

UNIT 1: SMILE!!



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A) WARMING UP

- 1) Do you like it when people smile at you?
- 2) What do you think people mean if they smile at you?
- 3) Do you smile often? Do you find it healthy?

B) ORAL DISCOURSE: EXPRESSING OPINIONS AND DESCRIBING EVENTS

- CAN DOs:**
- 1) Express opinions/ likes/ dislikes.
 - 2) Exchange ideas: agree/ disagree.
 - 3) Describe an event in your life.

a) Listen to Wendy and Mark's conversation



CONVERSATION: SMILE!



(Wendy is reading e-mails on her computer)

Wendy: Ugh! I'm really puzzled about all this emoticon stuff.

Mark: Emoticon stuff? What do you mean? Why? What's so puzzling about it?

W: Well, it's a whole new code we have to deal with now... Didn't we have enough with language itself? How am I supposed to interpret a smiley face???

And one with a semi-colon on it ;-) (😄)? Does it mean it's funny or they are trying to say something beyond that? If they are winking an eye, what on earth do they mean? They want us to guess too much...

M: Oh, come on! I think you're overdoing it a little bit...I see no complication at all. Just use your common sense and your imagination!

W: ...And how about this face sticking its tongue out and smiling at the same time (😬)? Does it mean they are nicely smiling at you but simultaneously mocking you? My goodness! This is insulting!

M: I don't think it's insulting, no... I'd say it's EXCITING... Again, USE YOUR IMAGINATION, WENDY!

W: Imagination? No way! I'm not here to imagine things. I want FACTS, symbols I can rely on... a language which will make me feel I'm on safe ground... All this modern ambiguity... I don't like it at all!!

M: Come on, Wendy, relax!

W: Look at this one: (😏)What do you think my colleague is trying to say with it? It looks so unfriendly and disrespectful to me!

M: Let me see... (After reading the message): Oooh, please, Wendy... Will you for once make an effort to understand? If you place it right in its context, you'll see that what she means is that she's stressed and upset with her boss. Nothing personal about you!!

W: Well, you know, I still think all this smiley-face stuff is unnecessary and confusing...

M: Wendy, please, SMILE! Life is beautiful. SMILE, WENDY, SMILE!!!!



b) Now discuss the following with your tutor or classmates in the forum/virtual class:

1. Why is Wendy puzzled?
2. What does she think about the different kinds of smiley faces?

3. What is Mark's point of view?
4. What kind of personality do you think Wendy has? Do you think she's easy-going?
5. How about Mark's personality? Can you compare both approaches to life (Wendy's and Mark's)?

C) MULTI-TASKING ACTIVITIES

MONA LISA: LOOK, READ, LISTEN, STUDY and WRITE

Step 1. Go on the internet and **LOOK** at the portrait of Mona Lisa at:

http://upload.wikimedia.org/wikipedia/commons/6/6a/Mona_Lisa.jpg

Step 2. READ the related text and **LISTEN** to its spoken version to make sure you know how to pronounce and give the correct intonation to it.



THE SECRET OF THE SMILE

She has long teased scholars with her mysterious sensuality, and her identity has been a puzzle for almost 500 years. Was Mona Lisa the wife of Francesco del Giocondo, as many scholars believe, or a duke's widow or a Medici mistress? Now computer artist Lillian Schwartz thinks she has found the "most obvious, most revealing, most poetically right" answer. Mona Lisa is none other than Leonardo da Vinci himself.

Schwartz was testing a new computer program at AT & T Bell Laboratories when she compared Leonardo's most famous painting with his only known self-portrait, drawn in red chalk at the end of his life. She scaled each picture on her computer screen to the same proportions, then matched the left side of the self-portrait to the right side of the Mona Lisa. The features matched precisely— "a congruence so striking as to preclude coincidence," she writes in January's Arts & Antiques magazine. She concludes that even the Mona Lisa's famed smile is the artist's upside down, "the mirrored smile" of Leonardo.

Schwartz contends that her identification makes sense, for Leonardo loved riddles and optical paradoxes. And while he kept

precise notes on his other commissions, she says, he apparently made no records for the Mona Lisa, nor was he ever paid for the work. He never parted with it, carrying it with him from Florence to Milan to Rome to France. Historians believe that Leonardo was probably homosexual. Perhaps, writes Arts & Antiques publisher Wick Allison, the Mona Lisa represents “a side of himself that he treasured.”

Many art experts remain unconvinced. “Nonsense,” said James Beck, chairman of Columbia University’s Art History Department, who argues that other Leonardo faces have similar features and that the look is simply a matter of style. “An artist paints what’s in his mind,” says Beck, “not what he sees.” If Schwartz is right, what may have been in Leonardo’s mind was a private joke that has fooled posterity.



Step 3. **DO** the following exercises and **STUDY** the grammar explanations when necessary:

1) Choose the correct answer from the ones given below

1. What do you think Schwartz means when she says “the most poetically right” answer?
 - a) It reminds us of Dante’s poetry.
 - b) It is the most aesthetically satisfying answer.
 - c) There is something poetical about the picture.
2. Why did she match the left side of Leonardo’s self-portrait to the right side of Mona Lisa’s?
 - a) Because Leonardo might have painted his reflection in the mirror.
 - b) Because he was left-handed.
 - c) Because it is the best way to compare two portraits which are similar.

3. What do you think a “mirrored smile” means in the text?
 - a) A mysterious smile.
 - b) A smile which is upside down.
 - c) Leonardo probably looked at himself in the mirror to paint it.
4. The fact that he may have been homosexual is important because:
 - a) It explains why he painted such a delicate smile.
 - b) His style is effeminate.
 - c) It represents how he would have liked to be himself.
5. “An artist paints what’s in his mind” means that he paints:
 - a) The woman who he is in love with.
 - b) His own interpretation of things.
 - c) What he sees.



GRAMMAR CAPSULE: **Connectors**

Connectors are words or expressions that are used to connect ideas, such as **so, otherwise, then, on the contrary, on the other hand**. When speaking about the syntactic structure of the sentence, these connectors are called **conjuncts**. Conjuncts are units whose main function is to join together two or more utterances which have a semantic relationship between them. They express *textual relationships*. They are connectors of structure, and as such, they can connect phrases, clauses, sentences and paragraphs:

E.g.: He was *a liar* and **furthermore** *a criminal*. (Noun phrases)

He never studied for his exams. However, he passed them all with very good grades. (Sentences)

In spoken discourse, conjuncts are very frequently used to mark the beginning of a turn in conversation, and as such, they are also considered to be *discourse markers*. Among the most common discourse markers are **well, now, now then, so, then**, etc. all of which can be used to make different types of semantic connections.

2) Put the following sentences together using the appropriate connector

- a) Mona Lisa is a mystery.
Her identity has long puzzled scholars (because/until).
- b) Schwartz was testing a computer program.
She compared the two pictures (in order to/while).
- c) She scaled the two pictures.
She matched each one on the computer (that/before).
- d) The features matched precisely.
She concluded that Mona Lisa was Leonardo (since/in case).
- e) Schwartz's explanation makes sense.
Many experts disagree (whenever/although).
- f) Leonardo took the picture with him.
He travelled (wherever/until).
- g) Many historians believe that Leonardo was probably homosexual.
The Mona Lisa may have represented "a side of himself that he treasured" (therefore/although).
- h) Mona Lisa may be Leonardo himself.
Many art experts remain unconvinced (unless/yet).

3) ORAL PRODUCTION: Describing an event using connectors

Describe an important recent event in your personal life and discuss it with your classmates/tutor in class or in a video conference. Why was this event important to you? How has it affected you? Ask others for advice. USE connectors/ discourse markers (e.g. *First, Then, Now*, etc.) to join your ideas and make them cohesive and coherent.

4) MAKE A LIST, WRITE AND SUMMARIZE

- a) Make a list of the most convincing reasons for believing that Mona Lisa is actually Leonardo.
- b) Would you agree with Schwartz or with Beck? Explain why.
- c) Rewrite the passage using the following notes:
 - Mona Lisa's identity is a mystery - wife, widow or mistress? Schwartz's answer poetically right but factually wrong?

- Leonardo's self-portrait and Mona Lisa technologically compared. Similarity of features more than coincidence? Mirrored smile.
- Riddle typical of Leonardo, loved paradoxes. No records of payment for work, took it with him everywhere. Possibly painting represents a secret aspect of himself that he treasured. Art world unconvinced? Similarities among Leonardo's other works make coincidence a "matter of style". Does the artist paint reality or was Leonardo's reality itself a puzzle?

D) TACKLING VOCABULARY



BUILD UP YOUR OWN GLOSSARY OF TERMS FOR UNIT 1: Look up the following words in a monolingual (English-English) dictionary, as well as any others you find difficult to understand in the text:

- | | | |
|-------------------|--------------------|-----------------|
| a) sensuality (n) | d) obvious (adj.) | g) famed (adj.) |
| b) identity (n) | e) match (v) | h) argue (v) |
| c) mistress (n) | f) striking (adj.) | i) fool (v) |

1) Find in the text the opposite or near opposite of the following words

a) ambiguous	_____
b) wrong	_____
c) obscure	_____
d) unknown	_____
e) vaguely	_____
f) frown	_____
g) agrees	_____
h) different	_____
i) public	_____

2) Complete these sentences with the appropriate word from those listed below

sensuality	identity	magazines	publisher
features	mind	nonsense	

- a) These days you can find a _____ about almost anything; fashion, beauty, sport, cars, and many other subjects.
- b) What he said was _____; he never seems to say anything sensible.
- c) The police couldn't discover the _____ of the criminal, as no-one had seen him commit the crime.
- d) She never thought she could write a book, but the _____ told her she had a lot of talent.
- e) The _____ of women is something that painters often try to capture in their work.
- f) The power of the _____ has always been a favourite subject for psychologists.
- g) Her _____ are nothing special individually, but together the effect is quite beautiful.

3) Include one of the following verbs in the appropriate tense in the blank spaces below to complete the meaning of these sentences

draw	carry	remain
match	conclude	argue

- a) As she was already two hours late, he _____ that she wasn't coming to the party.
- b) I _____ in Spain for a week after the others left, because the weather was so good.
- c) He loves to _____ portraits of people in cafés, especially if they are not aware that he is doing it.

- d) They _____ for hours about political issues, but everyone still thought the same afterwards.
- e) This sweater doesn't _____ these trousers; I think I'll return it to the store and ask for a refund.
- f) He _____ my suitcases all the way up to the fifth floor, which hurt his back quite badly.

4) Find the phrases in the text that complete the following sentences

- a) _____ the day, I'm too tired to go out.
- b) He turned the glass _____ and spilled milk all over the floor.
- c) If you work harder than other people, it _____ that you should earn more money.
- d) A good student should _____ of all his lectures and classes.
- e) She loved him so much that even to _____ him for a day was difficult.
- f) To be good at a sport is usually as much _____ practice as of talent.
- g) They tell so many _____ that people never know what they are laughing about.

5) 1. Find the adjectives or adverbs in the text that mean the following

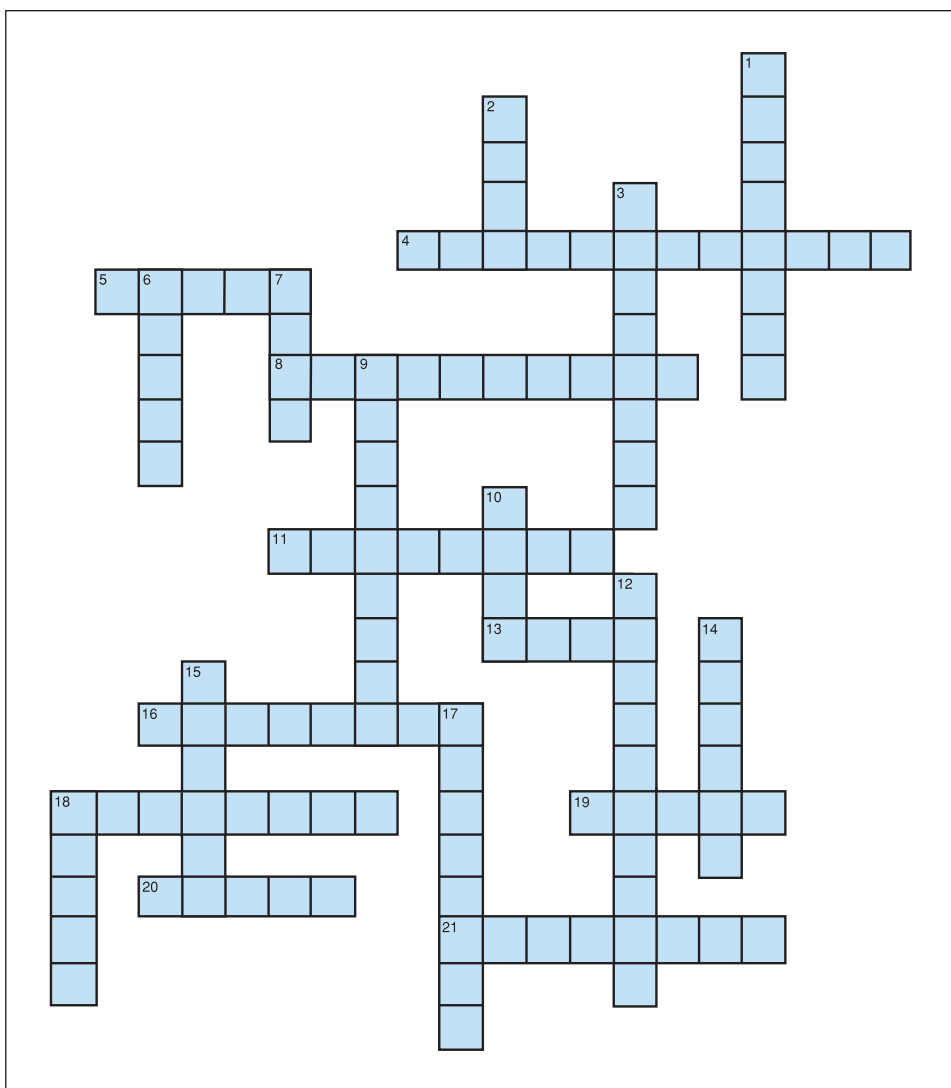
- a) clear, blatant.
- b) immediately impressive.
- c) well known.
- d) according to what is generally thought.

2. Now include the appropriate word from those you found above (in exercise 1) in the blank spaces

- a) Her beauty was _____ all over the country; everybody had heard about her.

- b) To me, the solution to your money problem is _____; you should get a job that pays you more.
- c) _____, he is having an affair with another woman, but I don't believe it.
- d) Van Gogh's paintings are usually _____ because of the bright colours he uses.

6) Solve the crossword using the clues below



DOWN

1. a woman who has a continuing illicit relationship with a man.
2. deceive.
3. reach a judgement.
6. discuss.
7. sketch.
9. a person who publishes books or periodicals.
10. thoughts, spirit.
12. pertaining to the senses.
14. register, keep data.
15. continue to be.
17. impressive, obvious.
18. resemble, coincide.

ACROSS:

4. painting of oneself.
6. well-known.
8. as it seems.
11. picture.
13. nobleman.
16. characteristics.
18. publication.
19. to take with oneself.
20. identified, aware of its existence.
21. sameness or likeness.

E) NOW, HOW'S YOUR SPELLING?



In the text we find words such as *scholars*, *duke*, *optical* and *Beck*. Can you tell the difference in their spelling?

1) Add *ch*, *k*, *ck*, or *c* to the following words

bu_____et	emphati_____	kno_____
_____emistry	plasti_____	psy_____ology
loo_____	wea_____	lu_____
fantasti_____	sto_____	la_____

2) Words ending in -y following a consonant change the y to i before adding a suffix

E.g.: laboratory - laboratories, history - historians.

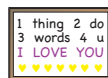
This is not the case with the suffix “ing”; carry - carrying.

Add y, i, or ie in the blank spaces:

obe____ed	cherr____s	funn____er	sun____er
stead____ly	fl____ing	worr____d	stud____ing
sp____s	happ____ly	stor____s	cr____s

After checking your answers try to formulate the corresponding spelling rules. Go to your grammar book if necessary.

F) AND... HOW'S YOUR FORMATION OF WORDS?



Notice the words *congruence* or *emergency*. The endings **-ence**, **-ance**, **-ency**, **-ancy** are often used to form abstract nouns.

1) Form new words by using one of these suffixes

different _____	convenient _____
efficient _____	consistent _____
dependent _____	assure _____
acquaint _____	accept _____
annoy _____	predominant _____
absent _____	allow _____

- 2) The negative prefixes *un-*, as in “*unconvinced*”, and *dis-* as in *disregard* are frequently used.
Add either one of them to the following words:

_____ illusion	_____ happy
_____ order	_____ grateful
_____ important	_____ advantage
_____ agree	_____ loyal
_____ wise	_____ approve
_____ healthy	_____ obedient

- 3) Look at the words “*preclude*”, “*conclude*”, “*include*”, “*exclude*”. *-clude* is the base to which different prefixes are added

See how many words you can make by joining these four prefixes (*con-*, *ex-*, *in-*, *per-*) to the following bases:

_____ ceive	_____ fect	_____ cept	_____ form
_____ ject	_____ sist	_____ vert	_____ mit

G) USING ENGLISH APPROPRIATELY AND PUTTING IT INTO MOTION



Possessives appear very often in the *Mona Lisa* text:

E.g.: “A duke’s widow.”

“Leonardo’s most famous painting”

“... The Mona Lisa’s famed smile is the artist’s”

“... in Leonardo’s mind”

GRAMMAR CAPSULE: The genitive case: 's / of



Examine the instances in which the genitive is used in *The Secret of the Smile*. Some of them are: *the wife of Francesco del Giocondo*, *a duke's widow*, *Leonardo's most famous painting*, *the right side of the Mona Lisa*, etc.

As we can see in these examples, sometimes the construction NP's (Noun Phrase + 's) is used and some other times the formula NP + of + NP is preferred. In spite of the fact that there are usually compelling reasons for preferring one or the other construction in a given case, the degree of similarity and overlap has led linguists to regard the two constructions as variant forms of the genitive.

In general, the genitive construction 's (traditionally known as the Saxon possessive) is preferred for human nouns:

E.g.: a duke's widow

Leonardo's mind

This construction is preferred to a lesser extent for animal nouns (the cat's ears) and human group nouns (the government's policy).

However, this rule is not always observed, as we can see in this example from the text: *the wife of Francesco del Giocondo*, where the noun phrase refers to a human being.

The construction with **of** (traditionally known as the Latin possessive), is generally preferred for inanimate objects, mass and abstract nouns.

E.g.: The left side **of** the self-portrait.

The of-construction is also preferred when the modifying noun phrase is long:

E.g. The arrival **of** the 10:30 plane from Manchester.

1) After consulting this point in your grammar book, join the following nouns using 's or simply ' (apostrophe without s)

- a) Charles the Second / his reign
- b) The house / Tom and Mary
- c) Milton and Shakespeare / their works
- d) The backyard / our neighbours
- e) Bismarck / his Germany
- f) Europe / its difficulties
- g) Bill's father / his friend
- h) John / one of his nephews
- i) My small sisters / their toys
- j) The ladies / their clothes
- k) My son-in-law / the bicycle
- l) Jim and Elisabeth / their children
- m) Verdi and Puccini / the operas
- n) The portrait / Mr. Brown

2) Explain the difference between the following expressions by stating what each one means

- a) A good business deal / A good deal of business.
- b) A wine glass / A glass of wine.
- c) A pay-day / A day's pay.
- d) A horse race / A race horse.
- e) A sports field / Field sports.

3) Note the use of the prepositions *at, in, of, on,* and *for* in the text and after reading about them in a grammar book, fill in the blank spaces with the appropriate one

- a) Mr. Smith has lived here _____ two years.
- b) She was wearing several rings _____ her fingers.

- c) There is no room _____ them in this house.
- d) He is working _____ a new project _____ the moment.
- e) The children wrote their names _____ the screen of their computers.
- f) The man _____ the grey coat is a detective. I just met him _____ the pub.
- g) We could hear everything he said because he spoke _____ a very loud voice.
- h) Mary smells _____ lavender.
- i) You should try to keep what I have told you _____ mind.
- j) I have bought these books _____ Dillon's.
- k) They all came home _____ Christmas, no matter how far away they might have been.
- l) I'll stop _____ the supermarket _____ my way home.
- m) All the men she goes out with are _____ their thirties.
- n) He studied Chemistry _____ the University of Kansas _____ four years.

4) In the text we find the expressions

“**makes** sense” ; “**made** no records”.

Do you know the difference in meaning and usage between the verbs **to do** and **to make**?

GRAMMAR CAPSULE: **Make / do**



Spanish speakers often have problems distinguishing between **make** and **do** because both verbs can be translated into Spanish as *hacer*. **To make** means *to build* or *produce* something and can be translated as *hacer* in the sense of *fabricar, elaborar*. **To do** means *to carry out* and can be translated as *hacer* with the meaning of *realizar, llevar a cabo*. Ultimately, the choice of these verbs depends on the words with which they collocate:

You **make**: *an accusation, allowances, an appointment, arrangements, an attempt, a bed, the best of ..., a cake, certain that..., a change, a choice, a comment, a complaint, a confession, a date, a decision, a demand, a discovery, a dress, an effort, an enquiry, an estimate, an excuse, a fire, friends (with), fun of ..., a gesture, a fuss of ..., a good/bad impression, a journey, a living, a loss, love, a mistake, money, the most of ..., a movement, a noise, an offer, peace, war, a phone call, a plan, a point (of ...), a profit, progress, a wish, a promise, a proposition, a remark, use of, a statement, etc.*

You **do**: *your best, business, a course, the cleaning, the cooking, damage, the dishes, your duty, evil, an exercise, a favour, the gardening, good, your hair, harm, one's homework, honour, the housework, a job, justice, research, right, the rooms, the shopping, a sum, a translation, the washing, wonders, some work, wrong, etc.*

After reading the grammar capsule and some more information about the use of these verbs in a grammar book, include either *make* or *do*, in the appropriate tense, in the following sentences:

- a) "What are you _____?" "I'm reading a book".
- b) She enjoys _____ exercise early in the morning.
- c) The dogs _____ so much noise that it was impossible to sleep.
- d) She _____ all her clothes herself.
- e) Everyone must _____ his bed before leaving the house.
- f) "What do you _____ for a living?" "I work as a secretary in a Canadian bank".
- g) He _____ a most uninteresting proposition which nobody accepted.
- h) Why don't you just _____ the best of it and enjoy yourself instead of complaining so much?
- i) The children _____ their homework and then went out to the garden to play.
- j) Would you _____ me a favour? _____ some coffee.

- k) What will you _____ for the Christmas holidays?
- l) Please, don't _____ that, it bothers me.
- m) Don't _____ that, you're _____ a fool of yourself.

5) The sentence preceding **nor** always has a negative meaning

E.g.: "He made **no** records ... **nor** was he ever paid for the work" .

His girlfriend's parents **never** forgave him, **nor** did her sisters.

But the most frequent use of **nor** is with the conjunction **neither** forming a correlative pair.

Rewrite the following sentences as in the example:

E.g.: John didn't go to the cinema. He didn't go to the pub.

John went **neither** to the cinema **nor** to the pub.

- a) The children didn't quarrel. They didn't fight.
- b) The exam wasn't short. It wasn't easy.
- c) That old man can't read. He can't write.
- d) Tom mustn't work. He mustn't study.
- e) She can't run. She can't participate in sports.
- f) They can't eat fish. They can't eat meat.

6) The word **himself** is used emphatically in this text

"Mona Lisa is none other than Leonardo da Vinci **himself**",

It is also used as a reflexive pronoun: "a side of **himself** that he treasured".

GRAMMAR CAPSULE: Emphatic and reflexive pronouns



The pronoun *himself* is used in the Mona Lisa text (*The Secret of the Smile*) both as a **reflexive** and as an **emphatic pronoun**.

We use the **reflexive pronouns** when the subject and the object of an action are the same, i.e., reflexive pronouns replace a co-referential noun phrase, normally within the same finite verb clause:

E.g.: Sue cut **herself** with the razor.

He looked at **himself** in the mirror.

I promised **myself** I would behave better next time.

Emphatic reflexive pronouns: Reflexive pronouns are sometimes placed in apposition for the sake of emphasis and/or end-focus. In this case, and from the discourse point of view, they cannot be said to be reflexive proper, for they do not fulfil the object function and convey a different meaning. They are used emphatically to indicate that someone, and not someone else, did something. This could be translated into Spanish as *uno mismo*, *en persona*.

E.g.: I **myself** sewed the dress.

I sewed the dress **myself**.

A: Can you do the shopping?

B: Why don't you do it **yourself**?

After reviewing emphatic and reflexive pronouns in the capsule and in your grammar book, fill in the gaps with the appropriate form:

- a) The President _____ received the journalists and explained the situation to them.
- b) That old man is always talking to _____.
- c) I live by _____ in an old house in the country.
- d) Did Sue hurt _____ with the knife?
- e) Look at _____ in the mirror with that silly hat.
- f) They must solve all the problems by _____, otherwise they won't learn.

- g) We have bought _____ a lovely new car because the old one no longer worked properly.
- h) Stop feeling sorry for _____ and do something to get out of so much trouble.
- i) She makes all her clothes _____ and she does quite a good job too.
- j) These boys always seem to be getting _____ into trouble.

You can check the answers to all exercises and tasks in the *KEY TO EXERCISES AND TASKS* at the end of the book.



TIME TO RELAX: Now, let's relax, sit down, and watch some interesting videos in connection with the topic of this unit:

<http://www.youtube.com/watch?v=mPee7biTPCU&feature=related>

<http://www.youtube.com/watch?v=IEdGhf0lwEM&feature=related>

<http://www.youtube.com/watch?v=ffej15-Dgl0&feature=fvst>

<http://www.youtube.com/watch?v=eskXnbVYr3Y>

<http://www.youtube.com/watch?v=nCpD72b-dfs>

Self-Evaluation Unit 1

Do the following exercises and then check your answers in the *KEY TO EXERCISES AND TASKS* at the end of the book:

1) Choose the opposite or near opposite of these words

- | | |
|--------------|----------------|
| 1. ambiguous | a) laugh |
| 2. unknown | b) private |
| 3. frown | c) smile |
| 4. different | d) famous |
| 5. public | e) indifferent |
| | f) obvious |
| | g) similar |

2) Complete these words with the correct option

- | | | | |
|-----------------|------|-------|------|
| 1. ____emistry | | | |
| a) ch | b) k | c) ck | d) c |
| 2. fantasti____ | | | |
| a) ch | b) k | c) ck | d) c |
| 3. lu____ | | | |
| a) ch | b) k | c) ck | d) c |
| 4. wea____ | | | |
| a) ch | b) k | c) ck | d) c |
| 5. psy____ology | | | |
| a) ch | b) k | c) ck | d) c |

3) Choose the correct option

1. *A good deal of business*

- a) A lot of business.
- b) A profitable business.
- c) A well done business.

2. *A wine glass*

- a) A glass with wine in it.
- b) A glass used for drinking wine.
- c) A glass of wine.

3. *A day's pay*

- a) A pay of one day.
- b) A day on which one is paid.
- c) A pay-day.

4. *A race horse*

- a) A horse race.
- b) A race in which horses participate.
- c) A horse for racing.

5. *Field sports*

- a) A field where sports are practised.
- b) A sports field.
- c) Sports practised outdoors.

4) Choose the correct option to complete the meaning of the following sentences

1. What do you _____ for a living?
a) to make b) make c) to do d) do
2. I love home _____ bread.
a) doing b) making c) made d) did
3. I _____ my bed and cleaned the house before leaving.
a) did b) made c) do d) make
4. What have I _____ to deserve this?!
a) to do b) made c) done d) to make
5. Stop _____ so much noise! You're disturbing us.
a) doing b) make c) do d) making