

English in Mind Second edition

Level 5 Unit 12

Lesson Plan

THE
INDEPENDENT

How a blind man sees

AIMS

- to read extensively and study a text related to the Unit theme,
- to practise reading for gist and for detailed comprehension
- to build vocabulary and develop understanding through context
- to revise and extend appreciation of the function of punctuation
- to promote discussion
- to promote creative writing skills (further work)

Total time (approx.): 1 hour 25 minutes

(Note: Some exercises may be set for homework)

Lead-in

- 1 To introduce the topic of the article, remind students of the Unit title and write the word **Beauty** on the board. Tell them that they are going to think about the idea of beauty. Allow them 1–2 minutes to write down three things they themselves consider beautiful (try not to prompt them: it will be interesting to see if they choose an object, person or concept). Ask them to share their ideas in pairs or small groups. Question 2 encourages students to think about the concept of beauty in wider terms and to consider how it is personal and different for each one of us. (Note that **behold** is an archaic word meaning 'see'.) Ask them if their own list of beautiful things all require the ability to see. Question 3 will help them to prepare for the specific context of the article by inviting them to make predictions about it and to consider what beauty may mean to someone who is blind.

Time: 5–6 minutes

Reading comprehension

- 2 Distribute copies of the article. To gain an overview of the text, ask your students to read it through quickly and check their predictions. Elicit one or two additional examples of beauty mentioned by the author. Was there anything they found surprising?

Time: 7–8 minutes

- 3 This exercise requires students to look more closely at the text. They can begin by trying to mark the questions (H) or (U) from memory, then work with a partner to find appropriate passages in the text to justify their answers. Note that the items are not in text order. Paragraph numbers are given in the Key to help locate relevant passages.

Key: 1 (H) para 4 2 (U) para 5 3 (H) para 11 4 (H) paras 7, 9
5 (U) para 6 6 (U) para 2 7 (H) para 9 8 (H) para 12 9 (H)
para 3 10 (H) paras 7, 8

Time: 8–10 minutes

Vocabulary

- 4 Some items of vocabulary that may not be familiar to your students have been selected in this crossword puzzle. Tell your students to look at the definitions first and then find the words in the text, before fitting them into the crossword. Paragraph numbers are given for ease of location. This exercise may be done individually and would be suitable as a homework task.

Key: solution

		1	S	O	A	R		2	C	3	R	E	E	P	Y
		C								I					
		R					4	P		F					
		U					O		L				5	R	
		6	T	A	C	T	I	L	E					E	
		I					G							L	
7	P	A	N	G			N							I	
		Y				8	R	A	U	C	O	U	S		
							N							H	
		9	D	E	M	E	N	T	E	D	L	Y			

Time: 10–15 minutes

- 5 The expressions in this exercise are quite common in everyday English use, but their meanings may not be immediately obvious. Students are first required to find the complete phrase in the text (paragraph numbers are given). One word is missing in each case, and for clarity the words forming part

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of the expression are highlighted in italics on the worksheet. They should study how each is used in the text and then choose the most appropriate alternative phrase to match.

Key: a *street* (6) b *cry* (5) c *honest* (3) d *about* (7) e *gusto* (1) f *toe* (4) g *Suffice* (2)

Time: 8–10 minutes

- 6 Here students are given the opportunity to use the expressions they have learnt in Exercise 5 by choosing the most appropriate ones to complete the sentences. Make sure they use the complete expressions in their answers.

Key: 1 a two-way street 2 To be honest 3 with gusto
4 about as ... as 5 from top to toe 6 Suffice it to say
7 hue and cry

Time: 7–8 minutes

Punctuation

- 7 Learning how to punctuate complex sentences is vital to developing good writing skills. This exercise aims to heighten students' awareness of the different functions of common punctuation marks, such as commas, as well as others such as colons and semicolons that they may use less confidently. Students should first read through the descriptions of these functions, inserting the appropriate punctuation marks in the brackets. They may not be familiar with the English terminology for some of these. They can then work with a partner to find examples in paragraphs 1–5 of the text. Make sure they look at these paragraphs only, as a later section of the text is used for the task in Exercise 8. They will, of course, find plenty of *commas*, but encourage them to discuss the various functions they perform. They will also find a number of *colons* and *semicolons*, as well as *inverted commas* (NB these may be single or double) used with the first and third function described. There is no example of the second function, nor are there any dashes in these paragraphs.

Key: (1,) (2 ()) (3 :) (4 ;) (5 " ") (6 –)

Time: 5–6 minutes

- 8 This passage is taken from the last paragraph of the article. Students should insert punctuation marks where appropriate and without referring back to the text. Reading the sentences aloud will help, so

put them in pairs to work on this. Point out that, although the guidelines given in Exercise 7 above are helpful, punctuation in English (unlike in other languages such as German) is often a matter of personal choice. They may therefore sometimes make different choices from those of the author. A good way to show the importance of punctuation is to ask students to try and read the passage *without* it. Punctuation helps the reader to understand the structure and meaning of a sentence, as well as indicating how it should flow.

Time: 10–12 minutes

Discussion

- 9 The questions for discussion continue the theme of beauty. Question 1 raises a parallel topic to that of the text: the idea of beauty for someone who is deaf. Question 2 aims to stimulate discussion about the idea of beauty more generally. Elicit examples of beauty which are transient (i.e. lasting only a short time), as well as others that are more permanent. Allow them to express themselves freely in pairs or small groups before bringing them together in a class discussion.

Time: 10–15 minutes

Further work

- 10 *Creative writing.* There is some delightful descriptive writing in the article that could be used as the basis for a creative writing exercise. Ask students to consider the description of the rain in the final paragraph, for example, and to think about the choice of words that make it particularly vivid. Get them to look through the article to find other examples of good description (e.g. his daughter at play, the sound of his father's voice). As a homework exercise, ask your students to write three short paragraphs describing their own *beautiful things* (Exercise 1) as vividly as they can. On completion, these can be shared in groups. Encourage peer correction before checking them yourself. They can then be rewritten for a classroom wall display.

This article first appeared on Tuesday, 6 April 2004, at www.independent.co.uk/life-style/health-and-families/health-news/how-a-blind-man-sees-558993.html.

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