

# 5 Images

**VOCABULARY**

Describing an image

1 Complete the description of a famous painting by Pablo Picasso using the correct form of the verbs in the box.



highlight imply portray seem

Exhibited for the first time in 1937, Pablo Picasso's *Guernica* <sup>1</sup>\_\_\_\_\_ a scene from the bombing of the small Basque town of Guernica during the Spanish Civil War. The scene <sup>2</sup>\_\_\_\_\_ to take place in a room in which a mother is crying for the loss of her son. The tongues of the horse, the bull and the crying woman have been replaced by knives. This probably <sup>3</sup>\_\_\_\_\_ they are screaming, and the picture as a whole <sup>4</sup>\_\_\_\_\_ the powerlessness of the innocent victims who were caught in the attack.

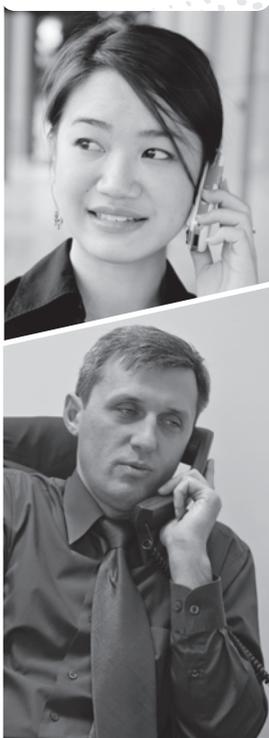
2 Find verbs in the description which you could replace with these verbs.

- |                    |                  |
|--------------------|------------------|
| 1 appears _____    | 3 suggests _____ |
| 2 emphasises _____ | 4 shows _____    |

3 Complete the words in this conversation about a painting.

**VOCABULARY**

Choosing something for a room



**JEN-CHEN** I think I've found a painting for the office. I'm sending you a photo of it now.

**PABLO** I don't know. I <sup>1</sup>c\_\_\_\_\_ s\_\_\_\_\_ it in the office. I mean, it's the wrong <sup>2</sup>sh\_\_\_\_\_. It looks really wide.

**JEN-CHEN** It's only 60 cm wide.

**PABLO** OK, that's a good <sup>3</sup>s\_\_\_\_\_, but I'm not sure about the <sup>4</sup>st\_\_\_\_\_. You know I'm not keen on abstract art.

**JEN-CHEN** But I really like the <sup>5</sup>c\_\_\_\_\_. All those reds and oranges. It's <sup>6</sup>n\_\_\_\_\_ and bright, and the office is really dark. It'd <sup>7</sup>m\_\_\_\_\_ it f\_\_\_\_\_ lighter.

**PABLO** I think it <sup>8</sup>wo\_\_\_\_\_ l\_\_\_\_\_ nicer in the kitchen. It <sup>9</sup>co\_\_\_\_\_ g\_\_\_\_\_ above the cooker.

**JEN-CHEN** It's obvious you don't like it, but I do. Maybe the office isn't the right place, but I <sup>10</sup>c\_\_\_\_\_ im\_\_\_\_\_ it in the living room, behind the sofa.

**PABLO** But it <sup>11</sup>wo\_\_\_\_\_ s\_\_\_\_\_ our living room. It's too modern.

**JEN-CHEN** I think it'd look good there, but let's try it first, and if we don't like it we <sup>12</sup>co\_\_\_\_\_ p\_\_\_\_\_ it in the bedroom.

**PABLO** OK, let's try that.

VOCABULARY

Discussing design

4 Complete these words and expressions which have a similar meaning using the endings in the box. You will need to use some endings more than once.

-able -ally -el -forward -ful -ic -ing -ive

- 1 low-key = unobtrus ive
- 2 green = environment \_\_\_\_\_ friendly
- 3 attract \_\_\_\_\_ = aesthet \_\_\_\_\_
- 4 long-last \_\_\_\_\_ = dur \_\_\_\_\_
- 5 nov \_\_\_\_\_ = innovat \_\_\_\_\_
- 6 honest = straight \_\_\_\_\_
- 7 meaning \_\_\_\_\_ = purpose \_\_\_\_\_

5 Match the comments (a-g) about different products with the best pair of words and expressions (1-7) in Exercise 4.

- a This car claims it's got lower carbon dioxide emissions than any other car on the market.
- b The batteries in this laptop are amazing. You can work for eight hours before they run out.
- c I love this camera. It's simple to use and does exactly what it says it does: take great pictures.
- d I never thought a fridge could be cool, but this one looks fantastic.
- e Look at this phone. It's a video camera, TV, credit card and front-door key too! Amazing.
- f This suitcase is really well designed. Even the smallest details have a function.
- g These speakers are great. They're small and have no cables, so you never notice them.

Over to you

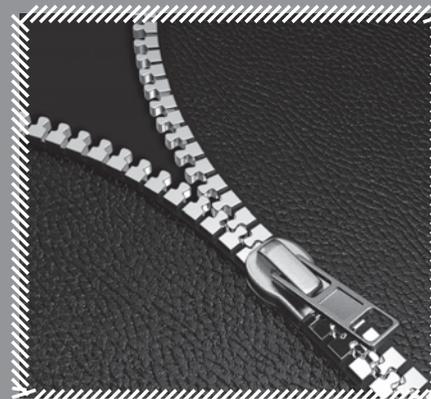
Write about some designs that you like using the adjectives and expressions in Exercise 4.

GRAMMAR

Describing objects – past participle clauses

6 Cross out words to leave a description of the invention of the zip with six participle clauses.

The zip, ~~which~~ is known as a zipper in US English, is a fastening device that is used on clothes, bags and camping equipment. It was first patented in 1891, but it didn't become a practical alternative to buttons until years later. Early versions, which were made only of metal, used hooks and eyes, but they came apart easily. A zipper that was based on interlocking teeth was invented by the Swedish engineer Gideon Sundback in 1914, and this is the system that is used in zips around the world today.



5



Tim Berners-Lee

7 Add commas to these sentences about the World Wide Web where necessary.

- 1 The World Wide Web used by millions of people around the globe is considered a design classic.
- 2 There is an early mention of the concept in a story written by Murray Leinster in 1946.
- 3 Developed in 1990 by Tim Berners-Lee the Web revolutionised our search for information.
- 4 Originally the Web was a system developed to help scientists share data.
- 5 The first-ever web browser called the World Wide Web couldn't show graphics in web pages.
- 6 Berners-Lee recently admitted that the // used in web addresses was a mistake.

8 Look at the descriptions of three products. Use participle clauses to write all the information in one sentence about each product. Delete words and use commas as necessary. Can you name the products?

- 1 It was first launched in 1985. It's an operating system. It's installed on millions of computers.

Product: \_\_\_\_\_

- 2 This object is a popular pen. It's called a *biro* in English. It was invented by a Hungarian newspaper editor.

Product: \_\_\_\_\_

- 3 It was designed by Harry Beck in 1931. This map was a revolutionary concept. It's used today by transport systems around the world.

Product: \_\_\_\_\_

VOCABULARY

Getting a consensus

9 Three musicians are choosing a photo for their album cover. Complete the conversation with the words in brackets and one or two other words.



**ANJI** So, we've made our album. We just need to choose a photo for the cover. Here are the ones that Jan took. What <sup>1</sup> are your thoughts? (thoughts)

**BEN** I definitely don't like that one.

**MARCIN** Me neither.

**ANJI** <sup>2</sup> \_\_\_\_\_ that one, then. (eliminate)

**BEN** And we look really bored in this one.

**ANJI** Are <sup>3</sup> \_\_\_\_\_ that? (all / agreed)

**MARCIN** Yes.

**ANJI** So these two <sup>4</sup> \_\_\_\_\_. (out)

**MARCIN** Personally I like this one best.

**BEN** I think it's probably the best one too.

**ANJI** I don't like that shop in the background.

**BEN** I could crop the photo to remove it. <sup>5</sup> \_\_\_\_\_ you? (would / work)

**ANJI** If you can do that, yes.

**MARCIN** So, we're <sup>6</sup> \_\_\_\_\_ this one, then. (all / favour)

**BEN** Yes, as far as I'm concerned.

**MARCIN** Anji? It's not too late <sup>7</sup> \_\_\_\_\_ . (change / mind)

**ANJI** No, I'm OK with it.

**BEN** Great. We're <sup>8</sup> \_\_\_\_\_ this one, then. (with)

## EXPLORE Writing

- 10 Which do you think is the best innovation of the 21st century? Look at the website below and make your choice.

File Edit View Favorites Tools Help

Address  Go Links >>

**Best innovation of the 21st century (so far!)**

Which is the most impressive innovation of the 21st century? Choose from the list below, or, if you think we've missed something, add your own choice in the box. Then write and tell us why you chose it!

High Definition TV                       Social networking sites (e.g. Facebook)  
 iPhone     Wikipedia  
 iPod     Twitter  
 Netbooks     YouTube  
 WI-FI     Skype

My choice(s):

- 11 Read this posting on the website. Which innovation has the writer chosen?

posted at 11:23am

There have been a lot of great innovations this century. For instance, there's Wikipedia, which has revolutionised the way we look for information. Then there are social networking sites such as Facebook, which have helped millions of people to keep in touch with friends – and make new ones.

But if I had to choose one, I'd go for \_\_\_\_\_. Not only is it one of the most useful gadgets I've ever owned, but it's also really aesthetic. It's very straightforward to use too, designed for people (like me) who are not really into technology. You don't need to read an instruction manual to make it work, because it's really intuitive. And it's got a touch screen, which means you can easily teach yourself to use it.

But what I really love about it is that for such a small gadget, it's absolutely packed with functions. For example, you can make calls, listen to music, take photos and connect to the Internet. I use mine to record music and even to tune my guitar. And all that in a pocket-sized piece of technology!

- 12 Complete this extract from the posting, then read it again to check your answer.

Not only \_\_\_\_\_ one of the most useful gadgets I've ever owned, but it's also really aesthetic.

Now complete these sentences with *is*, *can* or *does*. Which innovations from the list in Exercise 10 do you think they refer to?

- Not only \_\_\_\_\_ you watch lots of videos, but you can also upload your own videos. **Innovation:** \_\_\_\_\_
- Not only \_\_\_\_\_ it free, but it also contains information about every topic imaginable. **Innovation:** \_\_\_\_\_
- Not only \_\_\_\_\_ it allow you to make free phone calls, but it also allows you to do video conferencing. **Innovation:** \_\_\_\_\_

- 13 Find and underline in the posting:

- four words and phrases used to introduce examples.
- three *which* clauses used to give extra information.
- a non-defining past participle clause.

- 14 Write a posting with your choice for the best innovation of the 21st century. Explain why you have chosen it. Use some of the language from Exercises 12 and 13 and other useful expressions from the posting.

# 5 Documentary The sculptors

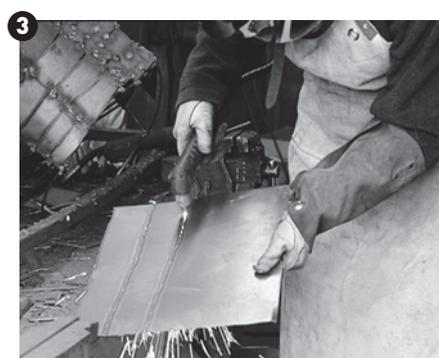
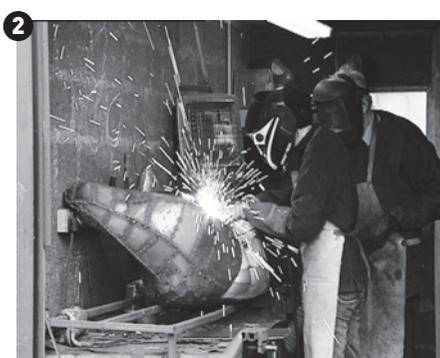
## Before you watch

1 What is the connection between the words in each of the groups?

- |   |          |            |                   |              |
|---|----------|------------|-------------------|--------------|
| 1 | lecturer | sculptor   | social worker     | student      |
| 2 | drawing  | sculpture  | illustration      | painting     |
| 3 | metal    | wire       | rod               | papier-mâché |
| 4 | to weld  | to join    | to stick together | to cut       |
| 5 | bit      | silhouette | shape             | structure    |

Which word is different in each group? Explain why. There may be more than one correct answer.

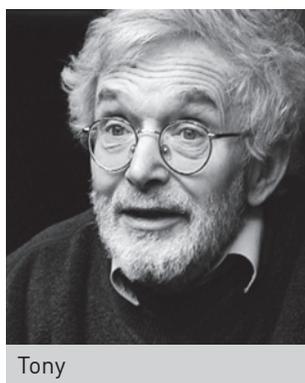
2 Which words from Exercise 1 are illustrated in pictures 1–3 below?



## While you watch

3 In the video, Tony and Jayne talk about themselves and about working together. Watch the complete video. Who talks about (and doesn't simply mention) these things? **Circle** T, J or BOTH.

- |   |                           |              |
|---|---------------------------|--------------|
| 1 | Why I started sculpting   | T / J / BOTH |
| 2 | The type of things I make | T / J / BOTH |
| 3 | How I met Jayne/Tony      | T / J / BOTH |
| 4 | How I make a sculpture    | T / J / BOTH |
| 5 | My ambition as an artist  | T / J / BOTH |



4 Watch Part 1 again (0:09–2:24). Are the sentences about Tony true or false? Correct the false ones.

- |   |   |              |
|---|---|--------------|
| 1 | Tony comes from Cambridge originally.       | TRUE / FALSE |
| 2 | He works at a university.                   | TRUE / FALSE |
| 3 | He only started producing art recently.     | TRUE / FALSE |
| 4 | His first work in metal was a bicycle.      | TRUE / FALSE |
| 5 | The bicycle didn't work very well.          | TRUE / FALSE |
| 6 | He didn't want Jayne to come and watch him. | TRUE / FALSE |

5 Watch again and complete the fact file about Jayne.

Name: <u>Jayne Ruffell-Ward</u>	First profession: _____
Age: _____	How she got into sculpting: _____
Family: _____	_____
Studies: _____	_____

## Documentary The sculptors

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- 6 Watch Part 2 again (2:27–3:04) and make notes about three steps that Tony takes when he starts a sculpture.

Step 1: \_\_\_\_\_.

Step 2: \_\_\_\_\_.

Step 3: \_\_\_\_\_.

- 7 Watch Part 3 again (3:08–5:06) and answer the questions.

- 1 Apart from specific technical skills, what has Jayne learned from Tony?
- 2 How did Tony work before he met Jayne?
- 3 What does he value about working with someone else?
- 4 What characteristics make Tony a fantastic teacher?
- 5 What view of art do they share?
- 6 What's the difference between them?
- 7 According to Jayne, what does Tony hope his art will do?
- 8 What three things is Jayne thankful to Tony for? Why?

- 8 Watch Part 4 again (5:10–5:57) and complete the sentences.

1 At first, Tony says his favourite sculpture is \_\_\_\_\_.

2 His ambition is \_\_\_\_\_.

3 His favourite sculpture is of \_\_\_\_\_.

4 The sculpture is about \_\_\_\_\_.

### After you watch

- 9 Complete these extracts from the video. Add the correct particles to the multi-word verbs.

1 Tony: Straight away I **got** \_\_\_\_\_ making animals and so on then I really haven't **looked** \_\_\_\_\_.

2 Jayne: I came to Cambridge in the early nineties to study illustration and after that **ended** \_\_\_\_\_ doing social work, so, to **get** \_\_\_\_\_ my art I was **looking** \_\_\_\_\_ things.

3 Jayne: I wrote a letter saying, please could I come and you could show me how to **stick** pieces of metal \_\_\_\_\_.

4 Jayne: He's taught me how to **break** the process \_\_\_\_\_ into manageable bite-sized pieces.

5 Jayne: That encouraging nature just **brings** \_\_\_\_\_ the best in people.

6 Tony: Well, I do actually and it **turns** \_\_\_\_\_, it **turned** \_\_\_\_\_ after **putting** the two \_\_\_\_\_, to be a little child whispering to his grandad.

- 10 Would you like to work as an artist? Why? / Why not?

#### GLOSSARY

**lecturer** (noun): someone who teaches at a British college or university

**tandem** (noun): a bicycle made for two people who sit one behind the other

**social work** (noun): work that provides help and support for people who need it

**silhouette** (noun): a dark shape seen against a light surface

**stuff** (noun): an informal word used to refer to a substance or material

**rod** (noun): a long thin pole

**weld** (verb): to join two pieces of metal together permanently by melting the parts that touch

**plasma cutter** (noun): a tool that uses hot gas to cut things

**wire** (noun): a piece of thin metal thread which can be bent

**bite-sized** (adjective): describes something that is small enough to put in your mouth whole

**papier-mâché** (noun): pieces of paper mixed with glue or with flour and water and used to make decorative objects or models

**expertise** (noun): a high level of knowledge or skill

**springboard** (verb): to provide the opportunity to follow a particular plan of action, or the encouragement that is needed to make it successful