

10

Senses

10.1 Can you believe your eyes?

GOALS ■ Talk about looking and seeing ■ Use adjectives in the correct order

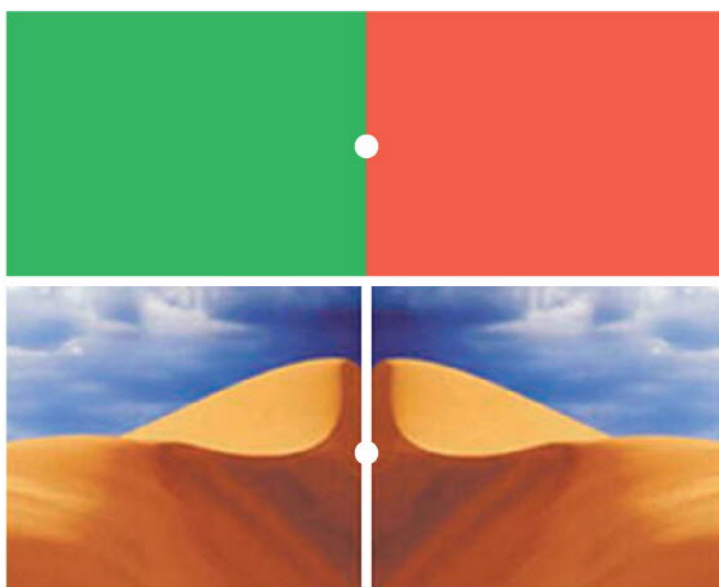
Vocabulary & Reading words for looking and seeing

1a Look at the photo below and read the instructions.



Can you **spot** the predator waiting to pounce on you? If you haven't seen it yet, it's probably too late to escape! Turn to page 130 to see it more clearly.

b Work with a partner. Compare what you see with what your partner sees. Now do the same with the images below.



The two desert scenes are the same, but one is a mirror image. **Stare** at the white dot between the green and red squares for about 30 seconds. Don't even **glance** away. After 30 seconds, look at the dot between the two desert scenes. What do you notice?

2a Work with a partner. Look at the highlighted words in the instructions in exercises 1a and 1b. Can you explain the difference between them?

b Look at the words in the box and answer the questions.

gaze glance glare observe spot stare

- Which word(s) mean(s) to look ...?
 - at something for a long time _____, _____, _____
 - in an angry way _____
 - with some pleasure or enjoyment _____
 - in a surprised or shocked way _____
 - carefully; to learn something _____
 - quickly at someone or something _____
- Which word means to 'notice something suddenly'? _____
- Which words take the preposition *at*? _____, _____, _____, _____

3a Work with a partner. Can you explain or guess how the illusions in exercise 1 work?

b Read the online article and check your ideas.

In the black and white photo, the panther is hardly **visible**, but as soon as we add colour, it's easy to **distinguish** the predator from the background. Why? Because in the black and white picture you are only seeing the surfaces according to how much light they **reflect**. The colour lets you see the quality of light as well as the quantity and **reveals** the panther. In a real-life jungle situation, this might save your life, and the importance of colour **vision** might therefore explain why people are generally more fearful in the dark.

The sense of sight, however, is about much more than what our eyes actually see. In fact, what we see is pretty meaningless – it's just patterns of light. We need the brain to interpret these patterns, and it tends to do this in ways that have proved useful in the past. This is usually helpful, but sometimes this means the brain actually creates an illusion by trying to make sense of information from the eyes.

- 4 Match the highlighted words in the article to meanings 1–6. Check your ideas with your partner.

- 1 the ability to see
- 2 makes something known that was unknown before
- 3 give your attention to, or look carefully at something
- 4 recognize the difference between two things
- 5 able to be seen or noticed
- 6 send back light

- 5 Choose the best options to complete the sentences.

- 1 The head teacher *observed* / *gazed at* the lesson.
- 2 People who are colour-blind often can't *focus* / *distinguish* red from green.
- 3 I didn't want him to catch me looking, so I just *glanced* / *stared* at his name badge.
- 4 Turning the light on *revealed* / *reflected* how dirty the kitchen was.
- 5 I've *spotted* / *glared at* quite a few people wearing ties.
- 6 There has been a *vision* / *visible* improvement in your work.

Grammar & Speaking order of adjectives

- 6 Work with a partner. Student A, turn to page 130 and describe the photo there. Student B, describe the photo below.



Illusions are fun, but they also tell us a lot about how the brain works, which is why neuroscientists, such as Beau Lotto, are carrying out research into illusions. The jungle photos and the red and green desert are both illusions he has used in his work. And what does the desert scene tell us? According to Lotto, it's evidence of how the brain uses past experience to interpret our world. When we **focus on** the green and red for a while the brain learns about greenness on the left and redness on the right and then applies it to the desert scenes ... at least for a while.

Ultimately, what this means is that the world we think we see is not actually the world as it is. Everything we see is created by the brain, which means the ancient philosophers who held that the world is an illusion were, in some ways at least, completely right.

- 7 Look at the phrases describing parts of the photos in exercise 6 and try and put the words in brackets in the correct order.

- 1 ... what looks like a/an (yellow / rubber / and / small / orange) boat ...
- 2 ... a/an (enormous / grey) crocodile waiting for them ...
- 3 ... its eyes are (orange / bright / very / and / threatening) ...
- 4 ... his back against a (concrete / low) wall ...
- 5 ... his usual (leather / long / black) boots ...
- 6 ... Robin is in a (green / red / and) costume ...

- 8 **10.1**))) Now listen to the full descriptions and check your answers.

- 9 Read the Grammar focus box and complete with the examples from exercise 7.

GRAMMAR FOCUS order of adjectives

- If you want to use more than one adjective to describe something or someone, they are usually put in a particular order:

opinion/value → size → age → shape → colour → origin/nationality → purpose → material/function/definition

a beautiful round copper bowl

- 1 _____ (size/colour)
- 2 _____ (size/material)
- 3 _____ (size/colour/material)

Note that it is very unusual to use more than three adjectives together.

- When adjectives come after a verb, we usually put *and* before the last adjective. The order is less fixed after a verb, but we often put an opinion adjective last.

He was tall, dark and handsome.

- 4 _____

- Always use *and* between two colours.

black and white

- 5 _____
- 6 _____

→ Grammar Reference page 154

- 10 Rewrite the sentences, adding more adjectives of your choice.

- 1 The forest was dark.
- 2 I sat down under a large tree.
- 3 The grass was soft.
- 4 There were some pretty flowers.
- 5 Suddenly, I saw a deer with brown eyes.
- 6 I was very still.

- 11 **TASK** Work with a partner. You are going to describe another photo. Student A, turn to page 130. Student B, turn to page 135.