

RECENZIJU UČBENIŠKEGA GRADIVA

INSIGHT UPPER - INTERMEDIATE

OSNOVNI PODATKI

Naslov učbenika: **Insight Upper - Intermediate**

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Založba: Oxford University Press

Sestavni deli gradiva: učbenik, komplet dveh CD-jev za delo v razredu, delovni zvezek, priročnik za učitelja skupaj z DVD-jem (Teacher's Resource Disk), MultiROM s testi, iTools za uporabo interaktivne table.

OCENA UČBENIŠKEGA GRADIVA

Glede na vsebino in stopnjo («upper-intermediate level») učbeniški komplet ustreza učenju angleščine kot prvi tuj jezik v tretjem in četrtem letniku gimnazijskih programov.

UČBENIK

VSEBINA UČBENIKA

Učbenik je razdeljen na 10 tematskih enot, od katerih vsaka obsega 10 strani. Enote obravnavajo 10 splošnih tem, ki so v skladu s programom v učnem načrtu za splošne gimnazije.

1. Inspiration/ navdih, izziv in samouresničevanje.
2. The world around us/ vpliv okolja na veščine in izobrazbo, mestne zgodbe, opis kraja.
3. Things that matter/ zavrženi in novi predmeti ter njihova uporabnost.
4. Mind and body/ genetski inženiring/ kloniranje, lepotne spremembe, vpliv razvad na zdravstvene storitve.
5. Words/ pomen branja, knjižna recenzija.
6. The media and the message/ novice in novinarstvo.
7. That's life/ staranje in kakovost življenja.
8. Food and ethics/ običajna in neobičajna hrana, izvor jedi.

9. Technology/ vpliv tehnologije na življenje posameznika.

10. Power/ moč besede.

Po vsaki učni enoti sledi utrjevanje bistvenih elementov obravnavane snovi (»Review«), s poudarkom na besedišču (»Vocabulary insight«) in deloma slovnici (»Grammar«).

Tako vpogled v besedišče (»Vocabulary insight«) dijake vodi skozi naslednja poglavja/področja: beleženje besedišča, uporabo slovarja (besedne vrste), besedotvorje (pripone in predpone), frazne glagole, enakozvočnice (»homonyms«) in homofone (»homophones«), idiome, metafore ipd.

Dijaki slovnico utrjujejo z nalogami dopolnjevanja, nalogami povezovanja, nalogami izbirnega tipa ter nalogami preoblikovanja (»transformations«).

Vsakič po dveh učnih enotah sledi preverjanje do tedaj obravnavane snovi (»Cumulative review«), ki vedno obsega jezikovne spretnosti poslušanja, govora in govornega sporazumevanja, branja, besedišča in slovnice ter pisanja.

V zadnjem delu učbenika sledi 10 poglavij z besednim zakladom (»Vocabulary bank«), ki vsebujejo dodatno besedišče glede na obravnavano temo.

Poglavja s tematskim besediščem niso le nizanje besedišča (glosar), temveč se besedišče utrjuje na različne načine, in sicer kot naloge povezovanja, naloge dopolnjevanja in naloge izbirnega tipa, s poudarkom na kolokacijah (»collocations«), besedotvorju (»word-building«) in konotacijah (»connotations«). Da bi besedišče čim bolj 'zaživelo', vsako poglavje s tematskim besediščem vsebuje tudi konkretna vprašanja za utrjevanje tako besedišča kot tudi govornih spretnosti.

DELOVNI ZVEZEK

Delovni zvezek vsebuje:

- 10 enot, ki ustrezajo obravnavanim temam v učbeniku. Vsaka od njih na sedmih straneh utrjuje besedišče (»Vocabulary«), slovnico (»Grammar«), poslušanje, govor in besedišče (»Listening, speaking and vocabulary«), kulturo, besedišče in slovnico (»Vocabulary and grammar«), branje (»Reading«) in pisanje (»Writing«) in se konča s pregledom napredka (»Progress check«).

V poglavju z bralnim razumevanjem dijaki spoznavajo dodatno besedišče in utrjujejo slovnične strukture, ki so jih obravnavali v učbeniku. Besedilo prav tako uvaja nov pogled na obravnavano temo in s tem širi njihovo poznavanje tematike in poglobljeno razmišljanje.

- **Pregled napredka (»Progress check«)**, kratke naloge, ki dijake spodbujajo k razmisleku, kako dobro razumejo slovnico, besedišče in spretnosti v posamezni enoti. Prav tako služi kot preglednica obravnavanih vsebin. Razdelek Samoocenjevanje (»self-evaluation«) pomaga dijaku, da oceni in spremlja svoj napredek medtem ko razdelek Kako do boljšega znanja (»How can I improve?«) spodbuja dijake, da prevzamejo odgovornost za svoje učenje.

- **Vpogled v književnost (»Literature Insight«)**, dijake popelje v svet klasične literature. Krajši odlomki in poslušanje dijake spodbudijo h kasnejšemu branju celotnega dela. Ti literarni odlomki se prav tako tematsko povezujejo z obravnavanimi enotami v učbeniku. Vsako poglavje najprej poda osnovne podatke o avtorju, sledi literarni odlomek iz znanega literarnega dela, ki služi kot bralno in slušno razumevanje in se zaključi z vprašanji na izbran odlomek ter pisnim sporočanjem.

- **Vpogled v izpit (»Exam insight«)** pripravlja dijake na tipične izpitne naloge:
 - slušno in bralno razumevanje (naloge s kratkimi odgovori, naloge alternativne izbire, naloge izbirnega tipa, naloge povezovanja, naloge dopolnjevanja),
 - poznavanje in raba jezika (naloge izbirnega tipa in naloge dopolnjevanja),
 - naloge govornega sporazumevanja in sporočanja,
 - pisno sporočanje.Vsaka enota dijaka seznanja tudi z izpitnimi strategijami.

- **Slovnica- teorija in praksa (»Grammar reference and practice«)** na petindvajsetih straneh podaja razlago ključnih slovničnih struktur, ki jim sledijo vaje za utrjevanje in preverjanje pridobljenega znanja.

- **Vpogled v izgovorjavo (»Pronunciation Insight«)** poglobljeno obravnava 10 bistvenih pravil za pravilno izgovorjavo, poudarek v besedi in stavku,

naglaševanje ipd.

- **ABC slovar po enotah (»Wordlist«)** podaja besede na enak način kot slovar. Vsaki novi besedi sledi fonetičen zapis, potem definicija in na koncu primer v stavku. Razširjena različica se nahaja na orodju za interaktivne table (iTools).

Izjemno uporaben **DVD (»Teacher's Resource Disk«)** obsega naslednje:

- Kratke filme za vsako enoto, z možnostjo podnaslovov, skupaj z delovnimi listi.
- Pisno sporočanje (»Writing bank«), ki obsega komplet stalnih sporočanjskih oblik, npr. elektronsko sporočilo, opis postopka, opis osebe, opis kraja, opis dogodka, »za in proti esej«, pritožbo, pismo uredniku (mnenje), pripoved, vabilo, objave in obvestila.
- Komplet delovnih listov za utrjevanje govornih spretnosti (»Communication worksheets«).
- Komplet sporazumevalnih funkcij (»Functional language bank«).
- Komplet navodil (»How to...«), ki učitelju svetuje, kako na primer uporabiti pesmi in besedila pri pouku, umestiti video in IT v učni proces, kako načrtovati pouk v večjih oddelkih z dijaki različnih zmožnosti, ipd.

ZGRADBA POSAMEZNE UČNE ENOTE

Vsaka učna enota je razdeljena na 5 poglavij (1A - 1E), ki si sledijo v logičnem zaporedju.

1A – Branje in besedišče.

- Uvodno besedilo uvaja temo in dve skupini besed, prva se nanaša na splošno besedišče, druga pa poglobljeno obravnava Vpogled v besedišče (»Vocabulary insight«), kot na primer večbesedne samostalnice (»Compound nouns«), idiome, pripone in predpone ipd.
- Prav tako na nezavedni ravni uvaja slovnične strukture.
- Sledi utrjevanje govornih spretnosti, kjer dijaki s pomočjo usvojenega besedišča kritično razmišljajo o določeni temi oziroma problemu.

- V dodatno pomoč jim služi besedišče, ki se nahaja v zadnjem delu učbenika Besedni zaklad («Vocabulary bank«).

1B – Slovnica in poslušanje.

- To poglavje uvaja slovnične strukture, ki jih dijaki prepoznajo preko branja ali slušnega besedila. Kljub novi temi so v besedilu zajete besede iz poglavja 1A.
- Vodene aktivnosti omogočajo dijaku, da sam prepozna slovnične strukture in tvori pravila.
- Zadnja naloga aktivira pridobljena znanja in kritično razmišljanje o določeni temi.
- Končni namig: Dodatno utrjevanje je na voljo v delovnem zvezku pod poglavjem Slovnica- teorija in praksa («Grammar reference and practice«).

1C – Poslušanje, govor in besedišče.

- Dijaki utrjujejo besedišče in slovnične strukture prejšnjih dveh poglavij.
- Slušno razumevanje uvaja novo skupino besed, ki se utrjuje do konca posamezne enote.
- Prav tako dijaki tu spoznavajo različne strategije poslušanja.
- Slušno razumevanje vodi dijake k izmenjavi mnenj, aktivira pridobljena znanja in razmišljanje o določeni temi.

1D – Kultura, besedišče in slovnica.

- Besedilo omogoča dijakom, da spoznavajo kulturo, zgodovino in običaje angleško govorečega sveta.
- Dijaki primerjajo kulturo, zgodovino in običaje s svojo deželo.
- V besedilu se znova pojavi nova skupina besed in hkrati poudari ključno slovnično strukturo tega poglavja.
- Dijaki skozi vodene naloge utrjujejo slovnično strukturo.
- Končni namig: Dodatno utrjevanje je na voljo v delovnem zvezku pod poglavjem Slovnica- teorija in praksa («Grammar reference and practice«).

1E – Pisanje.

- Dijaki analizirajo vzorčno besedilo (jezik, struktura in oblika).

- Izpostavljena je ustreznost besedišča in strukture.
- Vedno uvaja strategije in postopek pisanja, npr. viharjenje možganov, načrtovanje, ipd.
- Vsako poglavje uvaja postopke za vodeno pisanje.
- Zadnja naloga omogoča dijakom, da uporabijo vsa znanja, ki so jih pridobili v posamezni enoti.

Poleg jezikovne spretnosti branja, poslušanja, govora in govornega sporazumevanja pisanja ter poznavanja in rabe jezika obsegajo tudi uporabo sporazumevalnih funkcij (npr. opisovanje, poročanje, spraševanje, podajanje predlogov, prepričevanje, argumentiranje) in uporabo vzorcev družbenega sporazumevanja (npr. pozdravi, iskanje/dajanje informacij, vprašanje-odgovor) ipd.

POVZETEK

V sodobnem svetu so mladostniki izpostavljeni množici informacij, ki so jim v vsakem trenutku dostopne preko številnih medijev. Vajeni so opravljati več opravil hkrati, poznajo različne kulture in dežele in imajo znanje na različnih področjih. Zato današnje poučevanje tujega jezika od učitelja zahteva mnogo več kot le suhoparno podajanje slovnice in besedišča.

Dijake ne le izobražuje temveč jih pripravlja na soočenje s sedanostjo in prihodnostjo.

Učbenik dijake spodbuja,

- da radovedno opazujejo svet, ki jih obdaja in o njem kritično razmišljajo,
- da z zanimivimi besedili in strukturiranimi aktivnostmi spodbudi diskusijo in izmenjavo različnih mnenj,
- da bolj poglobljeno razumejo besedišče in ga kakovostno uporabijo,
- da samostojno raziščejo slovnična pravila,
- da o svojem učenju razmišljajo in zanj prevzemajo odgovornost,
- da avtonomno in vseživljenjsko učenje postane njihov dolgoročni cilj.

V mnogih besedilih in temah se dijaki srečujejo z njim do tedaj nepoznanimi mnenji ali dejstvi, ki jih spodbujajo k poglobljenemu razmišljanju in s tem k razvijanju

zmožnosti kritičnega razmišljanja. Torej, Insight je učbenik, ki poleg doslednega razvijanja jezikovnih spretnosti branja, poslušanja, govora in govornega sporazumevanja ter pisanja in sporazumevalnih zmožnosti, širi obzorja dijakov na področju razmer v družbi, kulture, literature, zgodovine, medijev, znanosti in tehnologije ter jih na podlagi provokativnih dejstev s pomočjo strukturiranih aktivnosti vodi h kritičnemu razmišljanju.

SKLEP

Učbeniško gradivo Insight je izjemna novost na področju poučevanja angleškega jezika in vsakemu učitelju nudi številne možnosti za zanimive učne ure. Predvsem velja izpostaviti množico besedil, ki jih učitelji v ostalih učbenikih zelo pogrešamo. Njihova pestrost vedno znova vzbuja radovednost in željo po kritičnem razmišljanju. Bogato besedišče in strukturirane aktivnosti omogočajo kakovostno izmenjavo mnenj, kar pri dijakih dodatno krepi zaupanje v lastno znanje.

Tipi nalog bralnega razumevanja, poznavanja in rabe jezika, slušnega razumevanja, pisanja ter poznavanja in rabe jezika v celoti ustrezajo zahtevnosti gimnazijskega programa in mature, zato je učbenik primeren za vse gimnazijske programe.

Jasna Cepuder Sedmak

Ljubljana, 13. 1. 2015

3A A wide-ranging discussion

Student A	<ol style="list-style-type: none"> 1 I'm not interested in the private lives of celebrities. 2 You can't have a cinema experience without computer-generated special effects. 3 By genetically modifying food, scientists could provide a supply for everyone in the world. 4 There is a view from my bedroom window. 5 Most teenagers are fairly about people who want to look or behave differently in some way.
Student B	<ol style="list-style-type: none"> 1 I'd rather be a journalist than earn a lot of money in my career. 2 I always prefer amusing comedies to drama films. 3 Winter sports such as skiing and ice hockey are really and more exciting than other sports. 4 Giving a student detention is for the teacher because he / she also has to give up their free time to supervise the punishment. 5 Christmas is always a event in my family.
Student C	<ol style="list-style-type: none"> 1 There have been a number of sightings of alien spacecraft and they can't all be hoaxes. 2 It's nicer to receive a gift from a friend than something bought from a shop. 3 If you study hard to pass an exam, you should take a rest for a few weeks afterwards. 4 Our best lessons are when we have discussions. 5 I often express my thanks to my parents and / or teacher for what they are trying to do for me.

well-earned	broad-minded	brehtaking	well-known	heartfelt
thought-provoking	wide-ranging	handmade	self-defeating	highly-respected
fast-paced	much-anticipated	well-documented	never-ending	mind-blowing

3B Dice challenge

WORD POOL
1

people rubbish
information problem
website time
suggestion housework
situation music

WORD POOL
4

junk place
homework product
chocolate luggage
knowledge war
recycling outfit

WORD POOL
2

laundry magazine
stuff advice
children equipment
suitcase opinion
machine work

WORD POOL
5

object clothes
footwear news
teacher experience
traffic country
paper friend

WORD POOL
3

clutter space
food belongings
furniture politician
behaviour job
picture accident

WORD POOL
6

pollution volunteer
help money
lesson permission
weather city
book snow

STUDENT A	STUDENT B
loads of a little almost none much every far too many not many a lot of	mountains of far too much a few many all several some hardly any
STUDENT C	STUDENT D
ples of almost all few some none far too much several many	stacks of far too many little a lot of hardly any a few not much every

4A Advice line

Work in pairs. These people have phoned 'Advice Line' to discuss personal problems and get some help. Read what they say and complete the spaces with the correct form of a phrase with body parts. Then give advice to each person.



Sasha

My best friend is going through a really tough time because she found out her boyfriend was cheating on her. She says she loved him and he so she's never going to fall in love ever again. What can I do to help her?

The problem is that although my brother is really clever and he's going to get good grades when he finishes his exams, he doesn't want to go to university. He just wants to get a job straightaway so he can start earning his own money. My mum and dad are trying to change his mind but he and they are upset because they think he's throwing away a good opportunity. What do you think?



Adam



Mia

At the end of this year my grandad is going to retire after working for the same company for forty years. You'd think that stopping work would be and something to look forward to. But he says he doesn't want to retire and he's probably going to go mad with boredom! He sounds really depressed about it. What's your advice?

I wasn't chosen for the hockey team this season. I was off school sick during the week the team was selected so I missed out. What makes it is that last year I was one of the top goal-scorers. I don't think it's fair but I'm not sure what to do about it.



Caleb

dig your heels in
hard to swallow
there is more to someone than meets the eye
warts and all
break someone's heart
come to your senses
a weight off someone's shoulders

4B Habits



5A Break time dialogue

Student A (Ben)

Ben and Jess are two friends who are in the same year at school. They are talking during their morning break.

Task 1 In this conversation, Ben uses four phrases which include the word *point*, but there are some mistakes. Find the mistakes and correct them.

Task 2 Complete the gaps in Jess's part of the conversation. They are all phrases with *point*.

Ben So, I was in the point of leaving yesterday when Jake told me we're going to have to present our projects to the class on Friday. Did you know that?
Jess Yes, Mrs Thompson told our class yesterday morning, but it's just a waste of time. They're just trying to make us do more work for no good reason. That's what I think, anyway.
Ben Really? I don't think it's such a bad idea. I mean we have to practise doing a presentation in French for some point.
Jess Oh, are you worried about doing it in the exam? Seriously, Ben, you've got to stop worrying about everything., we all know how to do it anyway, don't we? We've done lots of presentations.
Ben I don't know. I agree with you on to a point but I've never done one in French. That's what's bothering me. And you haven't done one in French either. I think it's *much* scarier.
Jess OK, I We probably should practise. And anyway, talking about it really because we just have to do it anyway, so we may as well do it properly. If you want to practise at lunchtime, I'd be happy to do that.
Ben Great. Let's do that.
Jess See you back here at one o'clock then.
Ben OK. And by the way Jess, I'd like to point up that if you get a brilliant mark for your presentation, it will be partly thanks to me.
Jess Very funny!



Student B (Jess)

Jess and Ben are two friends who are in the same year at school. They are talking during their morning break.

Task 1 In this conversation, Jess uses four phrases which include the word *point*, but there are some mistakes. Find the mistakes and correct them.

Task 2 Complete the gaps in Ben's part of the conversation. They are all phrases with *point*.

Ben So, I was of leaving yesterday when Jake told me we're going to have to present our projects to the class on Friday. Did you know that?
Jess Yes, Mrs Thompson told our class yesterday morning but from my point in view it's just a waste of time. They're just trying to make us do more work for no good reason. That's what I think, anyway.
Ben Really? I don't think it's such a bad idea. I mean we have to practise doing a presentation in French
Jess Oh, are you worried about doing it in the exam? Seriously, Ben, you've got to stop worrying about everything. Is the point, we all know how to do it anyway, don't we? We've done lots of presentations.
Ben I don't know. I agree with you but I've never done one in French. That's what's bothering me. And you haven't done one in French either. I think it's *much* scarier.
Jess OK, I take a point. We probably should practise. And anyway, there's no point of talking about it really because we just have to do it anyway, so we may as well do it properly. If you want to practise at lunchtime, I'd be happy to do that.
Ben Great. Let's do that.
Jess See you back here at one o'clock then.
Ben OK. And by the way Jess, I'd like that if you get a brilliant mark for your presentation, it will be partly thanks to me.
Jess Very funny!

5B Top tips for TV talent shows

<p>Andrew (19) I practised three songs every day for about two months so I would remember all of the words and sing them really well. I hired a singing coach to help me improve.</p>	<p>Christopher and Harry (18) We write our own songs and we think our lyrics are better. So we wrote a special song for the judges. As we're twins, we wore matching outfits.</p>
<p>Daniel (16) I chose a well-known song which lots of other people have sung successfully in the auditions. Everybody knows it so I thought it would be good.</p>	<p>Zach (28) I waited all day to audition and then they ran out of time so they told me to come back again the next day. I rehearsed again that evening and went back the next day.</p>
<p>Joshua (17) I thought they needed to see my music on paper and I'd left it at home so I went back to get it. This meant I arrived at the audition a bit late but I'm a good singer.</p>	<p>Olivia (16) People warned me about the waiting time so I took food, water and a book to read. In fact, I was the first person to audition that day! I was happy so I smiled a lot!</p>
<p>Brianna and Alyssa (23 and 19) We had a fantastic dance routine prepared so that we could impress the judges with our moves as well as our singing.</p>	<p>Ashley (18) I decided to be original. I chose a popular song which shows the range of my voice but I made sure no one had sung it at an audition before.</p>
<p>Madison (15) Everyone says I have a great voice but at the audition I don't think I smiled enough. Also I made a mistake and started my song again.</p>	<p>Jennifer (20) I spent a lot of time researching what songs the judges like and then picked one of their favourites. To be honest, I didn't rehearse much – I know I'm a good singer.</p>



Top tips for TV talent show auditions



- Remember that each audition only lasts around two minutes. That's all you have to make an impression so every second counts!
- Choose the right song. It's got to be memorable and have a strong tune. Don't be afraid to stand out from the crowd. Choose a song that suits your character and your voice. Too many people choose the same songs.
- Don't write your own song. The judges don't know how it's supposed to sound and anyway, they just don't like them!
- Practise more than one song. If the judges have heard a song too often, they'll be bored and will ask you if you have another one that you've rehearsed. Be prepared!
- Practise a lot! The secret to a great performance is rehearse, rehearse, rehearse.
- Don't take no for an answer. You have to be persistent to make it in the music business. If you aren't successful the first time but you think you've got talent, then try again.
- On the day, be prepared for a lot of waiting around. You'll need something to eat, drink and something to do. It can be very boring.
- Whatever you do, don't be late. The rules are pretty strict and if you're late, they won't let you audition. It's as simple as that.
- Even if you're nervous before the audition, don't drink alcohol. It won't make your performance better!
- Choose your outfit carefully – nothing too crazy. The judges are interested in your voice more than what you wear.
- The judges aren't interested in watching you dance either. Keep dancing to a minimum so they can focus on your singing.
- Give out a positive vibe! Of course you're going to be nervous, but smile, smile, smile!

6A A memory game

HANDOUT A

set	the agenda	lack	credibility
expose	corruption	make	headlines
trace	sources	go	viral
spread	rumours	fall for	a scam



HANDOUT B

- 1 Fill the gaps in the statements with the correct form of the collocations from the card game.
- 2 Look at the four idioms with *in / out*. Choose the correct answer for each sentence.

a I'd go *in / out on a limb* and say the best way to become famous is to post a film of yourself on YouTube and hope it

b My best friend is kind and honest so it would be *in / out of character* for him / her to about anyone.

c Student representatives should work together with school governors to for what happens in their schools.

d People who spend their lives *in / out the limelight* are always happy to

e I don't think I would ever because I'm sure I can spot when something is not genuine.

f The fact that they is the main reason why most politicians are generally *in / out of favour* with voters. Does anyone believe anything they say?

- 3 Discuss the statements with your partner. Do you agree with them? Why / why not?

6B How can that be?



Situation One

A couple in their sixties were at the theatre when the woman received a text message. She read the message and immediately started crying. Her husband read the same message and smiled.



Situation Two

A young man hurried to the station with a train ticket in his pocket. When the train left, the man was still standing on the platform.



Situation Three

It was a very rainy evening. A man was standing on the pavement. His girlfriend drove past him but did not stop to give him a lift in her car.

7A The Friendship Agency

Sally

I'm looking for a tutor for my adolescent son to help him prepare for his exams. He's a fun-loving boy and a bit of a joker, so only apply if you can deal with infantile humour! Seriously though, he is a hard worker when he has an inspiring teacher and I believe the right person would find working with him very rewarding.

George

I may be elderly, but I'm still quite dynamic. I'm happy to meet people from every walk of life who want to enjoy the company of a seventy-year-old who's not yet over the hill! I like eating out, going to the theatre and playing chess.

Peter

I'm hoping to breathe life into an old school building by transforming it into an arts centre for young people. I'm looking for enthusiastic volunteers to help with this exciting community project. It doesn't matter if you are experienced or inexperienced. If you are willing and physically fit, please apply.

Lesley

I'm an independent lady in my fifties. I've just moved to the area and would like to make friends to spend my free time with. I might also be interested in joining some kind of club or organization. My hobbies include painting, eating out and going for walks in the countryside. I'm open-minded and tolerant. The only thing I can't stand is people who are too set in their ways.

Anne

Active, friendly retired woman seeks purpose in later life. I've already passed most of the major milestones in life, though I know that doesn't necessarily make me wise! I trained as a lawyer, but have also worked as a teacher and youth worker. I am now looking for a paid or voluntary opportunity to do something meaningful and rewarding during my retirement.

Richard

Do you have a problem that feels like it's a matter of life and death? I run a Friends in Need Club. Come and talk things through with one of our caring volunteer advisers. Sometimes just sharing a problem can be a step to finding a solution. We offer a supportive and fun environment for lonely or vulnerable people of all ages. Why not try a light supper in our café or meet new people at one of our special board games evenings? New advisers also always welcome.

Arthur

To be honest, I'm rather long in the tooth, but I believe I still have a youthful attitude and outlook. I'm looking for a new lady in my life for trips to restaurants and country walks. Don't worry – I'm totally self-reliant. I'm not looking for anyone to take care of me. I'm just interested in the companionship of a like-minded person.

Beatrice

I'm a widow in the prime of life; my children have grown up and I have time to enjoy doing what I please. My husband was my best friend and I miss that close relationship so I'm looking for a new special friend (or friends!) to share happy times with. Age, gender and background aren't important, though I am not interested in childish men looking for a mother figure or foolish women who only want to talk about their appearance and reality TV programmes!

7B Advice for Max



Max

START

He almost lost his weekend job ...

He wasn't at the party ...

He doesn't go to the cinema ...

He's really happy ...

He's tired ...

His teacher didn't punish him ...

He failed his piano exam ...

He didn't buy his sister a birthday present ...

He doesn't do his homework ...

His parents were angry with him ...

He didn't vote in the school election ...

He couldn't buy a motorbike ...

He didn't get good grades ...

He felt really bad ...

He is single ...

He didn't do his homework ...

He missed the football match ...

He argued with his best friend ...

Lots of people like him ...

He didn't go out on Saturday ...

He doesn't remember that girl's name ...

He is disappointed ...

FINISH

BECAUSE ...

he works at the weekend.

he is too young.

he forgot.

he doesn't study.

he doesn't enjoy it.

he wasn't paying attention.

he doesn't care about his appearance.

he didn't check his email.

he is always late.

he doesn't have any money.

he didn't know about it.

he went to bed late last night.

he didn't write it down.

he doesn't have enough time.

he didn't practise enough.

he is talented.

his clothes were dirty.

he switched off his mobile phone.

he was jealous.

he's so funny.

he doesn't like spending money.

he was feeling ill.

8A Synonyms

Student A

You start these dialogues.
Complete the gaps.

Dialogue 1

- A Did you hear about Anna breaking her leg?
B Hear about it? I went with her in the ambulance. She was screaming her head off. It was really **distressing**.
A Wow, yes that must have been pretty

Dialogue 2

- A I'm still exhausted from all that climbing.
B I bet! Well done for making it to the summit of the mountain. I guess there's an **impressive** view up there.
A You know, it's

Dialogue 3

- A Oh no, look at this spot on my cheek! It's! Everyone's going to notice.
B Yes, you're right, it's **monstrous**! You look hideous!
A You know, sarcasm is not helpful at this moment in time.

Student B starts these dialogues.
Complete your responses.

Dialogue 1

- B I can't believe it! My mum has thrown out my football. It was one of my most **prized** possessions.
A So it was then?
B Yeah, not just sentimental value – it was signed by David Beckham!

Dialogue 2

- B Did you know that in Singapore you aren't allowed to have chewing gum?
A Seriously? Do you mean that it's?
B Yeah, totally **outlawed**. Well, unless you buy it from a dentist, apparently.

Dialogue 3

- B Did you hear that Mrs March took John's mobile phone away because he was texting in class?
A I'm not surprised. I mean she's warned him on occasions.
B Yeah, **countless** times actually, but he still didn't stop, did he?



Student B

Student A starts these dialogues.
Complete your responses.

Dialogue 1

- A Did you hear about Anna breaking her leg?
B Hear about it? I went with her in the ambulance. She was screaming her head off. It was really
A Wow, yes that must have been pretty **upsetting**.

Dialogue 2

- A I'm still exhausted from all that climbing.
B I bet! Well done for making it to the summit of the mountain. I guess there's an view up there.
A You know, it's **awe-inspiring**.

Dialogue 3

- A Oh no, look at this spot on my cheek! It's **huge**! Everyone's going to notice.
B Yes, you're right, it's! You look hideous!
A You know, sarcasm is not helpful at this moment in time.

Now you start the dialogues.
Complete the gaps.

Dialogue 1

- B I can't believe it! My mum has thrown out my football. It was one of my most possessions.
A So it was **important** then?
B Yeah, not just sentimental value – it was signed by David Beckham!

Dialogue 2

- B Did you know that in Singapore you aren't allowed to have chewing gum?
A Seriously? Do you mean that it's **banned**?
B Yeah, totally Well, unless you buy it from a dentist, apparently.

Dialogue 3

- B Did you hear that Mrs March took John's mobile phone away because he was texting in class?
A I'm not surprised. I mean she's warned him on **numerous** occasions.
B Yeah, times actually but he still didn't stop, did he?

8B Food quiz

Team A

- 1 Read the food quiz questions. Complete the gaps with the correct form of the passive. Use the verb in brackets.
- 2 Then answer the questions with a tick in the first box.



- Us** **Them**
- 1 Which of the following (once know) as 'love apples' and (believe) by some people to make you fall in love?
-
- a Tomatoes
b Potatoes
c Pears
- 2 If a can of mixed nuts (shake), what will happen to the nuts inside?
-
- a The small ones will rise to the top.
b The big ones will rise to the top.
c The nuts will still be mixed however long the can (shake).
- 3 What percentage of under-18s (diagnose) with a food allergy every year in the USA?
-
- a 8%
b 10%
c 20%
- 4 How would you be able to tell if too many carrots (eat) by one of your friends?
-
- a The whites of their eyes would be orange.
b The hair on their body would be orange (but not on their head).
c The palms of their hands and the soles of their feet would be orange.

- Us** **Them**
- 5 Which of the following ingredients happens (found) in a lot of ice cream?
-
- a Olive oil
b Wax
c Seaweed
- 6 What new shape of watermelon has begun (produce) in Japan?
-
- a Rectangular
b Square
c Star-shaped
- 7 The majority of the world's garlic (produce) by
-
- a China.
b Greece.
c India.
- 8 Which useful piece of kitchen equipment (invent) by accident by Percy LeBaron Spencer?
-
- a The dishwasher
b The microwave oven
c The freezer

Ask team B the questions. Mark their answers in the second box with a cross.



Answers to Team A's questions

- 1 a Apparently, the name was invented by the French.
b This is one experiment that can safely be tried at home – so try it!
- 2 a This figure is taken from studies by the American Academy of Allergy, Asthma and Immunology.
c It's called carotenemia, but a huge number of carrots have to be eaten before you see any effect!
- 3 c It is added to thicken the ice cream.
b Square watermelons can be stacked easily.
- 4 a 75% of the world's garlic is produced in China.
b The discovery was made when he noticed that a chocolate bar in his pocket had been melted by just walking past a radar tube.

9A Hit the table!

If you're feeling you shouldn't go to school.
If you want to achieve anything in life you have to try
Once you have some qualifications, you are more likely to get a place at university.
Few shop keepers will sell prohibited products to you if you are
There has been plenty of positive news on TV
If you arrive to an interview, you have no chance of success.
Most students feel to make their parents proud of them.
If you are afraid of technology, you will be able to survive in the 21st century.
These days, rich or clever people are more respected than those who are honest, kind and good.
It is better to have one or two very friends than lots of friends.
If you find out that someone has not behaved, you have to report them.
It is becoming more and more difficult for parents and teachers to keep children

9B What did he say?

Student A

1 Read the conversation between Alex and Sarah. Some information is missing, but fortunately Student B knows it.

2 Write questions to find the missing information. Use the verbs *say* and *ask* in your questions.

Example: ¹Who did she say had bought the phone for her birthday?

Sarah Look at this, Alex. Do you like it?

Alex Wow, that's a nice little phone. Aren't they rather pricey?

Sarah Yeah, my ¹_____ bought it for me for my birthday. It's the newest one on the market. Just released on Friday!

Alex Lucky you! It's very slim, isn't it? Mine's really bulky in comparison.

Sarah That's the main reason I like it, actually. But apparently the downside of the fact that it's lightweight is that the screen ²_____ so I'd better not drop it.

Alex Oh, that would be no good for me then. It has to be hard-wearing or it's useless. I don't have time to worry about it bumping around in my bag. To be honest, I don't know much about mobile phones. I'm not that interested.

Sarah What kind of phone have you got at the moment? Is it ³_____?

Alex It's an iPhone but it's pretty old. I lent it to Callum so he could listen to some music and somehow he broke the headset so I'll be going to the phone shop to get a replacement this weekend.

Sarah Be careful! You might ⁴_____. Those phone shop guys are really persuasive! Do you want me to come with you?

Alex Yes, that might be a good idea. And we can go for an ice cream afterwards, if you like.



Student B

1 Read the conversation between Alex and Sarah. Some information is missing, but fortunately Student A knows it.

2 Write questions to find the missing information. Use the verbs *say*, *ask* and *tell* in your questions.

Example: ¹What did Alex say about his mobile phone in comparison with Sarah's?

Sarah Look at this, Alex. Do you like it?

Alex Wow, that's a nice little phone. Aren't they rather pricey?

Sarah Yeah, my dad bought it for me for my birthday. It's the newest one on the market. Just released on Friday!

Alex Lucky you! It's very slim, isn't it? Mine's really ¹_____ in comparison.

Sarah That's the main reason I like it, actually. But apparently the downside of the fact that it's lightweight is that the screen might be a bit more fragile so I'd better not drop it.

Alex Oh, that would be no good for me then. It has to be ²_____ or it's useless. I don't have time to worry about ³_____. To be honest, I don't know much about mobile phones. I'm not that interested.

Sarah What kind of phone have you got at the moment? Is it an ancient one with a keypad?

Alex It's an iPhone but it's pretty old. I lent it ⁴_____ so he could listen to some music and somehow he broke the ⁵_____ so I'll ⁶_____ to get a replacement this weekend.

Sarah Be careful! You might end up buying a new phone. Those phone shop guys are really persuasive! Do you want me to come with you?

Alex Yes, that might be a good idea. And we can go for an ice cream afterwards, if you like.

10B Find someone who ...

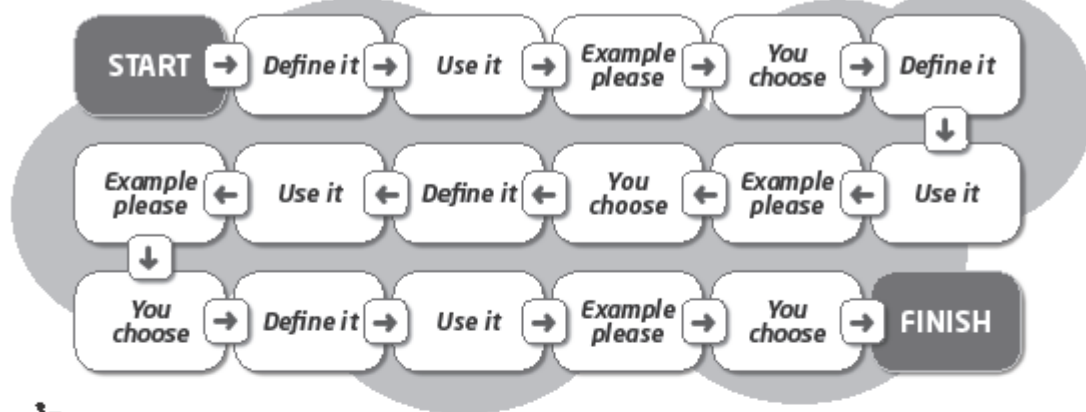
- 1 Read the sentences. Write each sentence again with the same meaning, but changing the participle clause to a relative clause.

Find someone who ...	Name	Extra information
has a friend or older sibling studying at university or college.		
knows someone recently chosen to be on a sports team.		
wouldn't be afraid of a man wearing a mask.		
owns something given to them by someone they didn't like.		
still hasn't completed a project or piece of work started a long time ago.		
can think of a sport not commonly played in their country.		
owns a piece of clothing or jewellery worn by another member of their family.		
has good knowledge of plants growing in your country.		
wouldn't get annoyed with someone talking loudly on a mobile phone in a crowded bus or in a café.		
doesn't really know the person standing next to them.		
would be surprised to see a woman riding a horse in the town centre.		
can think of something still not being finished by the end of today.		

- 2 Now choose 5 of the sentences and ask other students questions to find someone who answers 'yes'. When someone answers 'yes', ask more questions to get as much information about it as you can. Write the student's name and information in the table.

1A Define it, use it, give an example

Play the game in small groups. Roll the dice and take turns. The first to reach the finish is the winner.



Words with self-		Synonyms	
FOLD			
self-interest	only considering your own interests and not caring about things that would help other people	get over	to defeat something – to deal with or gain control of something
self-defence	protecting yourself when you are being attacked, criticized, etc.	overcome	to defeat something – to succeed in dealing with or controlling a problem that has been preventing you from achieving something
self-control	the ability to remain calm and not show your emotions even though you are feeling angry, excited, etc.	an obstacle	a problem – a situation, an event, etc. that makes it difficult for you to do or achieve something
selflessness	thinking more about the needs, happiness, etc. of other people than about your own	a blow	a problem – a sudden event which has damaging effects on somebody / something, causing sadness or disappointment
self-assurance	belief in your own abilities or strengths	innovative	new, never done before – introducing or using new ideas, ways of doing something, etc.
self-obsession	the state in which a person's mind is completely filled with thoughts of himself or his own activities	revolutionary	new, never done before – involving a great or complete change
self-preservation	protecting yourself in a dangerous or difficult situation	a hindrance	a problem – a person or thing that makes it more difficult for somebody to do something or for something to happen
self-sacrifice	not allowing yourself to have or do something in order to help other people	conquer	to defeat something – to succeed in dealing with or controlling something

1B Why on earth ...?

Work with your partner. Write three possible answers to each question. Try to think of original or funny answers. Use the past perfect simple or past perfect continuous.

You saw Rachel on Saturday evening. Why on earth were her eyes so red?

- 1
- 2
- 3

When John arrived at the café, all his friends shouted at him. Why on earth were they so annoyed?

- 1
- 2
- 3

Jacob arrived 20 minutes after the lesson had started. Why on earth was he late?

- 1
- 2
- 3

Olga looked exhausted when you saw her at the weekend. Why on earth did she look so tired?

- 1
- 2
- 3

Matthew sent you an email. It said, 'I hate computers!' Why on earth did he feel like that?

- 1
- 2
- 3

You arranged to go to the cinema with Charlotte. Why on earth did she cancel at the last minute?

- 1
- 2
- 3

Emily shouted, 'I can't stand this any more! I'm going out!' Why on earth was she so frustrated?

- 1
- 2
- 3

Just before the exam, Marcus told you he was feeling really positive about it. Why on earth was he so relaxed?

- 1
- 2
- 3

2A A team crossword

Student A

- 1 Check that you understand all the words in your crossword.
- 2 Take turns to explain your words to your partner. Listen to their explanations and complete the crossword.



Student B

- 1 Check that you understand all the words in your crossword.
- 2 Take turns to explain your words to your partner. Listen to their explanations and complete the crossword.



2B Spend, spend, spend!

Work in pairs. Your team has €500 to spend. Read the following sentences which are for sale. Decide which sentences are correct or incorrect.

In the Grammar Auction, you should try to buy

- correct sentences (which score one point).
- incorrect sentences if you are sure you know the correction (which score two points).

The minimum bid is €10 (and bids must be in multiples of €10, e.g. €20, €30, €40).

If you've got any money left after the auction, this does NOT give you any extra points, so spend, spend, spend!

1 I'll give you back the book as soon as I'll have finished it.

2 Eva's careful with money. I think that by the end of the year, she'll have saved enough to buy a laptop.

3 In the future, I'll probably be using English most of the time at work.

4 After the lesson will have finished, I'll call you.

5 We're meeting Alex and Sam after football practice tonight.

6 By this time tomorrow, I'll have been taking my final exam.

7 The tournament takes place in May this year and by the end of June the winner will have played twelve matches.

8 Hey John, I've just realised that on Friday we'll be travelling together for exactly one year.

9 When you're going to Hollywood, do you think you'll meet anyone famous?

10 My parents say they'll buy me my own iPad as long as I'll use it for schoolwork as well as playing games.

11 Good luck! I'll be thinking of you tomorrow.

12 You won't know if you can do it unless you won't try.

13 Andy's having a barbecue on Saturday. I can't go because I'll work.

14 In case I'm not seeing you tomorrow, I'll say happy birthday now. Happy birthday!

15 I imagine still I'll be learning English this time next year.