

READING A Blog Entry

In this section, students are going to read a blog entry and practise answering multiple-choice and true / false statements.

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 IDENTIFYING THE MAIN IDEA** Tell students to read the first sentence of each paragraph of the blog entry. Then ask them to decide which paragraph (2-7) answers each question (a-f).

Refer students to **Reading Strategies** on page 148.

ANSWERS

- | | |
|---------------|---------------|
| a Paragraph 3 | d Paragraph 5 |
| b Paragraph 6 | e Paragraph 2 |
| c Paragraph 7 | f Paragraph 4 |

- 2** Tell students to read the blog entry and choose the correct answer. Encourage students to find evidence in the text to justify their answers. You may want to play the recording of the blog entry (Class CD 1, Track 32).

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

ANSWERS

- 1 c – The keywords are **at first sight**, **sumo** and **seem like**. In paragraph 1, we read: ... *two obese, half-naked men pushing each other around.* (line 2-3) Therefore, answer c is the correct answer. Answers b and d are incorrect despite featuring the distractors *spiritual ritual* and *ancient art* respectively. Answer a is also wrong because the writer says sumo doesn't seem to be serious but *funny*. (line 2)
- 2 a – The keywords are **result** and **ban on women**. In paragraph 5, we read: *This is one of the reasons why it has never been included in the Olympics.* (lines 26-27) Answer b is incorrect because the writer says that many girls can be seen in studio classes in Japan. The writer does not say that sumo is less popular or that classes for males and females are separate. So, answers c and d are also incorrect.
- 3 d – The keywords are **writer**, **sumo** and **challenge**. In paragraph 6, she talks about her physical fitness: *When I first tried it, I was already in pretty good shape ...* (lines 35-36) There is no evidence to support answers a or b. Answer c is also wrong because she knew how hard it was before training for the championships. (lines 35-39)

- 4 c – The keywords are **beneficial** and **future of sumo**. Students need to find something that will be favourable for sumo in the future. In the last paragraph, the writer points out that: *A parallel, more open type of sumo could be a way of keeping the sport alive.* (lines 43-44) Answers a, b and d are incorrect because this is not what the writer suggests in lines 43-44.

- 3 TRUE / FALSE STATEMENTS** Tell students to read the statements and decide if they are true or false. Then, tell them to find evidence in the blog entry to justify their answers.

Refer students to **Answering Techniques** on page 150 for tips on answering true / false statements.

POSSIBLE ANSWERS

- 1 False – The keywords are **sumo matches** and **long**. *This usually takes only a few seconds ...* (lines 9-10)
- 2 True – The keywords are **wrestlers** and **easy life**. *The sumo way of life is harsh.* (line 13)
- 3 False – The keywords are **Japanese girls** and **professionals**. *... girls and young women are aware that they will never compete in professional tournaments.* (lines 29-30)
- 4 True – The keywords are **writer**, **take part** and **Olympics**. *Perhaps, we'll soon be seeing sumo in the Olympics. If so, I plan to be there – and not as a spectator!* (lines 45-46)



YOUR OUTLOOK CRITICAL THINKING

Ask students if they think that the Olympic rule of 1991 has had a positive effect on women's sport. Encourage students to give reasons for their answer.

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.

- 4 Tell students to find words or expressions in the blog entry that have got the same meaning as the words and expressions in the exercise.

ANSWERS

- 1 harsh (line 13) 4 eager (line 31)
2 allowance (line 25) 5 uncertain (line 42)
3 feature (line 28)

- 5 Tell students to read the sentences and choose the correct continuation to follow each first sentence. Remind students to pay attention to the words in colour.

ANSWERS

- 1 a 2 b 3 b 4 b 5 a

This section teaches a selection of prepositional phrases.

PREPOSITIONAL PHRASES

Go over the information with the students. Point out that prepositional phrases begin with a preposition and end with a noun. Ask students how they say the phrases *To this day* and *out of bounds* in their language.

- 6 Tell students to complete the sentences using one of the prepositional phrases provided. You may first want to ask students how they say these phrases in their language.

ANSWERS

- 1 in future 4 on our own
2 under pressure 5 out of place
3 in the lead

[] Workbook: page 24-25



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

ancient (line 5) means *antiguo* not *anciano*, which means *old* in English

- 2 This feature focuses on the uses of the adverb *so* and the determiner *such*. Read through the information and the sentences in the box. Then, tell students to complete the sentences with *so* or *such*. Ask them how they say these sentences in their language.

ANSWERS

- a such b so



LOOKING AT PRONUNCIATION

- 3 Tell students to listen (Class CD 1, Track 33) and repeat the words from the blog containing the consonant sounds /k/ and /g/.
- 4 Tell students to listen (Class CD 1, Track 34) and decide which word they hear.

ANSWERS

back gold goal sack

Refer students to Pronunciation Practice on page 106 for more practice of these sounds.

Tell students to watch the video about women's kickboxing. You may want to give students copies of the accompanying worksheet – refer to the Teacher's All-in-One Pack, page 214.



Students can also view the video in *Outlook 2 Interactive Student (IS)*.