

1 Creativity

Present tenses ▶ 1.1

1 Match the descriptions in A to the sentences in B.

A

- 1 something the speaker finds annoying _____
- 2 something that happened at an unspecified point in the past _____
- 3 something that routinely happens _____
- 4 a changing situation _____
- 5 something that happened repeatedly in the past and is still happening now _____

B

- a She has been painting since she was very young.
- b My son is always playing his music too loudly.
- c Photography is getting more and more popular, thanks to mobile phones.
- d She wins a lot of prizes for her art.
- e They have built a new library in the city center.

2 Complete the sentences with words from the box.

is trying	have started	has become
has finished	have been listening	

- 1 The artist's work _____ increasingly well known.
- 2 Recently, I _____ to music on my phone more often than playing CDs.
- 3 She _____ the painting and will give it to her father on his birthday.
- 4 It seems like everyone _____ to make me change my mind and give up writing.
- 5 _____ you _____ recording the song you wrote yet?

Constructions with -ing or with to infinitive ▶ 1.2

3 Complete the sentences with the correct form of the verb in parentheses. Write two forms if both are possible.

- 1 You need _____ a lot to develop your drawing skills. (practice)

- 2 Don't forget _____ your camera—it's a great place to take photos. (bring)
- 3 He stopped _____ if his guitar was plugged in before he sang his first song. (check)
- 4 We all enjoyed _____ the play. (watch)
- 5 The artist tried _____ different colors, but the painting was still dull. (use)
- 6 Don't forget _____ your membership before May, or you won't be able to join the class. (renew)

4 Read the text. Correct the mistakes in the **bold** phrases.

I **remember to try** to go to a concert back when I was about thirteen. Before I arrived with my father, we **stopped buying** a snack, but they wouldn't let us take it into the building, so we ate it quickly and tried again. That's when we found that my father had **forgotten bringing** the tickets, so we weren't **allowed going in**. I really **regret to not go** to that concert, because my friend said it was great. The band played for so long that she **had leaving** before the end of the show.

Past forms ▶ 1.3

5 Find three sentences with the correct past tense verb forms in **bold**.

- 1 We **used to attend** an event last week.
- 2 She **had never played** that song in public before.
- 3 They **played** the introduction when suddenly the lights went out.
- 4 When I was a child, my father **would often tell** me stories that he wrote.
- 5 I am happy that people **would enjoy** my show.
- 6 Drawing is something that we **had done** every day when we were young.
- 7 I **had seen** him play many times before, but I still enjoyed the show.
- 8 She **was painting** the sky first, and then she did the rest of the scene.

6 Correct the past tense form in each incorrect sentence from Exercise 5.

- 1 We attended an event last week.

Art ▶ 1.1

1 Choose the synonym for each word.

- | | |
|----------------|------------------------|
| 1 composition | idea / work |
| 2 enthusiast | painter / art lover |
| 3 sacred | expensive / religious |
| 4 master | expert / leader |
| 5 vibrant | enormous / bright |
| 6 backdrop | backwards / background |
| 7 medium | material / centred |
| 8 high-profile | well-known / difficult |
| 9 prominent | important / heavy |
| 10 scope | order / extent |

2 Complete the sentences with words from the box.

master	vibrant	enthusiast	medium
backdrop	sacred	composition	

- I prefer to work in a _____ like watercolor rather than oil paints.
- She is a _____ photographer; her work is displayed in many important galleries.
- This is a _____ work, so you must be respectful when you listen to it.
- It is a _____ picture, with lots of color and life.
- The _____ to the stage was made of expensive red cloth.
- My father is a real _____ of this artist—he has a collection of over thirty of her pictures.

VOCABULARY DEVELOPMENT: Word formation: Verb and adverb endings ▶ 1.2

3 Use the words in the box and the suffixes to complete the chart with verbs and adverbs. You may need to change the spelling.

simple	beauty	national	tight	attitude
home	minimal	false	strength	quality
time	in	horror	popular	short

verbs	-ify	simplify
	-en	
	-ize	
adverbs	-wise	
	-ward(s)	

4 Use the words in parentheses with the correct suffix to complete the sentences.

- The actor was uncomfortable and asked the designer to _____ the shirt. (loose)
- _____, the actors would have done better with more time to rehearse. (performance)
- They flew to Frankfurt for the _____ part of their journey. (out)
- Any attempt to _____ the arts is sure to be unpopular with artists. (industrial)
- As the day of the performance approaches, the performers _____ their practice. (intense)

Music ▶ 1.3

5 Match the items in the box to the correct category.

symphony orchestra	folk song	male-voice choir
instrumental piece	school choir	national anthem

A Music only

B Singing with music

6 Complete the sentences with words from the box.

folk	jingle	anthem	piece	choir	tune
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- She sings in a _____ on the weekends.
- This beautiful _____ of music was written by Mozart when he was a child.
- It's an important piece of music in this country; it's almost like a/an _____ for many people.
- He is a serious musician, but his most famous work is a _____ he wrote for a car company.
- A lot of modern songs are actually based on old _____ songs.
- I wrote a pretty _____ on the piano, so now I want to write some words that fit it.

- 1 Skim the article and comments from an online magazine. Choose the words to complete the title of a) the magazine and b) the article.


Psychology of Art magazine

Home
About
Articles

Why do people make / buy / like art?

People often ask “what is art,” but to psychologists, this is not the most important question. What they are exploring is a more fundamental problem facing the psychologists of art: why does art exist at all?

What motivation can we identify that makes human beings create performances and works of art, and what makes people all over the world so eager to “receive” art? The first answer to these questions came from the ancient Greeks, who claimed that art exists universally because it gives pleasure. Humans enjoy creating and seeing the results of the creative process.

A different answer connects the desire to create art to a more general human desire, namely the desire to act on all the potential abilities of our minds and bodies as fully as possible. Humans have the ability to discover, to enjoy, to think, and to construct, and perhaps just having the ability to do these things is what actually causes us to want to do them. In their specific field, artists feel compelled to explore the entire range of human experiences and to describe and represent them. Creativity-wise, this answer suggests that pleasure is not actually the reason for making art, it is merely a (fortunate) result; artists cannot stop creating, whether they are enthusiasts for the artistic process or not.

Of course, most artists do enjoy the process. Psychologists have found that one of the most attractive motives of artistic creation is that of inventing an ideal state of being. The artists use their imagination, with different degrees of realism, to explore their idea of perfection. However, there is a danger that the motivation to please oneself will lead the artist to use cheap effects to produce their vision; indulging this motivation can reduce the artistic value of the piece. It can lessen the impact of the art, especially if the world the artist produces is unnaturally perfect. From an outward view the art is visually pleasing, but from an inward perspective, the observer may find it difficult to believe in it.

All of the above relates to the motivation of the individual artist, but social art psychologists view motivation from a different perspective: the position and function of art in society. In early societies, performers and art makers were so closely integrated in the community that their motivational objectives coincided with those of the group. Performances of dances and other ceremonies were shared by all for a common purpose, often sacred, and craft work was done by everybody, not only by high-profile artists. Even when the arts became specialities with a narrower scope, there was no noticeable distinction between the objectives of the artists and those of the community in early societies. Only in ages of individualism, such as that of the Renaissance in the Western world, did artists stop being directed by society and start developing their own artistic values. The social perspective, above all, demonstrates how literature and painting tend to mirror the social conditions of the time; they vary from period to period, illustrating artistically the differences between different political realities.

—Adapted from *Encyclopedia of Aesthetics*, 1st ed., by Michael Kelly

Comments

Comment 1 Come on! I read the article, but I must confess I found it a bit weird. I mean, who really cares why artists make art? There are super-cool cave paintings made 15,000 years ago—it’s just what humans do! But I get it about social art. Artists are controlled by the time they live in—that’s why art is so terribly boring when society is boring and so absolutely fantastic when something is going on, like in the 1960s.

Comment 2 The Greeks right, as always! Artists paint and write and make sculptures for enjoyment, period! We don’t have to look for deep meaningful motivation—it’s really simple. I mean, what’s nicer than taking a blank piece of paper and turning it into a picture or a story (I’m a paper person...give me paper over a screen any day...).

2 Read the article, and number the main ideas in order.

- ___ Creativity is a natural human instinct.
- ___ Aiming to please themselves can cause problems for artists.
- ___ Art was created for and shared with others more in the past.
- ___ Artists aim to represent their view of what is perfect.
- ___ Art is created because people enjoy making art.

3 Read the article again. Choose *True*, *False*, or *Not Given*.

	True	False	Not Given
1 The concept of motivation has little connection with the arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The ancient Greeks believed artists were happier than non-artists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Humans naturally wish to explore their whole range of capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Enjoyment of the act of creation is a recent theory of why people produce art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Artists used to produce for collective objectives rather than have their own goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The aims of artistic creation will probably change again soon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING SKILL: Recognizing and understanding register and style ▶ 1.1

4 Identify the informal section.

- a the article
- b the comments

5 Review the informal section, and find one example of each of the following features of informal text.

- Informal word choice _____
- Missing or incomplete words _____
- Exclamation marks/dashes _____
- Extreme adjectives and adverbs _____

6 Analyze the register and style of the two sentences below. Choose the most suitable ending for the article.

- a For art audiences, looking for clues as to the motivation of the artist while engaged with a piece of art may provide a whole new perspective.
- b So, next time you are engaged with a piece of art, why not look for clues as to the motivation of the artist? It might provide you with a whole new perspective on it.

REAL-WORLD ENGLISH: Picking up on implied meaning ▶1.4

- 1** Read the dialogue from Scene 2 of the video. Find four more lines where the person could be speaking negatively to someone.

Example: line 2 “Well, I had a huge art exhibit today” [i.e., me, not you].

Andy: ¹ Hey, Dave. How’s it going?

Dave: ² Well, I had a huge art exhibit today. A reporter from the town paper was there, and she already wrote a great review...Look!

Max: ³ Uh, I was there, Dave, remember?

Dave: ⁴ Right. Hm. It’s too bad no one looked at your work.

Andy: ⁵ I saw it.

Dave: ⁶ Well, the reporter interviewed *me* and uh, hm, I guess she didn’t *talk* to you, Max.

Max: ⁷ Er...uh. I saw her *near* my work.

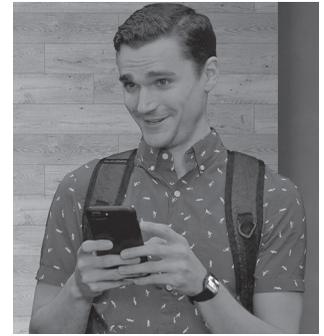
Dave: ⁸ She says here, “The farm paintings are pale in comparison...”

Max: ⁹ Uh, that’s **not** what she meant, Dave! She was talking about the *colors*.

Andy: ¹⁰ Oh...sorry, I have to get back to work. Bye. See you at home, Max!

Max: ¹¹ Later! Thanks for coming!

Dave: ¹² Enjoy your two seconds of fame, Max!



- 2** Match the five negative lines (including the example in line 2) from the dialogue in Exercise 1 to what the speaker is doing.

1 Showing false sympathy _____ 4 Boasting _____

2 Using sarcasm _____ 5 Pretending not to know _____

3 Criticizing _____

- 3** Identify five potentially negative comments.

1 Oh, you know me? I don’t recognize you at all.

2 We really enjoyed listening to your talk. The professor even said it was wonderful.

3 I admire the way you don’t mind showing people all your work, whether it’s good or not.

4 You perhaps wouldn’t know, but it can actually be quite annoying having so many online followers.

5 Your designs are excellent. There is so much detail in them.

6 I can’t believe someone wanted to pay me for that picture! It took far less time than yours did.

7 It’s obvious that your work is really popular. You should be proud.

8 Do you get paid to write this stuff? How did you manage that?

- 4** Match the responses a–e to the negative comments in Exercise 3.

___ a It’s beyond me too. Some people either have no taste or too much money.

___ b I thought I did, but now I’m not so sure...sorry, I was wrong.

___ c Oh, people love this stuff, as you call it. One critic was so kind as to call it a masterpiece.

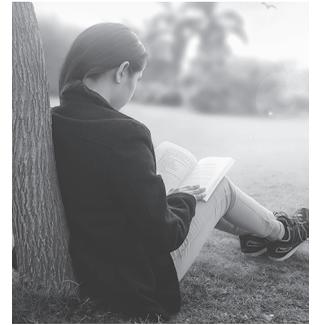
___ d Yes, it would be hard in your case...but personally, I enjoy the compliments I always get.

___ e Oh, I know all right—but I try not to look at the comments—if I did, I’d never get anything done!

LISTENING SKILL: Listening for the main ideas and supporting evidence ▶ 1.3



GO ONLINE to listen to the podcast from the Unit Review.



- 1 Listen to the first part of the podcast, and select the two main ideas from the list.
 - ___ Intelligence as measured in IQ tests is not necessarily a sign of genius.
 - ___ Some famous people have high IQs and are creative geniuses.
 - ___ Geniuses think in a different way than other people.
 - ___ Talent spotters search for highly creative people.
- 2 Read the main ideas and the supporting evidence. Say which main idea each piece of evidence supports. Then listen to the second part of the podcast and check your answers.

Main ideas	Supporting evidence
1 “Productive thinking” means considering many different possibilities.	___ Galileo illustrated his work.
2 Geniuses tend to be highly productive.	___ The inventor Edison invented more than 1,000 things during his career.
3 Geniuses see things visually rather than in words.	___ Tesla linked the way the sun works and a motor could function.
4 Making connections between different fields of study is typical of genius thinking.	___ Research shows that geniuses take all kinds of weird perspectives and consider them before coming to any conclusions.

UNIT REVIEW: Podcast

- 3 Listen to the complete podcast, and choose the correct words in the statements.
 - 1 The first expert, Doug, believes most people with high IQs *achieve* / *don't achieve* a lot.
 - 2 The presenter highlights the fact that there *is* / *isn't* a broad range of intelligence types.
 - 3 The second expert, Annie, describes reproductive thinking as using *familiar* / *new* methods of problem-solving.
 - 4 Doug argues that geniuses *never* / *usually* prioritize quantity over quality when they work.
 - 5 Doug highlights that *unusual* / *ordinary* situations and objects can be used to illustrate complicated ideas.
 - 6 The final point is that *a genius* / *everyone* is often able to make new connections within his or her own field of work.

DISCUSSION BOARD PREPARATION

- 4 Look at the Unit 1 Review Discussion Point. Read the questions in the prompt. Then read the reply and answer the questions.
 - 1 Overall, does the writer agree with the quote?

 - 2 What does the writer believe is necessary for creativity?

Unit 1 Review Discussion Point

- 1 Read the quote. Do you agree with it?
"The more you reason, the less you create."
 —Raymond Chandler, selected from *Oxford Essential Quotations*, 5th ed., edited by Susan Ratcliffe
- 2 When do you feel most creative? Why?

Latest: Jack
 one hour ago

In my opinion, this quotation is an interesting point of view, as it is the opposite of what most people would think. We usually think that people who reason, or think, are more likely to be creative, so I don't think it is correct. Research definitely shows that creative people think about problems from lots of different angles, rather than just thinking of their normal response. Personally, I feel most creative when I have a lot of time to let my ideas flow, like when I am out on my bike or walking; I actually feel that I have my best ideas on my bike. I think it's because there are no distractions, and I can't look up things on the Internet, which would probably lead me to a standard answer. My best idea—the idea for the short story I wrote that was published in a collection—I thought of while biking to college one sunny morning. By the time I got there, I had the whole story in my mind, so I just had to write it out. So overall, I think that to be creative you need time and space to think, without anyone interrupting or any other distractions.

- 5 Label the part of the reply that explains the writer's answer to Question 1 from the prompt.
- 6 Overall, did the writer explain all the answers fully? If yes, say how. If no, where does the writer need to include more information?

- 7 Review the rubric. Use the rubric to give a score for the reply.
 Give points: 0 (not successful)–10 (successful).

Writing a discussion board post	Points
The post answers the questions clearly and completely.	
The post has a clear structure with an opening and closing sentence.	
Present and past tenses are used correctly.	
The post clearly shows the writer's opinion.	
Sentences are in an appropriate (not too formal) style and register.	
The post is long enough (250–300 words).	
Total	

WRITE YOUR POST

- 8 Read the quote. Do you agree with it? When do you feel most creative? Why? Write a draft of your post for the Unit 1 Review Discussion Point.



"The more you reason, the less you create."

—Raymond Chandler, selected from *Oxford Essential Quotations*, 5th ed.
 edited by Susan Ratcliffe

- 9 Use the rubric from Exercise 7 to score your post. Then improve your post.



Go online to add your comments to the discussion board.

