

## UNIT 7 VISION

Listening	Recognizing different types of numbers Listening for transition questions
Vocabulary	Adding suffixes to change adjectives into nouns
Speaking	Asking for repetition and clarification
Pronunciation	Pronouncing final consonant /t/ before another consonant

### Discussion point

Ask students to look at the picture on page 67 and say what words come into their mind, e.g. *eye, pupil, see*. Point out that the title of the unit is *Vision*.

Before you start, you may wish to get students interested in the theme by using the video resource *Learning to see*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Before starting the exercise, have students brainstorm the names of the five senses, and write them on the board. Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 7 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

### Vocabulary preview

- Begin by pre-teaching the word *texture* (the way that something feels when you touch it). Point out to students the first four words are adjectives and the second four are nouns. If necessary, suggest that students use their monolingual dictionaries to check unknown words.

#### ANSWERS

1 b 2 a 3 d 4 c 5 h 6 e 7 g 8 f

- Choose one or two students to share their answers with the class.

#### EXTENSION ACTIVITY

Give each student a number from one through eight. These numbers correspond to the sentences in *Vocabulary preview* exercise 1. Students create another sentence that is true for them. Do an example for sentence 1 with the whole class: *In an average week, I spend around eight hours reading.*

## LISTENING 1 Our world, our senses

Word count 482

### Before you listen

- Check that students understand the word *eyesight*. You may want to point out that this is a compound word made of *eye* + *sight*. Ask students to think about the meaning of each word to determine the meaning of the compound word. Also, elicit the names of the birds and animals in the pictures on page 68 (*eagle, bat, owl*). When students have finished discussing the questions, have them share their answers with the class.

#### POSSIBLE ANSWERS

The eagle has the best eyesight in daylight. The owl and bat have the best nighttime eyesight.

- Ask students to complete the activity individually. You may want to use gestures to explain *blink*.

### Global listening

- Ask students to look at the *Academic keywords* box. Model pronunciation and check that students understand all the words. Ask students to add the words to their vocabulary notebooks. Find out if anyone takes pictures, as this helps to explain the word *expose*. Point out that *focus* is also a noun. Play the audio so students can check their answers to *Before you listen* exercise 2. Then find out if anyone predicted everything correctly.

#### AUDIO SCRIPT 2.09

**Host:** Hello everyone, and welcome to *Our world, our senses*. This week we focus on our sense of sight, and my guest is Dr. Henry Chung, an eye specialist at Eastern Hospital. Dr. Chung, let's start with the basics. What should we know about our eyes?

**Dr. Chung:** Well, first of all, except for your brain, your eyes are the most complex organs you have. Each eye has more than two million parts! That means our eyes can focus on 50 things per second—even though only 17% of our eye is exposed to the outside world.

**Host:** Wow, that's pretty amazing.

**Dr. Chung:** Yes it is, and the muscles that move our eyes are the most active muscles in the human body. They allow us to blink, on average, 12 times every minute that we're awake—that's 10,000 blinks a day! Check it out for yourself when you're near a friend or someone in your family. You may also notice that women blink twice as much as men!

**Host:** Really? Why is that?

**Dr. Chung:** Researchers say it's because women react to loud sounds around them by blinking a lot.

**Host:** OK, I have a question . . . what's the maximum distance a human can see?

**Dr. Chung:** Good question—and there are two answers. First, when you look up above you into the night sky, you can see stars that are millions of kilometers away. That's because they give off so much light.

**Host:** So how about when I look straight ahead on flat land?

**Dr. Chung:** Ah, that's answer number two. If you're average adult height, on a clear day you can see straight ahead up to 4.6 kilometers.

**Host:** But there are animals that have even better vision than humans, right?

**Dr. Chung:** Yes, you know the expression "eagle-eyed"? It means having excellent eyesight. That's because some birds, such as eagles and hawks, can see up to eight times more clearly than the sharpest human eye. An eagle, for example, can see a small rabbit 1.5 kilometers away.

**Host:** One and a half kilometers!? Incredible! And what about seeing at night? Is it true owls and cats have amazing night vision?

**Dr. Chung:** Well, yes. In fact, an owl can see a mouse about 100 meters away, even when it's dark! Owls can also move their head around 270 degrees—almost a complete circle!

**Host:** Wow! OK, one more question. We all know the expression "blind as a bat." Are bats really blind?

**Dr. Chung:** Well, no, actually, that's not true. In fact, bats can see pretty well. But at night, many bats use only sound to find their way. In other words, they see with their ears!

**Host:** Fascinating. Well, I'm afraid that's all the time we have. Thank you very much for joining us today, Dr. Chung.

**Dr. Chung:** My pleasure.

**Host:** Everyone, please tune in next week when we focus on the sense of taste. We'll learn how it can give us some of our most wonderful experiences, enjoying the many complex flavors and textures of food. See you next week.

**ANSWERS**

1 F 2 F 3 T 4 T 5 F 6 F

### Close listening

Write the numbers in the *Recognizing different types of numbers* box on the board. Ask students to read the numbers aloud. Then have them check they have said the words correctly by reading how they are written in the box.

- 1 Ask students to try to figure out the answers before listening to the audio again. Then play the audio so they can check their answers and also focus specifically on how numbers are said.

**ANSWERS**

1 b 2 c 3 a 4 f 5 d 6 e

**EXTENSION ACTIVITY**

To provide extra practice saying numbers, ask students to write a number on paper. Then students exchange papers and practice saying the number aloud.

**Exam tip**

In many examination-type questions, including IELTS, students need to listen for facts or specific details. The following listening involves listening for exact numbers. It is useful to learn "how" to listen. When you read the task, this will influence what it is that you are listening for. When listening for specific information, it is important not to try and understand everything, and then try and find the information you need. It is aiming to know exactly what you need, and then trying to catch just that.

- 2 With weaker groups, ask the students to read the numbers aloud before listening to the audio. Remind them they can do this exercise at home.

**AUDIO SCRIPT 2.10**

- 1 30
- 2 14
- 3 115
- 4 660
- 5 7,770
- 6 18,880
- 7 190,990
- 8 2,215,000

**ANSWERS**

- |       |             |
|-------|-------------|
| 1 30  | 5 7,770     |
| 2 14  | 6 18,880    |
| 3 115 | 7 190,990   |
| 4 660 | 8 2,215,000 |

- 3 Have students do exercise 3 as a quiz and guess the answers. Then they can listen to the audio and complete the sentences.

**AUDIO SCRIPT 2.11**

- 1 People read 1.5 times slower from a computer screen.
- 2 My eyeglasses are not so expensive. They cost \$260.
- 3 This survey shows that 35% of teenagers wear glasses.
- 4 Honey bees have 5,500 lenses in each eye.
- 5 Falcons can see 2.6 times better than humans.
- 6 We can see the moon, which is 384,403 km away.

**ANSWERS**

- |       |           |
|-------|-----------|
| 1 1.5 | 4 5,500   |
| 2 260 | 5 2.6     |
| 3 35  | 6 384,403 |

**Developing critical thinking**

**SUPPORTING CRITICAL THINKING**

Although at first glance it is easy to think that sight is the most important of the senses, this may not always be the case. Giving reasons is an important academic skill to develop, so getting students to think about the different reasons for preferring one sense to another is important. How would the students' answers change depending on the activity, such as cooking, etc.?

Ask students to read the *Think about* box. Give them time to take notes on the questions with their own answers; then divide the class into discussion groups. When you do a whole-class feedback, encourage discussion.

**LISTENING 2 Dans le Noir**

Word count 450

**Before you listen**

**Cultural awareness**

In many parts of the world, such as the U.S. and European countries, we refer to *Chinese food / restaurants*. In China, there are different regional cuisines, and it is common to refer to these, so for example, a *Cantonese* or a *Mandarin* restaurant.

Before starting this part of the lesson, have students brainstorm different types of restaurants, e.g. *Indian, Chinese, Mexican, French, vegetarian*, etc. Ask pairs to discuss the questions. Then they can share their answers with the class.

**Global listening**

Ask students to read the eight possible topics. Play the audio so the students can check the topics. Then have them compare their answers with a partner. Do a quick whole-class check of their answers.

**AUDIO SCRIPT 2.12**

**Reviewer:** A good meal is an experience that includes many senses: taste, smell, and touch, of course ... but also sight. We enjoy looking at the colors, shapes, and design of the food on the plate. However, at one London restaurant, the diners must enjoy their meal without their sense of sight because the dining room is completely, totally dark.

Sound like an interesting idea? Well, the restaurant is *Dans le Noir*, which means "in the dark" in French. And according to its website, eating in total darkness, without sight, allows our other senses to become fully awake. But that's not all. The French owners of *Dans le Noir* say that their goal is to give people a new, exciting food experience, and to raise people's awareness about blindness.

And speaking of the food experience, what about the menu? Well, that's unique too because most diners choose from one of the kitchen's four surprise menus. There's the Chef's Surprise menu, a fish and seafood menu, a meat eater's menu, and a vegetarian one. Each menu is designed with its own surprise mix of flavors and textures, and even different temperatures of the plates.

And do the diners enjoy the surprise of not knowing what they're going to eat? Well, according to the owners, they do. The meal becomes an exciting guessing game, and the diners have fun trying to figure out what they're eating!

But can the waiters figure out how to serve the right meals to the right customers in total darkness? Ah ... in *Dans le Noir* the waiters are called "guides," and they are all blind. As the restaurant's website says, blind people are used to the darkness themselves, and they are carefully trained to make sure they serve the right meal to the right person, and to help the customers feel comfortable for the 90 minutes or so that they are also blind.

So, what do the customers say about the experience of eating at *Dans le Noir*?

**Customer:** When you arrive you have to put anything that is a source of light, like a lighter, cell phone, watch, or camera, into a locker. That means the dining room really is completely black ... you can't even see your hands! But you soon get used to it, and it's definitely a unique experience. It's also kind of fun talking to people you can't see. All in all, it's definitely not your average dining experience. It's unique. It makes you think about the complex role of sight in our life. Oh, and the food really is delicious!

**Reviewer:** So, if you feel adventurous and want a new, different dining experience, try *Dans le Noir*. For more information, go to ...

**ANSWERS**

The speaker talks about: 1, 2, 4, 6, 7

Remind students that they met the word *transition* in unit 6. Ask them to read the *Listening for transition questions* box to learn about the topic.

- First, ask students to study the *Academic keywords* box. Point out that *source* is a very important word, with more than one meaning. Check students' pronunciation and ask them to write the words in their vocabulary notebooks. Tell them that you will pause the audio after each sentence to give them time to write the missing words. *Figure out* may need explaining afterwards. Students can compare their spelling with a partner.

**AUDIO SCRIPT 2.13**

- The French owners of *Dans le Noir* say that their goal is to give people a new, exciting food experience, and to raise people's awareness about blindness. And speaking of the food experience, what about the menu?
- Each menu is designed with its own surprise mix of flavors and textures, and even different temperatures of the plates.  
And do the diners enjoy the surprise of not knowing what they're going to eat?
- The meal becomes an exciting guessing game, and the diners have fun trying to figure out what they're eating!  
But can the waiters figure out how to serve the right meals to the right customers in total darkness?
- As the restaurant's website says, blind people are used to the darkness themselves, and they are carefully trained to make sure they serve the right meal to the right person, and to help the customers feel comfortable for the 90 minutes or so that they are also blind.  
So, what do the customers say about the experience of eating at *Dans le Noir*?

**ANSWERS**

- And speaking of the food experience, what about the menu?
- And do the diners enjoy the surprise of not knowing what they're going to eat?
- But can the waiters figure out how to serve the right meals to the right customers in total darkness?
- So, what do the customers say about the experience of eating at *Dans le Noir*?

**Close listening**

- Ask students to complete any answers they can from memory, and then predict the answers to the other questions. Play the audio so students can check their answers.

**ANSWERS**

1 b 2 a 3 c 4 b 5 c 6 b 7 c 8 a

**Developing critical thinking**

**SUPPORTING CRITICAL THINKING**

Whenever you brainstorm two sides of an issue, such as whether to open an innovative or new-style restaurant in a particular place, you are likely to end up with a list of pros and cons, reasons for and against. However, remind students that it is not only the number of arguments on each side, but the weight of these arguments. Which are more important, and which are minor? Encourage students to identify the key pros and cons before they vote on the issue in the next activity.

- Before doing the exercise, have students check the *Useful words* box. What does *dull* mean? (boring). Elicit the reasons students think that the restaurant would be a success, or why it would fail. Collate these on the board. Finish the activity with a class vote. Ask: *Shall we open a *Dans le Noir* restaurant here?*
- Give students a few moments to look back at their notes on *Our world, our senses* and *Dans le Noir*. Before doing the exercise, have students look at the *Think about* box. For question 2, explain that sayings in English include: *Seeing is believing* and *Out of sight, out of mind*. Explain the meaning of each. Ask students if they have an equivalent expression in their language for these sayings. Then invite them to share any other sayings in their language about sight or vision.

**Vocabulary skill**

Dictate the three adjectives in the *Adding suffixes to change adjectives into nouns* box, and ask students to write down the noun form. Alternatively, introduce the suffixes in the box. Model how *blind* + *ness* = *blindness*. Then elicit other words with the *-ness* suffix and ask students to name the adjectives they are made from. Repeat with *-ity* and *-ty*. You might also like to point out that there are no hard and fast rules about which suffix goes with each adjective. Students can use monolingual dictionaries to find the correct suffixes. Ask students to scan the box to check their answers.

- Refer students to the *Adding suffixes to change adjectives into nouns* box to help them do the exercise.

**ANSWERS**

- |               |              |
|---------------|--------------|
| 1 goodness    | 5 difficulty |
| 2 possibility | 6 quietness  |
| 3 darkness    | 7 creativity |
| 4 usefulness  | 8 weakness   |

- 2 Students can work with a partner to do this exercise. Do a quick whole-class check when they have finished.

**ANSWERS**

- |            |               |
|------------|---------------|
| 1 sad      | 5 loyal       |
| 2 reliable | 6 happy       |
| 3 clear    | 7 responsible |
| 4 useless  | 8 active      |

- 3 Remind students that they need to change the form of the words in the box. Check the answers with the class.

**ANSWERS**

- |              |               |
|--------------|---------------|
| 1 clarity    | 4 possibility |
| 2 creativity | 5 activity    |
| 3 quietness  | 6 usefulness  |

- 4 Give each student a number from one to six. These numbers correspond to the questions in exercise 4. Each student should only read the question with their number. Each student goes around the classroom and asks his/her question to three or four other students. When this activity is finished, get students to share some of the most interesting answers with the class.

**SPEAKING Taking part in a quiz**

**Grammar**

Write the words *concrete* and *abstract* on the board, and see if students can give an example of each type of noun. Then students can check their knowledge by reading the *Grammar* box.

- 1 When students have completed the exercise, they can check their answers with a partner.

**ANSWERS**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1 C  | 2 A  | 3 C  | 4 C  | 5 C  | 6 C  |
| 7 A  | 8 A  | 9 A  | 10 C | 11 C | 12 A |
| 13 A | 14 A | 15 C | 16 A | 17 A | 18 A |

**Background information**

Many students find it difficult to use articles accurately in English, including students from Japan, the Middle East, and Eastern European countries where the same distinctions are not made. If this is the case in your own teaching situation, provide extra help in this area. For example, delete all the articles from a short text and have students work together to replace them. Or, point students to relevant practice exercises for homework.

- 2 Give students an example of the zero article, e.g. *I love cheese*. After students have completed their answers, they can compare with another student.

**ANSWERS**

- |               |          |
|---------------|----------|
| 1 a; Ø        | 3 an; Ø  |
| 2 The; the; Ø | 4 a; Ø   |
|               | 5 Ø; the |

- 3 When students have completed the exercise and shared their sentences with a partner, have different pairs read their answers to the class.

**Speaking skill**

Ask students to study the *Asking for repetition and clarification* box. Have them mark the intonation pattern using arrows. To practice, ask students to read aloud the sentences to each other. Monitor and help where necessary.

- 1 After students have completed the listening, they can compare their answers with a partner. Then do a whole-class check.

**AUDIO SCRIPT 2.14**

- 1 **A:** OK, how many things can our eyes focus on at the same time?  
**B:** Uh ... Could you please repeat the question?  
 2 **A:** OK, next question ... what's the maximum distance a human can see?  
**B:** Sorry, what does *maximum* mean?  
 3 **A:** Now question 3 ... how many degrees can an owl move its head around to see in all directions?  
 a) 240 degrees b) 270 degrees or C) 360 degrees  
**B:** Uh ... Sorry, could I have that once more, please?  
 4 **A:** Last question: Is it actually a fact that bats use sound instead of sight at night?  
**B:** Excuse me, but that was too fast for me to understand.

**ANSWERS**

- 1 a 2 b 3 a 4 a

- 2 Students perform role-plays with a partner. Monitor and make a note of any mistakes students make with the language of repetition and clarification. Give language feedback.

**Pronunciation skill**

- 1 Ask students to read the *Pronouncing final consonant /t/ before another consonant* box. Say *What* and *What should*, and see if students can hear the difference in the way the /t/ sounds.

**AUDIO SCRIPT 2.15**

- 1 What  
What should we know about our eyes?
- 2 That  
You may notice that women blink more than men.
- 3 React  
Women react when they hear loud sounds.
- 4 Best  
The best night vision belongs to cats and owls.
- 5 Fact  
In fact bats can see.

- 2 Remind students that they can do this exercise at home. If you decide to do the exercise in class, play the audio, then check the answers with the class.

**AUDIO SCRIPT 2.16**

- 1 Eating in total darkness, without sight, allows our other senses to become awake.
- 2 But that's not all.
- 3 Most diners choose from one of the kitchen's four surprise menus.
- 4 The diners have fun trying to figure out what they're eating.
- 5 How do waiters know how to serve the right meals?
- 6 If you feel adventurous and want a new, different dining experience, try *Dans le Noir*.

**ANSWERS**

- 1 Eating in total darkness, without sight, allows our other senses to become awake.
- 2 But that's not all.
- 3 Most diners choose from one of the kitchen's four surprise menus.
- 4 The diners have fun trying to figure out what they're eating.
- 5 How do waiters know how to serve the right meals?
- 6 If you feel adventurous and want a new, different dining experience, try *Dans le Noir*.

- 3 Ask students to read the sentences in exercise 3 with a partner. Monitor and check their pronunciation.

**SPEAKING TASK**

Ask students to look at the picture on page 75 and say what it is: *an eye-test chart*. Tell students that in the speaking task, they will be examining the topic of *vision*. Ask students to do the task.

**ANSWERS**

How much does a human eye weigh?

**Brainstorm and plan**

Draw students' attention to the structure of the quiz question with three alternative answers. Have students get partners and do research on the Internet. This part of the activity could be done as homework, with pairs sharing the results of their research and then creating the questions in class. You may need to monitor and help weaker students come up with alternative answers. To add variety, assign a different topic for some groups to research, such as *hearing* and *taste*.

**Speak and share**

Ask students to change partners for the final sharing activity. During this part of the task, take language notes and do a whole-class feedback. Use the photocopiable unit assignment checklist on page 94 to assess students' speaking.

**STUDY SKILLS Check your memory style**

Ask students the first question on page 76: *What helps you remember things?* Give students a few minutes to share their ideas. Then have them explore the strategies in the *What helps you remember?* section.

To help students, pre-teach some of the words beforehand, such as *recency*, *primacy*, and *semantic*. Alternatively, let students use their monolingual dictionaries, or deduce the meaning themselves, e.g. *recency* is related to *recent*, etc.

Divide the class into small groups to discuss and compare their answers.

Finally, initiate a class discussion about what students have learned. Which were the most common strategies used in each group? Which strategies might be worth consciously employing?

**Extra research task**

Students can research the topic of memory. Search for *Tony Buzan organization* to find out more about the work in this area and talks about techniques for memorizing things. Students can also search for terms like *memory techniques*, and report back interesting findings.