

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

GRAMMAR AND LISTENING

1 In pairs, look at the photos of Colin and answer the questions.

1 In what ways has he changed in the last year?

Use the adjectives in the box below.

2 Why do you think he changed his image?

Appearance: sporty, cute, untidy, slim, plain, sloppy, well-groomed, fit

Clothes: professional, casual, smart, trendy, scruffy, unfashionable, elegant, sophisticated

Personality: good-natured, serious, ambitious, fun-loving, self-conscious, reserved, outgoing, nice, a bit lost, full of himself

2 **CD1.2** Listen to three conversations. Did they happen before or after Colin changed his image? How can you tell?

3 **CD1.2** Listen again and answer these questions.

Conversation 1

1 How is Colin feeling? Why?

2 How long has Colin been looking for a job?

3 What had Colin done to prepare for the job interview last month?

4 Why didn't Colin get the job?

Conversation 2

5 How has Colin changed in the way he looks and the way he feels?

6 What has he been doing to keep fit?

7 What does he do for a living now?

8 What was he doing when he found out about the job?

Conversation 3

9 How many jobs has Colin had before?

10 Has Colin prepared well for the interview? How do you know?

11 What does Colin do in his free time?

12 How long has Colin had his motorbike?

dream makeovers

BEFORE



AFTER



4 In pairs, discuss these questions.

- 1 Robert says 'I think I know where you've been going wrong.' Where has Colin been going wrong?
- 2 Sue asks Colin if he misses the old Colin. Do you think he does? Would you miss 'the old you'?
- 3 The interviewer says 'How interesting!' What is she suggesting? Why?

Work it out

5 Find examples of the following tenses and meanings in the questions in Exercise 3.

Present Simple

- 1 states *How do you know?*
- 2 routines and habits
- 3 permanent situations and facts

Present Continuous

temporary situations/actions in progress now or around now

Past Simple

actions completed at a specific time in the past

Past Continuous

actions in progress at a specific time in the past or when something else happened

Present Perfect Simple

- 1 states that began in the past and continue up to now
- 2 actions completed at an unspecified time up to now, with important results now
- 3 experiences during an unfinished period of time (e.g. during my life)

Present Perfect Continuous

- 1 actions in progress over a period of time up to now
- 2 processes in the past with important results now

Past Perfect

the earlier of two past actions

► Check it out page 129

6 Match the beginnings 1–8 with the endings a–h to make sentences. Explain your decisions.

- 1 I've been trying to get a job
- 2 I tried to get a job
- 3 I've tried to get a job
- 4 I was trying to get a job
- 5 He didn't recognise her because
- 6 She couldn't get a job so
- 7 Every six months
- 8 She looks much better now

- a when I decided to start my own business.
- b but I think it's time to give up.
- c for about six months now.
- d but I gave up after six months.
- e she changed her image.
- f she's changed her image.
- g she changes her image.
- h she'd changed her image.

7 CD1.3 Listen and answer the questions.

- 1 Who are the people and what is their relationship to Colin?
- 2 Who is more positive and who is more negative? How do they describe Colin?
- 3 Whose opinion do you agree with more? Why?

8 CD1.3 Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

- 1 So you _____ (have) a good look at him then!
- 2 How _____ (you/know)? _____ (you/speak) to him?
- 3 Well, he _____ (have) problems with the photocopier yesterday, so I _____ (show) him how it worked and ...
- 4 Yes, I _____ (see) him with a gym bag. I expect he _____ (work out) on the way home.

9 Complete the text with the correct form of the verbs in brackets.

About a year ago, a TV company ¹_____ (look) for people to appear on a show called *Total Makeover*, and my sister ²_____ (write) to suggest I take part. And stupidly, I ³_____ (agree) to do it.

I remember at one point I felt like a princess: one person ⁴_____ (cut) my hair and another ⁵_____ (paint) my nails. I couldn't see what they ⁶_____ (do) – that's part of the programme, to make it a surprise.

Anyway, in the end it was time to see what they ⁷_____ (do) to me. The presenter ⁸_____ (turn) round the mirror and I nearly ⁹_____ (scream). They ¹⁰_____ (cut) off almost all my hair. I ¹¹_____ (have) to smile and pretend to be happy, but inside I ¹²_____ (cry).

Now I ¹³_____ (try) to grow my hair long again. It ¹⁴_____ (grow) back a bit, but I still ¹⁵_____ (wear) a hat most of the time.

10 In groups, discuss the questions.

- 1 Do you think Colin did the right thing? Why?
- 2 Why do people have makeovers?
- 3 Would you ever change your image? If so, why?

READING AND LISTENING

1 In pairs, look at the pictures of Flame Warriors. What do you think they represent? Then read the introduction to check.

2 **CD1.4** Look at the names of the ten Flame Warriors. Which adjectives might describe each one? Explain your choices. Then read the article and choose the best adjective for each character.

annoying chatty even-handed
frustrating harmless nasty disruptive
rambling unsteady critical

3 **Matura** Read the article again and match the questions 1–10 to the correct warriors.

- 1 Who attacks other people's characters rather than their arguments?
- 2 Who doesn't know what to do?
- 3 Who doesn't take the time to understand the argument?
- 4 Who expects others to entertain them?
- 5 Who is invisible most of the time?
- 6 Who just wants others to reply to them?
- 7 Who never writes long responses?
- 8 Who prefers the social side of online discussions?
- 9 Who tries to be fair but is often unwelcome in disputes?
- 10 Who uses humour to spoil discussions?

4 **Vocabulary** Match the underlined words in the article with the definitions 1–6. What is the connection between the words?

- 1 the culture that comes from the Internet
- 2 online etiquette – rules for how to behave
- 3 to get involved in a discussion after lurking for some time
- 4 'citizens' of the online community
- 5 to read the messages on an online forum but never write anything
- 6 a list of frequently asked questions on a website

5 **Collocations** Find nouns in the article that collocate with these adjectives and verbs. Then make more collocations with the words from the box.

- | | | |
|------------|--------------|--------------|
| 1 bare | 4 disrupt | 7 lengthy |
| 2 rambling | 5 irrelevant | 8 reveal |
| 3 in-depth | 6 avoid | 9 unexpected |

analysis comments feet a meeting
offending someone process reply
a secret visitor

6 **Metaphors and images** Underline all the words and phrases in the article connected with fire and war. Why do you think the writer has used so many powerful images?

7 Look at these phrases from the text. In pairs, discuss the image created by the phrases in the context of online discussions.

... they put their heads down ...
... snappy replies ...
... someone ... will take the bait
... disrupt the delicate ecology ...
... stumbling their way into discussion forums

8 In pairs, discuss these questions.

- 1 Which of the adjectives from Exercise 2 describe your online personality?
- 2 Which Flame Warrior is most like you? Why?

9 **CD1.5** Listen to an expert on online personalities. Which Flame Warrior(s) would benefit from Alice's advice? Why?

10 **CD1.5** **Matura** Listen again. Are the statements true (T) or false (F)?

- 1 When we are online, we can be more honest than when we are offline.
- 2 Alice thinks flaming is acceptable.
- 3 Flaming can make us feel stressed.
- 4 Alice was a regular contributor to the Psychology forum.
- 5 Alice sent an angry reply to the man on the forum.
- 6 Alice's Internet problems actually helped her to avoid a bigger problem.
- 7 You should never write a message to a forum when you're angry.
- 8 Jokes are dangerous in online discussions.

11 Alice uses the following metaphors. What does she mean?

- 1 hold your tongue
- 2 fall into a trap
- 3 get something off your chest

12 Choose another one of the Flame Warriors. In pairs, write some 'golden rules' for your Flame Warrior. Read your advice to another pair. Can you guess which warrior their advice is for?

Some years ago, a calm and quiet discussion forum that I belonged to erupted into a burning flame war. While the forum burnt, I amused myself by drawing caricatures of the main participants. Over the years, the list of online fighters has grown into the Flame Warriors – the different personalities we become when we go online.



Furious Typers combat strategy is to drown their enemies in a sea of angry words. They have no understanding of subtlety and ignore everything except the bare essentials of any argument. After a brief look at their opponent's arguments they put their heads down and rapidly fire off long rambling messages full of grammatical and factual errors.

Diplomats get involved in hot disputes, presuming that the combatants will welcome and appreciate their even-handed and reasonable mediation. They try to be a force for good, helping to bring everyone together, but they usually only manage to turn all the other netizens against them. Frankly, they get what they deserve.



Evil Clowns are very quick with a joke, but their jokes always have a nasty side. They are impatient of in-depth discussions and will often disrupt exchanges between serious forum participants by introducing irrelevant topics or silly jokes and comments. Their greatest thrill is to make fun of weaker Warriors with their snappy replies. Evil Clowns will attempt to avoid defeat by accusing their attacker of having no sense of humour.

For **Coffee Mornings** the discussion forum is a social gathering. Coffee Mornings prefer a friendly, chatty environment and almost always limit their participation to non-technical forums. Coffee Mornings prepare the battlefield by filling it with pleasant but empty messages – their favourite phrase is 'thanks for sharing'.



Bores only get involved in order to criticise other Warriors for not being interesting enough – without, of course, ever contributing anything of interest themselves. When under pressure in battle they will announce their intention of moving on to a more stimulating forum, but instead they will generally lurk quietly until the threat passes.



Therapists can be highly annoying and therefore very effective Warriors. Instead of making a frontal attack, Therapists attempt to move the focus of the conflict to the fighters' psychological motivations and problems. They will freely speculate about other Warriors' insecurities, personalities and relationships, but they will almost never directly deal with the subject of the dispute.

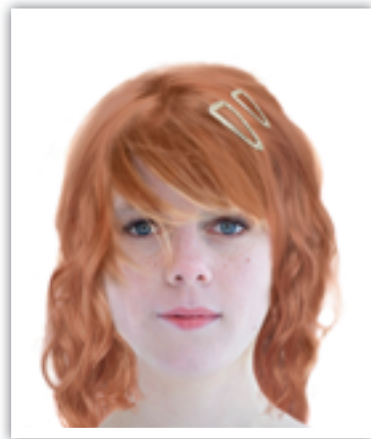
Trollers are looking for a response ... ANY response, and they will fill the forum with complaints, insults and compliments hoping that someone ... ANYONE, will take the bait. They can disrupt the delicate ecology of a discussion forum.

Unsteady in their knowledge of computers and cyberculture, **Newbies** explore the Internet, stumbling their way into discussion forums. They rarely read the FAQs and are clueless about the basics of netiquette. In battle, the Newbie's usual tactic is to pretend to be helpless. Most Warriors will either ignore Newbies or treat them with mild pity, but a few, such as Evil Clown, take special pleasure in torturing them.



Grunters always respond to discussion forum messages with a single word or a short phrase. Other Warriors find Grunters particularly frustrating because they will answer their lengthy arguments with a simple 'Yeah!', 'Get a life', 'Whatever', 'I agree', 'Wrong', etc. Grunters are difficult to engage in direct battle, and the only indication that they have been defeated in battle is when they go silent.

Lurkers do not participate in normal forum discussions, but they're out there ... watching, reading every message. They're usually quite harmless. If a fight breaks out they will quietly observe to avoid revealing their position. Occasionally, however, some mysterious impulse drives them to de-lurk and attack. This totally unexpected assault is universally seen as an ambush, and other Warriors will attack them. Lurkers rarely stay around to fight, however, and after a brief exchange, they once again disappear.



SPEAKING AND LISTENING

- 1** In pairs, look at the photos. Which image suits Julia best? Why? Use words from the box or any other words you remember.

Hair: straight, spiky, shoulder-length, frizzy, ginger, wavy, blonde, etc.

Accessories: hat, glasses, earrings, a nose-stud, hair clips, etc.

Other: heavy make-up, freckles, etc.

- 2** **CD1.6** Listen to Julia talking to her friend, Alex, and answer the questions.

- How were the photos made?
- What opinions do they have?
- Do they agree with each other?

- 3** Match 1–6 with a–f. Then put the sentences in the correct places in **Speak Out**.

- | | |
|-----------------------|--------------|
| 1 I wouldn't | a enough. |
| 2 But that's not | b are you? |
| 3 OK, fair | c the point. |
| 4 I'd never thought | d right. |
| 5 You're absolutely | e say that. |
| 6 You're not serious, | f of that. |

MATURA SPEAK OUT | Agreeing and disagreeing

Strong agreement

You're telling me!
1 _____ That's exactly what I think.
So do I./Me too./Neither do I.
Spot-on!/Exactly!/Absolutely!

Mild agreement

I have to admit, you've
got a point there.
2 _____ Yes, I suppose so.
That's a valid point.
True, 3 _____
You may/could be right.

Strong disagreement

Nice? I think it's horrible.
4 _____ Come on!
Frankly, that's rubbish!
5 _____ So? What's wrong with that?

Mild disagreement

I don't entirely agree
with that.
6 _____ I hear what you're saying,
but ...
To be honest, I don't think
I'm not totally convinced. that's true.

- 4** **CD1.7** Use **Speak Out** to complete the conversations. Listen and check. Then practise the conversations in pairs.

- 1** A That was one of the worst films I've ever seen.
B _____ me! It was awful, wasn't it?
- 2** A I don't understand why they need to spend an hour doing their hair.
B _____ I. We're just going to the shops!
- 3** A I know I'll have my phone with me, but what if I drop it and it breaks?
B That's a _____. I hadn't thought of that. I'll take mine too.
- 4** A You spend more time with your new friends than with us!
B So? _____ Maybe I like them better.
- 5** A Alan says parachuting is completely safe as long as you know what you're doing.
B Maybe, but I'm not _____. I don't think I'll risk it.
- 6** A But all my friends have got spiky hair. I just want to be like them.
B I hear _____, but I still don't like it.

- 5** **CD1.8** Before you listen to a discussion, read the sentences and think how you could complete the sentences. Then listen and complete the sentences with one word in each gap.

Ruth says she doesn't care what's ¹ _____ this season, but Dan thinks she copies the models in the ² _____.

Ruth admits that she changes her ³ _____ quite regularly.

Dan says the trendsetters are young people in ⁴ _____, ⁵ _____ and Milan who experiment with new styles.

Dan believes the fashion industry is just a marketing ⁶ _____.

Ruth thinks Dan's clothes are ⁷ _____ and up-to-date.

According to Ruth, a person who wears all the latest styles is called a fashion ⁸ _____.

- 6** In pairs, prepare your arguments for or against the statements below. Then discuss the statements with another pair using language from **Speak Out**.

- The fashion industry works by making people feel bad about the way they look.
- It's not important to look fashionable if you want to succeed in life.
- You shouldn't judge people by the clothes they wear.

VOCABULARY | Opposites

1 Match adjectives 1–5 from this unit with their opposites. Do they all describe people?

- | | |
|------------------|-------------|
| 1 self-conscious | a biased |
| 2 chatty | b snappy |
| 3 nasty | c quiet |
| 4 rambling | d confident |
| 5 even-handed | e nice |

2 **CD1.9** Make the sentences 1–10 more logical by swapping the underlined word in each sentence with its opposite from the box. Then listen, check and mark the stress on each adjective.

cautious complimentary ignorant
infantile inferior intriguing modest
relaxed well-matched worrying

- Have a bath and you'll feel more tense.
- Steve's a great musician but he's very conceited about his abilities.
- I'm really knowledgeable about politics. You'll have to ask someone else.
- Tom's nasty comment really made me feel superior.
- They're proud because the teacher said some really critical things about their project.
- The week before exams is a reassuring time for everybody.
- Harvey told us some dull stories about his visit to China – he should write a book about it.
- Although their personalities are different, Phil and Amy are very incompatible.
- I really can't forgive Sylvia for her mature behaviour: she's nearly nineteen.
- I'm quite adventurous about trying new food in a restaurant – I don't want to get an unpleasant surprise!



3 Work in pairs. Student A, look below. Student B, look at page 123.

Student A

On a piece of paper, write down the names of:

- a famous couple who are incompatible.
- a TV presenter who pretends to be knowledgeable.
- an actor who always takes predictable roles.

Close your book. Show the names to Student B and explain why you wrote them.

4 **CD1.10** Listen to the first line of each conversation and in 1–5 below choose the correct adjective to make logical responses.

- Did you? I thought he was very *even-handed / biased*.
- Do you think so? I think he's quite *knowledgeable / ignorant*.
- Haven't you? She always seems very *self-conscious / confident* to me.
- Actually, I think he's quite *infantile / mature*.
- Really? Her emails are usually so *snappy / rambling*.

5 Complete the sentences with a suitable opposite adjective to show that the speakers agree. Then act out the conversations.

- A Jackie looked very tense today, didn't she?
B Well, she certainly didn't look ¹ _____.

- A That programme about the future of mankind was quite worrying, I thought.
B Mmm, it wasn't exactly ² _____.

- A Mr Palmer's critical of everything we do.
B I know, he's certainly not very ³ _____.

- A Geri's always so cautious in her choice of clothes.
B That's true. She's not very ⁴ _____ at all.

- A I'm surprised Kim and Greg are still together – they're so incompatible.
B I know. They're not exactly ⁵ _____, are they?

- A That new boy in our class is so conceited!
B I agree. He isn't what you'd call ⁶ _____, is he?

6 Act out similar conversations to those in Exercise 5, using pairs of opposites from Exercises 1 and 2.

WRITING | Description of a person

- 1** Choose a category from the box for the groups of adjectives 1–6. Add more adjectives to each group.

complexion character eyes
general appearance hair posture

- 1 calm, aggressive, impulsive
2 straggly, curly, windswept
3 sparkling, tired, unfocused
4 drawn, grey, wrinkled
5 stooped, upright, unsteady
6 exhausted, weak, rough
- 2** In pairs, use the adjectives from Exercise 1 to describe the woman in the pictures. What do you think the pictures show?
- 3** Read the three writing tasks and discuss the questions in pairs.

Essay questions

- a** Describe a person who has changed the way you see yourself.
b Describe a person who has made an unexpected change in his or her life.
c Describe a person whose life changed as a result of an unexpected event.

- 1 Is it better to write about a real person or an imaginary person?
2 Which task would you find easiest?
3 Who would you write about?
4 Would you keep to the facts, or would you invent new facts to make the description more interesting?
- 4** Read the description of a person. Which essay question from Exercise 3 does it answer?
- 5** In pairs, answer these questions.
- 1 Which paragraph describes the change that Maria made?
2 Which paragraphs are more descriptive?
3 Which paragraph shows how the change was unexpected?
4 In paragraphs 2 and 4, how does the writer link Maria's appearance to the events in her life?
5 In paragraphs 1 and 3, what impression does the writer give of Maria's character?



- 1** My older sister Maria had always wanted to be a doctor, so I wasn't surprised when she finished medical school with top grades and glowing references. Then, when she landed a dream job as a consultant in Australia, she seemed destined for great success. But then everything changed.
- 2** When she came back home to visit us two years ago, she was a shadow of her former self, exhausted from working around the clock, day in, day out. She had lost the spark of enthusiasm for the job, which revolved around deadlines and strategies rather than curing people's illnesses. Her complexion seemed greyer and her eyes were tired and unfocused. And she had lost weight – too much weight – and now looked weak and drawn. We spent most of her week-long visit yelling at each other.
- 3** That was when she decided to take a leap into the unknown. She resigned from the hospital and took a job training doctors in poor countries. People thought she was crazy to throw away her dream job, but she needed to get her priorities right.
- 4** I saw her last week and the transformation left me speechless. She looks ten years younger and she has the spring in her step and energy that I remember when we were growing up. Her eyes sparkled and she couldn't stop smiling as she told me about the places she had seen and the people she had helped. I never expected she'd be brave enough to change everything, but it was the best decision of her life.



6 Answer these questions about the description.

- 1 What two tenses are used in paragraphs 1 and 2? What were the main events and what information is given about earlier events?
- 2 How many tenses are used in paragraph 3? Why?
- 3 Why did the writer use the Present Simple in paragraph 4?

7 Complete these idiomatic phrases from the description.

- 1 glowing _____
- 2 to land _____
- 3 to be destined _____
- 4 to be a shadow of _____
- 5 to work around _____
- 6 day in, _____
- 7 to revolve _____
- 8 to lose _____
- 9 to take a leap _____
- 10 to get your priorities _____
- 11 to leave you _____
- 12 to have a spring _____

8 In **Train Your Brain**, match 1–7 with a–g.

MATURA TRAIN YOUR BRAIN | Writing skills

Description of a person

- 1 Read the question carefully and decide who you are going to write about.
 - 2 Don't describe every detail, like the colour of their eyes.
 - 3 Plan to have around four paragraphs, each with a clear function, and use
 - 4 Before you start writing,
 - 5 Make a list of great adjectives and idioms that you can use in your description.
 - 6 Try to link the person's appearance and character
 - 7 When you've finished,
- a Decide which paragraph is best for each one.
 - b around three or four sentences in each paragraph.
 - c It's easier to write about a real person, but you can invent a character if you prefer.
 - d plan which tenses you'll use in each paragraph.
 - e read your writing to make sure you've answered the question completely.
 - f Only describe the details that are important to the question.
 - g to the events in the story.

- 9** **Matura** Choose one of the remaining two topics in Exercise 3. Follow the instructions in **Train Your Brain** to plan your writing. Then write your answer in 200 to 250 words.