

01

A fresh start

Read, listen and talk about personality and changes.

Practise present and past tenses; opposites.

Focus on agreeing and disagreeing.

Write a description of a person.

Matura topic: People: appearance, features of character, feelings and emotions

PRZYGOTOWANIE DO MATURY

Temat: Człowiek

Rozumienie słuchanego tekstu Prawda/Falsz: SB str. 8/ćw. 10

Rozumienie czytanego tekstu Dobieranie: SB str. 8/ćw. 3

Struktury leksykalno-gramatyczne Czasowniki w nawiasach: SB str. 7/ćw. 8 i 9

Wypowiedź pisemna Opis postaci: SB str. 13/ćw. 9

Unit 1 Materials

Workbook Unit 1

Photocopiable resources 1, 2, 3

Testing and Evaluation Programme tests

Multi-ROM Unit 1

GRAMMAR AND LISTENING

This section revises all the present and past tenses apart from the Past Perfect Continuous, which comes up in Unit 4.

Special difficulties: At this level, Ss may think that they know the grammar. They should be able to recognise the different tenses and be able to do controlled activities. Therefore, it is important to show them that there is still room for improvement. It may be a good idea to start the lesson with an activity that allows Ss to use all tenses and then, at the end of the lesson, go back to what Ss produced and see if there are any errors which they can now correct.

Warm-up Testing of past and present tenses. Find out! Put Ss into pairs. Each pair has two minutes to think of an imaginary biography of their life. The only rules are that they are famous in some way and they are still alive. Now tell Ss that they are going to try to find out about another pair's biography by asking questions. They must write eight questions and use at least four tenses (do not tell Ss which tenses to use but tell them not to ask about the future). When they are ready, each pair interviews each other and writes the other pair's answers in full sentence form, e.g. *How long have you been singing? I've been singing for five years.* Elicit ideas without correcting and then collect in the written questions and answers for a correction slot at the end of the lesson.

1 Give Ss a minute to discuss in pairs the two photos and think of words to describe Colin 'before' and 'after'. Elicit ideas and then ask Ss to look at the words in the box to see if any of them were elicited and which of the other words could describe Colin. Ask Ss to justify their answers to show that they really understand what the adjectives mean.

Possible answers **Before** untidy, sloppy, casual, scruffy, good-natured, fun-loving **After** cute, well-groomed, professional, smart, elegant, ambitious (other adjectives could be used to describe either of the photos)

2 Tell Ss to make notes as they listen. Ask Ss to describe the people talking, and what the three possible situations are. Finally, ask Ss whether the conversations took place before or after Colin had his makeover.

For tapescript see page 129.

Answers Conversation 1 happened before he changed his image. Colin says he is 'the same as usual', and Robert does not seem surprised by his appearance. At the end of the conversation, Robert seems as though he is going to suggest the makeover to Colin.

Conversation 2 happens after the makeover: Sue is very surprised by his new appearance.

Conversation 3 happens before the makeover. Colin says he has 'just finished college'. In Conversation 1, when he has not yet had the makeover, he says he has been looking for a job for 'months and months'.

3 Read through the questions with the class and elicit answers to see how much Ss can remember from the conversations. Then play the recording again so Ss can answer any outstanding questions.

Answers 1 Fed up, because he has been looking for a job with no success. **2** For months **3** He had read about the company. **4** The job was given to someone else with more experience. **5** He had his hair cut, got new clothes and started thinking of himself as a successful professional. **6** He has started going to the gym. **7** He's an accounts supervisor. **8** He was having lunch. **9** Two **10** He hasn't prepared well for the interview because he hasn't thought about answers to common interview questions. **11** He plays the guitar in a rock band and goes for rides on his motorbike. **12** Four years

4 Tell Ss to work in pairs and discuss the questions. Elicit feedback from the whole class. Encourage Ss to challenge and ask follow-up questions about other Ss' responses.

Suggested answers **1** Colin has been going wrong by not dressing smartly and feeling confident in himself. **2** Colin seems happy to have a job, so he probably does not miss 'the old him'. **3** The interviewer is being sarcastic – she does not really find his answer interesting at all.

Work it out

5 Before Ss look at Exercise 5, ask them to work in pairs and find as many tenses as they can in the questions in Exercise 3. Do not get feedback yet but, after two minutes, ask Ss to do the matching task.

Answers Present Simple **2** 11, What does Colin do in his free time? **3** 7, What does he do for a living now?
Present Continuous **1**, How is Colin feeling? **Past Simple** **4**, Why didn't Colin get the job? **Past Continuous** **8**, What was he doing when he found out about the job? **Present Perfect Simple** **1** 5, How has Colin changed in the way he looks and the way he feels? **9**, How many jobs has Colin had before? **2** 10, Has Colin prepared well for the interview? **3** 12, How long has Colin had his motorbike? **Present Perfect Continuous** **1** 2, How long has Colin been looking for a job? **2** 6, What has he been doing to keep fit? **Past Perfect** **3**, What had Colin done to prepare for the job interview last month?

Check it out

Refer Ss to the Check it out heading and tell them that whenever they see this heading they can study the information in more detail at home.

6 Ss work in pairs to try to match the sentences. Elicit answers and ask Ss to choose the meaning from Exercise 5 which each represents, e.g. 1 actions in progress over a period of time up to now.

Answers **1** c **2** d **3** b **4** a **5** h **6** e **7** g **8** f

7 Tell Ss to read through the questions and predict the answers. Tell Ss to make notes as they listen. Ss compare notes in small groups and work together to answer the questions. Give a second listening for Ss to check their answers and understand more from the recording, then elicit answers.

Tapescript CD1 Track 3

Jane: [slight South London accent] Milk, Kate?
Kate: [slight South London accent] Just a bit. Thanks, Jane.
Jane: So what do you think of the new guy in accounts?
Kate: Who, the cute blonde?
Jane: Right – straight from a bottle!
Kate: No, I think it might be his natural colour.

Jane: Really? So you've had a good look at him then!
Kate: Well, he's not bad looking, is he?
Jane: No, but that hairstyle's a bit much.
Kate: Maybe he just wanted a new look for his new job. Actually he's quite nice ...
Jane: How do you know? Have you spoken to him?
Kate: Well, he was having problems with the photocopier yesterday, so I showed him how it worked and ...
Jane: And what did he say?
Kate: Not much. He introduced himself – his name's Colin. You know, office chat.
Jane: So did he ask you out?
Kate: Jane! Of course not! He seemed quite reserved. But it's his first job so he's probably feeling a bit lost.
Jane: Maybe. He looks quite fit though – the sporty type.
Kate: Yes, I've seen him with a gym bag. I expect he works out on the way home.
Jane: Pity about the suits though.
Kate: Don't you like them?
Jane: Well, they're very smart and all that, but they're a bit too trendy for my taste. He looks a bit too self-conscious – you know, as if he's not very comfortable in them.
Kate: So you don't fancy him then?
Jane: No, Kate – he's all yours! I wouldn't go out with him if you paid me ...

Answers **1** Work colleagues **2** Kate likes his look, Jane does not.

8 Ss do the exercise alone and then compare in pairs. Play the recording again so Ss can check their answers.

Answers **1** 've had **2** do you know; Have you spoken **3** was having; showed **4** 've seen, works out

9 Ss complete the exercise alone and then compare in pairs. Encourage them to justify their answers with reference to Exercise 5. Elicit answers in open class and allow Ss to discuss any differences that may occur.

Answers **1** was looking **2** wrote **3** agreed **4** was cutting **5** was painting **6** were doing **7** had done **8** turned **9** screamed **10** had cut **11** had **12** was crying **13** am trying **14** has grown **15** wear

10 Put Ss into groups of three or four and set a time limit of about five minutes for the activity. Ss then discuss their ideas in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 1: *Quiz cards*

READING AND LISTENING

This section requires Ss to complete a matching exercise and also has a true/false listening task.

Culture notes

Mike Reed, the creator of **Flame Warriors**, is a freelance illustrator based in the USA. He started out as an animator, working on series such as *Sesame Street*. He now works primarily on children's publications. Other Flame Warriors that Mike Reed has identified include the Artful Dodger (who skilfully changes the topic when attacked), the Grammarian (who contributes little apart from pointing out other people's errors) and the Toxic Granny (a fierce combatant who many people underestimate). Visit www.flamewarriors.com for more information.

Warm-up Revision of present and past tenses.

Coffeepotting. This can be done in pairs or as a whole class. Tell Ss to think of an activity, e.g. swimming. To find out what the activity is, other Ss have to ask *yes/no* questions using a variety of tenses. Instead of saying *do this activity* they use the made up verb *to coffeepot*, e.g. *Do you like coffeepotting? Have you ever coffeepotted at school? Do you usually coffeepot indoors? Did you coffeepot this morning?* Ss keep asking questions until they guess what the activity is.

1 Tell Ss to look at the pictures and discuss them in pairs. Encourage them to recycle vocabulary from the previous lesson if possible, e.g. *The clown looks full of himself*. Elicit feedback on what Ss think the images represent. Then read the introduction as a class, to check. Discuss similarities and differences between the explanation in the introduction and Ss' ideas.

2 Write the names of the ten Flame Warriors on the board. Encourage Ss to call out adjectives that could be used to describe them, without looking at the list in Exercise 2. Write these adjectives on the board, under the relevant Flame Warrior. Ss then read the descriptions and work in pairs to choose an adjective for each character. Go through the adjectives in the box as a class if necessary. Elicit feedback, encouraging Ss to justify their choices. Write the matching adjectives on the board, under the relevant Flame Warrior. Check to see whether any of the Ss' predictions were correct.

Answers **Furious Typers** rambling **Diplomats** even-handed **Evil Clowns** nasty **Coffee Mornings** chatty **Bores** critical **Therapists** annoying **Trollers** disruptive **Newbies** unsteady **Grunters** frustrating **Lurkers** harmless

3 Matura Ss read through the questions and match them to the correct warriors. Allow a few minutes for Ss to discuss their ideas in pairs and then elicit ideas in open class.

Answers **1** Therapists **2** Newbies **3** Furious Typers **4** Bores **5** Lurkers **6** Trollers **7** Grunters **8** Coffee Mornings **9** Diplomats **10** Evil Clowns

Optional activity: In stronger classes, or if you have time to spare, tell Ss to work in groups of four. They write one more question for each Flame Warrior. Groups then swap questions and try to match the questions with the correct warriors.

4 Vocabulary Ask Ss to try to match the words to the definitions, guessing meanings where necessary. Remind them to pay attention to context when trying to work out the meaning of new words. Elicit ideas and then go through the definitions of the words if Ss did not know. Finally, take class feedback on the common theme that links the words.

Answers **1** cyberculture **2** netiquette **3** de-lurk **4** netizens **5** lurk **6** FAQs (short for Frequently Asked Questions) All the words are connected to the use of online forums.

5 Collocations Ss work in pairs to find the collocations and write them in their vocabulary notebooks. Elicit feedback on what the collocations mean. Ss then work in pairs to make more collocations, writing them in their notebooks and then writing sentences containing the collocations. This will enable you to check their understanding of meaning and usage.

Answers **1** essentials (lines 5–6) **2** messages (line 10) **3** discussions (line 25) **4** exchanges (line 26) **5** topics (line 28) **6** defeat (lines 32–33) **7** arguments (line 95) **8** their position (line 108) **9** assault (line 112)

More collocations in-depth analysis, irrelevant comments, bare feet, disrupt a meeting, avoid offending someone, lengthy process, rambling reply, reveal a secret, unexpected visitor

6 Metaphors and images Ask Ss to explain to you what a *metaphor* is, and clarify as necessary. Go through the text as a class, asking Ss to call out all the fire- and war-related phrases. Write them on the board. Check Ss' understanding of the imagery, then elicit whole-class feedback on why the writer has used these images.

Answers erupted into a burning flame war, While the forum burnt, online fighters, Flame Warriors, combat strategy, enemies, opponent, fire off hot disputes, combatants, avoid defeat, attacker, battlefield, under pressure in battle, the threat passes, making a frontal attack, conflict, fighters, battle, engage in direct battle, defeated in battle, a fight breaks out, reveal their position, attack, unexpected assault, ambush, stay around to fight, brief exchange

The writer uses such imagery to emphasise his idea that participants in online forums often see themselves in competition with each other, and will attack each other viciously when they are in disagreement.

7 Allow two or three minutes for Ss to discuss their ideas in pairs. Then elicit feedback from the whole class. Clarify any misunderstanding of meanings as necessary. Finally, tell Ss to write five sentences containing the phrases. Ss share their sentences with the class.

Answers they put their heads down = they begin work; snappy replies = short, witty answers; someone ... will take the bait = someone will do what they want; disrupt the delicate ecology = create disharmony in a group where relationships are already fragile; stumbling their way into discussion forums = take part clumsily, without really knowing what they are doing

8 Ss discuss the questions in pairs. If Ss do not feel their personality matches any of Flame Warriors, tell them to describe their personality and then think of a name for it. Elicit feedback from the whole class.

9 Play the recording through once without stopping. Tell Ss to make notes about the key points they hear. Elicit ideas and ask Ss to justify their answers.

For tapescript see page 129.

Answers Furious Typers = never write a message when you're angry, Remember that the Internet is not as anonymous as people think it is. If the other members of the forum like the same things as you do, there's a good chance you'll meet them at other stages of your life. A bit of flaming this year can still be remembered ten years from now. **Evil Clowns** = A joke can easily be understood as an attack, so be extremely careful with them online.

10 Matura Tell Ss to read through the statements and think of anything they can remember from the first listening which may help them choose the right answer. Tell Ss to read through the notes they made in Exercise 9. Play the recording again and tell Ss to choose their answers alone, then compare in pairs. Finally elicit answers from the whole class.

Answers 1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 T

11 Ss work in small groups to discuss their ideas and then write a definition for each of the phrases. Elicit feedback and discuss any differences in the definitions. Hold a class vote on the best definition for each phrase.

Answers 1 keep silent 2 be tricked 3 be honest and open about your feelings

12 Ss write their golden rules, then swap them with another pair. You may want to limit the number of guesses Ss are allowed to make to two. If Ss guess correctly, they explain to the other pair how they worked out the answer. If Ss do not guess correctly, the pair that wrote the golden rules must explain to them why/how they match a specific Flame Warrior.

Optional activity: Ss pool their 'golden rules' from Exercise 12, and choose the best five. As a class, produce a poster titled 'The five golden rules of netiquette' and display it on the classroom wall.

SPEAKING AND LISTENING

This section looks at agreeing and disagreeing during a conversation, asking, explaining and checking. Ss are introduced to the language through a listening and practise in a discussion of the role fashion plays in our lives. There is also a useful listening task requiring sentence completion, which appears in exams such as FCE.

Warm-up Revision of vocabulary from the last lesson.

Which Flame Warrior am I? Put Ss into up to nine groups. Give each group the name of one of the Flame Warriors, leaving *Diplomat* as an example. Start describing yourself: *I don't like arguments. I try to help people get along. I believe I am calm and reasonable, but some people don't like my even-handed behaviour. I don't understand it!* Ss guess the name of the Flame Warrior and then write a similar paragraph to describe their Flame Warrior. Each group reads their paragraph and the other Ss have to guess the Flame Warrior.

1 Tell Ss to discuss the photos in pairs, using words from the box and any other words from previous lessons. Elicit whole-class feedback on which image suits Julia best, and why. Photo descriptions: 1 blonde, spiky hair; a nose-stud; earrings; 2 blonde hair; hat; glasses; 3 ginger, frizzy hair; lots of make-up; 4 ginger, wavy hair; hair clips; freckles.

2 Tell Ss to make notes as they listen about what the people are saying. After listening, Ss compare ideas in pairs and answer the questions in the book. Elicit answers and reasons for them.

Tapescript CD1 Track 6

Alex: What are you doing?

Julia: Oh ... hi Alex. I'm just playing with this site I found on the Internet. You upload a photo of yourself and then see what you look like with different images.

Alex: Cool! So ... have you tried it yet?

Julia: Well, yes, but I look ridiculous in all of them. Look.

Alex: I wouldn't say that. This one's nice, with the spiky hair.

Julia: Nice? I think it's horrible. I look like a hedgehog!

Alex: Come on ... it's not so bad. The spiky look is really fashionable these days.

Julia: Oh, and since when have you known anything about fashion?

Alex: OK, that's a valid point. But lots of girls have their hair like that.

Julia: But that's not the point. Other girls look good like that, but I don't think it suits me.

Alex: OK, fair enough. I don't entirely agree with you, but I'll let you decide.

Julia: You'll let me decide? Oh, thanks, that's really kind of you. What about this one with the hat ... I don't like it.

Alex: Neither do I ... although the glasses are pretty smart.

Julia: Yes, I suppose so, but I don't wear glasses. My eyes are perfect.

Alex: Like the rest of you?

Julia: Ha ha!

Alex: But you know you can wear glasses whether you need them or not. They make you look ... more interesting.

Julia: I'd never thought of that, but ... I don't know. I'm not totally convinced.

Alex: OK, so no glasses, no hat, no spiky hair. What about this one, with the frizzy hair.

Julia: Well, the hair's nice, but the make-up's a bit over the top.

Alex: You're absolutely right. But you can change that, can't you? Let me try ...

Julia: Hmm ... that's much better. But it's still not quite right. Maybe we could make the hair just a bit less frizzy ...

Alex: That's exactly what I think. Let's go for wavy rather than frizzy. How about that?

Julia: Wow ... spot on. I really like it.

Alex: Me too. So shall we print it off and tell the hairdresser to make you look like that?

Julia: You're not serious, are you? It's just a bit of fun. I'm not really going to change my image.

Alex: [*groans*]

Julia: So? What's wrong with that?

Answers 1 By uploading a photo to a website and trying out different images. **2** Alex likes the photo with the spiky hair, Julia doesn't; neither of them like the photo with the hat (although Alex likes the glasses); in the third photo, they both agree that the make-up is over the top, and that the hair should be less frizzy. **3** They both like the fourth photo, because it has less make-up and wavy hair.

MATURA SPEAK OUT

3 After Ss have done the matching and completed the Speak Out box, play the recording from Exercise 2 again so that they can hear the phrases being used.

Answers 1 e 2 c 3 a 4 f 5 d 6 b

Speak Out box: 1 5d 2 3a 3 4f 4 2c 5 6b 6 1e

4 Tell Ss that there can be more than one word in each gap. After listening to check their answers, elicit answers from the class.

Answers 1 You're telling **2** Neither do **3** valid point **4** What's wrong with that? **5** totally convinced **6** what you're saying

5 Tell Ss that predicting is a vital stage in listening tasks so that they know exactly what they are listening out for. Ss think of ideas in pairs. Elicit ideas and what kind of word they are listening for, e.g. 1 – an adjective or a verb in the continuous; 2 – a noun.

For tapescript see page 130.

Answers 1 'cool' **2** magazines **3** image **4** London **5** New York **6** machine **7** stylish **8** victim

6 It may be worth telling Ss how they are going to argue, e.g. one pair will be for statements one and three and against two, another pair for two but against one and three. Allow five minutes for Ss to brainstorm their own arguments. Then allow a further two or three minutes for Ss to predict what the other pair will say so that they can counter their arguments. Finally join pairs together to debate their ideas and then discuss Ss' own opinions in open class.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 2: *Dream date*

VOCABULARY | Opposites

This section looks at pairs of adjectives to describe personality with opposite meanings.

Warm-up Review of agreeing and disagreeing. *Pass the controversial statement.* Ask Ss to write one controversial sentence on any topic they like, e.g. one computer game is better than another or about a rule at school which they think should be got rid of. Collect in all the statements and put Ss into groups of four. Hand each group four statements at random (it does not matter if they get their own statements but, hopefully, most students will not), one for each student. Allow one minute for Ss to read their statement and think about their own opinions on the topic. Each student in turn presents their statement and gives their opinions while the other people in the group agree or disagree as they feel.

1 Ss match the adjectives with their opposites alone and then compare with a partner. Elicit answers as a whole class. You could extend the activity by asking Ss to test each other in groups with other adjectives they know.

Answers 1 d 2 c 3 e 4 b 5 a They all describe people.

2 Ss work in pairs to guess the answers. Elicit all and check the meanings before Ss listen to the recording. After Ss have written the stress, drill all the words. Ask Ss follow-up questions to reinforce the vocabulary, e.g. *What makes you feel relaxed? What are you ignorant about that you would like to be more knowledgeable about? Are you adventurous or cautious? Give examples.*

Answers 1 *relaxed* 2 *modest* 3 *ignorant* 4 *inferior* 5 *complimentary* 6 *worrying* 7 *intriguing* 8 *well-matched* 9 *infantile* 10 *cautious*

3 Put Ss into pairs, A and B, and tell them to close their books. Tell Ss A to open their books again at page 11 but not to show B the page. Bs should open their books to page 123 and, again, hide the page from Student A. This is to ensure that the guessing activity is not spoiled by Ss seeing their partner's instructions. When Ss have written their three names, they should

show them to their partner who should try to guess the instructions using one of the adjectives from Exercise 2, e.g. Student B may think that the incompatible couple are an example of two dull people. Ss then tell each other why they wrote the names. Elicit some ideas in open class.

4 Tell Ss to decide which of the adjectives given are positive and which negative. Elicit the fact that the responses seem to be disagreeing with what has been said so, if the original statement is positive, the response will be negative and vice versa.

Tapescript CD1 Track 10

- 1 The match was so unfair. I thought the referee was on their side!
- 2 He loves talking about all the books he's read, but actually he doesn't know anything, really.
- 3 She just sits there and listens. I've never heard her say anything.
- 4 Ralph is so funny. I love it when he pretends to be a monkey!
- 5 I got a really long email from Donna – eight pages long!

Answers 1 even-handed 2 knowledgeable 3 confident 4 infantile 5 snappy

5 If Ss are having problems with this task, point out that all the adjectives they need can be found in Exercise 2. Tell Ss that this is a very useful technique in speaking exams where Ss have to discuss something together. Rather than just saying *Yes, I agree*, they can show their range of vocabulary by using a synonym or antonym, e.g. *That's a good idea. Yes, it's excellent. Yes, it's not bad.*

Answers 1 relaxed 2 reassuring 3 complimentary 4 adventurous 5 well-matched 6 modest

6 Set a time limit of three minutes for Ss to think of their characters, the situation and a short dialogue. Ss act them out in their pairs. To extend the situation and challenge Ss, choose two people from different pairs. Tell the second student they are going to have to respond to the first, agreeing with them. However, they will not know what is going to be said so will have to answer spontaneously.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 3: *Crossword*

WRITING | Description of a person

This section includes a reading text that exemplifies the writing task. Ss are then given practice in writing a description of a person, including suitable adjectives and idiomatic phrases.

Warm-up Revision of adjectives. *Find your partner.* Give each student an adjective from the last lesson. Tell Ss to remember their word and to leave the paper where it is written on the desk. Tell Ss that they have to find the student with the adjective which means the opposite to their own. Ss get up and mingle, telling each other their word and what it means if the other person is not sure. When Ss think they have found their partner, they sit down together. Elicit the adjectives from each pair and what they mean. Adjectives to use:

knowledgeable – ignorant; mature – infantile; superior – inferior; tense – relaxed; reassuring – worrying; dull – intriguing; conceited – modest; critical – complimentary; incompatible – well-matched; adventurous – cautious

1 Ss work in small groups to match the categories to the adjectives, and then add more adjectives. Elicit answers from the whole class and build up a table of answers on the board. Tell Ss to make a note of the vocabulary in their vocabulary notebooks.

Answers 1 character **2** hair **3** eyes **4** complexion **5** posture **6** general appearance

Other possible adjectives 1 kind, selfish, hard-working, lazy, polite, rude **2** thin, thick, glossy, lacklustre, clean, greasy **3** clear, bloodshot, wide, narrow, open, hooded **4** clear, spotty, freckled, rosy, smooth, dull **5** excellent, elegant, poor, hunched, rounded, awkward **6** glowing, healthy, lively, browbeaten, unhealthy

2 Monitor as Ss complete the pairwork and correct as necessary. Encourage Ss to think up a story about the woman in the three pictures. Elicit feedback from the whole class.

Suggested answers

Picture 1 sparkling eyes, smooth complexion

Picture 2 straggly hair, tired eyes, drawn complexion, exhausted

Picture 3 calm, upright

3 Look at the essay questions with Ss and ask them to paraphrase the questions to check understanding. Ss then discuss the questions in pairs. Point out that there are no right or wrong answers here, and each student's answer will probably be different. However, Ss should try to justify their answers to each other. Take whole-class feedback.

4 Tell Ss to read the description. They can check whether any elements of the story match the story

they came up with for the woman in Exercise 2. Elicit answers and reasons for their choice.

Answer b

5 Ss read the description again in detail. Tell them to write a timeline of Maria's experiences, to help them to understand what she did and when. Ss then discuss the questions in pairs. Elicit answers and encourage Ss to expand on their answers, providing reasons and justifications.

Answers 1 3 2 1, 2, 4 3 4 (and possibly 2)

4 paragraph 2: she had lost the spark of enthusiasm for the job, she was a shadow of her former self, her complexion seemed greyer, her eyes were tired and unfocused, she had lost too much weight and looked weak and drawn

paragraph 4: it was the best decision of her life, she looks ten years younger, she has energy and a spring in her step, her eyes sparkled, she couldn't stop smiling

5 paragraph 1: according to the writer, Maria seems ambitious, hard-working and successful

paragraph 3: according to the writer, Maria seems brave, decisive and focused

6 Ss work in pairs and find examples of the tenses. They write them down in their books. Elicit feedback from the whole class.

Answers 1 Past Simple (main events), Past Perfect Simple (information about earlier events)

2 one – Past Simple (actions completed at a specific time in the past)

3 The writer is describing a present state.

7 Before Ss begin searching for the phrases, ask them whether they can remember any of them from the previous reading. Tell them to make a note of any that they think they can remember. Ss then check through the description to find the idiomatic phrases. Ask whether they remembered any of them correctly. If they did, point out that we often absorb a lot more information than we might think when we are reading, to boost confidence. Check Ss understand the meaning of the phrases by asking questions, e.g. *Which phrase describes working very long hours? (to work around the clock) Which phrase describes feeling so shocked that you cannot speak? (to leave you speechless) Which phrase describes moving with life and energy? (to have a spring in your step).* As an extension, Ss work in pairs and write a definition of each of the idiomatic phrases. They swap their definitions with another pair, who must match a phrase to each definition.

Answers 1 references **2** a dream job **3** for great success **4** your former self **5** the clock **6** day out **7** around deadlines **8** weight **9** into the unknown **10** right **11** speechless **12** in your step

MATURA TRAIN YOUR BRAIN

8 Ss match the sentences alone, then compare in pairs. Elicit answers and encourage Ss to justify their answers. Also ask Ss for their ideas about other tips that might be useful when writing a description of a person.

Answers 1 c 2 f 3 b 4 d 5 a 6 g 7 e

9 Matura Tell Ss to read through the other two topics in Exercise 3. Either set the task in class or for homework. After the descriptions have been written, it would be good to put Ss into two groups corresponding to the question they answered. Ss read their descriptions to the group, and the group votes on the best description and explains why.