

# vision

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READING AND WRITING



# Class participation

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Watching task (Answers) 15

Vocabulary work p.136; 140 15


Reading tasks “Is seeing really believing”; 20

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# Reading

	Confirms what you already knew— “I knew that!”
-	Contradicts what you thought— “I thought differently.”
?	Confuses you—“I don’t understand this.”
+	Something new—“I didn’t know that!”

# SIWT INSERT (Group work)

Colors and flags: Prepare short presentation with pictures or with key words;

Use topic Vocabulary-8; use topic grammar Grammar (infinitive for purpose - 3); Be Fluent!

Information that I have already new (2-4 facts)	Contradicts that "you thought differently" (думал/а по другому) 1-2 facts	? Confuses you "You don't understand this" ½ facts	+ Something new "I didn't know that" 4-5 facts	New vocabulary 5-6 write down and translate	Opinion (with what points you agree or disagree; was it useful for you, your variant)
20	20	20	20	10	10

# SIW 4

**Assignment 4.** Students shoot a 2-4 min video that represents the studied problem. Each student of a group should be involved in a video shooting and say their lines. Videos are submitted electronically via e-mail. Deadline is the end of the 9th week.

Activity	Exemplary	Proficient	Partially Proficient	Incomplete
Content/ Organization	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete..
Technical /Quality	Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement. The video is too less or more than required minutes.	There was no movie, or tape was totally unedited with no transitions or audio support of any kind. The video is too less or more than required minutes.
Participation	Students selected group members based on good working relationships. All students in the group participated actively in the video.	Students select group members based on good working relationships. Some students did not participate actively or did not have any lines in the video.	Some people did not participate in the video.	Only one or two members were involved in the video.
Speech quality	The voice is clearly understandable, the intonation is appropriate, the pronunciation is correct. There are no grammar or spelling mistakes.	Some words is not understandable, the intonation is appropriate, the some pronunciation is not correct. There are some grammar and spelling mistakes.	Most of words are not understandable, In some places the intonation is not appropriate and pronunciation is not correct. There are some grammar and spelling mistakes.	The voice is not clearly understandable, the intonation is not appropriate, the pronunciation is not correct. There are lots of grammar and spelling mistakes.

# Class participation 10

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# Grammar revision

Correct the mistake in each sentence.

- 1 The blue in the Finnish flag is used order to represent their many lakes.
- 2 People often raise flags so to as show respect for their country.
- 3 Red can make you feel hungry, so advertisers use it to makes you buy more.
- 4 Pink relaxes people, so officials often paint prison walls pink in order keep people calm.
- 5 The Czech Republic and Poland once had identical flags so the Czech Republic added a blue triangle so as make theirs different.



**Combine the sentences using the infinitive of purpose in parentheses.**

Example:

The eye doctor asked me to read the chart on the wall. She wanted to check my vision. (to)

The eye doctor asked me to read the chart on the wall to check my vision.

1 We went outside at 7:15. We wanted to see the sunset. (to)

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2 Food companies add colors to food. They want to make it more attractive. (in order to)

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3 Some people travel to the Arctic. They want to see the Northern Lights. (so as to)

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4 I went to the store. I wanted to buy some coloring books for my neighbor's children. (to)

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5 They are waving a white flag. They want to show they want peace. (so as to)

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# Writing skills discussion

Some texts may contain a diagram that helps explain a process, or how something works. Much like pie charts (Unit 6) it's important to be able to describe this type of visual information in writing. When you see a diagram:

Look up any unknown vocabulary.

Determine the main parts of the diagram.

Look at the relationship between the parts.

Be sure you understand the order of the parts so you can describe the process.



# Diagram description



Unscramble the words to make sentences.

1 illusion / a type of / a mirage / is / optical

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2 line / in a straight / normally comes from / light / the sun

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3 different air temperatures / at / travels / different speeds / light / through





Look at the diagram. Number the steps in the process from 1-7.

- Light bends when it moves through cool air into hot air.
- Our brain thinks the light traveled in a straight line from the ground.
- 7 Our brain doesn't recognize this, so we imagine it as blue water.
- 1 Mirages happen when the ground is hot and the air is cool.
- This is why we "see" the bent light from the sky on the ground.
- The hot ground warms a layer of air just above it.
- The layer of hot air bends the light to make a U shape.

# Writing task

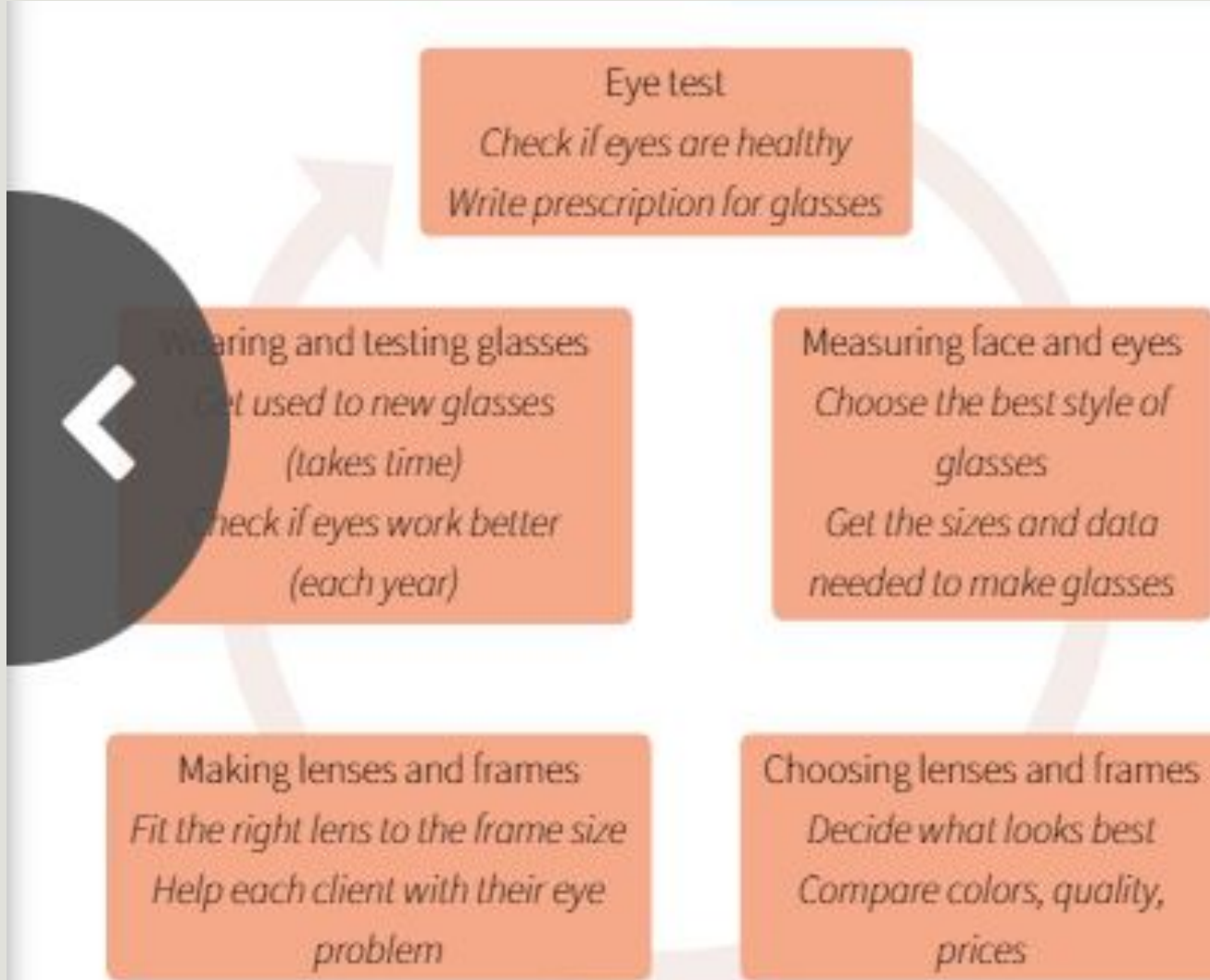
You are going to answer the question, “How do people choose new glasses?”

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## Brainstorm

- 1 Work with a partner. Do you (or anyone you know) wear glasses or contact lenses? How do you / they choose and buy them?
- 2 Study the diagram. Make notes. Then circle the correct words in the sentences.

# Look at the diagram and choose the correct words



- 1 The **first / last** thing to do if you want to get new glasses is to have an eye test.
- 2 **Before / After** your glasses are made, someone measures your face to get the necessary sizes.
- 3 You look at the lenses and frames in the store in order to **check your eyesight / choose your style.**
- 4 The lenses and frames are made after that, because each eye has different **problems / colors.**
- 5 You need to test your lenses **before / after** you get them to see if they work for you.
- 6 It is a good idea to get your eyes tested **each year / every week** to check if you can now see better.



## Plan

Using the notes from the brainstorm, write a topic sentence. Be sure to state what the diagram shows. Decide how you want to organize your paragraph.

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## Write

Write your paragraph describing the process in the diagram. Pay attention to your use of infinitive of purpose.

## Share

Exchange paragraphs with a partner. Read the checklist on page 189 and provide feedback to your partner.

## Rewrite and edit

Consider your partner's comments and rewrite your paragraph.



# Writing task: “How do people choose new glasses” or “Colors and flags”

Students should write 120-150 words descriptive paragraph;  
(25-30 minutes)

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Students should use topic vocabulary not less than 6;

Students should correctly formulate and write topic sentence;

Students should use at least 3 times “Infinitives for purpose”;

Students should check and edit the work of mate; (write comment about the paragraph)

According to the given comments edit and rewrite and clip in Moodle

# SIWT Listening: How we see the world

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Students should listen and complete the tasks individually: book “Listening and speaking”

P.136 ex 2- find the meaning of given expressions: blind as a bat; eagle-eyed; 10 points

P.137 ex 1 (Global listening) 20 points

P.138 ex 1,2 Close listening (Numbers) 30

Critical thinking : write answers into given questions-2,3 sentences per each question 40 points

# SIWT Listening: A great photograph

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P.141 Global listening Task1; Task 2 20 points;

P.142 close listening Task1, task 2 30 points

Critical thinking

Answer the questions; 2-3 sentences per each

# Speaking Preparation tasks

P.146 Task A Analyze : Read the photo description and answer 7 questions 35 points

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P.147 study information about “Gerunds and infinitives” complete 3 examples per each case; 15 points;

p.147 Task 1 10 points

p.147 Task 2 20 points

**p.148 Study phrases for describing location and complete Task 1 p.148 20 points**

**Book Listening and Speaking**

# vocabulary

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visually impaired; worldwide; a surgery; correct  
poor vision; navigate; directions; find a way;  
exhibition; invention; to attract; blink; notice;  
blind; white cane; in public; except; good vision;  
an angle of 90 degrees; sense of sight; wear  
glasses; twice; measure; eagle-eyed; be  
exposed to; eyesight; organs;

# Vocabulary reading

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According to; behave; exactly; exist; instead; mind; object;  
look at; see; watch; object; scene; background; blood;  
conditions; decorate; opposite; represent; warn; wave;  
brief; individual; previously; professional; section; select;  
series; team; range; accurate; exchange; protect; succeed;  
increase; cornea; iris; lens; optic nerve; pupil; retina; trick;  
make sense of; optical illusion; horizontal;

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Picture; photographer; scene; size; mood; frame; shadow; contrast; complex; location; adults; professional; focus; in the background; in the foreground; in front of; behind; in the center; in the middle; at the top; at the bottom of the picture; on the right; on the left; next to; near; above; between; over; under; screen; square; depth; landscape; shoot; position; from top to bottom; equal sides; corners; area; feature; grid; horizontal; vertical;



# Speaking: Describe a photo

Students may choose one of the photos p .150 (Listening and Speaking task) or a photo that you want to describe (your own photo)

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Students should speak 1 minute;

10

Students should follow the plan : Introduction ;Body; Conclusion (Consult p.150) 24

Students should use topic vocabulary and phrases for describing locations not less than 12 together (p.148) 26

Students should use infinitive and gerund correctly at least 4 times; (1p.47) 20

Students should be fluent; 8

Students should follow correct pronunciation; 12

(look back at the speaking model on page 146 to help you)

# Pictures for description

