

READING An Article

In this section, students will read an article and practise answering multiple-choice and multiple-matching exercises.

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.

As a lead-in to this reading lesson, you may want to ask students if they have ever been interviewed for a job. If so, also ask them what questions they were asked and how they felt during the interview.

- 1 IDENTIFYING THE AUTHOR'S PURPOSE** Tell students to read the introduction to this article and find out what the purpose of the article might be.

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

- 2** Now tell students to read the whole article and check their answer to Exercise 1. You may want to play the recording of the article (Class CD 2, Track 24).

ANSWER

c

- 3** Tell students to choose the correct answer. Encourage students to find evidence in the article to support their answers. Check students' understanding of *balance* (question 1b), *assess* (question 2a), *applicants* (question 2d), and *chatbot* (question 3).

ANSWERS

- b – The keywords are **online games** and **see**, which will lead students to text A, where counsellor Emily Carter points out that: *From the way you play, they can analyse your decision-making ability and willingness to take calculated risks.* (lines 10-12) There is no evidence in the text for either answer a or c. Answer d is incorrect because online games are not used to check if candidates will fail.
- d – The keywords are **VR recruitment** and **useful to companies**, which will take students to text B, where we read that ... *it decreases the probability that new recruits will quit when they see what the job actually involves.* (lines 24-25) There is no evidence in the text for either answer a or b. Answer c is wrong because negative aspects of the job are also shown.
- c – The keywords are **Alice**, **readers**, **expect** and **chatbot**, which will lead students to text C, where counsellor Alice Addison explains that ... *if you think the chatbot cares only about the content of your answers, think again.* (lines 33-34) The other options are incorrect because Alice thinks that readers would not expect a chatbot to focus on either body language, tone of voice or grammar.

- a – The keywords are **both events**, **Ryan Pierce** and **candidates**, which will take students to text D, where they have to find something in common. In the first event, candidates ... *compete in a building challenge against other candidates* ... (lines 39-40) In the second event: *They lock a group of candidates in an escape room together with employees* ... (lines 42-43) So answer a is correct, as in both events candidates have to interact with other candidates.

- 4** Tell students to read the article again and find out which counsellor (A, B, C or D) says each one of the ideas listed.

ANSWERS

- B Taylor Burke – The keywords are **good way** and **attract candidates**, which will lead students to text B, where Taylor Burke points out that ... *there was a crowd at their booth because everyone wanted to try it!* (lines 18-19)
- A Emily Carter – The keywords are **difficult** and **some people**, which will lead students to text A, where Emily Carter explains that: *If you're not very experienced at gaming, this might be scary* ... (lines 5-6)
- C Alice Addison – The keywords are **widely used**, which will take students to text C, where Alice Addison mentions that: *The market for chatbot interviews is booming and it's now widespread.* (lines 30-31)
- D Ryan Pierce – The keywords are **not use digital methods**, which will lead students to text D, where Ryan Pierce explains that: *Some companies assess you by seeing how you do tasks in the physical world.* (lines 37-38)
- D Ryan Pierce – The keywords are **candidates work with others**, which will lead students to text D, where we read: *They lock a group of candidates in an escape room together with employees, and give them one hour to try and get out.* (lines 42-43)
- A Emily Carter – The keywords are **suitable** and **young people**, which will lead students to text A, where Emily Carter points out that ... *most of today's generation will be eager to try it out.* (line 7)
- C Alice Addison – The keywords are **more efficient than traditional methods**, which will take students to text C, where Alice Addison explains that: *Chatbot interviews ... screen thousands of entry-level candidates at a time, something which would be impossible using human interviewers.* (lines 27-30)
- B Taylor Burke – The keywords are **candidates**, **realistic idea** and **job**, which will lead students to text B, where Taylor Burke mentions that: *Companies ... are using Virtual Reality (VR) to give candidates a realistic idea of what it's like to work with them.* (lines 15-16)

For YOUR OUTLOOK Critical Thinking, Words from the Text, Exercises 5 and 6, Compound Adjectives and Exercise 7, see page T73.

YOUR OUTLOOK Critical Thinking, Words from the Text, Exercises 5 and 6, Compound Adjectives and Exercise 7, for page T72.

YOUR OUTLOOK CRITICAL THINKING

Ask students which recruitment method they would feel most comfortable taking part in. Encourage them to give reasons for their answers.

ANSWER

Accept all logical and grammatically correct answers.



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 FINDING ANTONYMS Tell students to find words in the article that have got the opposite meaning to the words in the exercise. Remind them that they have to look for a word that is the same part of speech.

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

ANSWERS

- 1 dull (line 4)
- 2 fail (line 13)
- 3 decreases (line 24)
- 4 quit (line 24)
- 5 remarkable (line 41)

6 Tell students to read the sentences and choose TWO correct answers. Tell students to pay attention to the words in colour.

ANSWERS

- 1 give information, sell things
- 2 an activity, a conversation
- 3 a team, a firm
- 4 an incident, a performance
- 5 candidates for a job, applicants at a school

COMPOUND ADJECTIVES

Read through the information on compound adjectives in the box with students. Tell them to find the compound adjectives listed in the article and identify which noun each adjective describes.

ANSWERS

- decision-making – ability
- entry-level – candidates
- widespread – the market for chatbot interviews

7 Tell students to replace the words in bold with one of the given compound adjectives that has a similar meaning.

ANSWERS

- 1 full-time
- 2 hardworking
- 3 trustworthy
- 4 straightforward
- 5 first-rate

Workbook: pages 48-49

LOOKING AT LANGUAGE

1 Tell students to look at the false friends underlined in the article and ask them how they say them in their language.

ANSWERS

- assess* (line 2) means *evaluar, valorar* not *asesorar*, which means *advise* in English
- large* (line 28) means *grandes* not *largas*, which means *long* in English
- recorded* (line 33) means *grabada* not *recordada*, which means *remembered* in English

2 Tell students that the expression *get used to* means *to become accustomed to something or someone*. Ask students which of the items listed they would have to get used to.

ANSWERS

- a a new school
- c getting up early

Point out that the expression *get used to* is followed by either a noun phrase or a gerund. Ask students what they think they will have to *get used to* when they finish school and start a new life in college or university next year.

LOOKING AT PRONUNCIATION

2/25 Tell students to listen (Class CD 2, Track 25) and repeat the words from the text. Remind them to pay attention to the consonant clusters in bold. Refer students to Pronunciation Practice on page 107 for more practice of these sounds.

Tell students to watch the video about the world of work. You may want to give students copies of the accompanying worksheet – refer students to the Teacher's All-in-One Pack, page 217.



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