

# 5 Images

## 5.1 goals

- ⊗ describe and give opinions about images
- ⊗ choose something for a room

## Picture story

### LISTENING

- 1 a** Look at the page from an art gallery website. What can you guess about:
- 1 the people in the painting?
  - 2 the relationships between them?
  - 3 what's happening?

And when did you last see your father?  
 by William Frederick Yeames (1878)

◀ Click [here](#) for an introduction to this painting.    ▶ Click on **1–6** in the painting for comments on the people.

- b** **2.1** Listen to the audio guide introduction to the painting. Find answers to the questions in 1a.
- 2** **2.2** Listen to the audio guide commentary about the people in the painting. In what order do you hear about the people 1–6?
- 3 a** **2.2** Listen again. What does the commentary suggest about:
- 1 the appearance of the little boy?
  - 2 the fact that the little girl is crying?
  - 3 the soldiers outside the door?
  - 4 the expression on the questioner's face?
  - 5 the soldier standing next to the little girl?
  - 6 the jewel box and open chest?
- b** Compare your answers, then read the script on p147 to check.
- 4** What aspects of the painting do you like or dislike? Having listened to the commentary, do you feel differently about the painting? Talk together.

## 5.1

## VOCABULARY

Describing an image

- 5 Look at the sentences from the audio guide. Find five pairs of **highlighted** expressions with a similar meaning.

*shows – portrays*

- This painting **shows** an imaginary scene from a Royalist household.
- The small size of the boy, his blond hair and blue suit **highlight** his innocence.
- Two other women, probably the boy's elder sister and mother, **can be seen**.
- Through a doorway, more soldiers **are visible**.
- This further **emphasises** the family's helplessness.
- Yeames **portrays** the Parliamentary soldiers with some sensitivity.
- The guard with the sobbing young girl **seems** to be comforting her.
- This **implies** that he has some sympathy for their situation.
- The gentleman standing at the table **appears** to be opening the family jewel box.
- This and the opened chest **suggest** that the soldiers may be searching the house.

## SPEAKING

- 6 a Work alone. Choose a painting A–D on p122, then choose expressions from 5 to describe:

- what it shows
- the most interesting or significant details
- how you interpret the painting.

- b In groups, listen to each other's descriptions. Do you agree with the interpretations?

## I can imagine it in the kitchen

## LISTENING

- 1  2.3 Listen to Paloma and James's conversation about the paintings on p122. Which posters do they decide to buy?
- 2  2.3 What opinions do they express about each painting? Listen again and make notes, then compare.



Paloma and James have recently redecorated their flat. Now they want to buy a poster of a work of art to go in their living room.

## VOCABULARY

Choosing something for a room

- 3 Complete the sentences from the conversation with the words in the boxes.

go look put see suit imagine

strong bigger bright/cheerful  
good sure wrong

- I **can't see** it in the living room.
  - We **could** \_\_\_\_\_ it in the toilet.
  - It **wouldn't** \_\_\_\_\_ the living room.
  - I **can** \_\_\_\_\_ it in the kitchen.
  - It **could** \_\_\_\_\_ in that corner.
  - It **would** \_\_\_\_\_ **nice** in the living room.
  - I love **the strong** colours.
  - It's **the** \_\_\_\_\_ shape.
  - It's **a** \_\_\_\_\_ size.
  - I'm not so \_\_\_\_\_ about **the style**.
  - It's **nice and** \_\_\_\_\_.
  - It'd **make** the room **feel** a lot \_\_\_\_\_.
- 4 a Work alone. For each painting A–D on p122, think about these questions.
- Do you like it?
  - Would it suit any of the rooms in your home or where you work?
- Prepare to explain your opinions using the **highlighted** expressions in 3.
- b Tell each other your opinions. Which are the most and least popular paintings?
- 5 a In pairs, decide on a picture to go in your classroom, and where exactly it should go. Choose a picture one of you knows well or a picture from this lesson.
- b Explain your choice to another pair. As a group of four, decide on one picture.
- c Listen to all the groups' ideas. Have a vote to choose a picture for your classroom.

## SPEAKING

## 5.2

## VOCABULARY

Discussing  
design



## Design classics

## 5.2 goals

- ① discuss what makes a good design
- ② describe designs and designed objects

- 1 a Look at the two products and talk together. When do you think they were made? What could the connection between them be?
- b Read to check your ideas.

Dieter Rams, born in 1932, was head of design at Braun for more than three decades from the early 1960s. His simple but modern designs continue to influence generations of younger designers like Jonathan Ive, renowned creator of Apple's iMac, iPod and iPhone. Compare, for instance, the Braun T3 radio of 1958 with the Apple iPod of 2001.

Rams defined his approach to 'good design' in ten key principles:

- Good design is <sup>1</sup>innovative.
- Good design makes a product useful.
- Good design is <sup>2</sup>aesthetic.
- Good design helps us to understand a product.
- Good design is <sup>3</sup>unobtrusive.
- Good design is <sup>4</sup>honest.
- Good design is <sup>5</sup>durable.
- Good design is <sup>6</sup>purposeful in every detail.
- Good design is <sup>7</sup>environmentally friendly.
- Good design is as little design as possible.

- 2 Match the **highlighted** expressions 1–7 with a–g that have a similar meaning.

- a **attractive**                      c **novel**                      e **low-key**                      g **green**  
 b **straightforward**              d **long-lasting**              f **meaningful**

- 3 Talk together.

- 1 Think of a few things you have that are well designed. How would you describe them?
- 2 Think of some things that you feel are badly designed. Explain why.

## READING

- 4 Read the article about the paperclip. Do you think it deserves to be regarded as a 'design classic'?

## Classics of everyday design No. 3 the paperclip

**When I asked for your favourite everyday designs a fortnight ago, someone nominated the paperclip. First patented in Germany in 1899 by Johan Vaaler (1866–1910), a Norwegian inventor, the humble paperclip remains indispensable.**

The genius of the paperclip lies in its utter simplicity. Ubiquitous, this little bit of folded metal does its job well enough and, besides, can be used as an all-purpose miniature tool, for shaping desk-top animals, cleaning fingernails, making miniature buildings, or simply as something to fiddle with in times of bureaucratic stress. According to a survey conducted by Lloyds Bank some while ago, of every 100,000 paperclips made in the United States, 19,143 are used as poker chips, 17,200 hold clothing together, 15,556 are dropped and lost, 14,163 are absent-mindedly destroyed during telephone calls, 8,504 clean pipes and nails, while 5,434 serve as stand-in toothpicks.

There are several different types of paperclip but the one many readers will have in mind – and in drawers of desks at home and at work – is the familiar double U-shaped 'Gem' clip, made originally by Gem Manufacturing Ltd. This British company had probably been making paperclips for several years before Johan Vaaler created his version, but it hadn't thought of taking out a patent as the Norwegian did – not that Vaaler made any money out of his invention.

Even so, in recent years a giant paperclip (I promise this is true) has been erected outside Oslo in Vaaler's memory. There is, though, a perfectly serious reason for this seemingly mad moment in the world of public art. During the Second World War, when Norwegians were forbidden to display national symbols, they began to wear paperclips on their clothes. Not only was it, in their minds, a Norwegian invention but it symbolised the idea of holding on together.

From a simple tool to a national symbol of resistance, the paperclip is a small triumph of everyday design. An example of the Gem clip is even held in the collections of New York's Museum of Modern Art.

**5** Read again. What information does the article give about:

- 1 Johan Vaaler?
- 2 how people use paperclips?
- 3 the early history of paperclip production?
- 4 the importance of the paperclip in Norwegian culture?

## A survey conducted by ...

### GRAMMAR

Describing objects – past participle clauses



Grammar reference and practice, p134

**1** Read the information and examples in the box. Then answer the questions.

You can describe a noun with a past participle clause.

- According to a survey conducted by Lloyds Bank ...

A past participle clause has a similar meaning to a relative clause with the passive:

- According to a survey which was conducted by Lloyds Bank ...

There are two kinds of past participle clause:

**1 Defining**

- Of every 100,000 paperclips made in the United States, 17,200 hold clothing together, ...

**2 Non-defining**

- The one many readers will have in mind is the familiar double U-shaped 'Gem' clip, made originally by Gem Manufacturing Ltd.
- First patented by Johan Vaaler, the humble paperclip remains indispensable.

- 1 Which kind of clause, defining or non-defining:
  - a identifies which thing or person you're talking about?
  - b adds extra details about the thing or person?
- 2 Which kind of clause:
  - a always goes after the noun?
  - b can go before or after the noun?
  - c is separated from the noun by a comma?

**2** Look at the descriptions of more design classics. Use past participle clauses (defining or non-defining) to rewrite each pair of sentences as a single sentence.

- 1 The famous soy sauce bottle was designed by Kenji Ekuin in 1961. It's made by the Kikkoman company.
- 2 The Boeing 747 was chosen by architect Norman Foster as his favourite 'building'. It was first flown in 1969.
- 3 More than five million cigarette lighters are sold every day. They're made by Bic.
- 4 Zhang Xiaoquan scissors are made in Hangzhou, China. They were first produced in 1663.
- 5 A Swiss Army knife features 85 tools and weighs a kilo. It's known as The Giant.

### PRONUNCIATION

Groups of words 1

**3 a** 2.4 Listen to some answers to 2 above. Notice how the speaker makes the sentences easier to understand by dividing them into groups of words.

// The Boeing 747 // first flown in 1969 // was chosen by architect Norman Foster // as his favourite 'building' //

// More than five million cigarette lighters made by Bic // are sold every day //

Which kind of past participle clause is usually pronounced:

- 1 in the same group of words as the noun it describes?
- 2 as a separate group?

**b** Practise saying the sentences, paying attention to the groups of words.

### SPEAKING

**4 a** In groups, make a list of things for an exhibition of design classics. Consider:

clothes cars things of the home/office electronics logos packaging

Use past participle clauses with verbs like:

designed invented called known ~~is~~ produced made built manufactured

**b** Get into new groups. Tell each other about your ideas.

Design classics  
 - 'ball' vacuum cleaner made by Dyson  
 - dress designed by Versace (Liz Hurley)

# 5.3 Target activity

## 5.3 goals

- Ⓞ describe and give opinions about images
- Ⓞ describe designs and designed objects
- Ⓞ participate in a decision-making discussion

## Choose a logo

### TASK LISTENING

1 Look at three possible logos for a chain of florist's shops. Which do you think is best? Why?



2 **2.5** Listen to three people who work for Forever Flowers discussing the three designs.

- 1 Which do they choose?
- 2 What adjustment will they make to it?

3 **2.5** Listen again. Which design is each sentence about?

- a It emphasises the idea of 'forever' quite well.
- b I'd say the colours are low-key and quite elegant.
- c It's pretty colourful but I wouldn't say it was flashy.
- d It's too abstract, too cold, too much lettering.
- e It's nice and modern.



### TASK VOCABULARY

Getting a consensus

4 a Which highlighted expressions can you use to:

- a ask for opinions or agreement?
  - b state a decision in favour?
  - c state a decision against?
- |                                     |   |
|-------------------------------------|---|
| 1 <b>What are your thoughts?</b>    | 5 These two <b>are out</b> .                            |
| 2 <b>Are we all agreed on that?</b> | 6 <b>We're going with</b> this one.                     |
| 3 <b>Let's eliminate</b> this one.  | 7 Brett? <b>It's not too late to change your mind</b> . |
| 4 <b>Would that work for you?</b>   | 8 So, <b>we're all in favour of it</b> .                |

b **2.6** Listen to check. Practise saying the sentences.

### TASK

5 a Read and underline the key points in this description.



You run a service called **From Nature To You**. It delivers organic food to people living in your town or city. You get all your products from a large farm, which grows vegetables and fruit. You also get organic nuts, seeds and oil from other sources. When customers send you orders, you gather and package the items, put them in a basket, then send the baskets to the customers' homes by courier. Because it's become quite a popular service, you want a striking new logo.



b Work alone. Look at the logos and think about these questions.

- 1 How would you describe the style of each logo?
- 2 What are the good and bad points of each logo?
- 3 Which logo would best represent *From Nature To You*? Why?
- 4 Would you make any changes to your chosen logo to improve it? How?



c In groups, compare your ideas and agree on the most suitable logo. Use expressions from 4a to ask for each other's opinions and get agreement. Decide on any changes you might want to make to your chosen design.

6 Tell the class which logo you've chosen and why.