

VOCABULARY



This section develops the communicative skills of your students. Vocabulary, listening and guided speaking tasks are integrated to enable students to carry out the final speaking task.

In this unit, the section focuses on collocations.

You may wish to tell students to prepare for this lesson in advance by referring them to the *Outlook 2 Interactive Student's (IS)* material. 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.

COLLOCATIONS

Point out that collocations are combinations of words that often appear together. Read through the information and the sentences in the box with the class. You may also want to ask students how they say these collocations in their language.

- 1 Tell students to complete the diagrams with the expressions listed. Remind them to use the glossary to help them.

ANSWERS

catch: my eye, sight of, a cold

fall: ill, in love, asleep

lose: my patience, sight of, sleep over

You may also want to ask students how they say these collocations in their language.

- 2 Tell students to complete the sentences using some of the collocations from Exercise 1.

ANSWERS

1 lose my patience 4 lose sleep over

2 fall ill / catch a cold 5 fall in love

3 catch a cold / fall ill

You may also want to ask students how they say these collocations in their language.

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

ANSWERS

1 in the crowd 3 ends

2 busy 4 he arrives

[] **Workbook:** page 12

[] **Teacher's All-in-One Pack:**
More Practice, page 168
Extension, page 180

LISTENING A Podcast

In this section, students are going to listen to a podcast about cultural appropriation.


- 4 As a lead-in, ask students to think of things we use today that have been borrowed from other cultures. Tell them to name a few examples. Encourage students to think of things like food, fashion and music.

POSSIBLE ANSWERS

Japanese food (sushi, sashimi)

American caps

Latin music like reggaeton

-  5 Tell students that they are going to hear a podcast about today's trends. Then, tell them to listen to the first part of the podcast (Class CD 1, Track 14) and choose the correct answer.


ANSWERS

1 a 2 c 3 c



YOUR OUTLOOK CRITICAL THINKING

Ask students if they think cultural appropriation is disrespectful or if it is a natural process.

-  6 Tell students to listen to the second part of the podcast (Class CD 1, Track 15) and decide if the sentences are true or false. You may want to ask students to correct the false sentences. Check students' understanding of *feather headdress* (sentence 2).

ANSWERS

1 False - Jazz is a cultural celebration.

2 False - Native Americans feel when other people wear the headdress, they are treating it disrespectfully.

3 True

See Listening Script on page T164.

For Looking at Pronunciation and Optional Listening Activity: Vocabulary, see page T17.