

G verbs of the senses

V art; color idioms

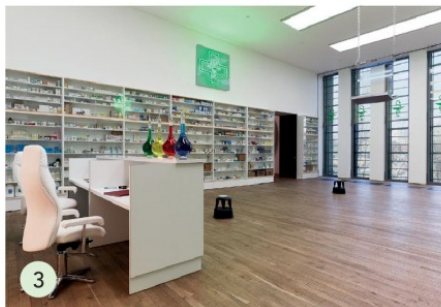
P -ure



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1 LISTENING & SPEAKING

- a Look at the photos. Four of them show famous works of art. With a partner, decide which ones they are.
- b 7.6 Read the definition of "installation art." Then listen to Ghislaine Kenyon, who has worked in education at the National Gallery in London, talking about the four works of art. Match four of the photos to descriptions A–D.
- c Listen again and complete the descriptions. What is the idea behind each piece?
- d 7.7 Now listen to Ghislaine talking about understanding modern sculpture and installations. Does she think that, compared to normal painting or sculpture, these types of art are a) easier, b) more difficult, or c) about as easy to understand?
- e Listen again and answer the questions.
- Where in a gallery might you find information about installations or modern sculptures?
 - What does Ghislaine recommend that you do to get the most out of a modern art exhibition?
 - What does she say that your job as a viewer is?
 - How does she think people might find Mona Hatoum's cot beautiful?
- f Would you like to go and see these modern sculptures and installations? Who would you choose to go with?

Glossary

installation art an artistic genre that is designed to transform people's perception of a space, often incorporating everyday or natural materials and media such as video or sound

cot (NAmE crib)

A **Title:** Kobe
by _____ artist **Florentijn Hofman**
It's ten meters (32.9 feet) high and was made for the roof of a _____ in Kobe in _____.

B **Title:** Blaenau Ffestiniog
(Blaenau Ffestiniog is a place in _____.)
by British artist _____
It was part of an exhibition of art created from different landscapes, called "_____ and _____."

C **Title:** _____
by **Mona Hatoum**
It's a sculpture by a _____ artist born in _____, but who was stranded in _____ after civil war broke out in Lebanon.

D **Title:** _____
by British artist **Damien Hirst**
It's like a real room with some unusual things, such as four _____ with _____ of _____ on them and a machine for _____ suspended from the ceiling.

2 GRAMMAR verbs of the senses

- a 7.8 Complete these sentences from the listening script with the correct form of one of the following verbs or verb phrases. Listen and check.

look (x2) look as if look at look like see

- "It doesn't _____ a modern cot"
- "it _____ it might be a hospital cot from, say, 50 years ago"
- "But when you _____ it a bit more closely you notice..."
- "but if you start _____, you'll start _____ things which _____ strange"

- b Answer the questions with a partner.

- What's the difference between *look as if* and *look like* and between *look at* and *see*?
- Apart from *sight*, what are the other four senses?
- What verbs do you associate with the other senses?

- c p.155 Grammar Bank 7B Learn more about verbs of the senses, and practice them.

- d Ask and answer the questions with a partner.

- Are there any paintings or images that you like or dislike looking at because of how they make you feel?
- If you could look like a celebrity, which celebrity would you choose, and why?
- What makes a voice sound attractive or unattractive to you?
- Are there any sounds or kinds of music that you don't like hearing because they make you feel uncomfortable?
- Are there any foods you dislike because of their smell or their texture rather than their taste?
- What kinds of perfume or cologne do you really like or dislike on yourself or on other people? Why?
- Would you be prepared to touch these creatures in a zoo? Why (not)?

a lion a lizard a parrot a rat a snake
a tarantula

- Are there certain materials you love to wear, or never wear, because of the way they feel?

3 PRONUNCIATION -ure

- a Put the words in the correct column according to the pronunciation of *-ure*.

picture sculpture allure architecture capture culture
endure feature furniture future immature impure leisure
measure nature obscure pleasure secure signature
structure sure temperature texture treasure

1	2

- b 7.9 Listen and check.

- c Look at the words in the two columns. Answer the questions.

- In column 1, where is the stress in all the words?
- What sounds do the *t* and the *s* make before *-ure*?
- In column 2, which syllable is stressed?

- d Practice saying the sentences below.

- In this picture, the artist captures the allure of nature.
- This sculpture is representative of today's immature culture.
- He has a treasured collection of old furniture.
- Are you sure the new structure is secure?
- The architecture has some unusual features.

4 VOCABULARY & SPEAKING art


- a Look at the words for six different kinds of art. With a partner, say what each one is.

a portrait /'pɔ:trət/
a landscape /'lændskeɪp/
a still life /stɪl 'laɪf/
a self-portrait /self 'pɔ:trət/
an abstract painting /'æbstrækt 'peɪntɪŋ/
a sculpture /'skʌlptʃər/

- b Talk in small groups.

- Can you think of a famous example for any of the six kinds of art in a?
- Do you have a favorite work in any of these categories, or a favorite artist?
- Do you go to museums or art galleries? Do you have a favorite one? Are there any in your town?
- What do you have as decoration...?
 - on the walls of your bedroom or living room
 - for the screensaver on your computer, phone, or tablet

5 READING & LISTENING

- a Look at the portrait of Max Ernst. Approximately when do you think it might have been taken? What do you think he's famous for?
- b  7.10 Read and listen to the first part of an article called *The Secret of The Forest*. Then, with a partner, say who the people in the list are, and what their connection is to Max Ernst.

Werner Spies Helene Beltracchi Werner Jägers Alfred Flechtheim
Wolfgang Beltracchi



- c Now read the article again. Answer the questions with a partner.
- 1 What controversy was there about *La Forêt*?
 - 2 How had the painting ended up in Helene Beltracchi's house?
 - 3 What was Spies's conclusion about *La Forêt*? What evidence was it based on?
 - 4 What happened to the painting next?
- d  7.11 What do you think the "little problem" was? Listen once to find out. Where are the Beltracchis now?

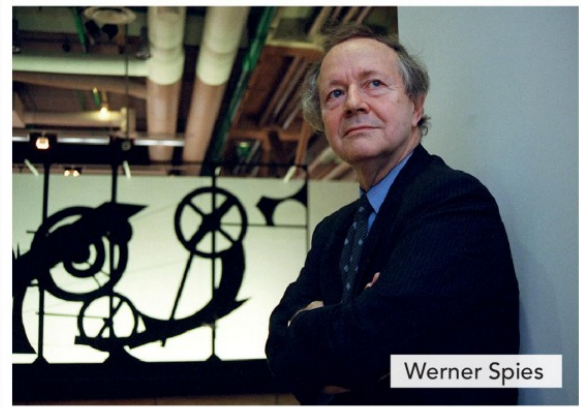
The Secret of *The Forest*

1 **A**bout ten days before Christmas in 2003, Werner
Spies, one of the world's pre-eminent experts
on 20th-century art, took the train from Paris
to the picturesque port of Sète on the
5 Mediterranean coast. Spies, a specialist in the works of the
painter Max Ernst, was coming to look at and hopefully
authenticate an Ernst painting that had been unknown to
him—and thus unknown to the art world—until earlier that
year. The painting was *La Forêt* (*The Forest*) and, although
10 it was undated, Spies thought it had been painted in 1927.
Ernst produced a number of "forest" paintings around that
time; they are considered among his most important works.

Spies had previously authenticated another Ernst work,
Oiseau en Hiver, which was then sold for €500,000. But the
15 scientific analysis suggested that there was some doubt
about *La Forêt*. It apparently included traces of two pigments
which had generally only been used by artists after 1945.
Spies, however, preferred to trust his own judgement and
because *La Forêt* was not dated, he believed Ernst might
20 have used the pigments at an early experimental stage. But
he wanted to look at the painting to make sure.

The following morning, Helene Beltracchi picked up
Spies and drove him to the beautiful Beltracchi estate.
Helene was 45 and a striking woman—intelligent, cultured,
25 animated, with thick, blond hair almost to her waist. Spies
had already met her in Paris and knew something of her
background. She was German, from near Cologne, and she
had inherited an extensive collection of modern art from
her grandfather, the industrialist Werner Jägers.

30 As Helene liked to tell the story, in the 20s and early 30s,
her grandfather had been a close friend of Alfred Flechtheim,
the most important modern art dealer in Germany, and
had bought many paintings from him. After Hitler came



Werner Spies

to power in 1933, Flechtheim, who was Jewish, fled to
35 London. His galleries were seized and his art collection was
sold by the Nazis, because the paintings were considered
disreputable. But Werner Jägers managed to hide the
paintings he had bought from Flechtheim, including
a number of works by Max Ernst, which Helene later
40 inherited. She liked to show potential buyers an old black
and white photograph of her grandmother, Josefine Jägers,
sitting in the family dining room in an austere black dress,
strings of pearls around her neck, with some of the art
collection on the wall behind her. Helene was now gradually
45 selling these paintings, to which faded *Sammlung Flechtheim*
(Flechtheim Collection) labels were attached on the back.

The Ernst painting, *La Forêt*, hung upstairs in the master
bedroom. Taking it into the light, Spies was thrilled with
what he saw: the intensity of the color, the power of the
50 imagery. Despite the scientific analysis, Spies had no doubt

e Listen again. What did you find out about...?

- 1 Wolfgang's teenage years
- 2 what he did during the 1980s
- 3 what happened in 1992 and the last name Beltracchi
- 4 how Wolfgang created his pictures
- 5 the photo of Helene's grandmother
- 6 the labels on the back of the paintings
- 7 the Campendonk painting *Red Picture with Horses*
- 8 what they feel now and Wolfgang's plans

LEXIS IN CONTEXT

f 7.12 Listen to five extracts from the listening script and complete the time expressions.

- 1 ... _____ a _____ of _____.
- 2 _____ days...
- 3 ... _____ a year _____.
- 4 ...in _____ a _____ minutes...
- 5 ... _____ the _____.

g What do you think about the Beltracchis? Do you think you would feel differently about a painting if it turned out to be a fake?



Helene and Wolfgang Beltracchi in their studio

he was holding a genuine, previously unknown Max Ernst in his hands. Following this authentication, a Swiss gallery owner paid Helene and her husband Wolfgang Beltracchi €1.7 million for the painting in November 2004. He quickly resold *La Forêt* for a small profit and in 2006 it was exhibited at the Max Ernst Museum in Brühl, Germany, adding to its value. *La Forêt* was finally sold later that year for \$7 million.

From the early 90s onwards, many more paintings made a similar journey from the Beltracchi's lovely home to the walls of the world's top collectors and museums. There was just one little problem...

By Christopher Goodwin in The Times

6 SPEAKING

a In small groups, answer questions 1 and 2 about the things in the list.

bags books clothes and shoes movies music
sports equipment sunglasses watches

- 1 Are many fakes or pirate editions sold (or downloaded) in your country? Where can people get them?
- 2 Are the fakes as good as the originals? If they are worse, in what way?

b Now answer questions 3 and 4.

- 3 Do you think it should be illegal to sell fakes?
- 4 Have you ever bought or been given something that was a fake? Did you know it was a fake when you got it? How do you feel about it? Do you think you would like it more if it was the real thing?

7 VOCABULARY color idioms

a Complete the eight idioms with a color.

black (x2) blue gray red (x2) white (x3)

- 1 John Singer Sargent's lost great flamenco picture, *El Jaleo*, turned up **out of the** _____, and amazingly, it was absolutely genuine.
- 2 It's very difficult for thieves to sell famous paintings, even on **the** _____ market.
- 3 We tried to organize an exhibition tour, but there was so much _____ **tape** to deal with that we had to cancel.
- 4 When you said how nice her dress was, were you telling a _____ **lie**? I thought it was awful.
- 5 My uncle is very narrow-minded. He **sees everything** in _____ and _____, and he's always convinced that he's right.
- 6 That huge clock my sister-in-law gave me is a _____ **elephant**. It doesn't fit anywhere, and it's taking up space in the spare room.
- 7 There are lots of rules about copyright for printed text, but online copyright is still a _____ **area**. Nobody's quite sure who owns what.
- 8 The anonymous letter was a _____ **herring**—it had nothing to do with the murder at all.

b With a partner, say what you think the idioms mean.

Glossary

muralist a person who paints murals, i.e., pictures directly on walls

Campendonk a Dutch painter (1889–1957)

Titanium White a pigment used in white paint

hear, see, smell, feel, taste

I **can hear** a noise downstairs.
Can you **see** the blue circle at the top of the painting?
 I **can smell** burning. Are you sure you turned the gas off?
 I **can feel** a draft—is there a window open?
 I **can't taste** the garlic in the soup.

The five basic verbs of the senses, *hear, see, smell, feel, and taste* are stative (non-action) verbs and are not usually used in the continuous form.

- We usually use *can* with these verbs to refer to something happening right now, instead of the present continuous, e.g., *I can smell gas.* NOT *I'm smelling gas.* *I can't see the board.* NOT *I'm not seeing the board.*
- hear* and *see* can also be dynamic verbs and can be used in the continuous form, but with a different meaning. Compare:
I've been hearing good things about you recently. (= been receiving information)
I'm seeing James tonight. (= have arranged to meet him)

hear / see + base form or gerund

1 I **heard** the girl **play** a piece by Chopin.
 I **saw** the man **enter** the bank.
 2 I **heard** the girl **playing** a piece by Chopin.
 I **saw** the man **entering** the bank.

- We often use *hear / see* + object + base form verb. This means you heard or saw the whole action.
- We can also use *hear / see* + object + gerund. In this case the meaning is slightly different, meaning you heard / saw an action in progress or a repeated action.
- The distinction above also applies to verbs after *watch, notice, listen, and feel*.

look, feel, smell, sound, taste + adjective / noun

1 She **looks** athletic. These shoes **feel** uncomfortable. That **smells** delicious.
 This music **sounds** awful. The soup **tastes** salty.
 2 You **look like** your mother. It **sounds like** thunder. This **tastes like** tea, not coffee.
 3 She looked **as if / as though** she had been crying.
 It sounds **as if / as though** someone is trying to open the door.
 4 This smells / tastes **of** garlic. This smells / tastes **like** garlic.

When we talk about the impression something or someone gives us through the senses, we use *look, feel, smell, sound, and taste*.

After these verbs we can use:

- an adjective.
- like* + noun (but see 4 below for *like* or *of* after *taste / smell*).
- as if / as though* + a clause.
- Compare *smell / taste of* and *smell / taste like*:
 It tastes / smells **of** garlic. (= it has the taste / smell of garlic)
 It tastes / smells **like** garlic. (= it has a similar taste / smell to garlic, but it probably isn't garlic)

seem

1 You **seem** worried. Is something wrong?
 2 You **seem to be** a bit down today. Are you OK?
 The waiter **seems to have made** a mistake with the bill.
 3 It **seemed like** a good idea at the time, but in fact it wasn't.
 It **seems as if / as though** every time I clean the car it rains.

We can use *seem* and *look* to talk about the impression something gives us. Compare:

You seem worried. (= I get this impression from the way you are behaving in general—voice, actions, etc.)

You look worried. (= I get this impression from your face.)

After *seem* we can use:

- an adjective.
- a base form verb (simple or perfect or continuous).
- like* + noun or *as if / as though* + a verb phrase.
- seem* is not used in the continuous form.

- a Right (✓) or wrong (X)? Correct the mistakes in the **highlighted phrases**.

I'm smelling something funny in here. What on earth is it? **X**

I can smell something funny in here. What on earth is it?

- Kerry **says she hasn't been feeling very well recently**—do you know what's the matter with her?
- We could hardly sleep at all, **as we could hear the wind howling** in the trees all night.
- I was close when it happened. **I actually heard the bomb exploding**.
- Do you know what this piece is? **It sounds of Beethoven's 7th**, but I'm not quite sure.
- I think we should send the juice back. **It tastes like vinegar**.
- They said this bag was leather, but **it's feeling more like plastic**.
- Raquel and you **seemed to be getting along well** last night. What did you think of her?

- b **Circle** the right verb form. Check (✓) if both are possible.

The waiter **looks / (seems)** to have forgotten about us.

- He **looked / seemed** very angry about something.
- It **looks / seems** as if it's going to rain very soon.
- It doesn't **look / seem** possible that ten years have passed since we last met.
- Jane **is looking / is seeming** very tired, don't you think?
- You **look / seem** much more like your father than your mother. You have his eyes.

- c Complete the sentences with **one word**.

The clouds are very low. It looks **as** if it's going to snow.

- This tastes a little _____ a soup my mother used to make. What's in it?
- I haven't met the boss yet, I've only spoken to him on the phone. He _____ nice though.
- I assume she's gone out because I heard the door _____ about five minutes ago.
- The engine sounds as _____ there's something wrong with it. I think we should stop.
- My mother's favorite perfume is one that smells _____ roses. Apparently it's made from thousands of petals.
- As we walked through the streets we saw lots of young children _____ tourists for money.
- Could you possibly speak up a little? I _____ hear you very well.

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