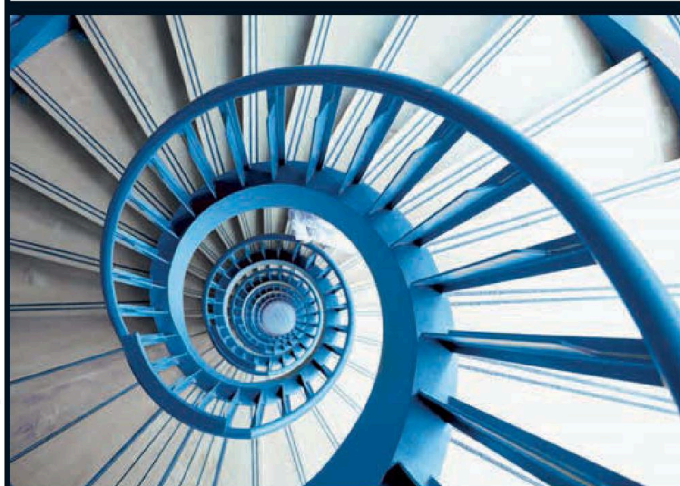


NEW

Language
LEADER







INTERMEDIATE



COURSEBOOK

DAVID COTTON | DAVID FALVEY | SIMON KENT

Unit	Grammar	Vocabulary	Reading
1 Personality (p6–15) 	Question forms, subject & object questions (1.2) Present simple & present continuous (1.3)	Personality adjectives (1.1) Prefixes (1.3) Symbols & abbreviations ; linkers (1.5)	Encyclopedia entry about extroverts & introverts Making connections (1.1) Article about method acting Reacting to a text (1.2) Article about charisma Identifying topic sentences (1.3)
2 Travel (p16–25) 	Past simple (2.1) Present perfect simple & past simple (2.3)	Travel expressions (2.1) Phrasal verbs 1 (2.2) Words from the reading (2.3) Time linkers (2.5)	Article about travel & tourism (2.1) Articles about famous explorers; evaluating & justifying (2.2) Article about Wilfred Thesiger; reacting to the topic ; extract from Arabian Sands (2.3)
3 Work (p26–35) 	Present perfect continuous (3.2) Present perfect simple and continuous (3.3)	Work adjectives; dependent prepositions (3.1) Expressions connected with time & work (3.2)	Adverts for jobs; ranking & justifying choices (3.1) Article about homeworking; evaluating advantages & disadvantages (3.2) Blog comments about work placements; inferring opinion (3.3)
4 Language (p36–45) 	Future forms: <i>will</i> , <i>going to</i> , present continuous (4.2) First conditional (4.3)	Language learning (4.1) Phrasal verbs 2 (4.1) British & American money idioms (4.2) Language style; communication & register (4.3) Percentages & fractions; linkers (4.5)	Advert for a language course; evaluating the success of a text (4.1) Identifying genres; three texts about English & Chinese (4.2) Identifying main ideas ; article about avoiding mistakes online (4.3)
5 Advertising (p46–55) 	Second conditional (5.2) Comparison, emphasising difference & similarity (5.3)	Advertising adjectives (5.1) Words with a similar meaning connected to 'change' (5.2) Word combinations (5.3) Essay expressions (5.5)	Article about advertising; inferring opinion (5.1) For & Against article about manipulating images; evaluating arguments ; text reference (5.2) Newspaper article about advertising to children; responding to the topic (5.3)
6 Education (p56–65) 	Defining relative clauses (6.2) Non-defining relative clauses (6.3)	Education & studying (6.1)	Online discussion about single-sex schools (6.1) Article about Maria Montessori; evaluating a summary (6.2) Newspaper editorial about free university education; challenging opinions (6.3)

	Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
	<p>Conversation about appearance & personality (1.1)</p> <p>Radio interview with a psychologist (1.2)</p>	<p>Discussing personalities; Word stress (1.1)</p> <p>Discussing personality tests (1.2)</p> <p>Discussing charisma (1.3)</p>	<p>Key language: giving opinions, agreeing & disagreeing, making suggestions</p> <p>Task: choosing a new team member</p> <p>Scenario: choosing a new member</p>	<p>Writing questions (1.2)</p> <p>Study skills: Taking notes while reading</p> <p>Writing skills: A for and against essay</p>	<p>Meet the expert: an interview with Michael Gould, a professional actor, about method acting (1.2)</p> 
	<p>Questions & answers about travelling abroad; inferring attitude (2.1)</p> <p>Interview about the Universities Explorers Programme (2.3)</p>	<p>Compiling a list of travel tips (2.1)</p> <p>-ed endings; talking about past life events (2.2)</p> <p>Contractions; choosing suitable jobs (2.3)</p>	<p>Key language: discussing advantages & disadvantages, making suggestions</p> <p>Task: organising a study trip</p> <p>Scenario: discussing issues of past study trips and planning a more successful one</p>	<p>Writing travel tips (2.1)</p> <p>Study skills: Taking notes while listening</p> <p>Writing skills: A biographical profile</p>	<p>Study skills video: making notes while listening to a talk about Thor Heyerdahl (2.5)</p> 
	<p>People talking about homeworking (3.2)</p> <p>Radio interview with three students about their work placements (3.3)</p> <p>Conversation with a careers counsellor; people talking about CVs (3.5)</p>	<p>Discussing jobs (3.1)</p> <p>Discussing what is important in a job (3.1)</p> <p>Discussing ideal working hours (3.2)</p> <p>Discussing work placements (3.3)</p> <p>Correcting politely (3.2)</p>	<p>Key language: asking questions, giving answers</p> <p>Task: taking part in an interview</p> <p>Scenario: conducting and participating in an interview</p>	<p>Writing a job advert (3.1)</p> <p>Study skills: Organising ideas and paragraphs</p> <p>Writing skills: Covering letter & Curriculum Vitae (CV)</p>	<p>Meet the expert: an interview with Caroline Matthews, about her internship in the insurance industry (3.3)</p> 
	<p>Conversation between two students (4.2)</p> <p>Interview with an expert on communication (4.3)</p>	<p>Discussing language issues (4.1)</p> <p>Debate about British and American English (4.2)</p> <p>Compiling a list of Dos & Don'ts for online communication (4.3)</p>	<p>Key language: accepting & rejecting ideas, considering consequences</p> <p>Task: selecting an English language programme</p> <p>Scenario: discussing proposals and choosing the best one</p>	<p>Study skills: Describing charts & tables</p> <p>Writing skills: A report describing a chart</p>	<p>Meet the expert: interview with Henry Hitchings, author of Language Wars, about English as a global language (4.2)</p> 
	<p>People talking about adverts (5.1)</p> <p>Conversation about designing a website (5.2)</p> <p>An extract from a lecture on critical thinking (5.5)</p>	<p>Talking about adverts (5.1)</p> <p>Choosing photos for adverts (5.1)</p> <p>Discussing cosmetic surgery (5.2)</p> <p>Group discussion comparing the benefits of different quad bikes (5.3)</p>	<p>Key language: the language of presentations</p> <p>Task: giving a formal presentation</p> <p>Scenario: brainstorming for an advertising campaign and selecting the most effective one</p>	<p>Study skills: Critical thinking</p> <p>Writing skills: An opinion-led essay; planning your essay</p>	<p>Meet the expert: interview with Vena Raffle about the work of the UK Advertising Standards Authority (5.3)</p> 
	<p>People talking about their education; inferring attitude (5.1)</p> <p>Student describing a teacher (6.1)</p> <p>People talking about their university experience (6.3)</p>	<p>Discussing education (6.1)</p> <p>Timed discussion about educational issues (6.2)</p> <p>Describing & comparing different educational systems (6.3)</p>	<p>Key language: discussing options</p> <p>Task: problem-solving</p> <p>Scenario: looking at problems at a university and finding solutions</p>	<p>Writing your opinion online (6.1)</p> <p>Describing a teacher (6.2)</p> <p>Study skills: Reading strategies: predicting, skimming, scanning, inferring</p> <p>Writing skills: Formal correspondence, correspondence conventions</p>	<p>Meet the expert: interview with Rob Gueterbock, a Montessori teacher, about the Montessori method of education (6.2)</p> 

Unit	Grammar	Vocabulary	Reading
7 Design (p66–75) 	Modals (necessity & obligation) (7.2) Modals (present deduction) (7.3)	Word building; design adjectives (7.1) Materials, shapes & texture; abstract nouns (7.2) Words from the reading (7.3) Linkers (7.5)	Introduction from a design book; reacting to the text (7.1) Three articles about design periods; justifying opinions (7.2) Article about Alessi; identifying main ideas (7.3)
8 Business (p76–85) 	Past continuous (8.2) Past perfect simple	Business terms & roles (8.1) Collocations 2: business (8.3)	Leaflet for new businesses (8.1) Article about business dilemmas (8.2) Obituaries of business icons; identifying similarities & differences (8.3)
9 Engineering (p86–95) 	The passive (9.2) Articles (9.3)	Words from the reading (9.1) Collocations 3 (9.1) Hazards and global threats (9.2) Expressions for managing a discussion (9.5)	Leaflet about women & engineering; identifying genre (9.1) Article about asteroids; identifying facts (9.2) Three articles about superstructures; identifying problems (9.3)
10 Trends (p96–105) 	Expressions of quantity (10.2) Infinitives & -ing forms (10.3)	Phrasal verbs 3 (10.1) Fashion (10.2) Describing trends (10.5)	Article about 'the tipping point'; reflecting on the topic (10.1) Article about cultural influences on fashion; identifying examples (10.2) Article about paying for music; reacting to the text (10.3)
11 Arts and Media (p106–115) 	Reported speech (11.2) Reported questions (11.3)	Describing books and films; media genre (11.1) Words connected with the arts (11.2) Expressions for a presentation (11.5)	Reviews; inferring the writer's opinion (11.1) Article about media recluses (11.2) Interview with Rageh Omar; identifying topics (11.3)
12 Crime (p116–125) 	Third conditional (12.2) Modals (past deduction) (12.3)	Crime (12.1) Collocations 4 (12.2)	Article about stupid criminals; inferring emotions (12.1) Article about the psychology of crime (12.2) News report on a robbery in Sweden; looking at genre (12.3)

Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
<p>Conversation between two designers (7.2)</p> <p>Conversations at a design museum (7.3)</p> <p>Conversation with a lecturer about written work (7.5)</p>	<p>Word stress; talking about the design of everyday objects (7.1)</p> <p>Designing a new product (7.2)</p> <p>Talking about re-designing an object (7.3)</p>	<p>Key language: describing qualities</p> <p>Task: evaluating designs</p> <p>Scenario: judging products to choose the winning design</p>	<p>Describing a favourite object (7.1)</p> <p>Study skills: Proofreading</p> <p>Writing skills: A product report</p>	<p>Meet the Expert: an interview with Freyja Sewell, a furniture and product designer, about her designs (7.2)</p> 
<p>Radio interview with a business advisor; summarising (8.1)</p> <p>Conversation about a business idea (8.1)</p>	<p>Planning a new business (8.1)</p> <p>Reacting to the topic; discussing business dilemmas; weak forms (8.2)</p> <p>Talking about successful people (8.3)</p>	<p>Key language: the language of negotiation</p> <p>Task: negotiating</p> <p>Scenario: negotiating to get the best deal</p>	<p>Describing a memorable event (8.2)</p> <p>Study skills: Recognising formal & informal language; beginning & ending correspondence</p> <p>Writing skills: Formal & informal correspondence</p>	<p>Meet the Expert: an interview with Teresa Le about the Vietnamese food business: she set up in London (8.1)</p> 
<p>Radio interview with a woman engineer (9.1)</p> <p>Discussion between engineer students (9.5)</p>	<p>Discussing engineering achievements (9.1)</p> <p>Ranking global threats (9.2)</p> <p>Talking about superstructures; weak forms; debate about superstructures (9.3)</p>	<p>Key language: discussing options, making decisions</p> <p>Task: assessing a project</p> <p>Scenario: deciding on a Mega Project</p>	<p>Writing about the greatest engineering achievement (9.1)</p> <p>Study skills: Participating in a group discussion; understanding body language</p> <p>Writing skills: Describing a process using the passive</p>	<p>Study skills video: participating in a group discussion (9.5)</p> 
<p>Conversation between a manager and a shop assistant (10.2)</p> <p>People talking about their music habits (10.3)</p> <p>Students talking about vocabulary learning (10.5)</p>	<p>Talking about trends (10.1)</p> <p>Talking about fashion (10.2)</p> <p>Discussing paying for downloads; numbers (10.3)</p>	<p>Key language: raising & responding to issues</p> <p>Task: participating in a meeting</p> <p>Scenario: discussing problems and winning solutions</p>	<p>Describing a recent trend (10.1)</p> <p>Study skills: Recording & learning vocabulary</p> <p>Writing skills: Describing a trend; avoiding repetition</p>	<p>Meet the Expert: an interview with Cate Trotter, a trends consultant, about how understanding trends can help a business (10.1)</p> 
<p>Reviews (11.1)</p> <p>Conversation about a job interview (11.3)</p>	<p>Describing a favourite book or film (11.1)</p> <p>Discussing the arts and celebrities; justifying opinions (11.2)</p> <p>Giving a witness report of an imaginary news event (11.3)</p>	<p>Key language: comparing & contrasting</p> <p>Task: choosing a film to produce</p> <p>Scenario: Weighing up the options to reach a group decision</p>	<p>Writing an online review (11.1)</p> <p>Reporting an interview (11.3)</p> <p>Study skills: Delivering a presentation</p> <p>Writing skills: A short formal report; making generalisations</p>	<p>Study skills video: delivering a presentation (11.5)</p> 
<p>People talking about their crimes; comparing & contrasting (12.2)</p> <p>People talking about a robbery (12.3)</p> <p>An extract of a lecture on home security; an extract from a lecture on car security (12.5)</p>	<p>Discussing the seriousness of crimes (12.1)</p> <p>Discussing controversial statements (12.2)</p> <p>Solving a crime (12.3)</p>	<p>Key language: reaching a decision</p> <p>Task: discussing court cases</p> <p>Scenario: Looking at court case and agreeing on verdicts</p>	<p>Study skills: Summarising</p> <p>Writing skills: A cause & effect essay</p>	<p>Meet the Expert: an interview with Stefanie Bierwerth, a publisher, about the appeal of crime fiction (12.1)</p> 

1

Personality

1.1 PERSONALITY TYPES

IN THIS UNIT

GRAMMAR

- question forms
- present simple and present continuous

VOCABULARY

- personality adjectives
- prefixes

SCENARIO

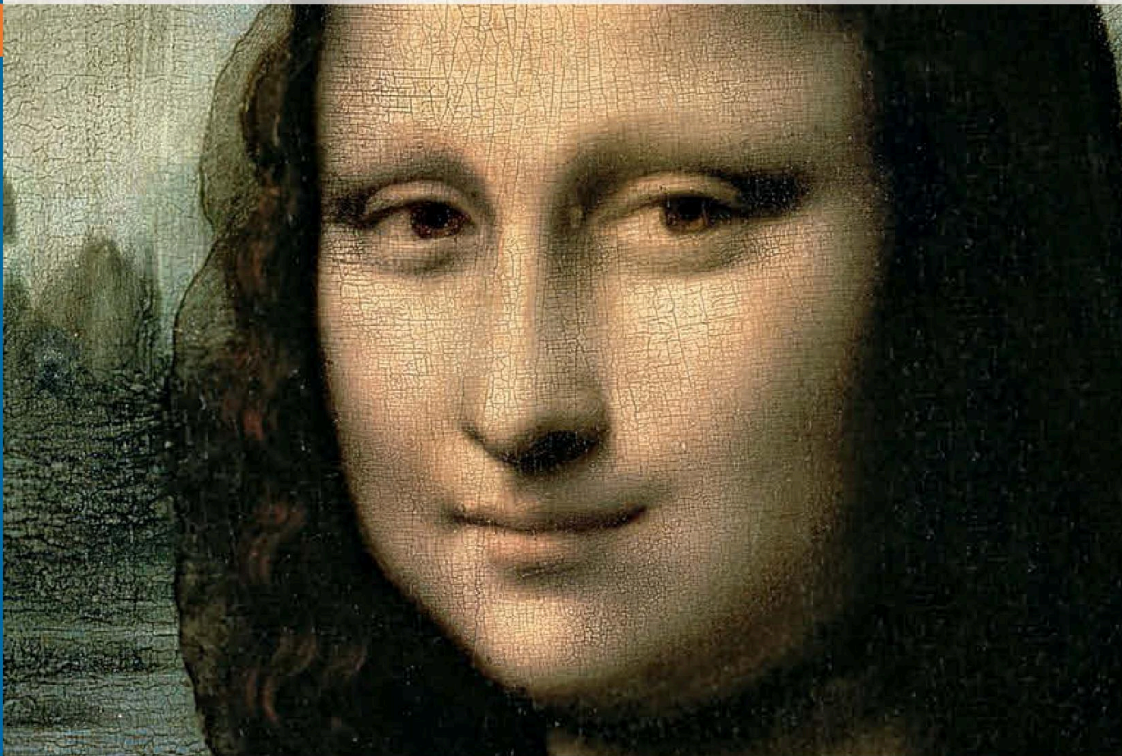
- giving opinions, agreeing and disagreeing, making suggestions
- choosing a new team member

STUDY SKILLS

- taking notes while reading

WRITING SKILLS

- a for and against essay



'My one regret in life is that I am not someone else.' Woody Allen 1935–, US film-maker, writer and actor

VOCABULARY

PERSONALITY ADJECTIVES

1a Work with a partner to think of as many personality adjectives as you can, e.g. *friendly, generous*.

1b Choose three adjectives which you think describe your own personality.

2 Look at these adjectives connected with personality. Which ones are positive, which are negative and which are neutral?

adventurous ambitious assertive
bossy cautious creative energetic
likeable moody organised quiet
reliable sensible sensitive serious
sociable talkative thoughtful

3 Match words 1–8 with words a–h to make compound adjectives connected with character.

- | | |
|-----------|-------------|
| 1 easy- | a working |
| 2 open- | b confident |
| 3 even- | c going |
| 4 hard- | d hearted |
| 5 self- | e tempered |
| 6 strong- | f willed |
| 7 warm- | g headed |
| 8 level- | h minded |

PRONUNCIATION

4a **1.1** **Word stress** On which part of the compound adjective in Exercise 3 does the stress fall? Listen and check, then repeat the words.

4b Match the meanings below with an adjective from Exercise 3.

A person who ...

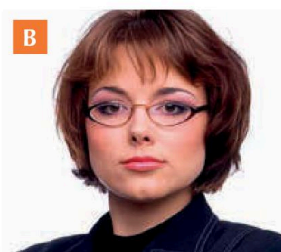
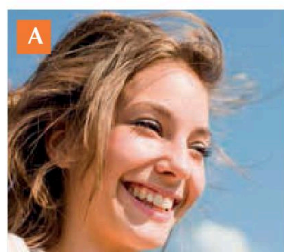
- 1 does not easily become angry: *even-tempered*
- 2 is determined to do what they want: _____
- 3 is not easily upset or annoyed: _____
- 4 accepts other ideas and opinions: _____
- 5 makes a lot of effort: _____
- 6 believes in their own success: _____
- 7 behaves in a calm way even in a difficult situation: _____
- 8 is friendly, kind and generous: _____

4c Think of people you know and one or two adjectives to describe each person. Explain why you describe them like this. Give examples.

LISTENING

5a Look at the people in the photos and discuss. What kind of personality do you think each person has?

5b **1.2** Listen to the three people talking. Was your description of them accurate? A speaks first.



READING

6a Divide these adjectives into two groups according to personality types.

adventurous cautious enthusiastic
quiet reserved self-confident
talkative thoughtful

6b Now divide these jobs into two groups according to personality types. Which adjectives from Exercise 6a do you think go with which jobs? Work with a partner and explain your choices.

artist salesperson politician engineer
teacher inventor manager writer

7a Read the encyclopedia entry quickly and check your ideas in Exercise 6.

7b Read the text again. Are these statements true or false according to the text?

- 1 Jung thought of the terms extrovert and introvert.
- 2 The terms describe a person's way of looking at life.
- 3 Extroverts prefer to be surrounded by people rather than be on their own.
- 4 Introverts don't think carefully before they do things.
- 5 Scientists agree that extroverts are this personality type when they are born.
- 6 Introverts tend to be happier than extroverts.

8 Making connections Work with a partner and choose five jobs. Discuss what personality types the jobs would attract and why. Then discuss your choices with another pair.

computer programmer musician
tax inspector fashion model
librarian film director police officer
researcher songwriter journalist

SPEAKING

9 Work with a partner to discuss the following.

- 1 In your opinion, how useful do you think the two personality types are for describing personality?
- 2 What tells you more about a person's personality: their clothes, their body language, their voice, their attitude, their tastes or something else? Which is best in your opinion?

Extroverts and introverts



Everyone has a different personality. It is what makes people individuals and unique. However, there are some shared personality qualities which let us talk about personality 'types'. One of the most basic personality differences is between extroverts and introverts. These terms are used in many theories of personality types. They were made popular by the important Swiss psychiatrist Carl Jung (1875–1961), although he did not invent them. Extroversion and introversion are ways of describing a person's attitude to the world: do they move towards it or away from it?

Extroverts are people who look outwards. They are friendly, sociable, talkative, enthusiastic and self-confident. They are interested in a range of experiences and enjoy spending time with other people. They tend to act first, then think later. When extroverts feel bad, unmotivated or without energy, they look outside themselves. This means they might go shopping, call friends or have a party. Typical extrovert jobs are in politics, sales, teaching and management.

Introverts, on the other hand, look inwards. They feel more comfortable alone and enjoy ideas and thinking. They are reserved,

quiet, thoughtful and may be shy. They like to think and consider before taking action, and will often analyse before speaking. In contrast to extroverts they value fewer, but deeper experiences. When feeling bad or stressed, introverts look inside themselves for energy and motivation. Introverts often work as artists, writers, engineers and inventors.

Although the types are different, most people have both extrovert and introvert characteristics in their personality, but often they are more one type than the other. There has been some interesting research into why people are basically extroverts or introverts. Some people say that extroverts and introverts are born not made. Others believe that environment is more important in shaping someone's personality.

Attitudes towards introverts and extroverts vary in different cultures. For example, Americans value extrovert qualities. However, cultures such as those in central Europe and south east Asia regard introvert characteristics more highly. Interestingly, research shows that people who live on islands tend to be more introverted. Studies have also found that extroverts have higher happiness levels than introverts.

LISTENING AND SPEAKING

1 How useful do you think the following are for judging a person's character?

personality tests handwriting analysis star signs/horoscopes interviews

2 Have you ever done a personality test? If so, why?

3a **1.3** Listen to an interview with Dr Frank Partridge, an expert in psychometrics (the measurement of intelligence and personal qualities). Tick (✓) the topics covered in the interview.

- 1 things that psychometric tests measure
- 2 the first tests
- 3 problems with personality tests
- 4 the Myers–Briggs test
- 5 the future of personality tests

3b Complete the questions that the interviewer asks.

- 1 What exactly _____ psychometrics _____?
- 2 How _____ psychometric testing _____?
- 3 _____ useful _____ the tests?
- 4 _____ they reliable?
- 5 What _____ personality tests _____ you about a person?
- 6 _____ you _____ any of these tests yourself?
- 7 What _____ you _____ on at the moment?

3c Listen again and check your answers to Exercise 3b.

GRAMMAR

QUESTION FORMS

4 Look at the questions you completed in Exercise 3b. Which tense is used in each question?

5 Are these statements about question formation true or false? Correct the ones that are false.

- 1 In questions with the verb *be*, we put the verb before the subject.
- 2 In present simple questions (except with *be*), we use the auxiliary verb *do/does*.
- 3 In past simple questions, we use the auxiliary verb *has/have*.
- 4 In present continuous questions, we put *do/does* before the subject.
- 5 In present perfect questions, we put *has/have* before the subject.

6 Look at a and b below, then answer questions 1–3.

- a Who designed the Stanford–Binet test?
– Alfred Binet designed it.
 - b What did Alfred Binet design?
– Alfred Binet designed the first usable intelligence test.
- 1 In which question (a or b) is the *wh*- word the subject? (This is a subject question.)
 - 2 In which question (a or b) is the *wh*- word the object? (This is an object question.)
 - 3 In which type of question do we form the question with an auxiliary verb, e.g. *do/does*, *did*?

→ Language reference and extra practice pages 126–127

METHOD



Some actors believe that they have to 'become' the people they play in order to give a convincing performance. Actors who think and behave in character to prepare for their roles are known as 'method actors'. Two classic examples today of method actors are Daniel Day-Lewis and Johnny Depp. Daniel Day-Lewis is undoubtedly the greatest method actor of our time. He has won three Oscars for best male actor – more than any other male actor. He works only when it suits him. He does not act for the money. He chooses roles in films that are difficult to play and tries to understand totally the thoughts and emotions of the personalities he portrays. He prepares thoroughly for roles and finds ways in which he can 'live' in a character. He becomes completely involved in the character. For the film *The Boxer*, he devised a training schedule: twice a day in the gym, seven days a week for three years. He became so fit that he could have entered the ring professionally. His method acting also appeared when he played the role of Christy Brown, the Irish artist with cerebral palsy, in the film *My Left Foot*. Day-Lewis stayed in a wheelchair while on set, spoke like a person with cerebral palsy, and asked crew members to spoon-feed him and wheel him about. At this time, he taught himself to paint, like Brown, using his toes.

ACTING

One of his most difficult roles was when he played the 16th President of the United States, Abraham Lincoln, in Steven Spielberg's film *Lincoln*. According to one critic, he 'eases into a role of epic difficulty as if it were a coat he had been wearing for years'. He stayed in character during the production, speaking at all times in Lincoln's Kentucky accent.

Another famous method actor is Johnny Depp. He often stays in character during a film. He likes to paint a portrait of a new character to help him find the person's face and personality. For example, he painted the Mad Hatter, for the film *Alice in Wonderland*, with tangerine hair. One of his best known roles is as Edward Scissorhands. *Edward Scissorhands* is a film about an artificial man named Edward who has scissors for hands. Depp was so committed to the role that he passed out from heat exhaustion in one scene.

Johnny Depp has described his feelings after finishing the film: 'I can remember when I finished *Edward Scissorhands* looking in the mirror as the girl was doing my make-up for the last time and thinking, "Wow, this is it. I'm saying goodbye to Edward Scissorhands." You know it was kind of sad. But in fact, I think they're all still somehow in there ... With any part you play, there is a certain amount of yourself in it. There has to be, otherwise, it's just not acting. It's lying.'



7a Put the words in the right order to make questions from a personality test.

- 1 do / ever / you / get / worried / ?
- 2 you / are / a / confident / person / ?
- 3 you / do / make / easily / friends / ?
- 4 makes / happy / what / you / ?
- 5 who / you / phone / do / when / you / worried / are / ?
- 6 in your life / influence / who / the / biggest / is / ?
- 7 test / you / a / ever / have / personality / taken / ?
- 8 worry / about / do / what / you / the / most / ?
- 9 influenced / you / at / school / most / who / the / ?
- 10 best / advice / gives / you / who / the / ?

7b Work with a partner to ask and answer the questions.

8 Work with a partner to complete a text about Sigmund Freud. Take turns to ask and answer questions. Prepare your questions first.

Student A: turn to page 163.

Student B: turn to page 157.

A: *Who was born on 6th May 1856?*

B: *Sigmund Freud.*

READING

9 Look at the photos of two actors. What do you know about them and their style of acting?

10a Read the first paragraph of the article. What is 'method acting'?

10b You are going to read an article about two method actors and how they prepare for a character. Scan the article and name three films that Daniel Day-Lewis appeared in and two films that Johnny Depp appeared in.

10c Read the article again. Find examples of how the two actors were committed to the roles they played in each of the films mentioned.

10d **Reacting to the text** Read the final paragraph again. Work with a partner and talk about the film character you have found most difficult to say goodbye to, and why.

11 Discuss these questions in groups.

- 1 Which actor would you most like to meet, and why?
- 2 Do you know any other films that these actors appeared in? What did you think of those films?
- 3 Do you know of any other method actors?

WRITING

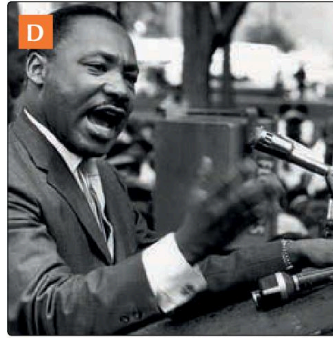
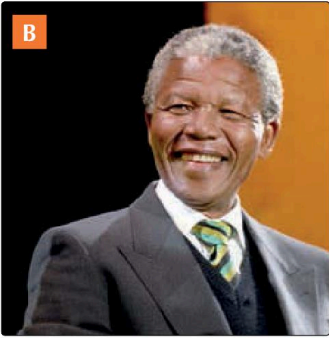
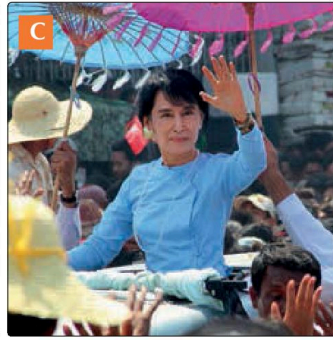
12 Imagine you are going to meet a famous person, dead or alive (e.g. a famous leader in history, a film star, a pop star, a character in a book). Write down five questions you would like to ask this person. Then compare your questions with a partner.



MEET THE EXPERT

Watch an interview with Michael Gould, a professional actor, about method acting.

Turn to page 150 for video activities.



READING

1 Look at the photos of famous people. Work with a partner to discuss the following.

- 1 What do you know about the people in the photos on this page?
- 2 Think of three qualities which you associate with each person.

2a Scan the article quickly and answer the questions.

- 1 Which people are mentioned in the article?
- 2 What do (or did) they do to earn a living?

2b Identifying topic sentences Read the article again and put the first sentence of each paragraph in the correct gap.

- a Unfortunately, we can also find examples of people who have abused their charisma.
- b Is charisma dangerous?
- c Most people will recognise the woman in this photo.
- d Most of us expect our leaders to have charisma.
- e Nowadays, psychologists are taking a greater interest in charisma and want to redefine its meaning.

IN FOCUS | CHARISMA

Charisma:

A KIND OF MAGIC?

¹ _____ She is Michelle Obama, the wife of Barack Obama. In the photo, she is greeting children of her employees who have come to the White House for a 'Bring your children to work day'. Michelle Obama regularly gives talks all over the world to young people. She tells them that anything can happen if they work hard and never give up on their dream. She is currently working on a project which encourages young people to eat more healthily. She inspires young people because she has a special quality - charisma.

² _____ They point out that people often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as the celebrity of overrated pop stars. Charisma is a kind of magic and is relatively rare. Charismatic personalities are able to draw people to them, and they succeed in getting others to see them as a leader.

³ _____ We want them to inspire us and offer us a vision of a better future. But is charisma a good or bad thing? There are



many examples of people who use charisma in a positive way.

Martin Luther King was one of the leaders of the Civil Rights movement in the United States. He was a charismatic speaker who used non-violent methods to bring about equality between black and white people. Nelson Mandela and Aung San Suu Kyi are two other examples of charismatic political leaders who share the qualities of self-sacrifice and personal courage.

⁴ _____ In the business world, many top business executives have misused their charisma and acted in a way that greatly damaged their companies.

Some, like the Canadian ex-tycoon Conrad Black, have served prison sentences. Far more seriously, we can all think of famous military and political leaders who have destroyed their countries and caused great harm to their people.

⁵ _____ It certainly is when it causes us to lose our critical judgement, and this is frequently the case. When we choose our leaders, it is vital to consider whether they have the knowledge, wisdom and experience to do a good job. That is what really matters.

2c Answer these questions about the article.

- 1 Why is Michelle Obama so good at giving talks?
- 2 What mistake do people make about charisma?
- 3 What special ability do charismatic people have?
- 4 What was Martin Luther King trying to achieve?
- 5 Why does the writer mention Conrad Black?
- 6 What is the writer's opinion about charisma?

VOCABULARY

PREFIXES

3a Find words in the article that mean the following.

- 1 describe something again, and in a better way (para 2)
- 2 not understand correctly (para 2)
- 3 not as good as some people think or say (para 2)
- 4 used something in the wrong way or for a wrong purpose (para 4)
- 5 a person who used to be very successful and powerful in business (para 4)

3b Underline the prefixes in the words you found. Match each prefix with one of these meanings.

incorrect former again too much

4a Look at the words below. What do the underlined prefixes mean?

- 1 bicycle
- 2 antisocial
- 3 monorail
- 4 outperform
- 5 semicircle
- 6 discomfort

4b Think of a word with a prefix that means the same as the underlined words in these sentences.

- 1 He was always too confident.
- 2 His team played much better than the other team.
- 3 She asked her former boss for advice.
- 4 His mother's French and his father's Italian, so he's able to speak two languages fluently.
- 5 He told me to write the essay again.
- 6 His ability was not as great as people believed.
- 7 She did not correctly understand the lecturer.
- 8 I don't like people who don't listen when I'm talking.

SPEAKING**5** Work with a partner to discuss the following.

- 1 If you were choosing photographs of people for an article about charismatic people, who would you choose?
- 2 Is charisma the most important quality to possess if you want to be successful in your career? If not, what other qualities are important?
- 3 Are charismatic people dangerous?
- 4 Can charisma be taught?

GRAMMAR

PRESENT SIMPLE AND PRESENT CONTINUOUS

6a Look at the **highlighted** phrases in the article and Exercise 2b. Mark them *PS* for present simple and *PC* for present continuous.

6b Look at the uses a–d of the present simple and present continuous. Match each use to one of the phrases in the article. Then write the correct tense in the gaps.

- a an action happening around now (often temporary): _____
- b a regular or habitual action: _____
- c a fact or general truth: _____
- d a trend or a changing situation: _____

GRAMMAR TIP

We often use these verbs to talk about trends: *grow, increase, decrease, change, rise, fall*

The number of people researching the power of charisma is increasing.

→ Language reference and extra practice pages 126–127

7a Look at these sentences and choose the correct answer.

- 1 Dr Partridge *regularly gives / is regularly giving* talks about personality.
- 2 The professor *interviews / is interviewing* a candidate at the moment and can't come to the phone.
- 3 The number of companies using personality tests *grows / is growing*.
- 4 I do lots of different research, but today *I carry out / I'm carrying out* research into the personalities of twins.
- 5 He *drives / is driving* to work every day.
- 6 People *become / are becoming* very interested in how personalities develop over time.
- 7 A psychologist *studies / is studying* the way people's minds work.
- 8 The doctor's practice *is / is being* in Harley Street.
- 9 I *read / am reading* an interesting book on psychology at the moment.
- 10 The survey found that most people feel that modern life *becomes / is becoming* more difficult.

7b Match the sentences in Exercise 7a with the uses in Exercise 6b.**8a** Use the following prompts to write questions in the present simple or present continuous.

- 1 make friends / easily?
- 2 what / usually / do / weekend?
- 3 what / read / at the moment?
- 4 enjoy / art and music?
- 5 prefer / extroverts or introverts?
- 6 work / on any new projects now?
- 7 do / anything interesting / at the moment?
- 8 lose temper / easily?

8b With a partner, add two more questions and then take turns to ask and answer the questions. Tell the class one interesting fact about your partner.

SITUATION

1 Read the situation below. What problems might the new assistant have working for two bosses?

Sydney GKNX, an Australian company, has a small office in Sydney which sells television and radio programmes. The office staff consist of Chris Morton (television), Jodie Walker (radio) and two secretaries Georgia and Debbie. The office needs a new assistant who will work for both Chris and Jodie.

2a **1.4** Listen to Chris and Jodie talking. What is the main problem they must solve? Did you think of it in Exercise 1?

2b Listen again and note the good and bad points about Chris and Jodie's personalities. Compare your answers with a partner.

Chris		Jodie	
+	-	+	-
<i>ambitious</i>		<i>sociable</i>	

KEY LANGUAGE

GIVING OPINIONS, AGREEING AND DISAGREEING, MAKING SUGGESTIONS

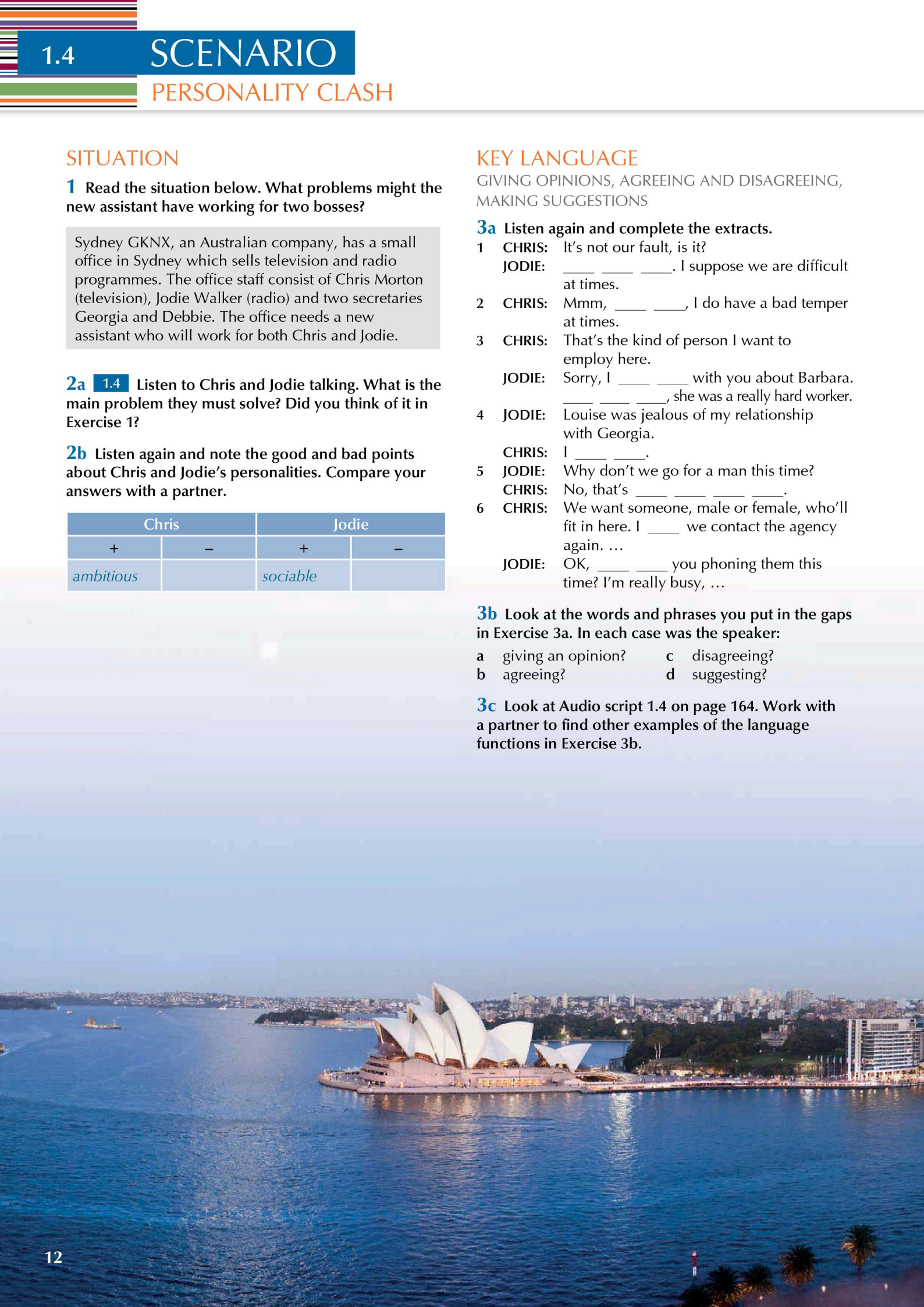
3a Listen again and complete the extracts.

- 1 CHRIS: It's not our fault, is it?
JODIE: ____ ____ _____. I suppose we are difficult at times.
- 2 CHRIS: Mmm, ____ ____, I do have a bad temper at times.
- 3 CHRIS: That's the kind of person I want to employ here.
JODIE: Sorry, I ____ ____ with you about Barbara. ____ ____ ____, she was a really hard worker.
- 4 JODIE: Louise was jealous of my relationship with Georgia.
CHRIS: I ____ ____.
- 5 JODIE: Why don't we go for a man this time?
CHRIS: No, that's ____ ____ ____ ____.
- 6 CHRIS: We want someone, male or female, who'll fit in here. I ____ we contact the agency again. ...
JODIE: OK, ____ ____ you phoning them this time? I'm really busy, ...

3b Look at the words and phrases you put in the gaps in Exercise 3a. In each case was the speaker:

- a giving an opinion? c disagreeing?
b agreeing? d suggesting?

3c Look at Audio script 1.4 on page 164. Work with a partner to find other examples of the language functions in Exercise 3b.



4 Chris and Jodie send an email to Recruitment Associates, an employment agency in Sydney. Read this extract from the email and answer the questions.

- 1 Discuss the qualities that Chris and Jodie are looking for. Are some of the qualities more important than others? If so, what are they?
- 2 What other qualities, not mentioned in the email, do you think the assistant needs?

From Chris.Smith.@my:emails.au
To enquiry@Recruitment.Associates.au

We are looking for someone who is:

- lively and sociable; able to get on with men and women.
- mature, open-minded, not over-sensitive.
- self-confident, with a strong personality.
- hard-working; able to work under pressure.
- flexible and with a good sense of humour.
- very smartly dressed.
- man or woman, any nationality.

You know us both well and you have the job description. Please note what we say above, but also use your own judgement to find a suitable candidate for us.

Best wishes
Chris and Jodie

TASK

CHOOSING A NEW TEAM MEMBER

5a Work with a partner. You work for Recruitment Associates. You are going to choose a suitable candidate for the job.

Student A: read the profiles of Elayne and Daniela below.

Student B: read the profiles of Rashid and Mitsuo on page 159.

Underline the good points of your candidates and put a cross against the bad points.

5b Share information about the personalities of the candidates you studied. Discuss the good and bad points of each one.

5c Rank the candidates in order of suitability (1 = most suitable, 4 = least suitable).

6 As a class, choose the best candidate to be Chris and Jodie's new assistant.

Recruitment Associates



Elayne: Australian, aged 22

Comes from a large family (two older brothers, three sisters). Smiles a lot, has a sunny personality. Speaks in a loud voice. Very self-confident. Maybe over-confident?

Your three best qualities? 'extrovert, energetic, cooperative - willing to do any task, even if it's boring'
Your worst quality? 'I am strong-willed and don't like to be criticised.'

Your ideal boss? 'Someone who gives clear instructions, so I know what to do.'

Why choose her? 'I'm popular wherever I work because I'm even-tempered and reliable.'

Doesn't smoke. Thinks smoking should not be allowed in any place of entertainment, e.g. a café, bar or sports ground.

Interests: basketball, hiking and dancing (rock and jive).
Interested in fashion.

Dressed in a smart business suit for the interview.

Recruitment Associates



Daniela: Italian, aged 30

An only child. Confident and sensible. A good sense of humour. Laughs a lot. Speaks English with a strong Italian accent.

Your three best qualities? 'responsible, open-minded, flexible'
Your worst quality? 'I can be moody at times.'

Your ideal boss? 'Someone who lets you do your duties your own way and doesn't interfere too much.'

Why choose her? 'I don't need a boss to tell me what to do all the time. I can work independently and under pressure.'

Smokes a lot. Life-long vegetarian. Has strong views about people who eat meat.

Interests: reading, cinema, going to restaurants with friends.
Dressed casually in a white jumper and black skirt.

STUDY SKILLS

MAKING NOTES WHILE READING

1 Work with a partner to discuss the following.

- 1 When do you need to make notes?
- 2 What techniques do you use when you make notes?
- 3 Which sources do you trust more when reading – books or online sources?

2a Read the essay below. Which statements in the essay do you disagree with?

2b Note-taking Read the essay again and complete the notes. Use one or two words in each gap.

PARAGRAPH 2 NOTES

WOMEN DRIVERS

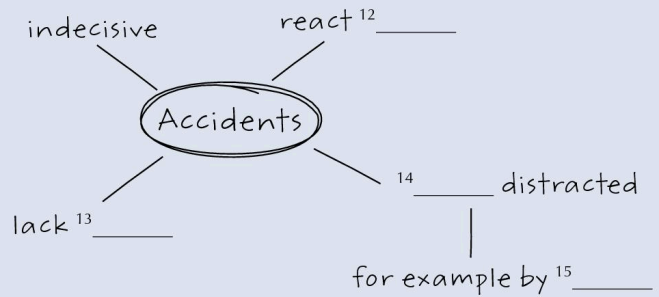
- patient and ¹ _____ to others on the road like ² _____ and ³ _____
- stay ⁴ _____ in ⁵ _____ situations
- road ⁶ _____ incidents fewer
- cautious
- take fewer ⁷ _____ when ⁸ _____
- more ⁹ _____, less likely to ¹⁰ _____ when ¹¹ _____ or after drinking

Are women better drivers than men?

- 1 Some people believe that women are better drivers than men. **However**, others think that women make worse drivers. In one survey of 3,000 male drivers in the UK, most felt they were better drivers than the women in their lives. The idea that women make worse drivers is a stereotype. It comes from a time when women drove less than men, and driving was seen as a man's responsibility. There are certainly different views on this controversial question, **although** there are a number of reasons why a woman's personality makes her a more competent driver.
- 2 **Firstly**, women are more patient and polite towards other road users, **such as** pedestrians and cyclists. In stressful situations they are more likely to stay calm, and less likely to be involved in 'road rage' incidents. **Secondly**, female drivers are more cautious and therefore take fewer risks, **for instance** when overtaking. **Thirdly**, they are more responsible so they tend not to drive when tired or after drinking alcohol.

PARAGRAPH 3 NOTES

Women drivers



2c Which style of note-taking in Exercise 2b – bulleted notes or word webs – do you prefer? Which do you think is most effective for understanding and processing a text?

- 3 **On the other hand**, many people argue that women cause accidents because they can be indecisive or react slowly because they lack confidence. **In addition**, they are easily distracted, **for example**, by children in the car, scenery or other drivers. Research also shows that women find map reading more difficult than men, and can have problems with the difference between left and right. **Despite the fact that** women have more accidents, insurance is often cheaper for them because the accidents tend to be minor. **In particular**, women have more accidents when parking. This is because women often have poor spatial awareness. **In contrast**, men tend to have more serious accidents.
- 4 **To sum up**, it can be seen that women make safer drivers than men because of their personality. This is supported by the fact that women have fewer serious accidents and pay lower insurance premiums than men. **Overall**, it is clear that women are less competitive and aggressive than men behind the wheel and therefore better drivers.

3a Symbols and abbreviations Have you thought about using symbols and abbreviations? Match the common symbols and abbreviations below with their meaning. Can you add any others?

- | | |
|---------|-------------------------------------|
| 1 & | a this leads to / causes |
| 2 + | b male / man |
| 3 > | c greater / more than / better than |
| 4 < | d female / woman |
| 5 e.g. | e smaller / less than |
| 6 ♂ | f is not equal to / the opposite |
| 7 ♀ | g that is / this means |
| 8 → | h and |
| 9 = | i is the same as / equals |
| 10 ∴ | j for example |
| 11 i.e. | k plus / in addition to |
| 12 ≠ | l therefore |

3b Look again at the notes in Exercise 2b and change them using some of the above symbols and abbreviations.

WRITING SKILLS

A FOR AND AGAINST ESSAY

4 Look again at the essay *Are women better drivers than men?* Match ideas a–d with each paragraph.

- a conclusion
- b arguments for
- c introduce the topic / state the proposition
- d arguments against



5a Linkers Look at the **highlighted** phrases in the text. Decide which of them are used to do the following.

- | | |
|----------------------|--------------------------|
| 1 list/add points | 3 show contrast |
| 2 introduce examples | 4 introduce a conclusion |

5b Look at the structures that are used with the linkers for contrast. Which linkers need a new sentence? Which linkers always need two clauses?

6a Combine these two sentences using the five phrases for showing contrast in Exercise 5a.

He is patient and careful at work. He is impatient and aggressive when he drives.

He is patient and careful at work. However, he is impatient and aggressive when he drives.

6b Complete the sentences in an appropriate way.

- 1 He was slow and often late for work. However, ...
- 2 Although the twins looked the same, ...
- 3 Despite the fact that he was shy, ...
- 4 Children find learning languages easy. Adults, on the other hand, ...

7a Work in groups. Choose an essay title from the following.

Are men/women better _____ than women/men?

managers politicians teachers doctors lawyers

7b In your groups, brainstorm the qualities you think you need to do the jobs.

7c Look at the statements 1–13 below and do the following tasks.

- a Decide which of the statements below apply more to men and which to women.
- b Add two more statements of your own.
- c Select some to include in your essay. Remember to have some to show the other side of the argument.
- d Think of examples to support the statements you have included.

- 1 _____ are good at listening.
- 2 _____ find it easier to deal with people.
- 3 _____ have more authority.
- 4 _____ are more sympathetic to others.
- 5 _____ are better organisers.
- 6 _____ pay more attention to detail.
- 7 _____ stay calm in stressful situations.
- 8 _____ are good at getting the best out of people.
- 9 _____ are energetic and enthusiastic.
- 10 _____ work better in a single-sex team.
- 11 _____ are better at public speaking.
- 12 _____ are more inspiring.
- 13 _____ take decisions quickly.

8 Write your essay. Use the structure of the essay on the left as a model. You can have a neutral conclusion.

9a Read your partner's essay and take notes.

9b Tell another student about your partner's essay.