

# Open Mind

## TAKE A TOUR

### UPPER INTERMEDIATE

## UNIT 11 THROUGH THE LENS

### IN THIS UNIT YOU

- learn language to talk about photos and make comparisons
- read about selfies
- talk about the similarities and differences between two photos
- listen to a podcast about photography
- write a memo about photos of staff members
- learn about giving and receiving feedback
- watch a video about how photography can help change people's perception of a country

### READING

understanding text organisation

Different sentences have different functions. What functions can you think of, e.g. providing an example?

### SPEAKING


making comparisons  
What words, phrases or grammar do you know that we use for comparing one thing to another, e.g. comparative adjectives?

Clear, vibrant and visual unit openers set out to the CEFR. Simple questions give students the opportunity to leaf through the unit and familiarise themselves with the topic.


The two 'on' skills of the unit, which are developed through sub-skills, are highlighted here. The two 'off' skills (in this case writing and listening) are only being practised in this unit. The units alternate their 'on' and 'off' skills.

**SKILLS**  
**WORK & CAREER**

giving and receiving feedback  
Who do you receive feedback from in your everyday life? Do you find it a positive experience? Why or why not?

**A**  Work in pairs. Look at these images of people taking photos. Tick the situations you have taken photos in. Say what kind of photos you like to take and why.



**B**  Work in pairs. How much do you agree with the statements? Explain why.  
'I can't stand having my photo taken.'  
'I prefer photos of people to photos of beautiful scenery.'

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#### GRAMMAR: verb + gerund/infinitive with a change of state

**A LANGUAGE IN CONTEXT** Read what this person says about a photo. Summarise the speaker's response to the photo in your own words.

Oh, I remember being in this photo! That was so long ago! My dad made us try to look natural, but we couldn't do it. Oh, look at that hair! I regret having that style now. What was I thinking? And those clothes! So old-fashioned! Everyone stopped wearing those years ago! What an embarrassing photo! Still, I'll never forget laughing and having fun with my family when we took it. We've all grown up now and are living busy lives, but it's good to stop to think about those days sometimes. You have to remember to treasure every moment with your family because time goes by so fast!

**B ANALYSE** Read the text in Exercise A again.

**Form** Complete the table with examples from the text.

Verb	+ gerund examples	+ infinitive examples
forget	(forget that you have done sth.; have no memory of sth.) (1)	(forget that you need to do sth.) Don't forget to show him the photo.
regret	(regret that you have done sth.) (2)	(apologise for bad news) We regret to inform you that your photos have been deleted.
remember	(remember that you have done sth.; have a memory of sth.) (3)	(remember that you need to do sth.) (4)
stop	(stop an action/habit) (5)	(stop in order to do sth. else)
try	(do sth. to see what result it will have) Try cleaning the lens.	

**Function** Write gerund or infinitive.

- not remember something you have to do: forget + \_\_\_\_\_
- not have a memory of something: forget + \_\_\_\_\_
- feel bad about something you have to tell someone: regret + \_\_\_\_\_
- wish you hadn't done something in the past: regret + \_\_\_\_\_
- have a memory of something: remember + \_\_\_\_\_
- not forget something you have to do: remember + \_\_\_\_\_
- stop an action or habit: stop + \_\_\_\_\_
- stop so that you can then do something else: stop + \_\_\_\_\_
- attempt something you may or may not be able to do: try + \_\_\_\_\_
- do something to see what result it will have: try + \_\_\_\_\_

**C PRACTISE** Write each verb in the correct form.

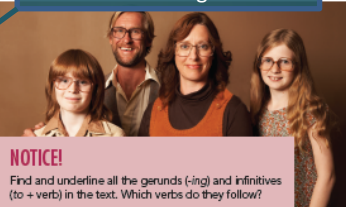
- Have you ever taken a photo you regretted \_\_\_\_\_ (take)? What happened?
- Do you remember ever \_\_\_\_\_ (have) a family photo taken? Who was there? How did you feel?
- Do you agree with the writer that we should stop \_\_\_\_\_ (think) about our family history sometimes?
- Do you ever look at family photos and do that?
- Do you ever try \_\_\_\_\_ (avoid) having your photo taken? When? Why?

**D NOW YOU DO IT** Work in pairs. Ask and answer the questions in Exercise C. Use as many of these verbs as you can: forget, regret, remember, stop, try.

Grammar is presented using an inductive approach and employs a step-by-step structure to understanding and learning

#### NOTICE!

Find and underline all the gerunds (-ing) and infinitives (to + verb) in the text. Which verbs do they follow?



Students learn grammar through the clear step-by-step approach with plenty of chances to practise in the 'Now you do it' stage.

#### WHAT'S RIGHT?

- ☐ I really regret to wear that outfit!
- ☐ I really regret wearing that outfit!

#### LISTENING: to a podcast

**A** You are going to listen to a podcast. Look at the photo and say what you think it might be about.

**B** Listen to the podcast. As you listen, write a word or short phrase you hear in each gap.

- Jack went to an exhibition of work by \_\_\_\_\_
- Penny says we often assume photos only appear on \_\_\_\_\_ these days.
- Jack was most \_\_\_\_\_ by Judy Anderson's photo of a homeless man.
- Nothing takes \_\_\_\_\_ from the man and his expression.
- The photo is also a comment on the area's recent \_\_\_\_\_

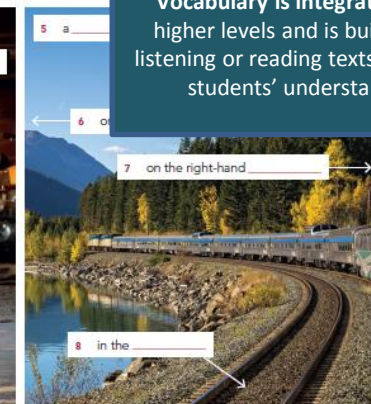
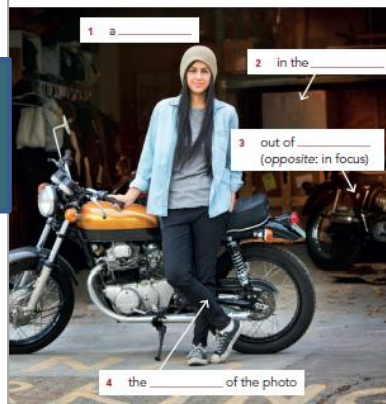


Clear sign-posting and unit structure throughout.

#### C VOCABULARY: DESCRIBING PHOTOS

Listen again and label the photos with words from the box. One of the words can be used more than once.

background focus foreground landscape portrait side subject



Vocabulary is integrated in the higher levels and is built around listening or reading texts to support students' understanding.

#### D VOCABULARY: DESCRIBING PHOTOS

Work in pairs. Choose one of the photos in Exercise C and describe it to your partner. Say what you like or don't like about it. Then exchange photos and listen to your partner describe the other photo.



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## UPPER INTERMEDIATE

### SPEAKING: making comparisons

We may be in a situation where we need to make a choice between two or more things. By comparing and contrasting, we can judge the things against each other and make a better decision.

**A** Work in pairs. Look at the photos. Make notes on what the photos have in common and what the differences are between them.



Things the photos have in common  
both show people posing for photos

Things that are different between the photos  
the first shows a family, the second shows a group of friends



**B** Listen to two people comparing the photos in order to choose one to illustrate an article. Tick the points they make against the notes you made in Exercise A. Make a note of any points they mention that you didn't.

### C VOCABULARY: MAKING COMPARISONS

Listen again and complete the sentences with a word or phrase from the box. In one of the gaps, two words are possible.

alike in contrast in that point of difference similarity unlike whereas while

- Both photos are \_\_\_\_\_ because they're both photos of groups of people.
- The first is a family portrait and looks like it's been taken by a professional, \_\_\_\_\_ the second shows someone taking a selfie with their friends.
- Another \_\_\_\_\_ is that the people are posing and smiling in both photos.
- However, maybe the first situation is a little formal for my article, \_\_\_\_\_ the second situation is much more informal.
- Another \_\_\_\_\_ is the reason they're having their photo taken.
- \_\_\_\_\_, the second group want a photo they can send to friends or put online to show people what a good time they're having.
- Both photos are similar \_\_\_\_\_ the people want to record this moment in their lives, but the second one is more modern.
- It'll appeal to younger people, \_\_\_\_\_ the first one.

### D VOCABULARY: MAKING COMPARISONS

Work in pairs. Take turns choosing one of these sets of photos and comparing them.



### GRAMMAR: connectors of addition / cause and effect

**A LANGUAGE IN CONTEXT** Read the opinions. Who do you most agree with?

## THE GREAT DEBATE

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Here at The Great Debate, we ask two people to comment on a current issue and then invite you to join the debate! This week, the topic is 'edited photos' and joining us are fashion photographer Shannon Atkins and mental-health campaigner Connor Rourke. Add your comments below.

### Shannon Atkins

The vast majority of images we see every day are edited in some way **because** of the demands placed on photographers by the clients. They want their product to be presented in the best way, whether it's a new clothing line, a new perfume or a new car, so people want to go out and buy it. **Moreover**, consumers themselves want edited photos. Who wants to see celebrities with pimples and a few extra pounds? I edit the unattractive aspects out of my fashion images **in order to** meet the expectations of both clients and consumers, and I'm not ashamed of that. **Besides**, I think my job is to give people images to aspire to, to show them a perfect ideal to aim for. Most people don't want reality. They want dreams.

### Connor Rourke

I'm very concerned about the number of photos we see these days that have been edited. We are surrounded by images that have been altered to make the subject seem more attractive. **As a result** of this heavy editing, these images present an unrealistic idea of beauty. **Furthermore**, they imply that we ordinary people with our ordinary lives and ordinary bodies are inadequate. **As a consequence**, young people, in particular, feel like failures because they will never match the ideal. This can lead to very low self-esteem. **In addition** to these problems, these images can also make us unhappy with our partners, the people around us and the lives we lead.

### NOTICE!

Look at the words in bold in the text. Which of the words have similar meanings?

**ANALYSE** Read the opinions in Exercise A again.

**Form** Complete the rules with the words and phrases in bold from the text.

Connectors of addition / cause and effect  
and, also, \_\_\_\_\_, therefore

**Function** Choose the connectors to complete the sentences.

- Connectors of addition / cause and effect are used to provide more information in support of a point.
- Connectors of addition / cause and effect are used to show how one thing makes another happen, or how one thought follows logically from another.

**C PRACTISE** Rewrite each pair of sentences as one sentence. Use the words and phrases in brackets. Add any other words you need.

- Many people cannot live up to the ideal they see in images. They get depressed. (because of, fact)
- Models are made to appear more beautiful. They are often also made to appear thinner. (result, not being able)
- (and, besides that)
- (and, furthermore)

**D NOW YOU DO IT** Work in pairs. Discuss the questions. Use connectors of addition and of cause and effect to explain your opinion.

- Are images around us edited too much? Give reasons for your opinion.
- What do you think the expression 'the camera never lies' means? Do you agree? Why or why not?

Common errors are highlighted through 'What's Right?' boxes.

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Increased amount of **authentic text** types in the Student's Book and Workbook. The higher levels also include an increased amount of authentic interviews.

#### Understanding text organisation

In the text, different sentences have different functions. Some sentences introduce a new topic, some give additional information or supporting details and some argue for or against an idea. Recognising the function of sentences improves your understanding of the text.

**A** Read the article. Do you agree with the writer's views on selfies? Explain why or why not.

#### The selfie

<sup>1</sup> The selfie has become the defining document of the modern age. In the world of social networking, no event, whether life changing or mundane, can truly be said to have happened unless the participants have taken a photograph of themselves doing it.

<sup>2</sup> Selfies are visual diary entries, offered to the world as evidence that you were in a certain place at a certain time. \* They are also, in some ways, a perfect reflection of the digital age, being usually pointless and ephemeral. \* No one treasures someone else's selfie.

<sup>3</sup> The selfie is the modern postcard. It says: 'I am here'; it possibly also says: 'Wish you were here'; it frequently says: 'Don't you wish you were here? Because then your life would be as glamorous/popular as mine'.

<sup>4</sup> The selfie feels new, but people have been taking photographs of themselves since the invention of the camera. \* The first documented case of a teenager taking a selfie was in 1914, when Russia's Grand Duchess Anastasia Nikolaevna, then aged 13, took her own photograph using a Kodak Brownie and sent it to a friend with a letter that read: 'I took this photo of myself looking at the mirror. It was very hard as my hands were trembling'. The instant self-portrait, instantly self-published, is one of the fastest-growing internet phenomena. \* According to a survey, two-thirds of Australian women aged 18-35 take selfies, which are usually then posted on Facebook. According to another, nearly a third of all photographs taken by people aged between 18 and 24 are selfies.

<sup>5</sup> So what does it say about us, this need to picture ourselves to others, however briefly, however little the rest of the world cares? Inevitably, some sociologists are worried (as sociologists usually are). Some link the selfie-craze to an obsession with looks and the objectification of the body.

<sup>6</sup> This seems ridiculous to me. \* Human beings have been picturing themselves, trying to hone their self-images, and showing off to their friends for centuries. The citizens of Pompeii had their portraits painted on their walls, the Roman equivalent of Facebook, to impress the neighbours. The Victorian selfie was the studio portrait, a ritual requirement of middle-class life. The growth of photography brought a boom in self-portraits, but the relationship between sitter and photo was always interrupted by the camera. It was always there, enabling photographic self-portraits in which the camera is invisible.

<sup>7</sup> Today we take photos of ourselves faster, more frequently, and with greater self-awareness. The self-portrait has always said: this is me, in my world, with the background and all.

**B** Read the article again. Match the underlined sentences (a-e) to the functions (1-5).

This sentence ...

- 1 summarises what comes before it. \_\_\_\_\_
- 2 presents a further explanation of an important idea. \_\_\_\_\_
- 3 provides evidence against a point of view mentioned. \_\_\_\_\_
- 4 provides evidence in support of a claim. \_\_\_\_\_
- 5 gives a specific example of something mentioned. \_\_\_\_\_

'The sub-skills sections are an indicator of the unit's 'on' skill. They offer tips and advice, and support students in the development of this particular language skills in addition to practising it.

Choose the correct options to complete the sentences.

- 1 According to the writer, the selfie ...
  - a) is more popular than ever before.
  - b) is mainly popular in Australia.
  - c) is only popular among young people.
- 2 The writer thinks that sociologists ...
  - a) are right to be worried about selfies.
  - b) are obsessed with appearances.
  - c) worry too much about this kind of thing.

**D** <sup>4</sup> Work in pairs and answer the questions.

- 1 Do you ever take selfies? If so, why and in which types of situations?
- 2 Why are selfies more popular now than ever before?
- 3 Are there situations where it's not appropriate to take selfies? Where would you not take a selfie?

#### PRONUNCIATION: stress timing

**A** <sup>2.26</sup> Listen to the quotations about photography. Notice how the underlined stressed syllables fall in a regular rhythm and how the syllables between are said very quickly.

'You don't make a photograph just with a camera. You bring to the act of photography all the pictures you have seen, the books you have read, the music you have heard, the people you have loved.'

Ansel Adams, American photographer (1902-1984)

'You can look at a picture for a week and never think of it again. You can also look at a picture for a second and think of it all your life.'

Joan Miró, Catalan Spanish artist (1893-1983)

**B** <sup>2.27</sup> <sup>4</sup> Practise saying the quotations using a regular rhythm like the examples above. Underline the syllables that you think should be stressed. Listen and check your answers.

'What I like about photographs is that they capture a moment that's gone forever, impossible to reproduce.'

Karl Lagerfeld, German fashion designer, artist and photographer (1933-2019)

'The camera is an instrument that teaches people how to see without a camera.'

Dorothea Lange, American photographer (1895-1965)

#### WRITING: a memo

**A** <sup>2.28</sup> Your manager Erica needs new images from staff members for the company website. Listen to the phone message and make a note of what she tells you.

**B** Read the description of a memo. Write an email memo to staff members in your notebook based on your notes. Start by completing the details at the top of the email.

A memo is a short letter or email that is sent to people in an organisation. It is often used to pass on information or report on meetings. A memo should be direct and clear and use a neutral tone.

To: All staff members  
From: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Dear all,

Plenty of opportunities for personalisation.

Pronunciation is focused on throughout the unit and gives particular emphasis on different areas.

Strong writing syllabus in every unit and in the writing workshop sections at the end of alternate units.

Higher levels include exam style comprehension questions and focuses, supported further in the workbook Skills Studio Listening and Reading sections.



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## UPPER INTERMEDIATE

### LifeSkills


The Life Skills pages form an integral part of the unit using language the students have just been developing.


#### GIVING AND RECEIVING FEEDBACK

##### Giving feedback

- Start by making at least a couple of positive comments.
  - Give the other person a chance to respond.
  - Use friendly language and positive body language.
- ##### Receiving feedback
- Listen with an open mind.
  - Ask questions to fully understand the feedback.
  - Stay calm and consider the validity of any criticism.

Step-by-step summary of the approach the life skill in the lesson.

**A**  **2.29** Listen to the feedback session. Do you think the manager gives feedback well? Does Paul receive the feedback well? Explain what they do well or badly.

**B**  **1.5** Work in groups. You work as a member of a team in a public relations company. Read the email from your manager and discuss the questions.

- 1 What two elements need to be included in the campaign?
- 2 What steps does your manager want you to take?

From: Kaewa@mastermail.mcc.wd  
Subject: Local tourism campaign

Hello everybody,

As you probably know, the number of tourists visiting our local area has been falling in recent years. It's not clear whether this is due to increasing prices or other factors. However, the local government is eager to reverse this trend, so they've approached us for ideas.

We need to design a whole campaign, and it needs to be visual. We need to really use the beauty of the local area in images for adverts, both in the traditional media and online, and we need to come up with some good slogans for the campaign. Think of as many ways of promoting the area as you can, and I'm sure we'll come up with something powerful between us.

Work with your own team first to come up with good ideas. Then I want you to present your ideas to another team and listen to their constructive feedback. That will guide you in improving your ideas.


I'd like to see what you've come up with in a few days. I'll contact you to arrange a meeting.

Regards,  
James Kaewa  
Project Manager




### Self and Society Work and Career Study and Learning

Each unit presents a life skill within one of three domains. However, they are transferable across all the domains and the same life skill is provided across the two other domains through Teacher's Resource Centre material


**C**  **1.5** As a group, discuss the ideas. Say what you like and dislike about them and decide which ones you might use in your campaign. Make a note of any other ideas.

- Organise a competition for photos taken of the area by local people and use the best ones.
- Hire a professional photographer to take photos of local sights.
- Create social media pages with lots of images of different kinds.
- Do a survey with local people to see what they think.
- Make a short professional film about the area to go online.
- Ask local people to make a short film.
- Create a poster campaign with an interesting slogan.

**D** Using ideas from your discussion, and other ideas of your own, make notes to plan your local tourism campaign. Give as much detail as you can.

**E**  **1.5** Work with another group. Group A, describe your campaign to Group B. Explain how you think it will boost local tourism. Group B, listen and make notes. Then give Group A feedback on their ideas. Follow the steps below. Finally swap roles.

- 1 Comment on what you liked about the other group's ideas.
- 2 Comment on any problems you can see with the other group's ideas. Allow the other group to respond.
- 3 Try to suggest ways to improve the ideas.

**F**  **1.5** In your group, improve your ideas. Take into account the feedback you received. Then present your ideas to the whole class.

#### HOW TO SAY IT

We thought ... was a really good idea. In addition, we liked ...  
Can you tell us why you decided to ...?  
Have you thought about ...? Also, ...  
Do you think ... might be better?  
I see your point, and I could change things so that ...  
Yes, I understand, but the reason I did that was ...

**G**  **1.5** Discuss the questions.

- 1 What did you learn about giving and receiving feedback?
- 2 How well do you usually respond to feedback? Do you think what you've learnt will change your reaction in the future?

Useful functional language is highlighted.



**REFLECT ...** How can the skill of giving and receiving feedback be useful to you in Self & Society and Study & Learning?



#### RESEARCH ...

Find out how your local area is advertised to tourists. What images and slogans are used? Think of ways in which the image of your area could be improved. In the next lesson, report back to the class on what you have found.

Key reflection boxes get students to think about the transferable nature of the life skill and how it can be effectively applied in the other two domains.

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## Language wrap-up

### 1 VOCABULARY

Choose the correct options to complete the sentences. (12 points)

- 1 I can't tell what's in the background because it's *out of / off* focus.
- 2 One *similar / similarity* between the photos is that they were both taken in exotic locations.
- 3 I'm a big fan of *portrait / landscape* photos of mountains, lakes and beautiful sunsets.
- 4 This photo carries a lot of emotion, *alike / unlike* this one, which is very cold.
- 5 One *mark / point* of difference between the photos is the time of day they were taken.
- 6 I have a wonderful *portrait / landscape* of an old man. You can almost see what he's thinking.
- 7 The *subject / object* of the photo is a young girl playing with her pet dog.
- 8 The two photos are similar from / in that they both show problems within families.
- 9 In / By contrast to the first photo, the second shows people enjoying their free time.
- 10 On the left-hand *part / side* of the photo, there's a sign, but I can't read what it says.
- 11 I'm planning to study photography, *whereas / otherwise* my brother is going to study law.
- 12 In the background / foreground, close to the camera, there's a young child.

10-12 correct: I can describe photos and make comparisons.

0-9 correct: Look again at the vocabulary sections on pages 131 and 132. SCORE: /12

### 2 GRAMMAR

**A** Complete the sentences with the correct form of the verbs in brackets. (6 points)

- 1 I'll never forget \_\_\_\_\_ (take) my grandfather's photo for the last time.
- 2 I tried \_\_\_\_\_ (get) my old camera to work, but I couldn't work it out.
- 3 As we walked along the bridge, James stopped \_\_\_\_\_ (take) a photo.
- 4 Don't forget \_\_\_\_\_ (send) a photo with your passport application.
- 5 I'll always regret \_\_\_\_\_ (get) rid of our old family photo albums.
- 6 I wish people would stop \_\_\_\_\_ (take) selfies all the time!

**B** Complete the paragraph with the words and phrases from the box. There may be more than one correct answer. (6 points)

as a consequence as a result because besides that due to in addition to

Henri Cartier-Bresson's photographs demonstrate that he truly was the father of street photography. (1) \_\_\_\_\_ of his work, street photography with a 35mm camera became the standard of photojournalism. This is (2) \_\_\_\_\_ the fact that he showed that great art could be produced by capturing 'the decisive moment'. This is when the photographer is looking at a scene and (3) \_\_\_\_\_ the elements in it come together perfectly, they feel they must take a photo. (4) \_\_\_\_\_, the phrase 'the decisive moment' has entered the vocabulary of all photographers. (5) \_\_\_\_\_ popularising this phrase, he also showed that it is possible to find great beauty in ordinary life. (6) \_\_\_\_\_, he brought out the beauty of the city he loved - Paris.

10-12 correct: I can use verbs + gerund/infinitive with a change in meaning. I can use connectors of addition and connectors of cause and effect.

0-9 correct: Look again at the grammar sections on pages 130 and 133. SCORE: /12

Key review of the grammar and vocabulary of the unit

Consolidation area with further practice of the unit's grammar.

## WRITING WORKSHOP

### Writing a report

**A** Read the email report. What problems does the writer identify? What recommendations does she make?

To: John Delaney Subject: The company website  
From: Maria Murray

**Introduction**  
As requested, I have carried out a review of the company website. In particular, I was asked to consider the current images. My findings and recommendations appear below.

**Overall design**  
The website was redesigned five years ago. As a consequence, it is badly in need of an update. Visitors to the website are able to read about our products and can order them online. However, at the moment they are not able to share what they find with their friends on social networks. In contrast, our competitors have much more up-to-date sites in that they are well connected to social networks.

**Company image**  
The current images on the website are very formal and professional. They consist mostly of photos of staff members at work or in a professional studio. This gives the website a formal feel, and as a result of this, it isn't very attractive to our younger customers, who are more likely to react better to a more modern company image.

**Suggestions for improvement**  
In terms of the overall design, we need to modernise the website. One key part of that is having better links to social media. In addition to that, it's essential that we update the staff profile photos. I suggest we ask all staff to provide informal selfies, which would make the company image far more fun and modern.

**B** Read the report again and answer the questions.

- 1 How does the writer clearly show what this is and who it is for?
- 2 How does the writer clearly show which particular topic she is discussing?
- 3 Why is it important in this kind of report to clearly show who it is for and what topics are covered?
- 4 How formal is the report? Why?

**C** You are going to write a similar report. Before you write it, read the instructions and make notes to answer the questions.

You work in your local tourism office. Your manager has asked you to write a report about tourism in your area and how it might be improved. Identify any areas that need improvement and make suggestions.

- 1 Complete the opening of your report:  
To: \_\_\_\_\_ Subject: \_\_\_\_\_  
From: \_\_\_\_\_
- 2 What two problem areas could you talk about? What problems are you going to identify?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What suggestions are you going to make to address those problems?  
\_\_\_\_\_  
\_\_\_\_\_

**D** Use your notes to write a report of approximately 200 words.

### HOW ARE YOU DOING?

- ☐ I have used an appropriate format for a report.
- ☐ I have used an appropriate tone.
- ☐ I have identified areas for improvement and made suggestions.

Speaking or Writing Workshops alternate every unit and use the 'model, analysis and production' structure.

Self-assessment section to check progress and understanding throughout the course.