

READING An Online Advice Column

In this section, students will read an online advice column and practise answering multiple-choice and true / false 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 As a lead-in, ask your students if they ever use the Internet for advice. You may also want to ask them on what issues they have asked for advice online.


POSSIBLE ANSWER

I've asked for advice on issues I have with my parents, as well as problems I have at school.

Also ask students what advantages and disadvantages there are in getting advice online.

POSSIBLE ANSWER

The main advantage is that you can ask for advice on issues that you would be embarrassed to ask your peers or parents about. The main disadvantage is that the person giving advice doesn't really know you.

-  2 **UNDERSTANDING REFERENCE** Tell students to read the advice column and look at the words in bold. Ask what thing, person or idea each word refers to. You may want to play the recording of the advice column (Class CD 2, Track 12).

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

ANSWERS

- 1 **him** – Ben's friend (line 5)
 - 2 **them** – other people (line 9)
 - 3 **That** – reason why any habit is hard to break (line 11)
 - 4 **their** – perfectionists (line 20)
 - 5 **ones** – tasks (line 33)
- 3 Tell students to choose the correct answer. Encourage them to find evidence in the online advice column to justify their answers. Check students' understanding of *deserves* (question 1a) and *accurately* (question 3c).

ANSWERS

- 1 a – The keywords are **Ben writes**, which will lead students to the beginning of the advice column, where Ben states ... *he was right – I shouldn't have been so late.* (lines 3-4) Answer b is incorrect because he admits that he could have met him on time, but it took him ages to decide what to wear. (lines 5-6) Answer c is wrong because Ben does understand his friend's anger. There's no evidence that Ben promised his friend he would never be late again (answer d).

- 2 b – The keywords are **chronic lateness**, **more serious** and **bad habits**, and students have to find the reason why chronic lateness is considered more serious than other bad habits. In line 9, students will find the answer: ... *it can drive other people mad because it affects them directly.* Despite featuring the distractors *common*, *harder to break* and *programmed*, answers a, c and d are incorrect.
- 3 d – The keywords are **planning fallacy** and students have to find when it happens. In lines 25-26, we read: *We tend to be optimistic, thinking that it will take less time than similar tasks in the past.* Alice does not say that this is caused by planning too many tasks (answer a), or that it is caused by doing new tasks (answer b). Despite featuring the distractor *past experience*, answer c is incorrect because Alice says exactly the opposite that the *planning fallacy* happens when people ... *think that they have more time than they really do.* (lines 27-28)

- 4 Tell students to read the statements and decide if they are true or false. Then, tell them to find evidence in the advice column to justify their answers. Check students' understanding of *time log* (statement 4).

ANSWERS

- 1 False – The keywords are **met for half an hour**. ... *my friend went home after I'd kept him waiting outside the gym for half an hour.* (lines 2-3)
- 2 True – The keywords are **overdoers**, **don't like** and **free time**. *You try to plan activities for each moment of the day ...* (lines 15-16)
- 3 False – The keywords are **not easy**, **distract** and **dreamer**. ... *you're easily sidetracked by a ...* (lines 17-18)
- 4 True – The keywords are **everyday actions** and **time log**. *Write down how long it actually takes for you to complete tasks, even trivial ones like taking a shower or walking to school.* (line 32-34)
- 5 True – The keywords are **breaking the habit** and **long**. *It will take time to strengthen and change the way your brain works, ...* (lines 42-43)
- 6 True – The keywords are **writer's tone** and **optimistic**. *Don't despair ... it's never too late!* (lines 42-43)



YOUR OUTLOOK CRITICAL THINKING

Ask students which of Alice's tips they think would be the most / least effective for them personally. Encourage students to give reasons for their answers.



WORDS FROM THE TEXT

Remind students to use the *Outlook 2 Interactive Student (S)* 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 FINDING SYNONYMS Tell students to find words or expressions in the online advice column that have got the same meaning as the words or expressions in the exercise. Remind them that they must first identify the part of speech of the word that they are expected to find.

Refer students to Answering Techniques on page 150 for tips on finding synonyms.

ANSWERS

- | | |
|------------------------|---------------------|
| 1 fed up (line 4) | 4 despair (line 42) |
| 2 willpower (line 10) | 5 slip up (line 42) |
| 3 just right (line 20) | |

6 Tell students to complete the sentences with the expressions in colour.

ANSWERS

- | | |
|-------------------|---------------------|
| 1 drive me mad | 4 take into account |
| 2 run late | 5 adrenaline rush |
| 3 break the habit | |

This section teaches a selection of expressions about time.

EXPRESSIONS ABOUT TIME

Read through the information in the box and tell students to look at the two expressions about time from the text. Ask them to match each expression to its correct meaning. You may also want to ask students how they say these expressions in their language.

ANSWERS

- a time on your hands
b time and time again

7 Tell students to read the sentences and choose the correct answer. Remind them to pay attention to the words in colour. You may first want to ask students how they say the expressions in colour in their language.

ANSWERS

- in no hurry
- enjoyed
- now
- might
- at the last possible moment

[] Workbook: pages 40-41



LOOKING AT LANGUAGE

- Tell students to look at the false friend underlined in the text and ask them how they say it in their language.

ANSWER

advice (line 6) means *consejo* not *aviso*, which means *warning* in English

- This feature focuses on the use of the suffix *-en* to form verbs. Point out that the word *strengthen* (line 42) means *make something stronger*. Ask students if they can form three words from the listed definitions. Point out that the suffix *-en* is added to either the noun or adjective to form the verb.

ANSWERS

- a lengthen b soften c weaken



LOOKING AT PRONUNCIATION

- Tell students to listen (Class CD 2, Track 13) and repeat the words from the text containing the sounds /ʌ/ and /ɑː/.

- Ask students which word in each group doesn't belong. Then, tell them to listen (Class CD 2, Track 14) and check their answers.

ANSWERS

/ʌ/ pure /ɑː/ crack

Refer students to Pronunciation Practice on page 107 for more practice of these sounds.

Tell students to watch the video about time. You may want to give students copies of the accompanying worksheet – refer to the Teacher's All-in-One Pack, page 216.



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