

VOCABULARY Time



In this unit, the topic vocabulary is related to time.

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.

Remind students that there is a full glossary at the back of the Student's Book on pages 108-116.

- 1 As a lead-in, you may want to ask students if they consider that they are punctual. Then, tell students to read the questionnaire, paying attention to the words in colour. Tell them to rate how well the sentences in the questionnaire describe them by choosing a number from 1 to 3. Then, tell students to add up their score and check their results. Ask students if their results describe them accurately. Encourage them to give reasons for their answers.

ANSWERS

Accept all logical and grammatically correct answers.

- 2 Tell students to match the sentences in A to the most logical continuation in B. Remind them to pay attention to the words in colour.

ANSWERS

1 b 2 d 3 e 4 c 5 a

- 3 Tell students to choose the correct answer to show that they understand the meaning of the words in bold.

ANSWERS

1 years
2 details
3 available
4 all at once
5 project



LOOKING AT LANGUAGE

Read the information in the box about the expressions *on time* and *in time*. Then, ask students how they say these two expressions in their language.



YOUR OUTLOOK CRITICAL THINKING

Ask students if people their age are punctual or not. Also ask them if they think people become more punctual as they get older. Ask them why or why not.

POSSIBLE ANSWER

Most people my age are rather unpunctual because they don't really care about arriving late or not. They feel that people have to wait for them. I agree that older people are more punctual because the older you get, the more responsible you become.

4 Tell students to complete the sentences with a suitable expression from the list provided.

ANSWERS

- 1 on time
- 2 keep to a schedule
- 3 put off
- 4 in a hurry
- 5 at short notice
- 6 due

5 Tell students to answer the questions, paying attention to the words and expressions in bold.

ANSWERS

Accept all logical and grammatically correct answers.

6 Ask students what other words they know that are connected to time. Tell students to think of words that are used to measure time.

POSSIBLE ANSWERS

century, decade, season, time period

OPTIONAL ACTIVITY: VOCABULARY

For further practice, ask students to correct the following sentences so that they make sense. Remind students that they must not change the words in bold:

- 1 If an event is **put off**, it won't take place.
- 2 When you get **sidetracked**, you are focused on what you have to do.
- 3 People need to have some **downtime** when their week has been relaxing.
- 4 When you are **in a hurry**, you have plenty of time to do whatever you want.

ANSWERS

- 1 If an event is **put off**, it will take place, but later.
- 2 When you get **sidetracked**, you are distracted from what you have to do.
- 3 People need to have some **downtime** when their week has been very stressful.
- 4 When you are **in a hurry**, you don't have much time to do whatever you want.

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8 Tell students that they are going to hear four people talk about famous celebrities who are always late. Then, tell them to listen to the four monologues (Class CD 2, Track 11) and find out which speaker mentions each one of the facts listed. Check student's understanding of *disrespectful* (fact 3).

ANSWERS

- 1 Speaker B - Rihanna
- 2 Speaker D - Bill de Blasio
- 3 Speaker A - Kanye West
- 4 Speaker C - Vladimir Putin

9 Tell students to listen to the monologues again (Class CD 2, Track 11) and decide if the sentences are true or false.

ANSWERS

- 1 False
- 2 False
- 3 False
- 4 True

See Listening Script on page T175.

OPTIONAL LISTENING ACTIVITY: VOCABULARY

Tell students to complete the gaps with the correct word or expression from the monologues. Play the monologues again (Class CD 2, Track 11) and tell students to check their answers.

Speaker A

- 1 It was really ... when Kayne West and Kim Kardashian ... super late to their good friend's wedding.

Speaker B

- 2 In Boston, people were furious because Rihanna had been ... a basketball game at a ... stadium.

Speaker C

- 3 Vladimir Putin showed more ... for Queen Elizabeth, whom he ... waiting for only 14 minutes.

Speaker D

- 4 Bill de Blasio showed up late to a ... ceremony for 265 victims of a plane crash, ... the moment of silence in their memory.

ANSWERS

- 1 upsetting, showed up
- 2 attending, nearby
- 3 respect, kept
- 4 memorial, missing

SPEAKING Apologising

In this section, students will learn to apologise and give excuses.

10 Tell students to work with a partner and imagine that they have kept their partner waiting. Tell student A to apologise and give an excuse. Tell student B to accept their partner's apology and then switch roles.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.

LISTENING Monologues

In this section, students will listen to people talking about celebrities who are always late.

7 As a lead-in to this listening activity, ask students which of the people listed they would mind waiting for the most / the least. Encourage students to give reasons for their answers.