

**OPTIONAL LISTENING ACTIVITY: COMPREHENSION for page T11**

1 For stronger classes, ask students to complete the gaps with the correct word from the interview. Then, play the second part of the interview again (Class CD 1, Track 9) and tell students to check their answers.

- 1 It must be great to ... dishes that are new and different.
- 2 The Japanese women ... a popular local food blogger.
- 3 When the blogger posted the photos of the class, people began ... her.
- 4 The ... of our project is to make friends.
- 5 You can find the ... on our website.

**ANSWERS**

- |              |            |
|--------------|------------|
| 1 taste      | 4 goal     |
| 2 approached | 5 schedule |
| 3 contacting |            |

2 **MULTIPLE-CHOICE QUESTIONS** Tell students to read the feature story 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 story where the answer will probably appear. You may want to check students' understanding of *be close to* (question 2a) and *Westerners* (question 4b). You may also want to play the recording of the feature story (Class CD 1, Track 10).

Refer students to Answering Techniques on page 149 for tips on answering multiple-choice questions.

**ANSWERS**

- 1 b – The keywords are *why*, *Kenneth Good* and *extend his stay*, so we have to find the reason why Kenneth extended his stay. In the second paragraph, the writer states: *As he learned more about them (the Yanomami), he grew to love their way of life, which emphasised cooperation, sharing and humour.* (lines 12-14) So answer b is correct. Although answers c and d contain the distractors *tribal woman* and *project*, they are incorrect. Answer a is also wrong because the writer does not say that Kenneth Good intended to teach the Yanomami about his own culture.
- 2 a – The keywords are *Yarima*, *not return*, *United States* and *because*, which implies that we must find the reason why Yarima stayed behind. In the third paragraph, we read that ... *her loneliness was overwhelming and she longed for her tribe.* (lines 21-22) So answer a is correct.
- 3 d – The keywords are *what*, *learn*, *David's attitude* and *heritage*. In the fourth paragraph, the writer explains that David initially ... *rejected his Yanomami roots ...* (lines 27-28), but years later ... *he began to accept his own identity ...* (line 32) So answer d is the correct option. Answer a is wrong because during David's adolescence his resentment got worse. Answer b is wrong because the story says that his attitude changed for the better ... *with the help of a friend ...* (line 31) Answer c is also wrong because his attitude was definitely negative towards Yanomami culture.
- 4 d – The keywords are *aim* and *The Good Project*. In the last paragraph, we learn that this project is meant to ... *bring them (the Yanomami) the benefits of the modern world while helping them to protect their heritage.* (lines 52-53) So answer d is correct. Although answers a and b contain the distractors *Western culture* and *Yanomami culture*, they are both wrong. Answer c is also wrong because the aim of this project is ... *to build a bridge between the Yanomami people and Western culture ...* (lines 48-49)

**READING A Feature Story**

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 a feature story and practise answering multiple-choice and open-question exercises.

You may wish to use the *Outlook 2 Interactive Classroom (IC)* material to visually present answers to the reading comprehension questions as well as the process involved in arriving at these answers.

1 **SCANNING FOR INFORMATION** Each reading lesson revises a reading strategy. Tell students to scan the feature story to answer the questions.

Refer them to Reading Strategies on page 148.

**ANSWERS**

- 1 a native tribe
- 2 David, Kenneth (David's father), Yarima (David's mother), Daniel (David's brother), Vanessa (David's sister)
- 3 a 1975 – Kenneth Good travelled to Venezuela to study the Yanomami tribe.  
b 1986 – Kenneth and Yarima went to live in the US.  
c 1992 – Kenneth and the children went back to the US and Yarima stayed behind in the jungle.  
d 2013 – David Good started the organisation The Good Project.

For Exercise 3 and YOUR OUTLOOK Critical Thinking, see page T13.

**Exercise 3 and YOUR OUTLOOK Critical Thinking, for page T12.**

- 3 Tell students to read the questions and answer them using their own words.

Refer students to **Answering Techniques** on page 150 for tips on answering open questions.

**ANSWERS**

- David resented the fact that his mother had left them. The keywords are **react, mother, had left them**. In the fourth paragraph, we learn how David reacted. *Over the years, David became more and more resentful of his mother for leaving them. ... he rejected his Yanomami roots ...* (lines 26-28)
- The tribespeople seemed familiar to David as their faces looked like his. The keywords are **tribespeople** and **familiar**. In the fifth paragraph, the writer describes when David ... *looked closely at their faces, he could see that he and they were alike.* (lines 38-39)
- David's attitude changed after living with the Yanomami for three months and he no longer felt resentful. The keywords are **change, living, for three months** and **Yanomami**. In the second last paragraph, we learn that ... *he felt a deep sense of peace and belonging.* (lines 44-45)



**YOUR OUTLOOK  
CRITICAL THINKING**

Ask your students what they think they would miss the most if they went to live with the Yanomami and what they would like about it.

**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 2 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 2 Interactive Classroom (IC)* material 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 story that have got the same meaning as the words in the exercise. Remind them that they should look for a word that is the same part of speech (noun, verb, adjective, adverb, etc.) as the words or expressions in the exercise.

**ANSWERS**

- |                          |                             |
|--------------------------|-----------------------------|
| 1 anxiety (line 7)       | 4 lose touch with (line 46) |
| 2 overwhelming (line 22) | 5 set up (line 47)          |
| 3 attempt to (line 34)   |                             |

- 5 Tell students to read the sentences and choose the correct answer. Remind students to pay attention to the words in colour.

**ANSWERS**

- |           |                      |              |
|-----------|----------------------|--------------|
| 1 natural | 3 unfair             | 5 don't join |
| 2 haven't | 4 your ancestors did |              |

This section teaches a selection of phrasal verbs. Point out that a phrasal verb is a combination of a lexical verb and one or two particles. Also point out that the meaning of the phrasal verb is different to the meaning of the lexical verb on its own.

**PHRASAL VERBS**

Tell students to read the example sentence provided and choose the correct meaning of the phrasal verb *carry out*.

**ANSWER**

- 1 complete

Refer students to pages 89-90 of the Grammar Appendix in the Workbook for more information on phrasal verbs. Also refer students to the Phrasal Verbs List on page 142.

- 6 Tell students to read the sentences and choose the correct definition for each phrasal verb in colour. You may want to ask students how they say these phrasal verbs in their language.

**ANSWERS**

- 1 a 2 b 3 b 4 a 5 a 6 b

[ ] **Workbook: pages 8-9**



**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 friend underlined in the text and ask them how they say it in their language.

**ANSWER**

**ordinary** (line 28) means *normal, corriente* not *ordinario, vulgar*, which means *coarse* in English

- 2 Read through the information on expressions describing periods of time with your class. You may want to ask students how they say the example sentence in their language. Then, tell students to find more examples of similar expressions in the text.

**ANSWERS**

- 15-month project (line 14)  
five-year-old David (line 25)

**For Looking at Pronunciation, Exercises 3 and 4, see page T14.**