imagination /ɪˌmædʒənəm/ noun ★★

Level – Upper Intermediate or above

Suggestions for use in the classroom

This dictation is appropriate for classes at Upper Intermediate level or above. Although the dictation is only about 1 minute long, the ideas below will need about one hour of class time if you use them all!

1 Lead-in

You can prepare the students for the dictation by using the following activity:

Write the following sentence stems on the board:

Art is born of . . .
Art is making something out of nothing and . . .
Every child is an artist. The problem is . . .
Art is either plagiarism or . . .
The true work of art is but a shadow of . . .
Every good painter paints . . .

Ask students to choose three sentences and complete them with their own ideas. Then put students into pairs and ask them to compare their answers, before feeding back to the whole class.

Finally, tell them what the original endings were, and who said them (see below)

Art is born of the observation and investigation of nature. Cicero
Art is making something out of nothing and selling it. Frank Zappa
Every child is an artist. The problem is how to remain an artist once he grows up. Pablo Picasso
Art is either plagiarism or revolution. Paul Gauguin
The true work of art is but a shadow of the divine perfection. Michelangelo
Every good painter paints what he is. Jackson Pollock

2 The dictation

It is usually best for students to listen to the complete text at least once without stopping before they are asked to take notes. When they listen again, you will need to pause from time to time to allow them to write. The script has suggested pause marks. One of the values of dictations is to train students’ short-term memory, so the sections between pauses should be short enough for the exercise to be do-able, but long enough to be challenging.

You can use one of the suggestions below to vary this procedure.

Write or dictate (letter by letter) the following words and names on the board:

Tracey Saatchi Turner Charles Emin prize

After you have read the dictation for the first time, ask students to put these words into the pairs they appeared in in the text. Check answers.

(Tracey Emin, Charles Saatchi, Turner Prize)
Now put the students into pairs. Tell them to take out a piece of paper and to draw a simple outline of a bed, large enough to fill the page. Ask them to retell their partners as much of the dictation as they can remember. Tell them to fill the ‘bed’ with the words and phrases they remember. Now give them the actual dictation, with pauses. Students can refer to their ‘bed of notes’ if they like.

3 Follow-up
You can use one or all of the exercises below to explore the language in the dictation.

A Expand your vocabulary
Ask students to look at the text and find all the examples of words and phrases connected with feelings. In particular, ask them to look for the following:

- a phrase meaning to feel very sad
- a verb that collocates with ‘feelings’
- a phrase meaning to feel bad about something

Answers:
overcome with grief
evoke
negatively affected by . . .

Tell them they can check their answers in the Expand your Vocabulary pages (EV11) of the Macmillan English Dictionary.

B Pronunciation – word stress
Write the following words on the board and ask students to
1) divide them into syllables and 2) mark the main (stressed) syllable.

contraceptive controversial contemporary fundamental sensation
cigarette conceptual negatively

They can check the pronunciation either in the print dictionary, or using the CD-ROM.

After you check the answers, get students to repeat the words first individually, then by reading aloud the sentences in which they appeared.

C Weblinks
For homework, or in class if you have internet facilities, ask students to find out more about either the Turner Prize or conceptual art. To do this, they should use the weblinks on the Macmillan English Dictionary CD-ROM. Tell them to find the phrase Turner Prize or conceptual art in the dictionary CD-ROM and click on the weblink associated with that word. Here are three suggestions for specific tasks associated with these sites.
1 Ask students to prepare a short written or oral summary of the key points associated with the term. In class, put students into pairs and tell them to exchange summaries.

2 Tell students to use these websites as a starting point. They should try to find visual examples of:
   • one Turner Prize past winner they like and one Turner Prize past winner they don’t like
   OR
   • one piece of conceptual art they like and one piece of conceptual art they don’t like

   They should make a note of the sites they find these images on (or bookmark them). They can then share the links with another student, explaining why they like or don’t like the particular work of art.

3 Ask students to find a picture of Tracey Emin’s My Bed. Ask them to discuss the following questions:
   • What do you think of it?
   • Is it art?
   • Would you pay money to see it?