


READING An Online Forum

In this section, students will read an online forum and practise answering multiple-matching and multiple-choice questions.

You may wish to use the *Outlook 1 Interactive Classroom (IC)* material to visually present answers to the reading comprehension questions as well as the process involved in arriving at these answers.

Reading Strategy Guessing Meaning from Context

Read the information in the box with the class and point out that students should first identify the part of speech when guessing a word from context. Tell students that prefixes and suffixes are good indicators of parts of speech in addition to the placement of the word in a sentence (before a noun, after a verb, etc.).

-  **1** Tell students to read the posts on a music forum where teens discuss 20th-century music and to try and guess the meaning of the words in bold. You may also want to play the recording of the posts (Class CD 2, Track 2).

ANSWERS

adamant comes after the verb *to be* and describes Romy's mum. We learn she dragged them everywhere on the island, so *adamant* must mean *insistent*.

outsider describes a person who feels lonely and misunderstood, someone not included in or not part of a group / someone who doesn't belong. The suffix *-er* tells us that it is a noun and we know it is a person because it can feel.

touching describes a song that makes him cry, so it must mean *emotionally moving*. It is clear from the placement of the word that it is an adjective.

take up is a phrasal verb and is related to guitar lessons in the text, so it must mean *start to learn*.

- 2** Tell students to read the four posts on the music forum again and decide which writer, 1, 2, 3 or 4, refers to each of the ideas listed. Remind students to first read the ideas listed and identify keywords in order to locate similar words or ideas in the posts.

ANSWERS

- AndyRap – The keywords are **lyrics** and **events in someone's life**, which will lead students to post 4, where AndyRap points out that: *The song reflects the lead singer's bad experiences in strict British schools in the 1950s.*
- RomyB – The keywords are **success** and **two bands**, which will lead students to post 1, where RomyB says that ABBA ... *sold more records than any band except the Beatles.*
- Jessica – The keywords are **appeals** and **don't belong**, which will lead students to post 2, where Jessica points out that in Bowie's songs: ... *space might be a metaphor for loneliness and being misunderstood.*

- AndyRap – The keywords are **take up** and **musical instrument**, which will lead students to post 4, where AndyRap explains what he felt inspired to do: ... *a brilliant electric guitar solo which inspired me to take up guitar lessons.*
- Josh77 – The keywords are **music** and **idealistic message**, which will lead students to post 3, where Josh77 explains that Lennon's song *Imagine* expresses Lennon's belief that ... *we are one global community ... we can change the world for the better.*
- Jessica – The keywords are **actions**, **character** and **song**, which will lead students to post 2, where Jessica gives details about the song *Space Oddity*: ... *about Major Tom, an astronaut who cuts off all communication with Earth and floats into space.*
- RomyB – The keywords are **why** and **popular**, which will lead students to post 1, where RomyB gives the reason for ABBA's success: ... *Their catchy melodies and simple lyrics about emotions and relationships might appeal to you!*

TIP

Tell students to go over the tip for answering multiple-choice questions. Point out to students that keywords might be a distractor.

- 3** Tell students to read the questions and choose the correct answer. Encourage them to find evidence in the posts to justify their answers.

ANSWERS

- c – The keywords are **Romy's mother**, **wanted** and **church**, which will lead students to post 1, where RomyB describes their visit to the church in Skópelos: *She dragged us everywhere, including to the church where a character got married.* So answer c is the correct answer. Answer b, which contains the distractor *married* is incorrect because it was one of the characters who got married, not a member of ABBA.
- b – The keywords are **result**, **Josh** and **Imagine**, which will lead students to post 3, where Josh77 explains that he ... *knew nothing about their solo careers after their break-up, so ... started to explore Lennon's music online.* So answer b is correct. Answer c is incorrect, although it features the distractors *explored*, *solo* and *careers* because Josh77 claims that he only began to ... *explore Lennon's music online.*
- d – The keywords are **David Bowie** and **NOT mention** in the question and **common theme**, **people that identify**, **covers** and **instruments** in the answers. The common theme in Bowie's songs is mentioned in post 2, so answer a is incorrect.

For Exercise 3 (continued), Words from the Text, Prefixes, and Exercises 4-7, see page T47.

Exercise 3 (continued), Words from the Text, Prefixes and Exercises 4-7, for page T46.

Answer b is also wrong because the people who identify with Bowie's songs are mentioned at the end of the post: *Anyone who's ever felt like an outsider ...*. Answer c is wrong too because Bowie's covers are mentioned at the beginning of the post: *... outrageous appearance on the covers*. So answer d is correct as the instruments that Bowie played are not mentioned.

- 4 a - The keywords are **Andy say** and **Pink Floyd**, which will lead students to post 4, where AndyRap comments: *With their powerful music and lyrics that really make you think, Pink Floyd have remained popular ...*, so answer a is correct. Answer d is incorrect, even though it features the distractor *The Wall* because AndyRap never claims it was their best album.

WORDS FROM THE TEXT



Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* 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 text that have got the same meaning as the words in the exercise.

ANSWERS

- 1 on location (post 1) 4 grabbed (my) attention
 2 hit the big time (post 1) (post 2)
 3 break-up (post 3) 5 outrageous (post 2)

- 5 Tell students to choose the correct answer. Tell them to pay attention to the words in colour. Check students' understanding of the verb *released* (sentence 5).

ANSWERS

- 1 piano 3 not loud enough 5 released
 2 never 4 didn't want

This section teaches students how prefixes are used to modify different parts of speech.

PREFIXES: re-, under-, mis-, mega-, over-

Read through the information on prefixes in the box. Point out that prefixes are morphemes that are not independent words, but are attached to the beginning of a word to modify its meaning.

Refer students to page 114 of the Grammar Appendix in the Workbook for more information on prefixes.

- 6 Tell students to match the bolded prefixes in each word to the correct meaning.

ANSWERS

- 1 c 2 d 3 e 4 b 5 a

- 7 Tell students to complete the sentences with new words made from the words in the brackets and one of the prefixes in Exercise 6.

ANSWERS

- 1 megabyte 3 underpaid 5 overcrowded
 2 rebuilt 4 misbehaved 6 underestimated

Workbook: page 30



LOOKING AT LANGUAGE

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

ANSWERS

lyrics (post 1) means *letras (de canción)* not *lírico/a*, which means *lyrical* in English
relate to (post 2) means *identificarse / sentirse identificado/a con* not *relatar a*, which means *tell to* in English
parents (post 4) means *padres* not *parientes*, which means *relatives* in English

- 2 Point out to students that the words *appeal* and *change* can be used as both verbs and nouns. Ask students how they are used in the posts of RomyB and Josh77.

ANSWERS

Both words are used as verbs in the posts.



LOOKING AT PRONUNCIATION

- 3 Tell students to listen (Class CD 2, Track 3) and repeat the words from the text featuring the vowel sounds /i:/ and /ɪ/.

- 4 Tell students to pay attention to the bolded letters in the words listed and then match them to the correct vowel sound /i:/ or /ɪ/. Then, tell them to listen (Class CD 2, Track 04) and check their answers.

ANSWERS

/i:/ peace, belief, meaningful
 /ɪ/ lyrics, imagine, music

Refer students to Pronunciation Practice on page 133 for more practice of these sounds.

For YOUR OUTLOOK Critical Thinking, see page T48.

Tell students to watch the video about vinyl records. You may want to give students copies of the accompanying worksheet - refer students to the Teacher's All-in-One Pack, page 245.



Students can also view the video in Outlook 1 Interactive Student (IS).