

Note: See Teaching tip 3 on page 7 of the Introduction for ideas on how to use the Review lessons.

LISTENING

1

- Ask students to look at the photo of the restaurant and discuss what is different about it. Elicit that it doesn't look as though it is very brightly lit, like many restaurants.
- Tell students to read the paragraph about Blindekuh to check their guesses. Ask them what they think of the idea of the restaurant.
- Tell them they are going to listen to a journalist talking about Blindekuh and the experience of eating there. Ask them how they imagine the experience might be.
- **118** Play the recording. Students complete the sentences during or after listening.
- Check answers around the class.

Transcript

Interviewer: So, Blindekuh – it's a very interesting concept. Can you just tell me how it came about?

Journalist: Yes, it was a project that was set up by four people who were working as guides at a design exhibition in Zurich in 1998 called 'Dialogue in the Dark'. They themselves were visually impaired. The point of the exhibition was to let fully sighted people understand the experience of being blind. So visitors were given canes and were then guided through a series of everyday scenarios – a public park, a busy street, a food market. The four guides wanted to take this idea further so they set up a charitable foundation called the Blind-Liecht or 'blind light' Foundation and the restaurant idea came out of that.

Interviewer: And what exactly are the benefits – for customers and employees?

Journalist: Well, for employees, that's clear: they get to work in an environment which is usually not open to them. Actually, that they get to work at all is an important step – about seventy per cent of people of working age in Europe who have a severe sight impairment are unemployed. For the customers, the benefits are interesting. Generally when you go and eat in a restaurant or listen to a band play as you eat, you're taking in a lot with your eyes as well as with your taste buds and ears. But in this case, the experience of eating or listening is greatly intensified because one of your senses has effectively been shut off. This not only changes your experience, it also makes you aware of what it's like to have impaired vision.

Interviewer: And do some people feel uncomfortable with that – the fear that they might spill something, or eat something they don't like?

Journalist: I think a lot of people feel very uneasy and even a bit scared at first, but they generally relax into it. After all, they know it's only temporary and that's the comment I hear most often – 'What must it be like to be in the dark all the time?'

Interviewer: So how does it work, practically? Can you just take me through what happens when you arrive at the restaurant?

Journalist: Yes, you're met by a waiter or waitress who guides you into the darkened restaurant area – you put your hand on their shoulder; when you're seated they explain what's on the menu and take your order. Then you sit there and eat as you would normally. Actually, you eat much more slowly than you would normally, and you probably end up talking to your fellow guests much more than you would normally, because there's no visual distraction. It's actually quite an eye-opener, if you'll forgive the expression.

Interviewer: No, I can see that – it sounds amazing.

Answers

- 1 guides 2 fully 3 everyday 4 unemployed
5 listening 6 spill 7 seat/table 8 slowly

Background information

Blindekuh and Blind man's buff

The first Blindekuh restaurant was in Zurich, Switzerland, but subsequently one has opened in Basel too. As well as eating in the dark, customers can experience cultural events such as concerts and readings in the dark.

Blindekuh literally means 'Blind cow', which is the German name for the children's game *Blind man's buff*. There are many variants of this game, but in all one child is blindfolded. Often, that child has to find and 'tag' (touch) the other children playing the game. Once each child is tagged, they stop playing the game. Either the first player to be tagged or the last player becomes the 'blind man' in the next round of the game.

VOCABULARY Body idioms

2

- Tell students that they are going to work with a number of idioms containing parts of the body. Before they start, ask if they are already familiar with any. They may be aware of some, e.g. *give someone a hand*.
- Ask students to complete the sentences with parts of the body.

Answers

- 1 hand 2 tongue 3 tooth 4 thumb 5 chest
6 head 7 back 8 finger 9 nose 10 heart

GRAMMAR

3

- Remind students of the grammar of stative and dynamic verbs that they studied in Unit 3, and past forms in Unit 4, and give them time to re-read the Grammar summaries on pages 146 and 148 if necessary.
- Ask students to read the customer review of Blindekuh through first, without choosing the options.
- Put them in pairs to go through it, discussing the options and choosing the correct one.

Answers

- 1 I don't think 2 I'm being 3 I've had 4 don't go
5 want 6 are wondering 7 don't see 8 got / were getting
9 were 10 really felt 11 is always looking
12 definitely recommend

Teaching tip: Grammar choices Unit 4.2, page 62

4

- Remind students of inversion with adverbial phrases that they studied in Unit 4, and give them time to re-read the Grammar summary on page 149 if necessary.
- Ask students to read through the sentences and think about using the words given to make them more emphatic.
- Put them in pairs to work through the exercise together.
- Elicit the answers in whole-class feedback.

Answers

- 1 Only when you lose one of your senses do you realize how important they are.
2 What most people don't think about is how dependent we are on our sight.
3 No sooner had we arrived than we were shown to our table.
4 Such has been the popularity of Blindekuh that other European cities have copied the idea.
5 The thing that's shocking is that so many visually-impaired people are without regular work.
6 Not only was it a great experience, but the food was also tasty / tasty too.
7 Only in Switzerland would you find this kind of practical solution to a problem.
8 It is the friendliness of the waiters that I will remember most.

VOCABULARY

5

- Ask students to complete the sentences individually, checking back to page 46 of Unit 4 if necessary.
- Elicit answers from the class.

Answers

- 1 clenched, scowled 2 rolled, yawned 3 gaped, shrugged 4 raised, sneered

- **Optional step.** Ask students to work in pairs to write two sentences containing the other words. (Examples: *When the band played his favourite song, he grinned and tapped his feet. She noticed the cricket ball coming towards her at such a speed that she folded her arms quickly over her chest, and winced in pain when it hit her.*)

Playing with language

Students at C2 level are capable of playing with the language and seeing what effects they can get. Encourage this when the opportunity arises, for example, with this exercise, after you have completed it, ask students to play around with the words and put them in the incorrect sentences. Can they make any funny/strange/sensible sentences? For example, for 1 *The security man on the door of the restaurant looked very aggressive as we approached. He raised his fists and grinned at us.* This could illustrate the fact that a grin can actually suggest something sinister.

6

- Ask students to read through the sentences to see how they relate to sentences 1–4 in Exercise 5.
- Ask them to choose the correct adjective in each case.

Answers

- 1 unsettling 2 off-putting, compelling 3 infuriating, reassuring 4 enticing

SPEAKING

7

- Put students in pairs to discuss the first question, then open it to the class. Do a quick survey. How many students would like to eat in Blindekuh?
- Ask them if they've heard of any similar restaurants. If they haven't, introduce the idea of a restaurant staffed by deaf people (see Background information on the next page) and discuss how they might find eating there.
- Direct them to the second question and ask them in their pairs, or small groups to try to think of other experiences where removal of a sense might make their experience more interesting.
- Encourage pairs/groups to share their ideas with the class.

Suggested answers

Students might suggest, for example, going to the cinema and watching a film without sound, an experience which could help them understand how people saw movies in their early days. Another possibility might be concerts entirely in the dark so that listeners aren't distracted by the performers.

You could also talk about experiences which use the senses differently, for example, parks which don't allow shoes so that you have to experience all the different textures underfoot.

Background information

Signs restaurant

There is a restaurant in Toronto called Signs, which has a similar theme to Blindkuh, but based on hearing, not sight. The staff are all deaf and communicate with sign language. The customers are encouraged to communicate in the same way, with the help of sign language charts in the menus and around the restaurant.

IMPROVE YOUR WRITING **Checking your work**

8

- Revisit with students the importance of checking their written work and direct them to the four areas where students often make mistakes. Ask if these areas are familiar to them.
- Tell them to read the letter quickly for gist, and then to read it again, identifying the error in each sentence and correcting it. If you have given them a code for corrections, as suggested in Teaching tip: Peer correction (Unit 4.4, page 67), they can use this code. Students compare their answers in Exercise 9 so don't check them here.

9

- Tell students to work in pairs to check that they both found all the errors and corrected them in the same way. Discuss any differences in corrections.
- Check the answers around the class, allowing any correct answers.

Suggested answers

(Each sentence has been put on a separate line here.)

Thank you for the proposal which you sent me last week and I apologize for not ~~answering to you~~ *answering you / responding to you* sooner.

I needed to consult David Williams before sending you my ~~thinking thoughts~~ *thinking thoughts* about it.

In ~~principal~~ *principle*, the company is open to the idea of job-sharing.

This is particularly true when it allows female employees with children to ~~make have / find~~ a better balance between their work life and home life.

From a ~~financially~~ *financial* perspective, job-sharing could also in some cases be beneficial to the company.

However, in this case we are not convinced that it ~~should~~ *would* make practical sense.

Louise, with whom you are proposing to combine roles, has ~~already~~ a very heavy workload already and could not be expected to take on more work.

Having said all this, we recognize that the company needs to do something to take in ~~account~~ *into account / account* of your family situation.

Accordingly, David has suggested ~~to meet~~ *meeting / that we meet* on Thursday at 2 pm in his office to discuss possible solutions.

Please ~~inform me that~~ *let me know* if this suits you. (Or *confirm that this suits you*.)

- **Optional step.** If your students are interested in analysing language, ask them to identify each type of error according to the types given, and explain why it is wrong.

answering to you – d (vocabulary), *answer* is not followed by *to*

thinking – d (vocabulary), we might *explain our thinking*, but we would *send our thoughts*

principal – a (spelling), this refers to the head person, e.g. the principal of a school

make a better balance – d (vocabulary), incorrect collocation

financially – c (grammar), an adjective is needed here, not an adverb

should – c (grammar), incorrect modal use

already – a (typing), a repeat like this is probably a slip, but there is also a word order error as it should be *already has*, not *has already*

take in account – d (vocabulary), incorrect phrase / collocation

suggested to meet – c (grammar), *suggest* is followed by the *-ing* form

inform me that – d (vocabulary), incorrect use of *inform*, which usually refers to imparting information, e.g. *Can you inform me of the costs of the proposal?*

5 Economic resources

UNIT AT A GLANCE

THEME: Natural resources and how they can be managed in an unequal world

TED TALK: *The magic washing machine.* Hans Rosling talks about the way that technology can liberate us from everyday tasks and enable us to use our time more effectively

AUTHENTIC LISTENING SKILLS: Prediction

CRITICAL THINKING: Reading between the lines

PRESENTATION SKILLS: Presenting statistics

GRAMMAR: Passive forms

LANGUAGE FOCUS: Nominalization in passive sentences

VOCABULARY: Economics

PRONUNCIATION: Silent letters

READING: *Land* – a fairer system, *Fact or hearsay*

LISTENING: Discussing facts and beliefs

SPEAKING: Economic prospects, Expressing belief and disbelief

WRITING AND SPEAKING: Headline news

WRITING: A newspaper report

WRITING SKILL: Passive reporting verbs

LEAD IN

- Ask students to look at the photo and ask what they think it shows. (It's a way of growing vegetables using artificial light.)
- They then discuss how it relates to the title – *Economic resources*. Open the discussion to the class. (It is an economic way of growing vegetables because it takes less space than the usual farm.)

TED TALKS

BACKGROUND

1

- Ask the class to read the text about Hans Rosling and his talk. If necessary, check they understand *paralytic disease* (*paralytic* is the adjective from *paralysis*, i.e. inability to move part of the body, so a *paralytic disease* is one that causes paralysis) and *pursuits* (interests, activities).
- Put students in pairs to look at the questions and discuss them.

Suggested answers

- 1 (international/global) health, economic development, presenting data
- 2 a special piece of software he developed
- 3 household appliances, e.g. vacuum cleaners, dishwashers, food mixers, coffee grinders, cookers/stoves, kettles, microwave ovens; computers and other information technology devices; boilers (for heating water); shower and water systems; electric/gas fires; electric tools, e.g. electric drills, screwdrivers, hedge trimmers, lawn mowers; agricultural machinery, e.g. tractors, combine harvesters

Background information

Médecins sans Frontières

Médecins sans Frontières (Doctors without Borders) was established in France in 1971 by a number of French journalists and doctors. Its purpose is to provide medical care in all situations, regardless of nationality, race or religion. It has no national or political affiliation. It is best known for its work in conflict situations and humanitarian crises such as outbreaks of disease in the developing world. It currently has over 30,000 people working for it, the majority of whom are volunteers.

KEY WORDS

2

- Ask students to do the matching on their own or in pairs.

Answers

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

- Ask students to work in pairs to discuss the questions, then elicit whole-class feedback.

Suggested answers

- 1 Students' own answers
- 2 This varies according to where someone lives and is usually higher in developed countries. The UK government defines it as under 60% of the national median income. Other definitions look at deprivation – what poorer people can't afford that is available to most of society.
- 3 Economic data, like most statistics, can be presented in different ways in order to support particular points.
- 4 Coal releases the most carbon dioxide so could be considered the most polluting.