


OPTIONAL LISTENING ACTIVITY: VOCABULARY for page T47

 For stronger classes, you may want to write the following sentences on the board from Part 2 of the interview and ask students to complete the gaps with the correct verb. Then, play the second part of the interview again (Class CD 2, Track 2) and tell students to check their answers.

protects | motivates | prevents | rewards

- Gossip ... us from people who behave in an unacceptable way.
- Gossip ... bad behaviour.
- Gossip helps keep our social order because it ... productive, generous members of society.
- Gossip ... people to change for the better.

ANSWERS

- | | |
|------------|-------------|
| 1 protects | 3 rewards |
| 2 prevents | 4 motivates |

3 Tell students to choose the correct answer. Encourage them to find evidence in the excerpt to justify their answers.

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

ANSWERS

- d - The keywords are **why** and **decide not to visit**. Students must find a reason why Rosa doesn't want to visit Van Baerle. In the third paragraph, we read that Rosa comes to the conclusion that he loves his tulip more than her (lines 14-15), so answer d is correct. Answers b and c are incorrect even though they contain the distractors *followed* and *her father*. There is no mention of the fact that she no longer loves him, so answer a is also incorrect.
- c - The keywords are **saves** and **from Jacob**. In the seventh paragraph, lines 36-42, we read that Rosa pretended to plant the tulip bulb, but actually planted it in a pot in her room, so answer c is correct and answer a is incorrect. Rosa hid behind a tree and watched Jacob, so both answers b and d are incorrect.
- b - The keywords are **takes Rosa's hand** and **explains**. In the second last paragraph (lines 58-61), we read that he takes Rosa's hand and declares his love only for her, so answer b and not d is correct. He does not promise to give her the tulip, so c is incorrect. He does not give any explanation of why he is attached to the tulip, so a is also incorrect.

4 OPEN QUESTIONS Tell students to read the questions and answer them using their own words.

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

POSSIBLE ANSWERS

- She feels that way because he is a rich and educated man who could never love a simple, uneducated girl. The keywords are **why** and **not be meant for each other**. In lines 17-19, the reason she comes to this conclusion is explained.
- Two reasons he was too sad to touch his food are that he realised he was losing both Rosa and his tulip. The keywords are **two reasons** and **too sad**. In lines 27-32, the two reasons for his sadness are explained.
- She returns to tell him his tulip is well. The keywords are **why**, **visit** and **three days have passed**. In lines 33-35, her reason is explained.
- Rosa wants to hear him say that she is the one who he really loves. While the keywords are **what** and **want to hear**, we have to infer this from our understanding of her feelings towards him.

For Words from the Text, Exercises 5 and 6, Expressions with over, Exercise 7 and YOUR OUTLOOK Critical Thinking, see page T49.

READING A Literary Excerpt


In this section, students will read an excerpt from a novel and practise answering multiple-choice and open questions.

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 Ask students if they think it might be difficult to be in love with someone who is passionate about their work or hobby. Encourage students to give reasons for their answer.

POSSIBLE ANSWER

It might be difficult because a person who is very passionate about their work or hobby may not have the time or energy to devote to a relationship.

 **2 MAKING INFERENCES** Tell students to read the sentences from the excerpt that appear in the box. Ask them what they can infer from them by choosing TWO correct answers. Then, tell them to read the excerpt to see if they were right. You may want to play the recording of the excerpt (Class CD 2, Track 3).

ANSWERS

Sentences 1 and 3.

Refer students to **Reading Strategies on page 148** for further help on making inferences.

Words from the Text, Exercises 5 and 6, Expressions with over, Exercise 7 and YOUR OUTLOOK Critical Thinking, for page T48.



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 text that have got the same meaning as the words and definitions in the exercise. Remind them to look for a word that is the same part of speech (noun, verb, adjective, adverb, etc.) as the words and definitions in the exercise.

ANSWERS

- 1 unbearable (line 32)
- 2 a spot (line 38)
- 3 rushed (line 40)
- 4 attached (line 55)
- 5 sighed (line 65)

6 Tell students to choose the correct answer. Remind them to pay attention to the words in colour.

ANSWERS

- 1 crying
- 2 realise
- 3 excited
- 4 information
- 5 hungry

This section teaches a selection of expressions with over.

EXPRESSIONS WITH OVER

Read through the information and the sentence on expressions with over in the box. You may want to ask students how they say the expression over and over in their language.

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

ANSWERS

- 1 head over heels
- 2 get it over with
- 3 in over my head
- 4 over the moon
- 5 gone ... mad over
- 6 bend over backwards

[] **Workbook:** pages 32-33

YOUR OUTLOOK
CRITICAL THINKING



Ask students why they think Rosa insists that she and Van Baerle not speak about the tulip. Then, ask students if they think she is right.

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

pretended (line 38) means *fingí not pretendí*, which means *intended* in English

2 Read through the information and the examples on the expression *upside down*. You may also want to ask students how they say this in their language.

LOOKING AT
PRONUNCIATION



3 Tell students to listen (Class CD 2, Track 4) and repeat the words from the text containing the sounds /ɒ/ and /əʊ/.

4 Tell students to match the bolded letter in each word to the correct phonetic symbol /ɒ/ or /əʊ/. Then, tell them to listen (Class CD 2, Track 5) and check their answers.

ANSWERS

- /ɒ/ clock, got
- /əʊ/ spoke, emotion, only, hero

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

Tell students to watch the video about young adult fiction. You may want to give students copies of the accompanying worksheet – refer to the Teacher's All-in-One Pack, page 215.



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