opinion, the value of an arts degree is | RATE |
| 10 The will take place at the Civic Theatre. | PERFORM |
| 11 Márquez developed his style after reading the Czech
writer Franz Kafka. | LITERATURE |
| 12 I prefer to fantasy whenever I choose a film. | REAL |

5 Complete the lecture notes below by writing an appropriate word from the box in each space.

biography	metaphors	version	editorials
fiction	plot	reviews	translations

Gabriel García Márquez



- (1) Biography..... :
- Born Columbia, March 1928, and raised by grandparents.
 - Worked for newspapers - wrote columns, (2) and film (3)
 - Began writing (4) e.g. short stories.
- Most famous novel was '100 Years of Solitude', published in 1967.
- The original (5) was written in Spanish - now there are 27 (6) so the book is known worldwide.
 - The (7) is about the influences of the outside world on a small village.
 - The style: lots of (8) and the use of irony.

6 Both options are correct. Underline the one that is more suitable in the context.

Welcome, everybody. Well, today we're looking at one of the most (1) iconic/worshipped buildings in our city, that is, the National Museum. As an example of modern architecture in an (2) urban/industrial environment, it does two things. With its use of beautifully (3) carved/marked native wood, it stands out as a structure that reflects our history and cultural (4) inheritance/heritage. Furthermore, its architects have won many (5) rewards/awards for its unique form and the way it allows in so much natural light. They knew they had a social (6) requirement/responsibility to its visitors so they designed a structure that belonged to a community. All architects follow the principle that the form of a building depends on its (7) function/operation. In the case of our museum, this seems to be especially true. The architects say they had a clear (8) concept/hypothesis from the start: that the museum must provide a sense of open (9) space/room so that visitors could clear view each exhibit and not be distracted by overcrowding. What you may not know is that the current museum was not the first on this (10) ground/site. An earlier 4-storey museum constructed in the 1970s (11) met/encountered with universal criticism. It had few architectural (12) merits/pros - the steel decoration on the (13) facade/face was ugly and the public found the inside of the structure dark and depressing. However, as the number of exhibits grew, so it was decided to build a large (14) addition/extension, another (15) branch/wing to the west side. Fortunately, serious structural (16) imperfections/flaws were found in the existing museum, meaning that it had to be (17) pulled/taken down and new plans had to be (18) drawn/made up, that was, um, in the late 1990s.