

Looking at Pronunciation, Exercises 3 and 4, for page T13.



## LOOKING AT PRONUNCIATION

This feature appears in each reading lesson and focuses on common pronunciation issues related to words in the text.

- 3 Tell students to listen (Class CD 1, Track 11) and repeat the words from the text containing the sounds /ɜ:/ and /e/.
- 4 Tell students to listen (Class CD 1, Track 12) and repeat the words listed and match the bolded letters in each word to the correct phonetic symbol /ɜ:/ or /e/.

### ANSWERS

/ɜ:/ **learned, returned, heard**  
/e/ **western, overwhelming, heavy**

Refer students to Pronunciation Practice on page 105 for more practice of these sounds.

Tell students to watch the video about crossing cultures. You may want to give students copies of the accompanying worksheet – refer to the Teacher's All-in-One Pack, page 212.



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

## GRAMMAR



*Outlook 2* enables you to deal with grammar in two stages. First, the main grammar spread in the unit provides extensive grammar and communicative practice. Then, the Grammar Basics pages at the back of the book offer examples and rules as well as basic practice and a variety of exercises at a basic level and at unit level for more practice.

*Outlook 2 IC/IS Grammar* provides both teacher and student with online resources for use in and out of the classroom. The Grammar video presents the target grammar in an informal, easy-to-understand format and is followed by a quick *Test Yourself* exercise.

If you are using *Outlook 2 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

Alternatively, you may wish to tell students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 2 Interactive Student (IS)*.

This section teaches the Present Perfect Continuous and Past Perfect Continuous and also reviews the Perfect Simple tenses.

## PRESENT PERFECT CONTINUOUS / PAST PERFECT CONTINUOUS

Tell students to read the text messages and the advert. Then, tell them to answer the questions. You may want to ask students which sentences emphasise the duration of an action.

A

### ANSWERS

- a have been making (Present Perfect Continuous)  
b had been looking (Past Perfect Continuous)

B

### ANSWER

True

For more information on and practice of the Present Perfect Continuous and Past Perfect Continuous, refer students to Grammar Basics: Rules and Basic Practice, Student's Book, page 99.

For additional information, refer students to page 89 of the Grammar Appendix in the Workbook.

- 1 Tell students to complete the sentences with one of the verbs in brackets using the Present Perfect Continuous or Past Perfect Continuous.

### ANSWERS

- |                         |                          |
|-------------------------|--------------------------|
| 1 had been living       | 4 have been exploring    |
| 2 has been helping      | 5 had been planning      |
| 3 haven't been learning | 6 hadn't been practising |

- 2 Tell students to complete the dialogue between Sharon and her mum using the verbs in brackets and the Past Perfect Simple or Past Perfect Continuous. Point out that Sharon has just been to a Moroccan Henna ceremony held before a wedding. You may also want to check students' understanding of *hosts* and *bride*.

**Remember!** Go over the information about the Past Perfect Simple with the students.

### ANSWERS

- |                    |                     |
|--------------------|---------------------|
| 1 had been dancing | 3 had known         |
| 2 had finished     | 4 had been chatting |

- 3 Tell students to complete the dialogue between Sharon and her mum a few days after the Henna ceremony using the verbs in brackets and the Present Perfect Simple or Present Perfect Continuous. You may want to check students' understanding of *won't come off*.

**Remember!** Go over the information about the Present Perfect Simple with the students.


### ANSWERS

- |                     |                    |
|---------------------|--------------------|
| 1 have been washing | 3 have been trying |
| 2 hasn't come off   | 4 have ever been   |



## GRAMMAR IN CONTEXT

This feature practises target grammar structures in short informational texts.

-  **4** Tell students to complete the blog entries using the verbs in brackets and the Perfect Simple or Perfect Continuous tenses. Then, tell students to listen (Class CD 1, Track 13) and check their answers.

### ANSWERS

A 1 had been walking

2 have packed

B 1 have been staying

2 had been cooking

3 had bought

C 1 has just moved

2 had given

3 have been wondering

- 5** Ask students to match each one of the beliefs listed to one of the countries mentioned in Exercise 4. Also ask them what mistake each visitor made. Check students' understanding of *sacred* (belief 3).

### ANSWERS

1 B Germany – Greg gave a married couple red roses.

2 C China – Beth's gift was a set of four teacups.

3 A India – Lauren is going to give her host a leather bag.



## YOUR OUTLOOK CRITICAL THINKING

Ask students what gift they would take from their country when visiting people from another country.

## TECHNO TASK

A Techno Task appears in every unit. It provides students with unit-related tasks that they can do in class using the Internet.

Tell students to go online and find more examples of gifts that are considered inappropriate in various cultures. Then, tell them to design an online poster using their examples. Remind students to include an explanation of why each gift is considered inappropriate. You may also want to encourage students to present their posters to the class.

- 6** Ask students to write a suitable question to follow each statement. Tell them to use the words in brackets and the Perfect Simple or Perfect Continuous tenses. Remind students to make any necessary changes. Check students' understanding of *showed up* (sentence 5).

### ANSWERS

1 How long have you known him?

2 What has he been doing all day?

3 How long had you been driving?

4 How many had she made?

5 Who had you been waiting for?

- 7** Tell students to complete the sentences using the words in brackets. Remind them that they must not change the original meaning. Check students' understanding of *Chinese lanterns* (sentence 5) and *sitar* (sentence 6).

### ANSWERS

1 found the museum after he had **been** searching for an hour / had **been** searching for an hour before he found the museum

2 **had** spent five years among the native tribes, he wrote a book

3 **because** she had been organising the carnival for weeks

4 have **never** been to a Thanksgiving dinner

5 have been making these Chinese lanterns **for** hours

6 **have** you been playing the sitar

## GRAMMAR IN USE

- 8** This feature appears at the end of each grammar lesson and provides students with the opportunity to use the grammar structures communicatively in class. Tell students to work with their partner and choose one of the situations from each group and then tell their partner what they have / had been doing to have caused the situation.

Encourage students to use the Perfect Continuous tenses. You may want to read through the speech bubbles with the class.

 **Workbook:** pages 10-11

 **Teacher's All-in-One Pack:**  
More Practice, page 169  
Extension, page 181

For extra grammar exercises, refer students to:

