



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 7 · 7A

As a matter of fact...

Theme · Art & Perception



Unit 7 · 7A

As a matter of fact...

Theme: Art & Perception

Learning objectives

- Expand C1 vocabulary related to **word formation: prefixes**.
- Use **permission, obligation, and necessity** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/7a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **“Art & Perception”**?
- 2 How comfortable are you using vocabulary about **word formation: prefixes**? Give one recent example.
- 3 When did you last use — or misuse — **permission, obligation, and necessity**?

Reading

The confident sentence

Somewhere between our fifth and our tenth English lesson, most of us pick up the little word 'obviously', and, quietly, our confidence changes shape. It becomes possible, in English, to say things one would never quite dare to say in one's own language — because in one's own language the equivalent word carries a small warning label. 'Obviously' in English does not, on the face of it, carry that warning. Neither, curiously, do 'clearly', 'of course', 'as a matter of fact', 'to be honest' or 'the truth is'. All of them are, in strict grammatical terms, hedges — but they are hedges that most listeners hear as opposite of hedges. They sound like conclusions.

The English writer Rob Doyle has argued, with mild alarm, that this feature of the language is doing quiet damage inside meetings. A colleague who begins a sentence with 'obviously' has, in effect, been allowed to skip the argument. What follows may or may not be obvious; the word has done the work of proving it. To disagree with an 'obviously' is, awkwardly, to appear a little slow.

Something similar applies to the modals of obligation. In English one is very rarely ordered to do something outright; one is instead 'supposed to', 'expected to', 'meant to', 'ought to'. Each is, technically, softer than 'must'. In practice, most listeners hear them as identical to must — with the added complication that if one does not comply, the speaker retains the polite option of claiming that it was, after all, only a suggestion.

None of this is unique to English. It is, however, unusually well-developed in English, and it is one of the harder things for a competent B2 speaker to notice. The C1 student is the one who learns not just how to use these forms, but how to recognise, in real time, when they are being used on her — and to reply, politely and confidently, as a matter of fact.

Comprehension — choose the best answer.

Ask the teacher — notes to bring to class



1. The writer's central observation about 'obviously' and similar words is that they:
 - (A) are strictly grammatical hedges
 - (B) sound like hedges but are heard as conclusions
 - (C) are never used by native speakers in meetings
 - (D) were invented recently
2. According to Rob Doyle, what does starting a sentence with 'obviously' do?
 - (A) softens the claim
 - (B) invites disagreement
 - (C) allows the speaker to skip the argument
 - (D) signals uncertainty
3. The writer says modals like 'supposed to' and 'meant to' are:
 - (A) stronger than 'must'
 - (B) technically softer but often heard as equivalent
 - (C) grammatically incorrect
 - (D) reserved for legal documents
4. Why is 'supposed to' particularly convenient for the speaker?
 - (A) It is very direct.
 - (B) If the listener doesn't comply, the speaker can claim it was only a suggestion.
 - (C) It is a formal legal term.
 - (D) It cannot be misinterpreted.
5. According to the closing paragraph, the C1 learner's task is to:
 - (A) avoid these words entirely
 - (B) notice in real time when the forms are being used on her, and reply calmly
 - (C) translate them literally
 - (D) ask the speaker to repeat
6. The overall tone of the piece is:
 - (A) outraged
 - (B) wryly diagnostic
 - (C) sentimental
 - (D) openly instructive

Ask the teacher — notes to bring to class



Vocabulary

Focus: **word formation: prefixes**

Study these C1 items and their meanings.

misinterpret — understand incorrectly

overrate — value more highly than deserved

underestimate — judge less than the true amount or ability

disprove — show that something is false

antisocial — hostile to social norms or to being with others

predate — exist or occur before something else

ex-colleague — a former colleague

unfounded — not based on fact or evidence

Ask the teacher — notes to bring to class



Grammar

Focus: **permission, obligation, and necessity**

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/7a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **art & perception**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *word formation: prefixes* list.
- 3 Discuss: *Is it possible to be objective about art & perception?* Justify your view.

Writing

Write 220–260 words on: **“Art & Perception — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*permission, obligation, and necessity*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. You _____ take photos, but no flash.
(A) are allowed to
(B) mustn't
(C) have to
(D) needn't
2. You _____ tell anyone what we discussed.
(A) don't have to
(B) mustn't
(C) are supposed to
(D) ought to
3. You _____ reply — but it would be nice if you did.
(A) mustn't
(B) don't have to
(C) are to
(D) have to
4. According to the invitation, we _____ be there by seven.
(A) are supposed to
(B) needn't
(C) mustn't
(D) aren't allowed to
5. You _____ apologise — she's clearly upset.
(A) mustn't
(B) needn't have
(C) ought to
(D) aren't allowed to
6. 'You needn't have brought a gift' means:
(A) You didn't bring one.
(B) You brought one, but it wasn't necessary.
(C) You still need to bring one.
(D) You mustn't bring one.

Ask the teacher — notes to bring to class

[← Back to C1 General contents](#)

Workbook · 7A. As a matter of fact...

Home practice · modals of permission, obligation & necessity · prefixes · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

GRAMMAR

10 min

1 · Modals — choose the best option

1. You _____ take photos, but no flash.

a. are allowed to ✓

b. mustn't

c. have to

d. needn't

2. You _____ tell anyone what we discussed.

a. don't have to

b. mustn't ✓

c. are supposed to

d. ought to

3. You _____ reply — but it would be nice if you did.

a. mustn't

b. don't have to ✓

c. are to

d. have to

4. According to the invitation, we _____ be there by seven.

a. are supposed to ✓

b. needn't

c. mustn't

d. aren't allowed to

5. You _____ apologise — she's clearly upset.

a. mustn't

b. needn't have

c. ought to ✓

d. aren't allowed to

6. 'You needn't have brought a gift' means:

a. You didn't bring one.

b. You brought one, but it wasn't necessary. ✓

c. You still need to bring one.

d. You mustn't bring one.

Score: 6 / 6

↻ Try again

VOCABULARY

2 · Complete with a prefixed word from the box (adjust form)

10 min

WORD BANK — DRAG OR TAP, THEN TAP A GAP

misinterpret

overrate

underestimate

unfounded

predate

disprove

1. The rumour was **unfounded** **unfounded** — there was no evidence at all.
2. I keep **underestimate** **underestimate** how long the commute will take.
3. The theory was **disprove** **disprove** by two separate studies.
4. That album has been quite **overrate** **overrate** by younger critics recently.
5. It's easy to **misinterpret** **misinterpret** a silence like that if you don't know the speaker.
6. The design **predate** **predate** the iPhone by five years.

Score: 6 / 6

Try again

GRAMMAR

10 min

3 · Rewrite using the structure in brackets

1. *'It's forbidden to use flash.'* (using 'mustn't')

Hide answer

You mustn't use flash.

2. *'The rule says visitors sign in at reception.'* (using 'to')

Hide answer

Visitors are to sign in at reception.

3. *'She brought a gift; it wasn't necessary.'* (using 'needn't have')

Hide answer

She needn't have brought a gift.

4. *'It's not necessary to book.'* (using 'don't have to')

[Hide answer](#)

You don't have to book.

VOCABULARY +

8 min

4 · Match the prefixed word to its meaning

DRAG THE MEANING ONTO THE WORD[Reset](#)

hostile to social norms

judge less than the true amount

show something is false

understand incorrectly

value more highly than deserved

misinterpretunderstand
incorrectly[Hide answer](#)

understand incorrectly

overratevalue more highly
than deserved[Hide answer](#)

value more highly than deserved

underestimatejudge less than the
true amount[Hide answer](#)

judge less than the true amount

disproveshow something is
false[Hide answer](#)

show something is false

antisocial

hostile to social norms

[Hide answer](#)

hostile to social norms

LISTENING

10 min

5 · Podcast · The rules I quietly break

Listen to an English woman in her thirties reflecting, on a podcast, on the small unspoken rules she has been quietly breaking at work.

▶ 0:00 / 0:00



Audio recording coming soon — transcript-based questions still work with the answer key below.

1. What unspoken rule is she 'supposed to' follow at work?

[Hide answer](#)

She is supposed to stay past six every evening, even though officially nobody is required to — the rule is enforced entirely by facial expression.

2. What does she say she 'needn't have' done for so long?

[Hide answer](#)

Needn't have obeyed the rule at all — she now realises she stayed late for years because no one had ever said out loud that she could leave.

3. Which modal does she use for the moment she finally left at six?

[Hide answer](#)

'I was allowed to leave, and I finally acted like I was.' She uses 'was allowed to' + past behaviour.

4. What prefixed word does she use about her ex-manager?

[Hide answer](#)

'Overrated' — she says he was quite overrated in the company, mostly because he arrived first and left last.

WRITING

20 min

6 · A short reflection (180–220 words)

Write a short first-person reflection titled: "*The unwritten rule I finally broke*". Use at least three modal structures (must / be supposed to / be allowed to / ought to / needn't have) and two prefixed words. End with an honest, unheroic decision — nothing motivational.

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