

READING An Article

This section in *Outlook* provides students with a variety of reading text types, as well as a variety of reading comprehension exercise types.

In this section, students will read an article and practise answering multiple-choice and sentence-completion exercises.

You may wish to use the *Outlook 1 Interactive Classroom (IC)* material to visually present answers to the reading comprehension questions as well as the process involved in arriving at these answers.

Reading Strategy Predicting Content

This box appears in each reading lesson throughout *Outlook 1* and practises a different reading strategy. Unit 1 introduces the skill of predicting content.

Read the information in the box with the class and point out to students that reading the title and looking at the photos will help them predict the content of the text.

- 1 Tell students to look at the title and photos. Ask them which statement listed best describes the school they will be reading about. Then, ask them to read the text and see if they were right.

ANSWER

b

TIP

Tell students to go over the tip for answering multiple-choice questions.

- 2 Tell students to read the article and choose the correct answer. Encourage them to find evidence in the article to justify their answers. Remind students that they must first identify keywords in the question (or sentence beginning) in order to locate the area in the article where the answer will probably appear. You may want to check students' understanding of *on their own* (question 1a). You may also want to play the recording of the text (Class CD 1, Track 5).

ANSWERS

- 1 d – The keywords are **critical thinking**, which will take students to the end of the fourth paragraph: *Birbalsingh also believes in critical thinking, but only after students have acquired facts and knowledge from their teachers.* (lines 26-28) So answer d is correct. Answer c is incorrect because at Michaela: *There isn't any group work ...* (lines 22-24)

- 2 b – The keywords are **The Ofsted report**, which will lead students to the second sentence of the fifth paragraph: *Michaela got top marks in its first inspection by Ofsted, ... The inspectors were impressed by the lively teaching that took place, by the progress the students had made and by their positive attitudes towards learning.* (lines 32-34) So answer b is correct. Answer c is wrong because the article says that *inspectors were impressed by ... the progress the students had made ...* (line 34-35) Answer d is wrong as there was nothing negative about Michaela in the Ofsted report.
- 3 b – The keywords are **tough neighbourhood**, which will lead students to the last paragraph, where they can find the reason why it is mentioned: *Although they live in a tough neighbourhood, inside school, they feel safe.* (lines 38-39) So answer b is correct. Although answer c features the distractor **disruptions**, it is wrong because the text says the opposite: *With no bullying or disruptions, ...* (lines 39-40)

- 3 Tell students to read the sentence beginnings, identify keywords and complete the sentences with the correct information using their own words. Remind students that their answers have to comply with the grammatical structure of each sentence.

POSSIBLE ANSWERS

- 1 to speak (lines 3-4)
- 2 poverty (lines 8-9)
- 3 jewellery or make-up (line 16)
- 4 confiscated if teachers see or hear them / not allowed (lines 17-18)
- 5 prison (lines 19-20)



WORDS FROM THE TEXT

This section deals with vocabulary in two ways: by focusing on words and expressions from the text of the unit and by presenting new vocabulary items from trigger language in the text.

Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* to present the vocabulary in class or to test your students' familiarity with the vocabulary.

- 4 Tell students to find words or expressions in the text that have got the same meaning as the words in the exercise. Remind students that they should look for a word that is the same part of speech (noun, verb, adjective, adverb, etc.) as the words in the exercise.

ANSWER

- 1 up to (line 18) 4 tough (line 38)
 2 knowledge (line 27) 5 amount (line 41)
 3 so far (line 29)

- 5 Tell students to read the sentences and decide if they are true or false. Tell students to pay attention to the words in colour.

ANSWERS

- 1 True 3 False 5 False
 2 False 4 True 6 True

This section teaches a selection of collocations with the verbs *make* and *take*. Point out to your students that a collocation is a combination of words that often appear together and cannot be altered.

COLLOCATIONS WITH MAKE AND TAKE

Go over the collocations in colour with the students. Ask them how they say these collocations in their language.

- 6 Tell students to copy and complete the diagrams with the expressions listed.

ANSWERS

take: take pride in, take for granted, take advantage of, take place
make: make progress, make sense, make a mistake, make sure

- 7 Tell students to complete the sentences with some of the collocations that they formed in Exercise 6.

ANSWERS

- 1 make sense 4 make a mistake
 2 take advantage of 5 take pride in
 3 make progress 6 take ... for granted

[] Workbook: pages 6-7



LOOKING AT LANGUAGE

This feature appears in every reading lesson and provides further use of the reading text to focus on issues such as false friends, easily confused words, language usage and colloquial language.

- 1 Tell students to look at the false friends underlined in the text and ask them how they say them in their language.

ANSWERS

policy (line 8) means *política, normas* not *policia*, which means *police* in English
carpet (line 14) means *moqueta* not *carpeta*, which means *folder* in English
marks (line 30) means *notas, calificaciones* not *marcas*, which means *brand names* in English

- 2 Ask students which of the listed words from the text have the same verb and noun form.

ANSWERS

progress, focus



LOOKING AT PRONUNCIATION

This feature appears in each reading lesson and focuses on common pronunciation issues related to words in the text.

- 3 Tell students to look at the words listed and ask them in which words are the letters *-gh* silent. Then, tell students to listen (Class CD 1, Track 6) and check their answers. You may want to ask students to add more words to each list.

ANSWERS

Silent -gh: although, taught, neighbourhood

Refer students to **Pronunciation Practice** on page 132 for more practice of these sounds.



YOUR OUTLOOK CRITICAL THINKING

Ask students what the advantages and disadvantages of Michaela School are. Encourage students to discuss discipline and teaching methods.

Tell students to watch the video about the Travelling Light Theatre Company. You may want to give students copies of the accompanying worksheet – refer students to the **Teacher's All-in-One Pack**, page 242.



Students can also view the video in *Outlook 1 Interactive Student (IS)*.