

READING An Online Forum

In this section, students will read an online forum and practise answering multiple-matching, multiple-choice questions and sentence completion.

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 **GUESSING MEANING FROM CONTEXT** Tell students to read the posts on page 25 and guess the meaning of the words in bold. You may want to play the recording of the posts (Class CD 1, Track 22).

Refer students to Reading Strategies on page 148.

ANSWERS

- costly = can result in a lot of expense / damage
- slightest = tiniest
- reliable = trustworthy
- grounded = kept from flying

2 **MULTIPLE MATCHING** Tell students to find which writer (A, B, C or D) mentions each one of the items listed. Remind them to first read through the items listed and identify keywords in order to locate similar words or ideas in the posts. You may also want to check students' understanding of *accurate* (item 2).

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

ANSWERS

- B - Ron Stevens**
The keywords are **reducing, existing** and **damage**. In Post B, Ron expresses his concern: *I wish there was an efficient way to clean up space junk, but there isn't yet. My team at the European Space Agency is working on a four-armed robot ...* (lines 21-23)
- C - Eve Benson**
The keywords are **systems** and **more accurate**, which will lead students to Post C, where Eve points out that their *... methods will soon improve early warning systems.* (lines 29-30)
- D - Jeffrey Robinson**
The keywords are **something** and **won't happen**, which will take students to Post D, where Jeffrey predicts that *... it's unlikely that all satellites would fail at once.* (lines 48-49)
- C - Eve Benson**
The keywords are **inspired** and **work**, which will lead students to Post C, where Eve explains that she is *... excited to be working on something that will save even more lives in the future.* (lines 36-37)
- A - Julie Foster**
The keywords are **financial considerations** and **danger**. In Post A, Julie explains how companies want to reduce costs: *Every satellite company wants to cut costs, and the first thing to go is often cyber security, ...* (lines 9-10)

6 B - Ron Stevens
The keywords are **problem, on Earth** and **in space**. In Post B, Ron points out that space junk is a problem both for Earth and space: *... even the slightest piece of debris crashing into a satellite can cause catastrophic damage.* (lines 16-17)

7 A - Julie Foster
The keywords are **skills, used** and **negative**. In Post A, Julie explains how hackers use their skills negatively: *Hackers could shut one (satellite) down or block its signals to make it stop working. ... take control of the steering systems. ... alter the satellites' orbits and ... crash them into other satellites or spacecraft.* (lines 5-8)

8 D - Jeffrey Robinson
The keywords are **change of perspective** and **job**. In Post D, Jeffrey explains how his job has changed his idea of satellites: *I used to take satellites for granted ... , I've grown more aware of how dependent we are on them.* (lines 38-40)

3 Tell students to choose the correct answer. Encourage them to find evidence in the posts to justify their answers. Refer students to Answering Techniques on page 149 for tips on answering multiple-choice questions.

ANSWERS

- d - The keywords are incident, 2009** and **example**. In Post B, Ron describes a collision between an old Russian satellite and a US communications satellite: *... destroying both of them and creating thousands of new pieces of debris.* So answer d is correct. (lines 19-20) Answer a is incorrect because such accidents are even more likely to happen today. Answer b is incorrect because the post doesn't mention rivalry between the US and Russia. Answer c is incorrect because the 2009 incident didn't involve a large number of satellites.
- d - The keywords are Eve Benson's project**. In Post C, Eve explains her project's aim: *We can use these images to identify changes that might indicate when a volcano is about to erupt.* (lines 27-28) Although answer a contains the distractor *earthquakes*, it's incorrect because her project doesn't involve earthquakes. Answer b is also wrong because it isn't possible to prevent a volcanic eruption. Despite featuring the distractor *rescuers*, answer c is wrong because Eve's project isn't aimed at helping rescuers.
- b - Students are expected to identify which piece of information is provided in Post D**. In lines 41-47, we learn how dependent people are on satellites: *... planes, trucks, ships and trains could no longer be tracked Emergency rescue services would have a hard time finding victims. ... flights would have to be grounded. ... phone and Internet use would become impossible. Loss of communications would cause chaos, shutting down water and food supplies, electric grids and financial systems.* The other answers aren't in Post D.

For Exercise 4, Techno Task, Words from the Text, Exercises 5 and 6, Expressions about Safety and Danger, Exercise 7 and YOUR OUTLOOK Critical Thinking, see page T25.

Exercise 4, Techno Task, Words from the Text, Exercises 5 and 6, Expressions about Safety and Danger, Exercise 7 and YOUR OUTLOOK Critical Thinking, for page T24.

4 SENTENCE COMPLETION Tell students to complete the sentences using their own words. Remind them that their answers must comply with the grammatical structure of each sentence.

Refer students to Answering Techniques on page 149 for tips on answering sentence completion exercises.

ANSWERS

- 1 how a satellite can be hacked (lines 2-4)
- 2 there will continue to be massive pollution in space (lines 23-24)
- 3 be predicted, but satellites provide essential information for rescue operations (lines 33-34)
- 4 storm warnings (lines 41-44)

TECHNO TASK

Tell students to go online and find the answers to the questions about satellites.

ANSWERS

- 1 **CryoSat:** bounces signals off snow and ice to check on the Earth's climate change.
SORCE: measures output of energy from the sun.
Envisat: the largest satellite, carries phone, GPS and Internet signals across the world.
- 2 International Space Station

WORDS FROM 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.

5 Tell students to find words or expressions in the posts that have got the same meaning as the words or expressions in the exercise.

ANSWERS

- 1 cut costs (line 9)
- 2 massive (line 14)
- 3 work out (line 29)
- 4 at once (line 49)
- 5 measures (line 49)

6 Tell students to read the sentences and choose the correct answer to show that they understand the meaning of the words in green.

ANSWERS

- 1 car
- 2 English
- 3 restart
- 4 Bottles
- 5 ran into the street

This section teaches a selection of expressions related to safety and danger.

EXPRESSIONS ABOUT SAFETY AND DANGER

Read the sentences in the box with students. You may want to ask how they say the expressions in the examples in their language.

7 Tell students to complete the sentences using the expressions provided. You may first want to ask them how they say these expressions in their language.

ANSWERS

- | | |
|--------------------|-----------------------|
| 1 out of danger | 5 be on the safe side |
| 2 run the risk | 6 close call |
| 3 at your own risk | 7 touch-and-go |
| 4 watch your step | |

Workbook: pages 16-17



YOUR OUTLOOK CRITICAL THINKING

Ask students how they think we could manage if satellites stopped working. Encourage them to give reasons for their answers.



LOOKING AT 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

massive (line 14) means *gran cantidad de not masivo*, which means *crowded, attended by lots of people* in English

defunct (line 15) means *en desuso, que han dejado de funcionar not difuntos*, which means *deceased* in English

2 Point out that the word *crash* is used as a verb in text A, but it can also be used as a noun (a *car crash*).

Ask students to look for at least five other words in the texts that have the same verb / noun form.

POSSIBLE ANSWERS

Text A – contest, run, air, want, block, signal, control, cut, cost, can, work

Text B – worry, paint, cause, damage

Text C – change, work

Text D – ship, rescue, service, phone, cause, supply, need, measure

For Looking at Pronunciation, see page T26.