

READING A Magazine Article

In this section, students will read a magazine article and practise answering multiple-choice questions and sentence completions.

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.

Tell students that they are going to read about a youth programme in Iceland. As a lead-in to this reading lesson, you may want to ask students what they know about Iceland.


BACKGROUND INFORMATION

Iceland is a Nordic island nation with a population of around 365,000. Most people live in the capital city, Reykjavik, which runs only on geothermal power and is home to the National and Saga Museums, tracing Iceland's Viking history.

Iceland is famous for its dramatic landscape, including volcanoes, geysers, hot springs and lava fields.

Reading Strategy Identifying Author's Purpose

Read the information in the box with the class and point out the different reasons why authors write.

-  **1** Tell students to read the magazine article and ask them what the author's purpose is. You may want to play the recording of the article (Class CD 2, Track 13).

ANSWER

d

- 2** Tell students to choose the correct answer. Encourage students to find evidence in the article to justify their answers. Remind students that they must first identify keywords in the question (or sentence beginning) in order to locate the area in the article where the answer will probably appear. You may want to check students' understanding of *aimed at* (answer 2b) and *involvement* (answer 4c).

ANSWERS

- 1** b – The keywords are *In 1999*, which will lead students to lines 5-7, where they will find out what happened in Iceland at that time: *Since 1999, everyone aged 10 to 20 has had to answer an annual questionnaire about their habits*. So answer b is correct. Answer a features the distractor *highest rate*, but it is wrong because the article speaks about the 1990s and teen drinking; and not specifically about 1999. Answer c is wrong because it doesn't relate to whether or not teens were allowed to drink. Answer d is also incorrect because the students began to be asked questions about their habits, not school.

- 2** a – The keywords are *Harvey Milkman* and *programme*, which will lead students to lines 11-13, ... *Harvey Milkman had designed a successful programme for teens in the US*. Therefore, answer a is correct. Although answer c features the distractor *activities*, it is wrong because the article does not say that students have to be interested in the activities.
- 3** a – The keywords are *aged 14*, *curfew* and *July*, which will lead students to lines 29-32, where they will learn about restrictions imposed on teenagers: *Without a parent, youth aged 12 and younger had to be indoors by 8 pm, and those aged 13 to 16, by 10 o'clock. This was extended by two hours during the summer*. According to this information, answer a is correct since 14-year-olds can stay on the streets till midnight during the summer.
- 4** c – The keywords are *Iceland programme* and *requires*, which will lead students to lines 32-33, where they will find out the programme's requirements: ... *parents had to sign agreements pledging to follow school guidelines* So answer c is correct. In spite of featuring the distractor *sign agreements*, answer a is incorrect because students don't have to sign anything. Answer b is wrong because the article says that parents volunteer to take part in patrols. Answer d is also wrong because doing sport is not an obligation, but an option.

TIP

Tell students to go over the tip for writing sentence completions.

- 3** Tell students to read the sentence beginnings, identify keywords and complete the sentences with the correct information using their own words. Remind students that their answers must comply with the grammatical structure of each sentence.

POSSIBLE ANSWERS

- 1** Sigfúsdóttir developed a questionnaire in order to **study the habits of Icelandic youth**.
The keywords are *Sigfúsdóttir*, *questionnaire* and *in order to*, which implies that students have to find the purpose of the questionnaire, which will lead them to lines 19-21.
- 2** Iceland's youth curfews don't apply when young people **are accompanied by parents**.
The keywords are *curfews don't apply* and *when*, which means that students have to find when curfews are not applied. The answer is in lines 29-31, where they will find the information to complete this sentence.

For Exercise 3 (continued), see page T59.

Exercise 3 (continued), for page T58.

- 3 Some families wouldn't be able to afford youth activities if the government **didn't give them a subsidy**.
The keywords are **wouldn't**, **afford youth activities** and **if**, which denotes that students have to complete a second conditional. In lines 36-39, they can find what the government is doing so that all families can participate in youth activities.
- 4 Today, almost half of Iceland's teens participate in **sport**. The keywords are **almost half** and **Iceland's teens**, which will lead students to lines 40-43, where they will find that the percentage of students participating in sport has risen considerably.


LOOKING AT LANGUAGE

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

ANSWERS

professor (line 11) means *catédrico*, *profesor universitario* not *profesor*, which means *teacher* in English



designed (line 12) means *diseñado* not *designado*, which means *designated* in English
facilities (line 37) means *instalaciones* not *facilidades*, which means *ease* in English

- 2 Point out to students that to *face an issue* (line 50) means *to confront and deal with it*. Ask students how they say this in their language. Ask students which of the items listed they can face.

ANSWERS

the truth, a problem


LOOKING AT PRONUNCIATION

-  3 Tell students to listen (Class CD 2, Track 14) and repeat the words from the text.
-  4 Tell students to match the bolded letters in each word to the correct phonetic symbol, /æ/, /aɪ/ or /eɪ/. Then, tell students to listen (Class CD 2, Track 15) and check their answers.

ANSWERS

/æ/ tackle, fantastic

/aɪ/ guidelines, sign, high

/eɪ/ rate

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

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 article that have got the same meaning as the words in the exercise.

ANSWERS

- 1 approach (line 13) 4 extended (line 31)
2 risky (line 17) 5 pledging (line 33)
3 accurate (line 19)

- 5 Tell students to read the sentences and choose the correct answer. Remind students to pay attention to the words in colour. Check students' understanding of *shelter* (sentence 3).

ANSWERS

- 1 police 3 more 5 ignore
2 your name 4 together

This section teaches a selection of idiomatic expressions containing the word *far*.

EXPRESSIONS WITH FAR

Read through the information on idiomatic expressions in the box. Ask students how they say the expression *a far cry from* in their language.

- 6 Tell students to read the sentences and choose the correct meaning of the idioms in colour. You may also want to ask students how they say these idiomatic expressions in their language.

ANSWERS

- 1 b 2 a 3 a 4 b 5 b

 **Workbook: pages 38-39**


**YOUR OUTLOOK
CRITICAL THINKING**

Ask students how they would feel if their city or town had a curfew for teens and how it would affect them.

Tell students to watch the video about action against climate change. You may want to give students copies of the accompanying worksheet – refer students to the **Teacher's All-in-One Pack, page 246**.

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

