

### OPTIONAL LISTENING ACTIVITY: COMPREHENSION for page T33

**1** **25** For stronger classes, ask students if they remember the answers to the following questions. Then, play the second part of the conversation again (Class CD 1, Track 25) and tell students to check their answers.

- 1 How much money can Caitlin make in a month?
- 2 Six years after starting on Depop, what is the value of the clothing that Ollie sells in a year?
- 3 Why are young people beginning to think more carefully about where their clothes come from?

#### ANSWERS

- 1 up to £2,000
- 2 over £290,000
- 3 Because they are more aware of the environmental impact of fast fashion.

## READING A Magazine Article

In this section, students will read a magazine article and practise answering multiple-choice and open questions.

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 Scanning for Information

Read the information in the box with the class and point out that if they want to locate specific information in the text, they need to pay attention to the type of information that is asked for in the question. Remind them to look for capital letters and numbers.

- 1** Tell students to scan the magazine article quickly to find four items. Point out that they should pay attention to the type of information they should find.

#### ANSWERS

- 1 Denis    2 Russia    3 1769    4 IKEA

- 1** **26** Tell students to read the magazine article and choose the correct answer. Encourage students 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 *ruler* (question 1), *loaned* (answer 1c) and *dressing gown* (answer 2c). You may also want to play the recording of the article (Class CD 1 Track 26).

#### ANSWERS

- 1 d – The keywords are *Russian ruler* and *help Diderot*. In lines 7-9, we learn that Catherine the Great purchased the books for a large sum. So answer d is correct. Despite featuring the distractor *bought*, answer a is wrong because Catherine the Great didn't buy anything for Diderot.

- 2 a – The keywords are *Diderot's essay*, which will lead students to lines 11-13. Here we learn that the new dressing gown didn't match his other belongings, so he began to replace his old stuff. So, answer a is correct.
- 3 c – The keywords are *example* and *Diderot Unity*, which will lead students to the fourth paragraph, where students will find examples of Diderot Unities: ... *where displays present complete outfits and accessories*. (lines 20-21) Here, shops, websites or catalogues display items such as furniture in rooms that are complete with lamps, rugs and other furnishings. Another example of a Diderot Unity is where chain stores, like IKEA, divide items into, for example, rugs or lamps, so that each item belongs to a specific furniture "family". Here, the items making up a furniture "family" are displayed together. (lines 24-25) So answer c is correct.
- 4 c – The keywords are *writer* and *advises*, which will lead students to the last paragraph where they will find out what readers are advised by the writer: ... *remind yourself that a new chair won't transform your bedroom into a showroom!* (lines 36-37). So answer c is correct. Answer a is incorrect even though it features the distractor *regret* because the writer doesn't advise readers not to regret purchases.

### TIP

Tell the students to go over the tip for answering open questions.

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

#### POSSIBLE ANSWERS

- 1 The Diderot Effect might affect shoppers when they purchase a new item and realise it doesn't go with anything they already own, so they then buy another item.  
The keywords are *when*, *Diderot Effect* and *influence people*. In lines 1-4, the writer explains the Diderot Effect and how it affects us.
- 2 Diderot's new dressing gown made his other belongings look old and unattractive, so he thought he had to replace them.  
The keywords are *effect* and *new dressing gown*. In lines 11-13, Diderot explains in his essay that ... *the new dressing gown made his other belongings seem old and unattractive, so he began replacing them*.
- 3 The Diderot Effect might discourage us from buying something when we feel that it doesn't reflect our identity or social status or the image that we want to project to others.  
The keywords are *discourage us from buying*. In lines 30-31, the writer explains ... *a teen may reject less trendy brands, even if they're good value*.

**WORDS FROM 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 in the text that have got the same meaning as the words in the exercise.

**ANSWERS**

- 1 valuable (line 7)
- 2 count on (line 26)
- 3 entire (line 27)
- 4 reject (line 31)
- 5 regret (line 33)

**5** Tell students to complete the sentences with the given words. Check students' understanding of *shoplifting* (sentence 4).

**ANSWERS**

- |                 |                |
|-----------------|----------------|
| 1 sum           | 4 prevent      |
| 2 afford        | 5 outfit       |
| 3 social status | 6 Chain stores |

This section teaches compound words related to the unit topic of consumerism.

**COMPOUND WORDS**

Read through the information on compound words in the box.

**6** Tell students to complete the sentences with the compound words given.

**ANSWERS**

- |               |                 |
|---------------|-----------------|
| 1 credit card | 4 short-sleeved |
| 2 homemade    | 5 Self-made     |
| 3 price tags  | 6 billboards    |

**[ ] Workbook: pages 22-23**



**LOOKING AT 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**

*actually* (line 7) means *de hecho* not *actualmente*, which means *currently, at present* in English

**2** Point out to students that homonyms are words that have the same spelling or pronunciation, but different meanings. Ask students to look at the homonyms from the text and ask them how many meanings they know for each word.

**POSSIBLE ANSWERS**

- suit:** noun – matching jacket and trousers; verb – be suitable for a particular situation
- match:** noun – an event in which two people or teams compete; noun – a person who is equal to / similar to / suitable for another person;
- noun – a small wooden stick used to make a flame; verb – find something similar



**LOOKING AT PRONUNCIATION**

**1/27** **3** Tell students to listen (Class CD 1, Track 27) and repeat the words from the text.

**1/28** **4** Tell students to listen (Class CD 1, Track 28) and repeat the given words. Then tell students to match the bolded letters in each word to the correct phonetic symbols /aʊ/ or /əʊ/.

**ANSWERS**

- /aʊ/: trousers, gown, our
- /əʊ/: owner, old, wrote

Refer students to Pronunciation Practice on page 133 for more practice of these sounds.



**YOUR OUTLOOK CRITICAL THINKING**

Ask students if they have ever been affected by the Diderot Effect and, if so, what they did.

Tell students to watch the video about a fashion influencer. You may want to give students copies of the accompanying worksheet – refer students to the *Teacher's All-in-One Pack*, page 244.

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

