

## UNIT 9 SOUND

Reading	Identifying tone and mood
Vocabulary	Descriptive adjectives
Writing	Using similes and metaphors
Grammar	Cleft sentences with <i>what</i>

### Background information

Sounds can be described in different ways in English. In this section, the words used to talk about different sounds are introduced. Because of the nature of sound, the words used to describe them can evoke a different sound in the “mind’s ear.” So, we could talk about the boom, boom, boom of a drum (the low rhythmic sound of a bass drum), or the bang of a drum, or the beat of a drum. Dogs can bark or whine or growl or pant, and cats purr or miaow. Some sounds don’t have variations, so the words used to describe them could be considered collocations: the buzz of a bee, the boom of thunder, the crack of lightning.

The other way to talk about sound is through imitation of the sound, or “quoting” the sound. For example, a cat says, *miaow* and a dog says, *woof* (or *bow wow*). Some are the same: a drum goes *bang*, *bang* or *boom*, *boom*, and a bee goes *buzz*.

### Cultural awareness

Different cultures have different ways to represent sound based on the way that the sound is interpreted within the language. So, for example, in Vietnamese a cat says, *mio-mio* and in French a dog says, *ouah-ouah*. Interestingly, the sound for an owl in American English is *whoo whoo* while in British English it is *twit-twoo* (*twoo* has two syllables). If you have time and a mix of nationalities in the class, you could explore some of these differences. Ask students to draw the animal or object with the words in speech bubbles representing the sounds they make.

### Discussion point

One way to introduce the unit on sound is to play some sounds for students to identify. There are several websites where you can type the sound you want to hear, and it will generate a list from the web that you can listen to. They are easy to use and don’t require any advance preparation; key in *sound effects* to search. Use the picture on page 87 to discuss what sound the two hikers must be hearing. Ask: *Is it a loud sound? How could we describe the noise?* (roar, thunder, rumble, etc.) *Could the hikers whisper to each other or would they have to shout to be heard?*

Ask students to discuss the questions. Invite them to make the sounds in the second question to help fix the name of the sound in their memory. Show students how to change the phrases using different word forms, e.g. *He banged the drum. / The drum went “bang!”* (The last sentence is how we would report the sound using *go* as the reporting verb.) You could also introduce some adjectives and adverbs to show students how to make the sound more evocative: *The incessant banging of the drum drove him crazy. The dog barked incessantly.*

You could build up a class “sound bank” during the course of the unit, using images to accompany the sound descriptions on a large poster or bulletin board. Encourage students to explore more phrases and add them to their vocabulary notebooks.

### Vocabulary preview

Ask students first to identify the part of speech of each vocabulary word. Point out that *affect*, *roar*, *sweep*, and *trouble* can be nouns or verbs (although you may wish to point out that *affect* as a noun is rarely used; *effect* is more commonly used as the noun). Ask them to identify the part of speech needed in each blank. Have them read the paragraph in full and identify that it is in the past before putting the words in. Ask them to add the words to their vocabulary notebooks.

#### POSSIBLE ANSWERS

- |               |            |
|---------------|------------|
| 1 affected    | 5 roar     |
| 2 distinguish | 6 confused |
| 3 audible     | 7 swept    |
| 4 ceased      | 8 troubled |

### READING 1 *The Secret Garden: An excerpt*

Word count 553

#### Background information

*The Secret Garden* is a story about a spoiled young girl, Mary, who suddenly finds herself alone in India when her parents die of cholera. Her wealthy uncle agrees to allow her to live with him in Yorkshire. The house holds a secret which the curious Mary discovers.

It’s worth noting the time period of the setting: The British Empire was still strong in the early 1900s. Mary’s parents would have been in India as part of the British ruling class. They would have had Indian servants, and in the story, Mary is spoiled by these servants because they are afraid of her parents. Large households in Britain, such as Mary’s uncle’s, would have had dozens of servants, each with their own duties. The grounds around the manor house would have held gardens to support the nutritional needs of the household as well as ornamental gardens.

## Before you read

To lead in to the topic, tell students they are going to read a part of a novel called *The Secret Garden*. Ask them to speculate about what *secret* might mean in this context (hidden, not known about). Tell them to think about the questions, write the answers, and then discuss them with a partner.

## Global reading

Since this is the first time in the course that students will have read any actual literature, you could spend a few minutes talking about what is different between a novel and an article or book report (lots of descriptions, dialogue, jumps in time reference, you read them differently—you are unlikely to skim or scan a novel, etc.). Ask them to look at the pictures on pages 88 and 89. The picture on page 89 is of the author. Ask them to speculate on when the book was written. You could give them some background information about where Yorkshire is in England and about England at that time in history. Alternatively, save the background information for after the initial reading if you wish. Make sure they understand *excerpt* (an extract).

- 1 Ask the students to read the excerpt. Give them a two-minute time limit to discourage them from stopping to look up words. Emphasize the need to read for general understanding and to get the “feel” of the reading. Allow them to look back at the excerpt to answer the questions, then check the answers with the whole class. You could point out to the students that the word *wuthering* is a term used in northern English dialects. It is the roaring sound of a strong wind.

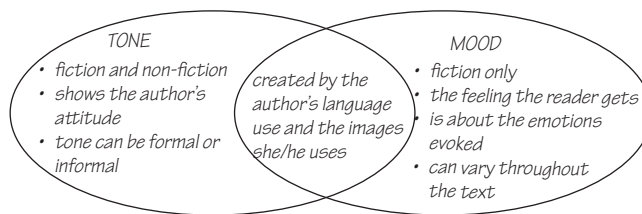
### ANSWERS

- 1 They are inside a house, sitting by a fire.
- 2 Mary thinks the sound has come from inside the house, down one of the long corridors.
- 3 It was probably the wind.
- 4 The author shows letters missing from words with apostrophes. The author quotes Martha as saying *wutherin'* instead of *wuthering*, and *on th' moor an' wailin'* instead of *on the moor and wailing*.

Ask students to say what the “feeling” of the story is. What gives it that “feeling”? Ask them to read about tone and mood in the *Identifying tone and mood* box. You may need to pre-teach *non-fiction* (factual). Check they have understood the difference between *tone* and *mood* by asking all or some of the following questions: *Which shows the author's attitude towards the topic? Which is used in both fiction and non-fiction? Which word describes the feeling you get when you read the text? How are tone and mood conveyed?*

A graphic organizer might be helpful to use to try to distinguish tone and mood. Draw a Venn diagram on the board labeled *Tone* and *Mood*. Write up

the elements of each randomly on the board and ask students to put them in the correct place in a diagram they draw in their notebooks. Note that the overlapping space is what is shared by each:



- 2 Make sure students understand the adjectives before proceeding. Ask them to highlight the parts of the text which show the different moods. Since the next exercise deals with understanding words from context, dictionaries should not be used.

### POSSIBLE ANSWERS

mysterious: 'It must mean that hollow, shuddering sort of roar which rushed round and round the house, as if the giant no one could see were buffeting it and beating at the walls and windows to try to break in.' / 'It was a curious sound—it seemed almost as if a child were crying somewhere.'

puzzled: 'It was a curious sound—it seemed almost as if a child were crying somewhere.'

scary: 'It must mean that hollow, shuddering sort of roar which rushed round and round the house, as if the giant no one could see were buffeting it and beating at the walls and windows to try to break in.'

suspicious: 'There!' said Mary. 'I told you so! It is someone crying—and it isn't a grown-up person.' / 'She did not believe she was speaking the truth.'

## Close reading

Remind students of the skill of understanding words from context. Elicit ways to guess meaning without looking up the words. Ask them to do the exercise, highlighting the clues they use to figure out the meaning. Ask them to add the words to their vocabulary notebooks.

### ANSWERS

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

In academia, students may have to read texts that are above their level and will need strategies for coping. However, when choosing a book to read for pleasure (extensive reading), it is important to establish whether or not the book is at the right level of difficulty. A quick way to do this is by using the “five finger rule.” It works like this: you begin reading a page. When you get to a word you don't know (or can't figure out from the context), you hold up one finger. Continue to the end of the

page. Zero to one finger means the text is too easy; two to three fingers means it is just right; four to five fingers means it is too difficult. Choosing the right level of reading can motivate students to read outside of class.

### EXTENSION ACTIVITY

Copy the following exercise onto the board, or make a photocopy for each student or pair of students. Ask them to find each sentence in the excerpt and write what the underlined pronoun refers to.

- Paragraph 1 It seems to hold many mysteries and secrets. (her uncle's house)
- Paragraph 1 One night, she is sitting and talking with Martha, a young maid. (Mary)
- Paragraph 2 ... as if the giant no one could see were buffeting it ... (the house)
- Paragraph 5 ... as they both jumped to their feet the light was blown out ... (Martha and Mary)
- Paragraph 6 Martha ran and shut the door and turned the key, but before she did it they both heard the sound ... (Martha; Martha and Mary)
- Paragraph 7 She did not believe she was speaking the truth. (Mary; Martha)

For additional practice, the Digibook has two exercises which practice pronouns.

### Extra research task

Students might like to read the book *A Secret Garden*. The dialogue is sometimes written in Yorkshire dialect, but students might like to see the difference between the dialects used. Alternatively, you could ask students to research the author to find out where she lived and what other books she wrote.

## Developing critical thinking

The students will have to use their inferring skills and some imagination when thinking about the questions. After their discussion in groups, you could talk about how authors of fiction build up suspense. Readers don't always know what is going on and have to keep reading to answer questions they have about the plot. This suspense can make the reader want to read more. Find out if students have read any other books that are full of suspense.

### POSSIBLE ANSWER

- The sound could be a child, or an animal, or just Mary's imagination. Martha may know a secret that she cannot tell Mary.

## READING 2 The loudest sound you've never heard

Word count 608

### Background information

*Infra* is a prefix from Latin meaning *under* or *below*, so *infrasound* literally means "below sound." Other words with the prefix *infra* include: *infrared* (light given off by heat which humans cannot see unaided); *infrastructure* (organization, substructure, or foundation of something); and even *infra dig*, meaning *beneath one's dignity*.

The scientific name for the northern lights referred to in the article is *Aurora Borealis*. They are caused by solar winds colliding with the earth's magnetic field.

A barometer is an instrument which measures air pressure and is used in weather forecasting. When the pressure drops quickly, rain is forecast. Rapid rises indicate fair weather.

Seismographic activity refers to movement of the earth. It comes from the Greek *seismos*, meaning *movement* or *shaking*.

A meteorologist studies phenomena that happen in the atmosphere. The prefix *meteor* comes from Greek, and means *high* or *lofty*.

## Before you read

To lead in to the topic, ask students what they think the title means—how can you have a loud sound that you have never heard?

Ask students to read the instructions. Ask them why they think they might have to adjust their reading strategies (e.g. if they know a lot about a subject already, they will be able to read more quickly and perhaps even skip parts of the text). Have them read the questions, then give them 20 seconds to scan the article to find the answers. They should discuss the answers in pairs.

After discussing the scanning questions, you could do a speed reading check. Have them work in the same pairs and ask Student A to time Student B, then tell them to swap roles. Find out if their prediction to the second question in question 3 was correct.

Before you move on to the *Global reading* section, you will need to pre-teach the following scientific terms:

*barometric pressure* (pressure exerted by the atmosphere as measured by a barometer)

*meteorologist* (scientist who studies the weather)

*seismographic* (relating to measurement of strength of an earthquake)

*air turbulence* (rapid changes in wind speed and direction, and up and down wind currents)

*wind turbine* (a modern windmill designed to convert wind energy into electrical energy)

You could either just write the terms and definitions on the board, or write the terms on the left and the definitions in jumbled order on the right, and ask students to match them.

## Global reading

- 1 Remind students about tone and mood from *The Secret Garden* before asking them to read and answer the questions.

### ANSWERS

- 1 The tone is academic and formal.
- 2 The purpose of this article is to inform, not to entertain like a story. Therefore, the author does not use language to create a mood. It is a science article (i.e. non-fiction).
- 2 This exercise will help students think about note taking. Have them do the exercise quickly, then check the answers.

### ANSWERS

- 5 Infrasound—heard by animals
- 3 Can be created by many natural events
- 6 How infrasound affects humans
- X Can create health problems in humans
- 2 Discovery of infrasound
- 4 Travels through earth and ocean; can be measured
- X Best methods for measuring sound frequencies
- 1 Infrasound—less than 20 hertz very low

## Close reading

- 1 This exercise requires the students to understand details about the text. The sentences are not worded exactly the same as in the text, making the exercise more challenging. When the students have finished, check the answers with the class.

### ANSWERS

- 1 F (Scientists can measure sounds that are less than 20 hertz.)
- 2 F (The Krakatoa Volcano erupted in Indonesia.)
- 3 T
- 4 F (Before a volcano erupts, there is a great increase in infrasound.)
- 5 T
- 6 T
- 7 F (Experiments have shown that about 22% of people may be affected by infrasound.)
- 2 Ask students to use their own words when answering these questions.

### POSSIBLE ANSWERS

- 1 Infrasound is a sound that humans cannot hear, but can be measured at 20 hertz or less.
- 2 It broke windows hundreds of miles away and affected barometers around the world.
- 3 Volcanoes, earthquakes, ocean storms, hurricanes, auroras, and air turbulence.
- 4 It increases in frequency and power.
- 5 Elephants use infrasound to communicate with other elephants.
- 6 It can make them feel uneasy.

## Developing critical thinking

- 1 Before moving on to the questions, find out from students how much of what they learned from the article was new information. Ask students to use the ideas in the *Think about* box in their discussion of the questions. Ask groups to compare their lists of pros and cons for question 1. Make sure students give reasons for their opinions in the second part of question 2.

### POSSIBLE ANSWERS

- 1
  - Pros of hearing infrasound
  - We could hear infrasounds made by animals.
  - We might be able to predict volcanoes, hurricanes, or storms.
  - We could use it for communication.
  - It could enhance music concerts.
  - Cons of hearing infrasound
  - The additional noise would be distracting.
  - It might make many people nervous.
  - It might block other important sounds.
  - We might not be able to distinguish the source of the sound.

- 2 For the second set of questions, remind students of the story from *The Secret Garden: An excerpt*. Ask them if they think there is a connection between this text and *The loudest sound you've never heard*. Then ask them to discuss the questions.

## Vocabulary skill

While descriptive adjectives add interest to a reading text, it is important to point out to students that most academic writing (e.g. essays, reports, and dissertations) tends to avoid the use of descriptive adjectives. Adjectives can show the author's bias, and academic writing is generally impartial and non-biased. Ask students to compare the use of descriptive adjectives in *The Secret Garden: An excerpt* and *The loudest sound you've never heard*. Which text has the most descriptive adjectives? (*The loudest sound you've never heard* has only two: *a mysterious sound*; *the*

powerful roars of volcanoes. They appear to further the writer's point.)

Tell the following story to introduce the idea of the need for more variety and sophistication in adjective use: *Yesterday I went to a nice café and had a nice cup of coffee and a nice slice of cake. The weather wasn't nice, so I sat inside where it was nice. The café was nice—I'd never been there before. I liked the atmosphere—it was nice—and the décor was nice. Even the cups were nice; they had a nice pattern. The waiter was nice, and the price of the coffee was nice. I really had a nice time. I think I'll go there again.* Ask what is wrong with the story and elicit that it only uses one adjective: *nice*. Ask them to read the *Descriptive adjectives* box. Check they have understood by asking them why they should vary the adjectives they use.

- 1 Ask students to complete the exercise. For the two adjectives that they cross out, ask them to decide which of the senses they would be used to describe (given in parentheses below).

#### ANSWERS

- 1 round (sight), juicy (taste)
- 2 damp (touch), noisy (sound)
- 3 red (sight), friendly (sight or possibly sound)
- 4 dark (sight), dusty (touch or sight)
- 5 delicious (taste), green (sight)

- 2 Point out to students that there may be more than one possible answer for each blank.

#### POSSIBLE ANSWERS

- 1 shrill / deafening
- 2 icy
- 3 damp
- 4 golden / bright
- 5 warm / soft
- 6 fragrant / delicious
- 7 soft / muffled

#### EXTENSION ACTIVITY

As a follow-up, tell the story you used in the introduction to the section again, but ask students to help you substitute more descriptive adjectives.

### WRITING A descriptive anecdote

Ask students to read about what they are going to learn. Remind them that they learned the word *anecdote* in the previous unit and elicit the meaning (a short personal story). You can also remind them of the *nice* story you told them in the *Vocabulary skill* section, which is also an anecdote. You may wish to point out that an anecdote is usually about something amusing, frightening, or surprising that happened to a person. Tell them not to worry if they don't know what *similes* and *metaphors* are, as they will learn about these in the next section.

### Writing skill

Introduce the topic by writing an example of a simile on the board: *Her smile was like a ray of sunshine*. Ask concept check questions: *Is this a good thing or a bad thing? Was her smile an actual ray of sunshine? Why did I say this, then? Did her smile make me feel like I feel when I experience a ray of sunshine?* Explain this is a simile and that you could say *Her smile was similar to a ray of sunshine*.

Introduce a metaphor: *The dark clouds in his eyes told me he was angry*. Ask: *Does he have actual clouds in his eyes? What image am I trying to show with this sentence?* Explain that this is a metaphor, which is more like a painted image or description.

Ask the students to read the *Using similes and metaphors* box to find out other ways to write similes and see other examples of metaphors. Note the construction *as + adjective + as*.

#### EXTENSION ACTIVITY

Before asking students to complete the exercises, you may need to do some more controlled exercises first. Write the following incomplete sentences on the board and complete them together as a class:

*It looks as if ...*

*It tastes as if ...*

\_\_\_\_\_ is like \_\_\_\_\_

\_\_\_\_\_ is as beautiful as \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_ (e.g. *My car is a rocket.*)

- 1 Ask students to look back at *A Secret Garden* to answer the questions.

#### ANSWERS

- 1 The wind is a giant.
- 2 The sound was like a child crying.

- 2 This exercise requires students to use their imagination. They should not make the paragraph similar to the original text. Encourage them to paint a different picture with their description. Ask some students to read theirs out or get them to write on transparencies so their paragraphs can be shared.

#### POSSIBLE ANSWERS

- 1 the river
- 2 the sound of the water
- 3 high
- 4 it were a train whistle
- 5 noise
- 6 a person
- 7 a train
- 8 hard to hear
- 9 real

- 3 Ask students to make sentences using the simile or metaphor. Invite volunteers to share their sentences with the whole class.

### Cultural awareness

A lot of proverbs and sayings are similes and metaphors. You could give some common ones in English and ask students to share some from their language:

*as stubborn as a mule*

*as pretty as a picture*

*to snore like a chain saw*

*to be like a horse heading for the barn* (e.g. ready to get home; not making any detours)

*to do something as if your life depended on it*

*a train of thought*

*a tempestuous mood*

*time is money*

### Extra research task

Ask students to research common similes and metaphors in English. Have them bring them to class and share them in groups. You could make this more challenging by assigning them different topics to find similes and metaphors about, e.g. money, achievement, life, personality, physical appearance, etc.

## Grammar

You could introduce the topic by giving an anecdote, emphasizing the underlined words: *At the coffee shop the other day, what I wanted was a chocolate muffin. However, they were out of muffins, so I had a sandwich.*

Write on the board: *What I wanted was a chocolate muffin.* Ask students why they think you said it like this instead of saying *I wanted a chocolate muffin.* Ask them to read the Grammar box to find out what kind of sentence it is and why it is used. Check that they understand that cleft sentences are used for emphasis and that the first clause is a dependent clause that functions as the subject: [*What I wanted*] was a chocolate muffin.

- 1 This exercise helps students see the difference between a question, a regular sentence, and a cleft sentence. When the students have finished, check the answers with the class.

### ANSWERS

- 1 C What he did was measure the low sound frequencies.
- 2 ✓
- 3 C What the children love is playing in the water.
- 4 ✓
- 5 ✓
- 6 C What they do is conduct experiments with infrasound.

- 2 This exercise gives students practice in writing cleft sentences. You could have them compare answers in pairs before conducting a whole-class feedback.

### ANSWERS

- 1 What they decided to do was soundproof the music studio.
- 2 What I need to do is interview people who work with deaf people for my project.
- 3 What they want to discuss is solutions to the problems of noise pollution
- 4 What I felt upset about was that he wasn't listening to what I said.
- 5 What she always asks for is the quietest room in the hotel.
- 6 What I love is the sound of waves crashing on the shore.

- 3 Students complete the sentences with their own information, then compare with a partner.

## WRITING TASK

Ask students to read the task, and draw their attention to the box that details the audience, context, and purpose of the writing task.

## Brainstorm

- 1 You could give students some time to think about the topic on their own before putting them into pairs or small groups. Discussing the topics will give students some ideas that might trigger a memory. Give students the option to make up an anecdote, but encourage them to think of a real one if possible. It will make the writing more meaningful and perhaps more useful; many people develop a set of humorous or entertaining anecdotes that they can use in social situations, or within presentations or speeches. Emphasize the need to think of a topic that includes sound in some way.
- 2 The graphic organizer can help students think of the details that are important in the telling of the anecdote.

## Plan

- 1 Telling the story to a partner can also help to iron out the details. Partners can help each other fill in any gaps in the information in each other's stories.
- 2 Encourage students to think of metaphors and similes to include. Provide help if needed; alternatively students could use either a printed or online dictionary to find other examples of similes and metaphors.

## Write

Remind students about the sentence variety work they did in unit 5. Tell them to aim to write 250–300 words.

## Share, rewrite, and edit

Ask students to exchange their anecdotes with a partner. Ask students to check each other's anecdotes for descriptive adjectives, variety of sentence types including cleft sentences, and metaphors or similes. Encourage students to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph. You could also photocopy the unit assignment checklist and get them to assess each other using it.

Ask students to rewrite and edit their anecdotes. Encourage them to take into consideration their partner's feedback when rewriting.

Use the photocopyable unit assignment checklist on page 96 to assess the students' anecdotes.

## STUDY SKILLS Using the thesaurus

It is worth spending some time discussing how dictionaries and thesauruses are organized, both because they may be organized differently in different languages (Arabic dictionaries are organized alphabetically by root words for example) and because thesauruses can also differ in organization in English: by category or alphabetically. There are also thesauruses for different specialized fields, and these may be organized in a certain way. You could also point out that word processing programs often have a thesaurus function: in Microsoft® Word, for example, click *Review*, then click *Thesaurus*. You can find online thesauruses as well, for example, the Macmillan online dictionary ([www.macmillandictionary.com](http://www.macmillandictionary.com)) has a thesaurus function.

## Getting started

Students will no doubt have been using dictionaries throughout the course, but they may not know what

a thesaurus is. If possible, bring some in and ask students to look at them, noting their organization and function. You could also project an online thesaurus (such as the one in the Macmillan online dictionary) or show how the thesaurus functions in a word processing program. Once students know what a thesaurus is, ask them to discuss the questions in pairs.

## Scenario

Ask students to read the scenario, and say what Kumar is doing right and wrong. Ask them if they can identify with his problem and to think of suggestions for him.

### POSSIBLE ANSWER

This is what Kumar is doing right: he is sometimes using the dictionary. This is what Kumar is doing wrong: he is not using an English–English dictionary, which would offer more possible word choices; he is not using a thesaurus to find words that may more concisely convey what he means.

## Consider it

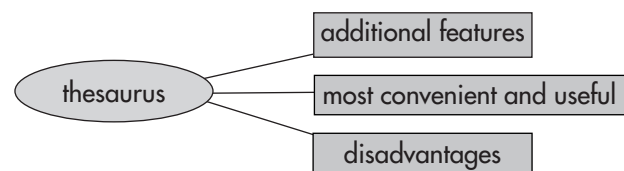
Ask students to read the tips. You could photocopy the page, blank out the headings, and distribute the copies without headings to the students. Write the headings on the board in random order, and ask the students to read the paragraphs and insert the right heading. This would be an exam-type task.

Another way to handle the text is to put students into pairs, and ask Student A to read tips 1–3 and Student B to read tips 4–6. Then ask them to close their books and summarize what they read for each other.

In the feedback session, go over each point and emphasize point 5—the need to check the exact definition if the word is new.

## Over to you

After students have discussed the questions, ask them to draw a word map to summarize their discussion:



At the end of the unit, use the video resource *Communication*. 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.