


READING A Museum Brochure

In this section, students will read publicity material for a museum and practise answering multiple-choice and open questions.

You may wish to use the *Outlook1 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 Understanding Reference

Read the information in the box with the class and point out that pronouns, possessive pronouns, possessive adjectives and demonstratives refer to something or someone already mentioned in the first part of the sentence or previous sentence.

-  **1** Tell students to read the museum brochure. Ask them what each word in bold refers to. You may want to play the recording of the text (Class CD 2, Track 24).

ANSWERS

this – refers to protecting cuteness (lines 4-5)

that – refers to a world without them / ugly or terrifying animals and insects (lines 8-9)

their – refers to sharks (line 14)

they – refers to cockroaches (line 28)

them – refers to mice and rats (line 31)

it – refers to the nitrogen (line 36)

- 2** Tell students to read the questions and choose the correct answer. Encourage students to find evidence in the text 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 text where the answer will probably appear. You may want to check students' understanding of the verb *die out* (answer 3a).

ANSWERS

- 1 c** – The keywords are **lions, polar bears** and **examples**. In line 2, we learn that: *One trait they all share is cuteness*. Therefore, everybody likes these two species, so answer c is correct.
- 2 a** – The keywords are **reaction** and **cuteness**, which will lead students to lines 4-5, where they will learn that: *Humans are programmed to protect cuteness, ...*. Therefore, answer a is correct. Although answers b, c and d contain the distractors *behaviour, similarity* and *human babies*, they are wrong because we are born with our reaction to cuteness – it is neither learnt nor provoked by anything after we are born.
- 3 d** – The keywords are **if, ocean plants** and **eaten by fish** and students have to find the hypothetical result of this event. In lines 20-24, we read that: *Without sharks, fish populations would increase, ... Dangerous amounts of carbon, ... released into the atmosphere*. So answer d is correct. Answer c is wrong despite featuring the distractor *carbon* because the text says that carbon would be released into the atmosphere – not into the ocean.

- 4 b** – The keywords are **cockroaches** and **help plants grow**, and students have to find a reason for this. In lines 34-37, we read that: *Many species of cockroach eat rotten leaves and plants, which trap a large quantity of nitrogen in the cockroaches' bodies. This nitrogen is later released into the soil, where it is absorbed by plants*. So answer b is correct because cockroaches help bring nitrogen back into the soil. Despite featuring the distractors *nitrogen* and *forest* respectively, answers c and d are incorrect because the text does not say that cockroaches eat nitrogen or clean the forest floor.

- 3** Tell students to answer the questions using their own words.

POSSIBLE ANSWERS

- 1** Humans respond positively to big eyes, round heads and short snouts. The keywords are **physical characteristics** and **respond positively**, which will lead students to lines 3-4, where they will find the answer.
- 2** Chimpanzees behave in a similar way to humans, for example, both use tools. The keywords are **similarity** and **chimpanzees**, and students have to find an example of a similarity. This will lead students to the end of the first paragraph: *For example, like humans, chimpanzees use tools, ...* (line 7)
- 3** Shark fishing has caused a decline in the shark population. The keywords are **decline** and **shark population**, which will lead students to lines 14-16, where the writer reports that *... about 100 million sharks are still killed every year, and there has been a decline ... in their population*.
- 4** The number of small mammals would decline, and the larger predators that prey on them would suffer / have nothing to eat. The keywords are **predators, affected, disappearance** and **cockroaches**, which will lead students to lines 27-32, where the writer explains that: *Birds and small mammals like mice and rats feed on cockroaches, so if they were wiped out, the number of small animals would decline. ... the animals that prey on them would suffer too*.



YOUR OUTLOOK CRITICAL THINKING

Ask students what they think the most important functions of a museum are.

POSSIBLE ANSWER

I think it's to collect objects and materials of cultural and historical importance, preserve them and present them to the public for education and enjoyment.

For Words from the Text, Negative Prefixes and Exercises 4-6, see page T71.

Words from the Text, Negative Prefixes and Exercises 4-6, for page T70.

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 and expressions in the exercise.

ANSWERS

- 1 terrifying (line 9)
- 2 put an end to (lines 12-13)
- 3 to begin with (lines 18-19)
- 4 released (line 24)
- 5 object (to) (line 30)

TIP

Tell students to go over the tip for looking for synonyms.

- 5 Tell students to complete the sentences with one of the words provided from the text. Check students' understanding of *beneath* (sentence 5).

ANSWERS

- 1 bravery
- 2 decline
- 3 rotten
- 4 beyond
- 5 trap

This section teaches students to recognise common negative prefixes.

NEGATIVE PREFIXES

Read through the information on negative prefixes in the box with the students.

Refer students to page 117 of the Grammar Appendix in the Workbook for more information on negative prefixes.

- 6 Tell students to complete the sentences by adding the correct negative prefix to each word in brackets. You may want to check students' understanding of *octopus* (sentence 8).

ANSWERS

- 1 unpredictable
- 2 disconnect
- 3 irresponsible
- 4 inactive
- 5 impatient
- 6 illogical
- 7 disapprove
- 8 invisible

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LOOKING AT LANGUAGE

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

ANSWER

exhibition (line 9) means *exposición* not *exhibición*, which means *show* in English

- 2 Point out to students that the word *like* can be used as a verb, to introduce examples and to say that things are similar. Tell students to find an example of each use in paragraph 1 of the text. You may want to ask students what other uses of *like* they know.

POSSIBLE ANSWERS

- 1 verb (line 5)
- 2 to introduce examples (line 6)
- 3 to say that things are similar (line 7)

Like is often used as a filler in conversation in order to pause while the speaker is thinking; it's also used to introduce a metaphor or an exaggeration. (*It was like absolutely crazy!*)



LOOKING AT PRONUNCIATION

- 3 Tell students to listen (Class CD 2, Track 25) and repeat the words from the text featuring diphthongs /ɪə/ and /eə/.

- 4 Ask students which word in each group doesn't belong. Then, tell them to listen (Class CD 2, Track 26) and check their answers.

ANSWERS

- 1 /ɪə/ where
- 2 /eə/ here

Refer students to Pronunciation Practice on pages 133-134 for more practice of these sounds.

Tell students to watch the video about insects. You may want to give students copies of the accompanying worksheet – refer students to the Teacher's All-in-One Pack, page 247.



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