UNIT 4

How Could They Do That?

In this unit, you will

- read about two remarkable figures in English literature, William Shakespeare and Joseph Conrad.
- review scanning.
- increase your understanding of the target academic

READING SKILLS Outlining

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
accumulate						
adequate						
author						
debate						
depress						
indicate						
invest						
persist						
precede						
protocol						
reluctance						
sustain						
text						
volume						

Oxford 3000™ keywords

LIVEWORKSHEETS

Before You Read

Read these questions. Discuss your answers in a small group.

1. Have you ever seen or read a famous play? Briefly describe it.
2. Who was William Shakespeare? Why is he famous?
3. How would you feel if you found out that a book by your favorite writer was actually written by someone else? Would it matter to you? Why or why not?

MORE WORDS YOU'LL NEED

hoax: a trick that is played on somebody
multilingual: able to use more than one language
noble: belonging to a high social class in a country with a king or queen

Read

Read this section from a chapter in a book about literary history. It describes two points of view about the authorship of William Shakespeare's plays.

Could Shakespeare Have Written Shakespeare's Plays?

Literary detectives have uncovered many facts about William Shakespeare. Still, the most important question of all remains: Did he really write the Shakespeare plays? Sir Francis Bacon, Christopher Marlowe, the Earl of Southampton (Shakespeare's patron), and even Queen Elizabeth herself have at times been suspected of writing them. The sheer **volume** of Shakespeare's work—37 plays, 154 sonnets, 2 other poems, and an elegy—has led to suggestions that "William Shakespeare" was actually several people, not one.

OXFORD VS. STRATFORD

The strongest current **debate** is between groups known as the Oxfordians and the Stratfordians. Oxfordians say that Edward de Vere, the 17th Earl of Oxford, wrote the plays under the pen name[1] William Shakespeare. Stratfordians, on the other hand, say that the works were all written by William Shakespeare, an actor known to have been born at Stratford in 1564. The challenge for both sides is to produce solid evidence. So far, neither side has come up with much.

THE OXFORDIANS' CASE

Oxfordians say the actor Shakespeare was too poorly educated to have been the **author** of the plays. He was the son of a tradesman, and there is no record that he had any schooling. There is no evidence that he ever traveled outside southern England. He was just an actor and an occasional real-estate **investor**. His will[2] mentions no writings, and there is no evidence he ever owned a book. A background like that could not have been **adequate** for writing such brilliant plays. The life of Edward de Vere, on the other hand, was more than **adequate**. His education was the best money could buy. He was very familiar with England's noble families. He traveled to many of the locations important in Shakespeare's plays, including France, Scotland, and Italy.

[1] *pen name:* a name, other than his or her legal one, that a writer chooses to use when publishing works
[2] *will:* a document that distributes someone's possessions after he or she dies

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William Shakespeare

Edward de Vere

The de Vere theory gained a lot of support after 1991. In that year, researchers began studying the handwritten notes in de Vere's copy of a 1569 edition of the Bible. About 1,000 Bible passages are underlined or otherwise marked. Nearly 25 percent of them match up with parts of Shakespeare's work. Probably not a coincidence, say the Oxfordians. For example, part of Act V in *The Merchant of Venice* speaks of a good deed shining out "in a naughty[3] world." One of the passages de Vere underlined in his Bible contains the phrase, "a naughty and crooked nation, among whom ye shine as lights in the world."

THE STRATFORDIANS' CASE

Stratfordians reply, "Why look beyond William Shakespeare of Stratford?" He was not the backward son of a lowly family, as many claim. His father was a prosperous merchant who held the town's highest office (high bailiff). The King's New School in Stratford offered an excellent education. Although school records cannot be found, it is likely that the town's high bailiff sent his son there. Shakespeare moved to London in the late 1580s, in his early twenties. There he became famous and wealthy as an actor and as London's leading playwright. And certain aspects of his life seem to match better with the plays than de Vere's do. For example, the perceptive portrayal of emotional **depression** in *Hamlet* seems to **indicate** that the **author** had experienced the ailment. *Hamlet* was written around the year 1600, four years after William Shakespeare's only son, Hamnet, died at the age of 11.

Stratfordians also point out that the de Vere theory assumes an unlikely hoax. The Oxford camp claims that de Vere wanted to hide his **authorship** because it went against **protocol** for the noble class. A highborn earl simply should not be writing plays for common people. To give de Vere cover, William Shakespeare of Stratford must have agreed (probably for pay) to serve as a front man[4]. The Stratfordians point out that, for this to be true, Shakespeare's many friends and acquaintances were either blind enough to be fooled by it or willing to be in on the trick. The same goes for de Vere's friends and acquaintances, including the very intelligent Queen Elizabeth. The part hardest to believe is that a plan like that could be **sustained** for decades without the secret being revealed.

Another difficulty for the Oxfordians is that the 17th Earl of Oxford died in 1604. Many of the greatest plays were produced after this date. *Macbeth*, for example, dates from 1606–1607 and *The Tempest* from 1611. A great deal of careful work has confirmed these dates, and most Oxfordians **reluctantly** concede that de Vere's death **preceded** the appearance of these plays. But the Oxford camp **persists** in their position. They argue that de Vere wrote them before he died and that they were brought out as needed for performance. In addition, the **texts** of many Shakespeare plays contain references to events after 1604. The Oxfordians say someone must have added contemporary references to make the plays look timely.

Queen Elizabeth and Edward de Vere as portrayed in the 2011 movie *Anonymous*

[3] *naughty:* bad; disobedient; rude

[4] *front man:* a person who agrees to pretend to be someone else in the eyes of the public

HOW LIVE WORKSHEETS

Any **debate** centered on speculation alone will probably last a very long time. Neither side in this **debate** seems likely to **accumulate** the evidence necessary to settle the matter. As one researcher, Al Austin, summarizes the controversy, "Those who believe de Vere was Shakespeare must accept an improbable hoax as part of it, a conspiracy of silence involving, among others, Queen Elizabeth herself. Those who side with the Stratford man must believe in miracles." ■

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

___ 1. There is serious debate about whether Shakespeare's plays were really written by Edward de Vere.

___ 2. Unlike Shakespeare, de Vere is known to have traveled to locations important in the plays.

___ 3. Stratfordians say that even though Shakespeare was uneducated, he taught himself enough to have written the plays.

___ 4. About one-quarter of the Bible passages that de Vere highlighted are very similar to passages in Shakespearean plays.

___ 5. Oxfordians say that Shakespeare agreed to pretend that he wrote the plays, even though de Vere really wrote them.

___ 6. Many Shakespearean plays first appeared after de Vere's death.

___ 7. Stratfordians say it's unlikely de Vere could have hidden his authorship from so many people for so long.

___ 8. New evidence is likely to settle the Oxford–Stratford debate within the next few years.

READING SKILL Outlining

LEARN

One way to better understand a reading is to outline it. Outlining helps you see how the text is organized so that you can figure out the main ideas and details.

In a common outlining system, Roman numerals (I, II, III, etc.) show the major ideas or sections in a reading. The next level of detail is indicated with capital letters.

The outlining system becomes more involved as the complexity of a text increases. For more information on outlining, go online and do a search for "how to outline."

LIVEWORKSHEETS

APPLY

Complete the outline of Reading 1 with phrases from the box.

~~Details of the Oxfordian position~~	The problem of de Vere's 1604 death
Evidence from the 1556 Bible	Shakespeare's weak background
Shakespeare's likely attendance at a good school	Stratfordian position
Matching Shakespeare's plays with his life	

Could Shakespeare Have Written Shakespeare's Plays?

I. Introduction

II. General description of the Oxford–Stratford debate

A. Oxfordian position

B. _____

III. *Details of the Oxfordian position*

A. _____

B. de Vere's strong background

C. _____

IV. Details of the Stratfordian position

A. Prominence of Shakespeare's family

B. _____

C. Shakespeare's prosperity and importance in London

D. _____

E. An unlikely hoax necessary for Oxfordian position

V. _____

A. Dates of plays after 1604

B. Oxfordian explanations

VI. Likely future of the debate

REVIEW A SKILL **Scanning** (See p. 36)

Scan Reading 1 for specific years. Answer the questions.

1. When was Shakespeare born?
2. When did the Earl of Oxford die?
3. When was *The Tempest* first produced?

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Vocabulary Activities STEP I: Word Level

A. **Read these excerpts from another article about Shakespeare's work. For each excerpt, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare answers with a partner.**

1. None of Shakespeare's plays has survived as a manuscript in the (*author's / sculptor's / writer's / playwright's*) own handwriting. Consequently, we do not know for certain which words Shakespeare actually wrote.
2. Unfortunately, printing companies at the time were not very reliable. Errors usually (*built up / accumulated / occurred / multiplied*) in a work during the stages of preparation for printing.
3. Errors were also introduced by the people who set the type. They might change what a manuscript said just because their supply of letters was not (*relevant / sufficient / enough / adequate*) to spell what the author wrote.
4. We have no way of knowing how to fix the errors. For example, the earliest printed (*texts / copies / protocols / versions*) of *King Lear* and *Richard III* are obviously incorrect, but we have no way of knowing how to restore them to Shakespeare's original versions.

The word *precede* means "come before" or "happen earlier than." The first step in a process precedes the second step. The second step precedes the third. Viewed another way, the second step *follows* the first.

B. **Check (✓) the statements that correctly describe the order of events in Reading 1. Rewrite the unchecked sentences and correct the order. Discuss your answers with a partner.**

___ 1. The writing of *Hamlet* preceded the writing of *Macbeth*.

___ 2. De Vere's death preceded Shakespeare's.

___ 3. Shakespeare's move to London followed his rise to fame.

___ 4. The publication of de Vere's Bible preceded Shakespeare's birth.

___ 5. The publication of *Hamlet* followed the death of Shakespeare's son.

___ 6. De Vere's death followed the production of *The Tempest*.

The word *protocol* refers to the system of rules for correct behavior. It is often used in formal, official contexts. People can *follow protocol*, *go against protocol*, or *break protocol*.

*Many say he broke **protocol** when he preceded the president into the room.*

Note: Today, *protocol* also refers to the set of signals and rules that control how information is sent from one computer to another. For example, the abbreviation *http* at the beginning of many website addresses stands for "hypertext transfer protocol."

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C. **Match each type of protocol with an example. Compare answers with a partner. Then write an example of your own for each type of protocol in your notebook.**

___ 1. military protocol	a. Type the words in the SEARCH field and put quotation marks around them in order to get the most relevant hits.
___ 2. social protocol	b. All managers must explain company email policies to new employees on their first day of work.
___ 3. research protocol	c. Never turn your back on an officer without first saluting and having that salute returned.
___ 4. business protocol	d. Speaker A has two minutes.Then Speaker B has one minute to address Speaker A's points.
___ 5. medical protocol	e. To the bride, you say, "Good luck." To the groom, you say, "Congratulations."
___ 6. meeting protocol	f. Take one pill every six hours for four days then reduce the dosage to one pill every twelve hours for two days.

Vocabulary Activities STEP II: Sentence Level

Word Form Chart

Noun	Verb	Adjective	Adverb
accumulation	accumulate	accumulated	_____
author	author	authorial	authorially
debate	debate	debatable	debatably
sustenance sustainability	sustain	sustainable sustained	sustainably
volume	_____	voluminous	voluminously

D. **Read another article about Shakespeare's works. Then restate the sentences in your notebook, using the words in parentheses. Be prepared to read aloud or discuss your sentences in class.**

1. After Shakespeare's death, actors John Heminge and Henry Condell collected copies of his plays. (*author*)

   After Shakespeare's death, Heminge and Condell collected copies of the ***author****'s plays.*

2. Within seven years of Shakespeare's death in 1616, they had put together one of the landmark publications in English literature, the *First Folio*. It contained 36 of his plays. (*voluminous*)
3. Several unauthorized versions of each play, called "foul copies," were in circulation. No one could say for sure how these compared to what Shakespeare intended. (*debatable*)

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4. Heminge and Condell knew Shakespeare extremely well, having worked with him over the course of many years. They were in a good position to separate good versions from bad ones. (*sustained*)
5. Still, they had not worked on every play with Shakespeare. Some foul copies were probably close to accurate, but how could they tell? Errors tended to give birth to other errors. (*accumulated*)
6. Heminge and Condell did their best, and 1623 marked the release of 700 copies of the 900-page *Mr. William Shakespeares Comedies, Histories & Tragedies. Published according to the True Originall Copies.* (*volume*)

E. **Read the story in activity D again. Imagine you are a journalist who, after all these years, is able to interview William Shakespeare about the *First Folio* and other editions of his plays. Prepare interview questions, using the cues provided, and write them in your notebook. Be prepared to act out your interview with a partner.**

1. what / text

   What is your opinion of the texts included in the First Folio?
2. how / invest
3. how / sustain
4. what / adequate
5. who / author

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
indication indicator	indicate	indicative indicated	_____

F. **Write the answers to the questions in your notebook, using the form of *indicate* in parentheses. Refer to Reading 1 for information. Compare sentences with a partner.**

1. Why do most scholars agree that whoever wrote the Shakespeare plays must have had a good education? (*indicative*)
2. What is the significance of Shakespeare's father having been the high bailiff of Stratford? (*indicate*)
3. Why are the highlighted passages in Edward de Vere's Bible important? (*indication*)
4. What is the relationship between the lack of solid evidence and the probable length of the debate ? (*indicator*)

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READING 2

Before You Read

Read these questions. Discuss your answers in a small group.

1. How many languages can you speak or write? Are you more comfortable speaking them or writing them?
2. What is the best way for you to expand your vocabulary in a second or third language? Reading? Listening? Real-world interactions? Observing others?

Read

This online article examines some possible reasons for Joseph Conrad's exceptional ability to write in English, which he learned only as an adult.

Fame in a Foreign Language: Joseph Conrad

Joseph Conrad

Literary success is hard enough to achieve in one's native language. Very few **authors** can **sustain** themselves on money earned through writing. For a nonnative speaker of a language, literary success in that language is extremely rare. Yet the English-language novels of Joseph Conrad **indicate** that it is not impossible.

Conrad was born Jozef Teodor Konrad Korzeniowski in 1857, in an area of present-day Ukraine that was then a part of Poland. He was born into a noble family that owned a good deal of land. Russia ruled Poland at the time, and both of Conrad's parents took part in the struggle for independence. Conrad's father was arrested in 1861 for revolutionary activity, and the family was exiled to the remote city of Vologda, in northern Russia. The long winters and difficult living conditions there were too much for Conrad's mother. She died of tuberculosis when Conrad was only seven years old. His father's health suffered, too. The Russian government finally allowed the father and son to return to Poland, to the city of Krakow, but the father soon died. Conrad was eleven at the time.

EARLY LANGUAGE EXPERIENCE

His early life with his parents almost certainly influenced his success with languages. His father was clearly good at them—skillful enough to translate written **texts** into Polish from French and English. Like many well-born Poles at the time, Conrad learned French early in life. Given Russia's domination of Poland and his family's exile in Russia, Conrad must have learned some Russian as well.

He lived with his grandmother after his father's death. He did not **invest** much energy in his schoolwork, including his required classes in Latin and German. Restless and unhappy, he declared at the age of 14 that he wanted to be a sailor. In 1874, at the age of

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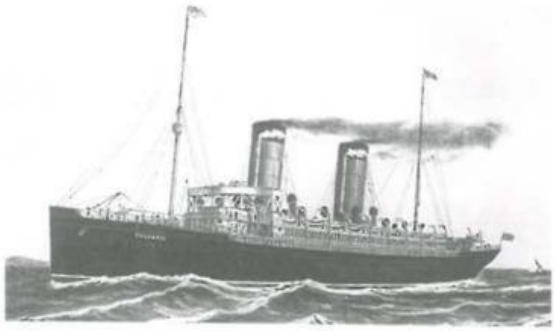
16, Conrad traveled to France to learn commercial sailing and to avoid being drafted into the Russian army. His French language skills were more than **adequate** for his duties during the four years he spent in the French merchant marine[1]. His career was interrupted by a suicide attempt, perhaps brought on by worry over debts from wild living in the south of France. Conrad recovered, but if he stayed in France the government would probably have turned him over to the Russians for military service. He had to leave, so he went to England.



An English steam ship

He signed on at the age of 20 as a seaman on an English steam ship, but he did not need to speak very much English to get by. Ordinary seamen on vessels like his spoke many different languages and developed their own mixed language to communicate. However, **protocol** in the British merchant marine required ambitious sailors to pass through several levels before commanding a ship. Each level had its own test, in English. By reading in English as much as he could, he became good enough to pass the written tests for second-class seaman, then first-class, then master. He sailed under the flag of Britain for a total of 16 years, and he became a British citizen in 1886.

SPEAKING AND WRITING

Throughout his life, Conrad was more **inclined** to read and write than to speak. He was often **depressed** and socially uncomfortable. This was probably one reason why, despite his excellent skills in English writing, he was very **reluctant** to speak English. A strong Polish accent **persisted** throughout his life. Even his wife and children said it made him hard to understand. French remained the language he was most comfortable speaking for the rest of his life.

By the time his first novel, *Almayer's Folly*, was published in 1895, there was no doubt that English was the language in which he would write. He had **accumulated** an immense vocabulary. His style was intriguing but not foreign-sounding. In fact, he wrote with a directness and plain style that were about 30 years ahead of their time. Some of his works, especially *Heart of Darkness* (1902) and *Nostromo* (1904), still sound reasonably modern.

Why Conrad became such a master of written English will always be a matter of **debate**. He himself wrote that the rhythms of the language matched some inner sense that had been with him since birth. As he once wrote, "If I had not written in English, I would not have written at all." He never wrote professionally in either of the languages that **preceded** English in his life, Polish and French.

PSYCHOLOGICAL EXPLANATIONS

Psychologists have guessed that Conrad associated these other languages with unpleasant experiences—his exile, his parents' deaths, his attempted suicide. Also, the experiences that shaped Conrad's earliest novels were lived in English. English might have been established in Conrad's mind as the language of adult experience. These guesses make a lot of sense. A large **volume** of research **indicates** that multilingual people tend to link some aspects of life with one language and other aspects with another.

By the time he died in 1924, at the age of 67, Conrad had a secure place in 20th-century English literature. He was a personal friend of such greats as H.G. Wells and Ford Madox Ford. Some literary reviewers criticized him for not being "really English," for using French-based vocabulary instead of Anglo-Saxon words (e.g. *arrest* instead of *stop*), or for letting some Polish influences show through his English. Almost no one now remembers who these critics were.

[1] *merchant marine:* a group of ships that transport commercial goods but that might, in wartime, support a country's navy

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READING SKILL Outlining

APPLY

Complete this outline of Reading 2 in your own words.

I. Introduction

II. _____

A. Birth in Poland
B. Exile to Russia
C. Death of parents

III. _____

IV. Conrad's teen years

A. _____
B. _____
C. _____

V. _____

A. Lack of need for English as a seaman
B. _____
C. Length of service

VI. Conrad's spoken English

VII. _____

VIII. Explanations for Conrad's literary ability in English

A. _____
B. _____

IX. Conrad's position in English literature

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use the dictionary to help you understand new words.

___ 1. Joseph Conrad spoke two other languages before he learned English.

___ 2. Conrad didn't invest much energy in school, preferring to go to sea instead.

___ 3. Sailing protocol demanded that any sailor working on a British ship had to pass a large volume of tests in English.

___ 4. Conrad felt that English had a rhythm that matched some inner feeling he had.

___ 5. Most of his novels had to be translated into English from French or Polish.

___ 6. Conrad spoke French, but only reluctantly and not well.

___ 7. Conrad may have written in English because he associated the language with experiences in his adult life.

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Vocabulary Activities STEP I: Word Level

A. **Complete the sentences about synesthesia by using words from the target vocabulary list. Use each item one time. The synonyms in parentheses can help you.**

adequate	debate	persisted	reluctant
authors	indicates	precedes	

1. Joseph Conrad and Vladimir Nabokov, two famous _____ (writers), each had a form of synesthesia—a condition in which two or more senses, such as hearing and sight, work together.
2. The most common form of synesthesia involves a link between music and colors. The sound of a musical note _____ (comes earlier than) the visual perception of color.
3. Conrad said that he preferred to write in English because it matched an inner sense of rhythm that had _____ (continued) ever since his childhood.
4. Nabokov's autobiography, *Speak, Memory,* _____ (shows) that he perceived letters as colors. For example, the sound of the letter "i" was white and the letter "c" was light blue.
5. Among researchers, there is much _____ (argument) about whether the brain activity that happens during synesthesia is related to language ability.
6. Most scientists are _____ (unwilling) to claim a clear connection between synesthesia and language because they lack _____ (enough) experimental evidence.

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B. Many academic words are also considered formal words. Which of the target words in this unit (see the chart on page 49) are more formal synonyms for these informal words? Be sure to use the right form of the target words.

Informal	Formal
1. continue	_____
2. deep sadness	_____
3. enough	_____
4. show	_____
5. amount	_____
6. writer	_____

C. Read these sample sentences that feature forms of *precede*. Then answer the questions that follow, using a dictionary as suggested. Compare answers with a partner.

a. In the life cycle of a butterfly, the larva stage **precedes** the pupa stage.
b. If we let one person skip the test, it will set a bad **precedent,** and everyone will ask to skip it.
c. Crops failed that year because, in **preceding** years, very little rain had fallen.
d. In a well-run university, the best interests of the students take **precedence** over all other concerns.

1. Check (✓) the word closest in meaning to *precede*. Consult a dictionary before you answer.

___ supersede
___ predate
___ validate
___ forestall

2. Look at the sample sentences in your dictionary for *precede* and its forms. In each of those samples, what is coming before something else?

_____

3. Does *precede* have any forms that are not used in the sample sentences in the box above? If so, what are they? Consult your dictionary.

_____

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Vocabulary Activities STEP II: Sentence Level

D. Discuss these questions in a small group. Use a dictionary to clarify word meanings if needed.

1. Which of these possible discoveries could resolve the debate about the authorship of Shakespeare's plays? (You may choose more than one.)
   a. copies printed before Shakespeare's death
   b. handwritten copies of the plays
   c. a book by someone in Shakespeare's time crediting him with the plays
   d. Shakespeare's diary
2. Think about your own writing in a language other than your native language. Which of these aspects of writing is the hardest for you? Why?
   a. finding exactly the right word
   b. correctly using the vocabulary you already know
   c. finding a native-like organization
   d. developing a style that keeps your readers interested
3. What might be some consequences of each situation? Which consequences are good and which are bad? Explain your answers.
   a. investing your money in a new business
   b. investing your time as a volunteer
   c. reading a depressing book
   d. going against protocol by wearing shorts to school or work

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The verb *depress* means "to cause to sink to a lower position." The adjective is *depressed*, and the noun form is *depression*. These words can be used in many contexts:

Physical	*He **depressed** the DELETE key to erase the document.*
Business	*The warm weather **depressed** the skiing industry for months.*
Economics	*During a **depression,** the unemployment rate increases.*

The most common context is emotional. *Depressed* can mean simply sad or it can refer to a medical condition in which chemicals in the brain are out of balance, causing constant sadness.

Sad	*He's very **depressed** about his grades. He might not finish the class.*
	*That film was **depressing**. Let's do something fun to lighten the mood.*
Clinical	*She has suffered from **depression** since she was a teenager.*
	*It's hard for someone who is clinically **depressed** to hold a job.*

CORPUS

E. **On a scale from 1 (most depressing) to 10 (not at all depressing), rate each of these things. Discuss your ratings in a small group.**

___ 1. adventure movies
___ 2. a big family gathering
___ 3. the last day of school
___ 4. spending the day alone
___ 5. looking at pictures from your childhood
___ 6. remembering a friend whom you don't see anymore
___ 7. rainy, cold weather
___ 8. moving to a new city

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