



## Discussion point

Discuss these questions with a partner.

- 1 What does the picture show? Does it remind you of any other things in nature?

*The picture shows a ... . It looks like a ...*

- 2 Do you have good vision? Has it changed in the last few years?

*I have / don't have good vision.*

*It has / hasn't changed over the last few years.*

- 3 Which of your senses do you think is the strongest? Which of your senses is the weakest? Give examples.

hearing   sight   smell   taste   touch

### 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

## Vocabulary preview

1 Read these sentences. In each set of four, match the words in bold with their meanings.

- 1 In an **average** week, I spend around ten hours watching TV. \_\_\_\_\_
- 2 I often lie **awake** at night worrying about things. \_\_\_\_\_
- 3 **Blind** people often develop a very strong sense of hearing. \_\_\_\_\_
- 4 Learning English is a very **complex** task, so it will take a long time. \_\_\_\_\_

- a (adj) not sleeping
- b (adj) usual or ordinary
- c (adj) has many small parts or details, so it is difficult to understand
- d (adj) not able to see

- 5 Seeing the Egyptian pyramids was the best **experience** of my life. \_\_\_\_\_
- 6 Coffee is one of my favorite **flavors**. \_\_\_\_\_
- 7 My **sense** of sight is not very strong. I have to wear glasses. \_\_\_\_\_
- 8 I do not like food with a creamy **texture**. \_\_\_\_\_

- e (n) the particular taste that food or drink has
- f (n) the way something feels when you touch or eat it
- g (n) natural physical abilities: to see, hear, smell, taste, or feel
- h (n) something that happens to you / a situation you are involved in

2 Work with a partner. Which of the sentences are true for you?

## LISTENING 1 Our world, our senses

### Before you listen

1 Look at the pictures. Which of the animals do you think has the best eyesight? Why? Which do you think has the worst eyesight? Why? Discuss with a partner.

*I think ... has the best eyesight because ...  
... probably has the worst eyesight, because ...*

2 Predict if these sentences are true or false. Write T (true) or F (false).

- 1 The human eye has six parts. \_\_\_\_\_
- 2 Our eye muscles are less active than other muscles in our body. \_\_\_\_\_
- 3 Women blink their eyes more than men. \_\_\_\_\_
- 4 Eagles have much better eyesight than humans. \_\_\_\_\_
- 5 Owls have poor night vision. \_\_\_\_\_
- 6 Bats cannot see. \_\_\_\_\_



## ACADEMIC KEYWORDS

clearly	(adv)	/'klɪrli/
expose	(v)	/ɪk'spəʊz/
focus	(v)	/'fəʊkəs/

## Global listening

2.09 Listen to *Our world, our senses* and check your predictions.

## Close listening

## RECOGNIZING DIFFERENT TYPES OF NUMBERS

In programs or lectures about science topics, the speaker often uses numbers to represent facts. Listen for these words to help you recognize the number: *hundred, thousand, hundred thousand, million, percent, and point.*

215	two <b>hundred</b> fifteen
2,750	two <b>thousand</b> seven hundred fifty
27,551	twenty seven <b>thousand</b> five <b>hundred</b> fifty-one
275,552	two <b>hundred</b> seventy five <b>thousand</b> five <b>hundred</b> fifty-two
2,750,000	two <b>million</b> seven <b>hundred</b> fifty thousand
30%	thirty <b>percent</b>
4.5	four <b>point</b> five

1 2.09 Listen again. In each set, match the numbers with the notes.

- |   |           |   |  |
|---|-----------|---|--|
| 1 | 2 million | a | % of eye outside our head                |
| 2 | 50        | b | working parts in human eye               |
| 3 | 17        | c | # of things an eye can focus on in 1 sec |
| 4 | 4.6       | d | mtrs an owl can see a mouse at night     |
| 5 | 100       | e | degrees an owl can turn its head         |
| 6 | 270       | f | kms we can see on flat land              |

2 2.10 Listen and **circle** the correct numbers.

- |   |           |   |                 |   |                       |
|---|-----------|---|-----------------|---|-----------------------|
| 1 | 13 / 30   | 4 | 616 / 660       | 7 | 119,919 / 190,990     |
| 2 | 14 / 140  | 5 | 7,717 / 7,770   | 8 | 2,215,000 / 2,250,000 |
| 3 | 115 / 150 | 6 | 18,880 / 80,818 |   |                       |

3 2.11 Listen and complete these sentences about vision.

- People read \_\_\_\_\_ times slower from a computer screen.
- My eyeglasses are not so expensive. They cost \$ \_\_\_\_\_.
- This survey shows that \_\_\_\_\_% of teenagers wear glasses.
- Honey bees have \_\_\_\_\_ lenses in each eye.
- Falcons can see \_\_\_\_\_ times better than humans.
- We can see the moon, which is \_\_\_\_\_ km away.

## Developing critical thinking

Discuss these questions in a group.

- Which facts in the program surprised you the most?  
*I already knew that ... I was surprised that ...*
- Why else might people blink? Why do you think women blink most?  
*People might blink when ... I think women blink most because ...*
- Do you think sight is the most important sense? Why or why not? Think about the things in the box on the right.  
*I think sight is / isn't the most important sense because ...*

## THINK ABOUT:

cleaning	traveling
cooking	washing
exercising	working

## LISTENING 2 Dans le Noir

### Before you listen

How often do you go out for a meal? What types of restaurants do you usually go to? Why? Is cost, location, or food most important? Discuss with a partner.

*I go out for a meal every ...  
I usually go to ... restaurants because ...  
... is most important.*

### Global listening

- 1 2.12 Listen to *Dans le Noir* and check (✓) the topics the speaker talks about.
- 1  Enjoying a meal with all our senses
  - 2  The restaurant owner's goal
  - 3  The history of the restaurant
  - 4  The food menu
  - 5  Description of a typical meal
  - 6  The waiters
  - 7  A customer's opinion
  - 8  The restaurant's location and hours



#### LISTENING FOR TRANSITION QUESTIONS

In news reports and presentations, the speaker often uses questions to change from one topic to the next topic. Recognizing a transition question helps you to identify when the topic is about to change and what the next topic is.

Transition questions can ...

- begin with a word or phrase to link the last topic to the next topic: *and, and speaking of, but, so*
- include a word or phrase from the previous sentence.

#### ACADEMIC KEYWORDS

information	(n)	/,ɪnfər'meɪʃ(ə)n/
source	(n)	/sɔːrs/
total	(adj)	/'təʊt(ə)l/

- 2 2.13 Listen to excerpts from *Dans le Noir*. Complete these sentences. Underline the topics the transition questions introduce.

- 1 And \_\_\_\_\_ the \_\_\_\_\_, what about the menu?
- 2 \_\_\_\_\_ do the diners enjoy the \_\_\_\_\_ of not knowing what they're going to eat?
- 3 \_\_\_\_\_ can the waiters \_\_\_\_\_ how to serve the right meals to the right customers in total darkness?
- 4 \_\_\_\_\_, what do the \_\_\_\_\_ say about the experience of eating at *Dans le Noir*?

## Close listening

**2.12** Check (✓) to complete these sentences correctly. Then listen to *Dans le Noir* again and check your answers.

- 1 The colors, shape, and design of the food involve our sense of
  - a  taste.
  - b  sight.
  - c  smell.
- 2 *Dans le Noir* is French and means
  - a  in the dark.
  - b  at night.
  - c  in the deep.
- 3 The restaurant's owners want people to be more aware of
  - a  cooking styles.
  - b  French food.
  - c  blindness.
- 4 The restaurant has \_\_\_\_\_ surprise menus.
  - a  three
  - b  four
  - c  five
- 5 The restaurant's \_\_\_\_\_ are blind.
  - a  owners
  - b  customers
  - c  waiters
- 6 The customers are usually in the restaurant for
  - a  1 hour.
  - b  1.5 hours.
  - c  2 hours.
- 7 When customers arrive, they have to
  - a  take off their shoes.
  - b  put on sun glasses.
  - c  put their phones in a locker.
- 8 The customer thinks that the experience of eating at *Dans le Noir* is
  - a  fun and educational.
  - b  frightening and uncomfortable.
  - c  boring and expensive.

## Developing critical thinking

### 1 Discuss these questions in a group.

- 1 Would you like to eat in *Dans le Noir*? Why or why not? Use the useful words in the box on the right.

*I would / wouldn't like to eat at Dans le Noir because I think it would be ...*

- 2 Do you think *Dans le Noir* would be successful in your country? Why or why not?

*I think Dans le Noir would / wouldn't be successful in ... because ...*

#### USEFUL WORDS

dull	fun
educational	interesting
frightening	original

**2 Think about the ideas from *Our world, our senses* and *Dans le Noir*. Discuss these questions in a group.**

1 What are the advantages and disadvantages of being blind? Think about the things in the box on the right.

*The advantages of being blind are ...  
The disadvantages might be ...*

2 Do you have any sayings in your language about sight or vision? What do they mean? Do you think they are true?

*We have a saying: ... I think it is / isn't true because ...*

**THINK ABOUT:**

friendship      other senses  
independence      work

**Vocabulary skill**

**ADDING SUFFIXES TO CHANGE ADJECTIVES INTO NOUNS**

A suffix is a group of letters added to the end of a word to change its meaning. Here are some common suffixes that can change adjectives into nouns:

**-ness**      blind → blindness      **-ty**      honest → honesty  
**-ity**      complex → complexity

**1 Change these adjectives into nouns by adding the correct suffix. Then check your answers in a dictionary.**

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1 good     | _____ | 5 difficult | _____ |
| 2 possible | _____ | 6 quiet     | _____ |
| 3 dark     | _____ | 7 creative  | _____ |
| 4 useful   | _____ | 8 weak      | _____ |

**2 Change these nouns into adjectives.**

- |               |       |                  |       |
|---------------|-------|------------------|-------|
| 1 sadness     | _____ | 5 loyalty        | _____ |
| 2 reliability | _____ | 6 happiness      | _____ |
| 3 clarity     | _____ | 7 responsibility | _____ |
| 4 uselessness | _____ | 8 activity       | _____ |

**3 Complete these sentences. Use the correct form of the words in the box.**

active    clear    creative    possible    quiet    useful

- As we get older, we lose some \_\_\_\_\_ in our vision.
- Scientists use a lot of \_\_\_\_\_ to design their research projects.
- When I close my eyes, I can really enjoy the \_\_\_\_\_ of this place.
- There is a \_\_\_\_\_ that the treatment will improve your eyesight.
- I can see from the students' faces that the \_\_\_\_\_ is interesting.
- I want to see the building plan to be sure of the project's \_\_\_\_\_.

**4 Ask and answer these questions with a partner.**

- What is your biggest difficulty with learning English?
- Where do you go to enjoy a quiet atmosphere?
- What is most important to you for your happiness?
- What is the most useful course you are taking now?
- Who is the most creative person you know?
- Are you a reliable person? Can you give an example?



# SPEAKING Taking part in a quiz

You are going to learn about concrete and abstract nouns, asking for repetition and clarification, and pronouncing final consonant /t/ before another consonant. You are then going to use these to prepare and take part in a quiz.

## Grammar

### CONCRETE AND ABSTRACT NOUNS

#### Concrete nouns

We can see, touch, hear, taste, or smell concrete nouns. Concrete nouns can be count or noncount. You can add an article before a concrete noun.

Study the forms:

Form	Example
Count nouns <i>a / an / the + count, concrete noun</i>	the human   a cat   an eye
Noncount nouns <i>the + noncount, concrete noun</i>	the water

#### Abstract nouns

Abstract nouns are names of ideas, concepts, qualities, conditions, or actions that we cannot touch or feel with our senses. Abstract nouns are uncountable and we often use them with no article.

*It is clear that **knowledge** of science is necessary to achieve my goals.*

*Parents know that **sleep** is very important for children's health.*

### 1 Write C (concrete noun) or A (abstract noun).

- |             |     |             |     |             |     |
|-------------|-----|-------------|-----|-------------|-----|
| 1 animal    | ___ | 7 happiness | ___ | 13 speed    | ___ |
| 2 blindness | ___ | 8 health    | ___ | 14 strength | ___ |
| 3 brain     | ___ | 9 sadness   | ___ | 15 task     | ___ |
| 4 eagle     | ___ | 10 science  | ___ | 16 trust    | ___ |
| 5 eye       | ___ | 11 sense    | ___ | 17 vision   | ___ |
| 6 fact      | ___ | 12 sight    | ___ | 18 weakness | ___ |

### 2 Complete these sentences with *a, an, the,* or $\emptyset$ article.

- When I look at \_\_\_ pink sunset, I am filled with \_\_\_ happiness.
- \_\_\_ eye and \_\_\_ brain work together to control \_\_\_ eyesight.
- I do \_\_\_ eye exercise that helps to improve \_\_\_ vision.
- Is it \_\_\_ fact that \_\_\_ blindness in the world is decreasing?
- I do not have \_\_\_ trust in this report about \_\_\_ sense of taste.

### 3 Choose five nouns in exercise 1 and make sentences. Then read them to a partner.

## Speaking skill

### ASKING FOR REPETITION AND CLARIFICATION

#### Asking for repetition

When someone asks a question, you can ask the person to repeat themselves.

*I did not hear all of that.*

*I could not catch that.*

*That was too fast for me to understand.*

*Can you please repeat the question?*

*Please say the question again more slowly.*

*Could I have that once more please?*

#### Asking for clarification

If you do not understand one or more words, you can ask the person for clarification.

*I do not understand the question. Can you say it another way?*

*What does ... mean?*

*I do not know the word ...*

### 1 2.14 Listen and check (✓) if the speaker asks for repetition or clarification.

- |  |  |
|--|--|
| 1 a <input type="checkbox"/> repetition  | 3 a <input type="checkbox"/> repetition  |
| b <input type="checkbox"/> clarification | b <input type="checkbox"/> clarification |
| 2 a <input type="checkbox"/> repetition  | 4 a <input type="checkbox"/> repetition  |
| b <input type="checkbox"/> clarification | b <input type="checkbox"/> clarification |

### 2 Role play with a partner. You are quizzing each other to prepare for a science test. Take turns asking these questions, asking for repetition / clarification, and giving the answer.

- 1 Which animals have the best night vision? (Cats and owls)
- 2 What are the human body's most active muscles? (Eye muscles)
- 3 How much of our eye is exposed to the world? (17%)
- 4 How many times a day do we usually blink? (10,000)
- 5 What four senses do we use to enjoy a meal? (Taste, smell, touch, sight)
- 6 What does *Dans le Noir* mean in English? (In the dark)

## Pronunciation skill

### PRONOUNCING FINAL CONSONANT /t/ BEFORE ANOTHER CONSONANT

When a word ends with /t/ and the following word begins with a consonant, the final /t/ in the first word is not fully pronounced. Instead, we stop our voice very quickly before saying the next word.

*what /wat/*

*what should /waʃ ʃʊd/*



- 1  **2.15 Listen and compare the pronunciation of final /t/. Then listen again and repeat.**
- 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  **2.16 Underline where a final /t/ comes before another consonant. Then listen and repeat.**
- 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 **Read the sentences with a partner. Focus on your pronunciation of final consonant /t/ before another consonant.**

## SPEAKING TASK

Read this quiz question. Circle the concrete noun. Underline the article.

How much does a human eye weigh?

- a) 8 grams      b) 28 grams      c) 58 grams



### BRAINSTORM

Work with a partner. Find six facts about vision that interest you.

### PLAN

Look back at your brainstorm. Use your facts to write six quiz questions. Give three possible answers for each question. Try to include concrete and abstract nouns. Check your articles.

### SPEAK

Practice asking your questions. Pay attention to your pronunciation of final consonant /t/ before another consonant.

### SHARE

Work with a new partner. Take turns asking and answering your questions. Ask for repetition and clarification if you do not understand your partner's question.