

## In this unit

## Grammar

- question forms
- present simple and present continuous

## Vocabulary

- personality adjectives
- prefixes

## Scenario

- Personality clash

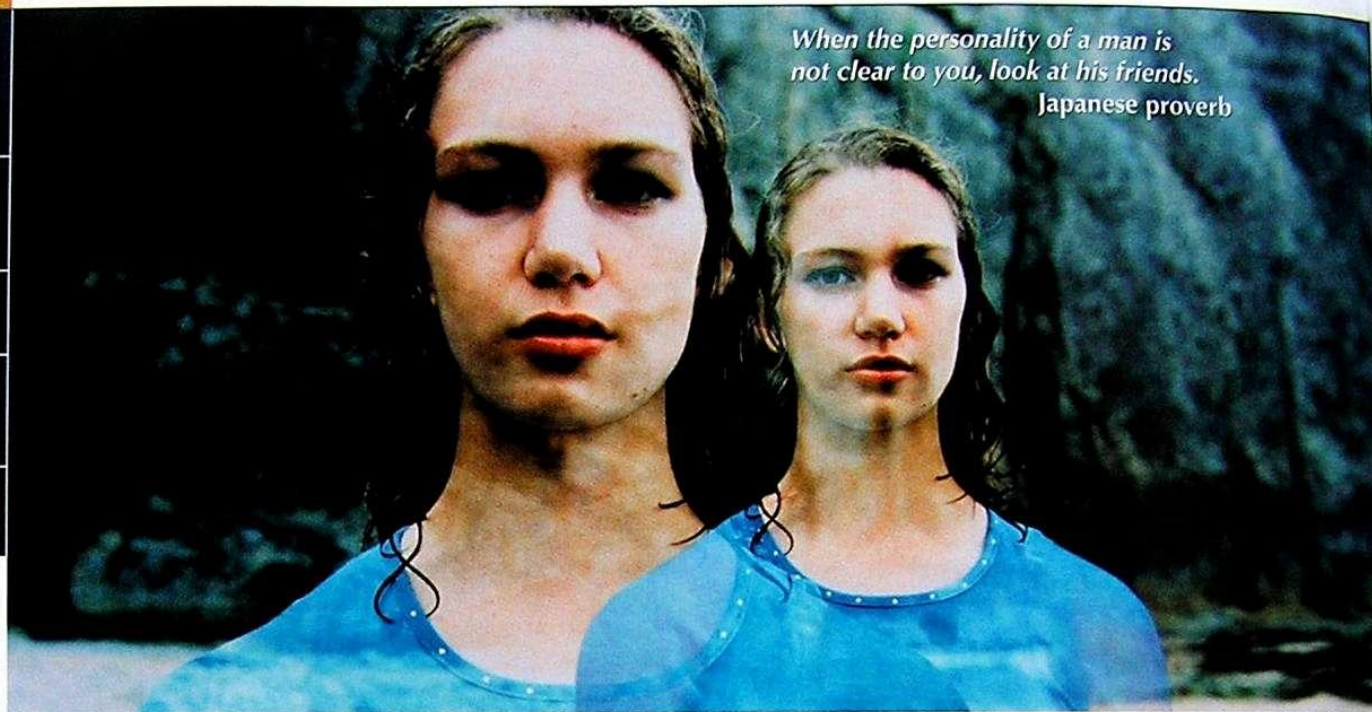
## Study skills

- taking notes while reading

## Writing skills

- a comparative essay

## 1.1 PERSONALITY TYPES



When the personality of a man is not clear to you, look at his friends.  
Japanese proverb

### VOCABULARY: personality adjectives

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

**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 generous moody  
organised quiet reliable sensible sensitive  
serious sociable talkative thoughtful

**3a** Match words 1–6 with words a–f to make compound adjectives connected with character.

- |           |              |
|-----------|--------------|
| 1 easy-   | a) willed    |
| 2 open-   | b) confident |
| 3 even-   | c) going     |
| 4 hard-   | d) minded    |
| 5 self-   | e) tempered  |
| 6 strong- | f) working   |

### pronunciation

**3b** **1.2** **Word stress** On which part of the compound adjective in Exercise 3a does the stress fall? Listen and check, then repeat the words.

**3c** Match the meanings below with a compound adjective from Exercise 3a.

A person who ...

- does not easily become angry: *even-tempered*.
- is determined to do what they want: \_\_\_\_\_.
- is not easily upset or annoyed: \_\_\_\_\_.
- accepts other ideas and opinions: \_\_\_\_\_.
- makes a lot of effort: \_\_\_\_\_.
- believes in their own success: \_\_\_\_\_.

**4** 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 below. What kind of personality do you think each person has?  
*I think A is nice. She looks very easy-going and relaxed ...*

**5b** **1.3** Listen to the three people talking. Was your description of them accurate? A speaks first.





## READING

**6** The psychiatrist Carl Jung described two personality types. Look at these adjectives and put them into two categories to show two different character types.

adventurous cautious quiet  
self-confident talkative thoughtful

**7a** Read the encyclopedia entry about Jung quickly and check your answer to Exercise 6.

**7b** Are these statements true or false?

- Jung studied medicine in Zürich.
- He identified the following personality types: extroverts, introverts, balanced personality.
- Extroverts like to be in large groups of people.
- Introverts think carefully before they do things.
- People are interested today in his theories on dreams.

**7c** Work with a partner to describe the qualities of extroverts and introverts. Do not look back at the text.

**8** Which kind of personality do you think each of these jobs would attract? Why? Make notes about four of them, and then compare with a partner.

actor artist computer programmer  
film director inventor journalist  
librarian musician police officer  
politician tax inspector teacher  
writer

## SPEAKING

**9** Work with a partner to discuss the following.

- What are the advantages and disadvantages of having a strong personality?
- What is a 'personality clash'? Have you had a personality clash with someone? What happened?
- What tells you more about a person's personality: their appearance, their voice, their attitude or something else?

## OMNIPEDIA

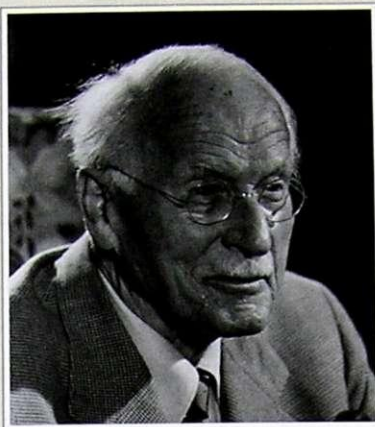
article

discussion

edit this page

history

## Carl Jung



Carl Jung (1875–1961) was a Swiss psychiatrist who had a lasting influence on psychology and society. He studied medicine at the University of Basel from 1894 to 1900, specialising in psychiatric medicine.

Jung developed ideas about personality types which still interest and influence people today. He identified two personality types which he called introverts and extroverts. According to Jung, extroverts find meaning outside themselves, in the surrounding world. However, introverts are introspective. They look into themselves and find meaning in themselves.

Extroverts seem to like other people. It is easy for them to form close relationships. They enjoy the excitement of crowds. They tend to be assertive, self-confident, and are often leaders in groups. They are energetic and lead busy lives. In general, they are talkative, adventurous and sociable. Introverts, on the other hand, feel comfortable alone. They avoid large crowds. They are relaxed, thoughtful and reflect before they act. They are often quiet, cautious and have good powers of concentration. They often have creative ideas.

Jung's influence on our society and culture has been enormous. Two well-known tests (Myers-Briggs and David Keirsey) are based on his theory of personality types. His ideas have influenced writers as well as film-makers like Fellini and Kubrick. Jung's ideas have even influenced video games and rock music groups. There is still great interest in his theories on the interpretations of dreams.

[edit]



## 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 **1.4** 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 Listen again and 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?

## 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?

- 1 In questions with the verb *to be*, we put the verb before the subject.
- 2 In present simple questions (except with *to 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 these sentences and answer the questions.

- 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 is the *wh-* word the *subject*? This is a subject question.

2 In which question is the *wh-* word the *object*? This is an object question.

3 In which type of question do we form the question with *do/does*?

➔ Language reference and extra practice pages 134–135

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

- 1 do ever you get worried ?
- 2 you are a confident person ?
- 3 you do make easily friends ?
- 4 happy were you were when you child a ?
- 5 friends did many at you your have first school ?
- 6 in your life influenced most what you has ?
- 7 test you a ever have personality taken ?
- 8 succeeding in aims achieving your you are ?

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

## SPEAKING

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 158.

Student B: turn to page 160.

A: Who was born on 6th May 1856?

B: Sigmund Freud.

## READING

9a Read the introduction to the article. Who or what are the following?

- 1 Hideo Nakata                      3 Reiko Asakawa
- 2 *Ring* and *Ring 2*                4 Suzuki Koji



9b Read the rest of the interview. Fill the gaps 1–8 with these questions.

- 1 What's your biggest regret?
- 2 What was the last movie you walked out of?
- 3 Why did you become a director?
- 4 There are five minutes left till the end of the world – what do you do?
- 5 How seriously do you take reviews?
- 6 What was the last movie that you paid to see?
- 7 And which film-maker do you consider the most overrated?
- 8 What film-maker do you consider the most underrated?

9c Why do you think he changed the main character from male to female?

**WRITING**

10 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 them. Compare your questions with a partner.

# Director of the Month

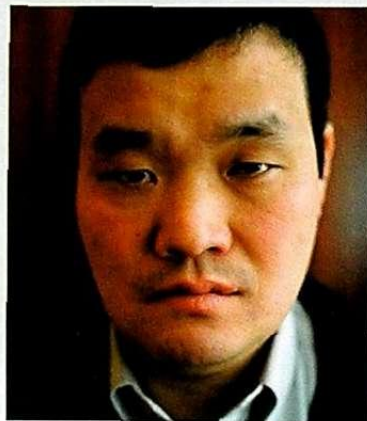
## Hideo Nakata

This month we talk to **Hideo Nakata**, the Japanese film-maker, who became internationally famous when he directed two films, *Ring* and *Ring 2* (both 1998). Both films were the most successful horror films ever produced in Japan. Part of the reason for this is that the stories are very original and creative.

The *Ring* films are about a videotape that kills everyone exactly one week after they view it. In the first film a reporter, Reiko Asakawa, tries to solve the mystery, but she also has only one week left to live after watching the film.

*Ring* was a huge success because it showed the psychology and personalities of its main characters and it created an atmosphere of tension and anticipation. Asakawa's character transformation is astonishing – from a curious reporter investigating a story to a human being living in terror as she approaches almost certain death.

Nakata wants to create dramas with a touch of humanity. For him, films



▲ Hideo Nakata



▲ Nanako Matsushima as Reiko Asakawa in *Ring*.

should be about the essential human emotions such as tears, laughter and fear.

The film is based on a book written by Koji Suzuki. In the book, the main character is male, but in the film she is female. Nakata likes to make movies that focus on female personalities.

<sup>1</sup>Why did you become a director?

I began as a real movie fan and I just wanted to go on the other side of the screen. I became an assistant director at a film studio and then of course I gradually wanted to become a film director.

2 \_\_\_\_\_

*Ring 2* because I wanted to see it with a real audience.

3 \_\_\_\_\_

Oh ... Walked out? No, I usually watch everything until the end.

4 \_\_\_\_\_

Very difficult. Can I name a Japanese director? It's Makino Masahiro. He made a lot of Yakuza movies.

5 \_\_\_\_\_

Hmm. No comment.

6 \_\_\_\_\_

I can't read them all, but for Japanese movies, I'll read as many as I possibly can. But for American movies, like , I have to say reviews don't matter that much – especially for horror movies. It's because the majority of my audience don't read reviews.

7 \_\_\_\_\_

I try my best in terms of my professional life. I always try to do my best so I don't have to regret. So I have no regrets.

8 \_\_\_\_\_

Try to contact all my old friends.

Adapted from an interview by Stella Papamichael on www.bbc.co.uk



## READING

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

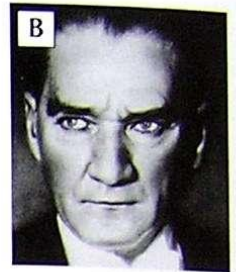
- 1 What do you know about the people in the photos on this page?
- 2 Think of three qualities which you associate with each person.

2a Read the article quickly and answer the questions.

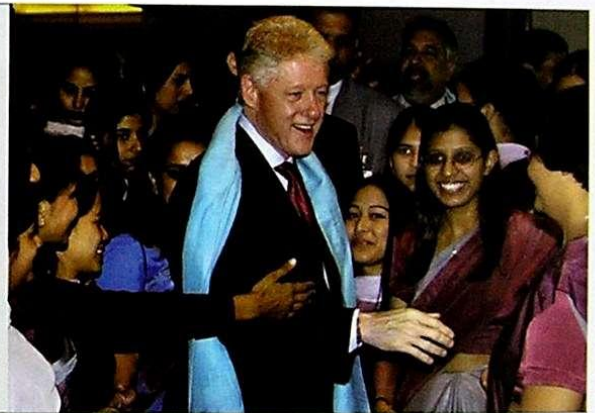
- 1 Which people are mentioned in the article?
- 2 What do (or did) they do to earn a living?

2b Read the article again and answer the questions.

- 1 Why is Bill Clinton so good at giving talks?
- 2 What mistake do people make about charisma?
- 3 Why is Oprah Winfrey famous?
- 4 What kind of relationship does she have with people who attend her shows?
- 5 How did Joe DiMaggio feel about Marilyn Monroe's charisma?



# An Indefinable Quality



Most people will recognise the man in this photograph. He is, of course, Bill Clinton, ex-President of the United States. Bill Clinton is a very popular speech giver and <sup>1</sup>regularly gives talks all over the world, to many different audiences. He is so effective at giving talks because he has a special quality which we call 'charisma'.

Nowadays, psychologists are becoming very interested in charisma and want to redefine its meaning. People often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as fame. Charisma is a kind of magic and is relatively rare. A well-known American psychologist thinks that charismatic people are basically brilliant communicators. However, they have other qualities such as sensitivity, self-confidence, eloquence and vision.

Charismatic personalities are able to draw people to them, and people feel happy in their company. There is a sense of 'togetherness' when a charismatic person is with other people. A good example of this ability, some say, is the famous American, Oprah Winfrey. She is a highly-successful businesswoman and is probably best known as the presenter of

a very popular talk show. Oprah is able to relate to audiences at her shows and they respond well to her. Her charismatic personality has made her one of the richest women in the world. <sup>2</sup>She owns several houses and publishes her own magazines. <sup>3</sup>Currently, she is presenting a new series of the *Oprah Winfrey show*. She also runs a book club, which influences the nation's reading habits and may be one of the reasons why <sup>4</sup>people are reading more these days in the USA.

A woman who had extraordinary charisma was the film star, Marilyn Monroe. A beautiful woman and a talented but underrated actress, she was always the centre of attention wherever she went. She married an ex-baseball player, Joe DiMaggio, and later a famous writer, Arthur Miller. Marilyn Monroe's charisma was so great that DiMaggio was overshadowed by her. As he put it so well, 'It's no fun being married to an electric light.'

Unlike fame, charisma doesn't fade and disappear over time. Even now, nearly fifty years after her death, when young people see Monroe in her films, her charisma seems as fresh and powerful as ever.



**VOCABULARY: prefixes**

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

- 1 a former leader and head of state (line 3)
- 2 describe something again, and in a better way (line 9)
- 3 *not understand correctly* (line 10)
- 4 better than people think or say (line 37)
- 5 a former baseball player (line 39)
- 6 less important and successful than another person (line 42)

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

- |           |            |       |
|-----------|------------|-------|
| incorrect | before     | again |
| too much  | not enough |       |

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

- |                       |                       |
|-----------------------|-----------------------|
| a) <u>b</u> icycle    | d) <u>o</u> tperform  |
| b) <u>a</u> ntisocial | e) <u>s</u> emicircle |
| c) <u>m</u> onorail   | f) <u>d</u> iscomfort |

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

- 1 He was always too confident.
- 2 He ran faster than the police officers and escaped.
- 3 She asked her former boss for advice.
- 4 His mum's French and his father's Italian, so he's able to speak two languages.
- 5 He told me to do the essay again.
- 6 Her expertise was not used enough.
- 7 When children behave badly, parents should stop them.
- 8 We don't like that kind of music.

**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?

**GRAMMAR: present simple and present continuous**

6a Look at the highlighted phases in the text. 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 highlighted sentences in the text. 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 also use the present continuous to talk about photographs. *In the photograph, Bill Clinton is talking to a group of people.*

➔ Language reference and extra practice, pages 134–135

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.

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 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, take turns to ask and answer the questions. Then tell the class one interesting fact about your partner.



## SITUATION

Pacific Television, a US company, has a small office in Vancouver which sells the company's television and radio programmes to Canadian broadcasting stations. The office staff consists of Ben Jackson (television), Sylvia Webb (radio) and two secretaries Donna and Susan. The office needs to hire a new assistant who will work for both Ben and Sylvia.

1 Read the situation. Can you think of any problems the new assistant might have working for two bosses? What other problems could there be?

2a **1.5** Listen to Ben and Sylvia talking. What is the problem? Did you think of it in Exercise 1?

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

Ben		Sylvia	
+	-	+	-
ambitious		sociable	

**KEY LANGUAGE: giving opinions, agreeing and disagreeing**

3a Listen again and complete the extracts.

- 1 BEN: It's not our fault, is it?  
SYLVIA: \_\_\_\_\_, Ben, maybe it is.
- 2 BEN: ... But Barbara didn't seem to mind.  
SYLVIA: I don't know, \_\_\_\_\_ it really upset her.
- 3 BEN: I pay people to work 9.00 to 5.00, not to leave the office ...  
SYLVIA: \_\_\_\_\_ Ben, an hour off, just before Christmas?
- 4 BEN: I got on all right with Louise but she didn't like you or your secretary much, did she?  
SYLVIA: \_\_\_\_\_, \_\_\_\_\_, Louise and I didn't get on.

5 SYLVIA: She just couldn't take a joke – she was far too serious.

BEN: \_\_\_\_\_, Sylvia. Actually I thought Louise was quite nice ...

6 BEN: What we need is someone who'll be a good match for us. I suggest we contact the agency again ...

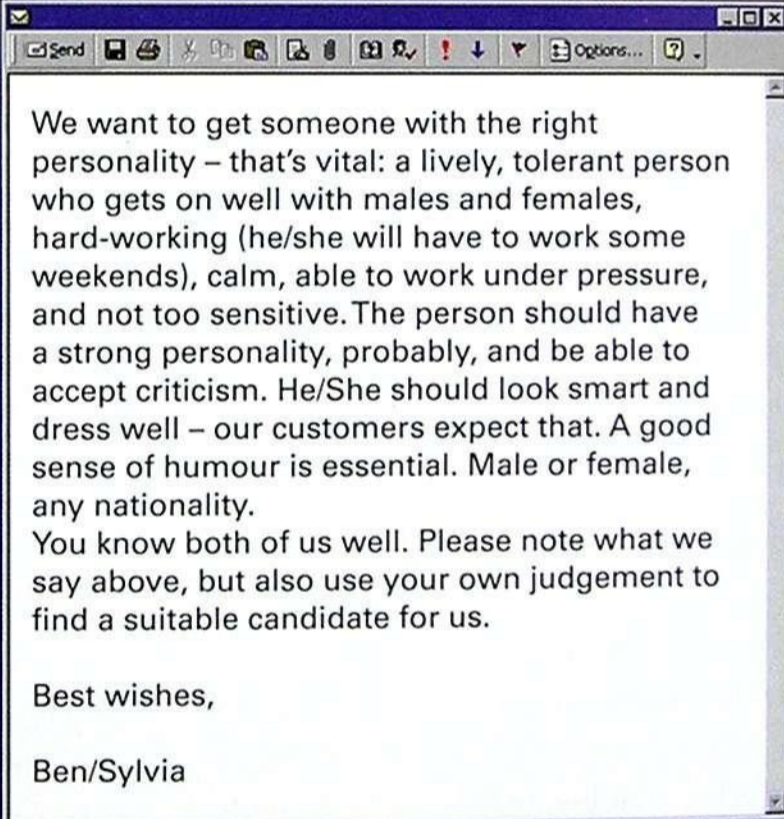
SYLVIA: \_\_\_\_\_. Let's do it.

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

- a) giving an opinion?      c) disagreeing?  
b) agreeing?

4 Ben and Sylvia send an email to Recruitment Associates, an employment agency in Vancouver. Read the email and answer the questions.

- 1 Discuss the most important qualities that the new assistant must have, according to the email.  
2 What other qualities, not mentioned in the email, do you think the assistant needs?



We want to get someone with the right personality – that's vital: a lively, tolerant person who gets on well with males and females, hard-working (he/she will have to work some weekends), calm, able to work under pressure, and not too sensitive. The person should have a strong personality, probably, and be able to accept criticism. He/She should look smart and dress well – our customers expect that. A good sense of humour is essential. Male or female, any nationality.

You know both of us well. Please note what we say above, but also use your own judgement to find a suitable candidate for us.

Best wishes,

Ben/Sylvia



## 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 May Lin and Céline.  
Student B: read the profiles of Richard and Anil on page 160.

Underline the good points of your two 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. Use the Other Useful Phrases to help you.

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

6 As a class, choose the best candidate for the position of Ben and Sylvia's assistant.

## OTHER USEFUL PHRASES

### Making a suggestion

I suggest we/you [ + infinitive].

Why don't we [+ infinitive]?

How about [+ -ing]?

### May Lin: Chinese, aged 22

A happy person. Smiles a lot. Comes from a large family (three older brothers, two sisters). Speaks in a soft voice. Quiet but confident.

Your three best qualities? 'hard-working, responsible, energetic'

Your worst quality? 'I want people to like me and get upset if they don't.'

Your ideal boss? 'I prefer a male boss. They are less emotional than women and, in my opinion, better managers.'

Why choose her? 'I get on well with people. I'm a caring person.'

Doesn't smoke. Thinks smoking should be banned in public places.

Elegantly dressed in a black business suit.

Interests: reads, paints, enjoys classical music.



### Céline: French Canadian, aged 28

A strong personality. Very self-confident. An only child. A good sense of humour. Laughs a lot. Speaks English with a strong French accent.

Your three best qualities? 'charismatic, assertive, open-minded'

Your worst quality? 'I'm rather moody at times.'

Your ideal boss? 'I definitely prefer working for a woman, but will work for a man if necessary.'

Why choose her? 'I am the best candidate.'

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

Dressed casually in white jumper and black skirt.

Interests: goes to the gym, plays for a women's ice hockey team at weekends, dances (rock and jive).





**STUDY SKILLS:**  
taking 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?

2a Note-taking Read the essay and complete the notes.

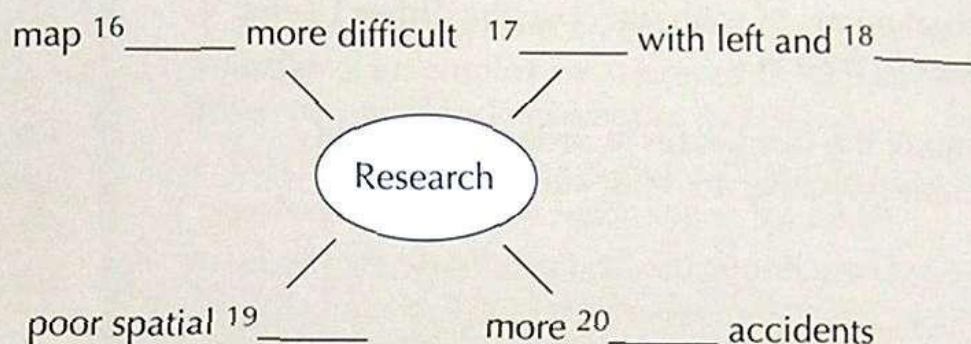
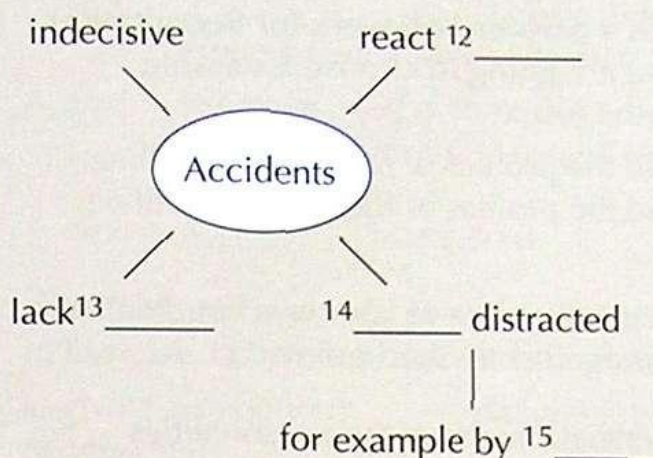
PARAGRAPH 2 NOTES

WOMEN DRIVERS

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

PARAGRAPH 3 NOTES

WOMEN DRIVERS



2b Which style of note-taking do you prefer? Why?

## 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. 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.
- 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. 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 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 accidents in general and pay lower insurance premiums than men. On balance, 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.

- |         |                                      |
|---------|--------------------------------------|
| 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 2a and change them using some of the above symbols and abbreviations.

## WRITING SKILLS: a comparative essay

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

- conclusion
- arguments for
- introduce the topic / state the proposition
- arguments against

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

- list/add points
- introduce examples
- show contrast
- 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.

- He was slow and often late for work. However, ...
- Although the twins looked the same, ...
- Despite the fact that he was shy ...
- 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 ...	<table border="0"> <tr> <td>managers</td> <td rowspan="4"> </td> <td>politicians</td> <td rowspan="4"> </td> <td>than women/men?</td> </tr> <tr> <td>teachers</td> </tr> <tr> <td>doctors</td> </tr> <tr> <td></td> </tr> </table>	managers		politicians		than women/men?	teachers	doctors	
managers		politicians				than women/men?			
teachers									
doctors									

**7b** In your groups, brainstorm the qualities you think apply to men and women.

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

- Decide which of the statements below apply more to men or women.
- Add two more statements of your own.
- Select some to include in your essay. Remember to have some to show the other side of the argument.
- Think of examples to support your statements.
  - \_\_\_\_\_ are good at listening.
  - \_\_\_\_\_ find it easier to deal with people.
  - \_\_\_\_\_ have more authority.
  - \_\_\_\_\_ are more sympathetic to others.
  - \_\_\_\_\_ are better organisers.
  - \_\_\_\_\_ pay more attention to detail.
  - \_\_\_\_\_ stay calm in stressful situations.
  - \_\_\_\_\_ are good at getting the best out of people.
  - \_\_\_\_\_ are energetic and enthusiastic.
  - \_\_\_\_\_ work better in a single-sex team.
  - \_\_\_\_\_ are better at public speaking.
  - \_\_\_\_\_ are more inspiring.
  - \_\_\_\_\_ take decisions quickly.

**8** Write your essay. Use the structure of the essay on page 14 as a model.

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

**9b** Tell another student about your partner's essay, using your notes.



## GRAMMAR

## G1 Question forms

## Present simple questions

Use present simple questions to ask about regular or habitual actions and general truths or states. In questions with the verb *to be* and with modal verbs, put the verb before the subject.

Am I a suitable person for the job?

Can they take the test today?

With other questions in the present simple, use the auxiliary verb *do/does*.

Do you feel happier about college now?

How often do they travel to work together?

## Past simple questions

Use past simple questions to ask about a past action. Form this question in the same way as the present simple but put the auxiliary verbs in their past form.

Was she very intelligent when you knew her?

Did you feel embarrassed when it happened?

## Present continuous questions

Use present continuous questions to ask about an action happening at the moment or around the time of speaking or about a changing situation. Form this question by putting the verb *to be* before the subject.

Is he interviewing students at the moment?

Are they considering what to study at university?

## Present perfect questions

Use this question to ask about the recent past or an event at an unknown time. Form this question by putting the verb *has/have* before the subject.

Has Martin found out his score?

Have they ever measured their intelligence?

! Don't use the auxiliary *do/does* with questions in the present continuous and present perfect.

~~Do you working~~ at the moment? X

~~Do you have finished~~ your work? X

## G2 Subject and object questions

Subject questions ask about the **subject** of a sentence.

subject



Who designed the IQ tests?

Philip Carter designed the IQ tests.

Object questions ask about the **object** of a sentence.

object



What did Philip Carter design?

He designed the IQ tests.

For subject questions, don't add an auxiliary verb:

Who gave you that present? ✓

Who did give you that present? X

We usually only use *who*, *what* and *which* to ask subject questions.

Who wrote the test?

What happened last night?

## G3 Present simple and present continuous

Use the present simple to describe:

- a regular or habitual action.

She usually **takes** the train to work.

We often use adverbs or time expressions of frequency with this use of the present simple: *often*, *usually*, *sometimes*, *once a week*, *twice a month*.

- a fact or general truth.

Many people **don't believe** in horoscopes.

Bill Clinton **spends** most of his time in his home country of the USA.

Use the present continuous to describe:

- an action happening around now (often temporary).

Sorry, she's **speaking** to someone at the moment.

We're currently **looking** for new people.

- a trend or changing situation.

Prices **are rising** steadily at present.

More and more people **are learning** English.

- a photograph or a scene.

In the photograph, the two people **are talking**.

## G4 State verbs

State verbs describe something passive or a state, for example the verbs *be*, *like*, *believe*, *understand*, *know*, *prefer*, *depend*. We rarely use state verbs in the continuous.

I know lots of ambitious people. ✓

~~I'm knowing~~ lots of ambitious people. X

## KEY LANGUAGE

## KL Giving opinions, agreeing and disagreeing

I don't know.    Come on ...    I don't agree.

I think ...    Well, it's true.    Great idea.

## VOCABULARY

## V1 Personality adjectives

adventurous, ambitious, assertive, bossy, cautious, creative, easy-going, energetic, even-tempered, generous, hard-working, moody, open-minded, organised, quiet, reliable, self-confident, sensible, sensitive, serious, sociable, strong-willed, talkative, thoughtful

## V2 Prefixes

antisocial, bicycle, bilingual, discomfort, dislike, ex-baseball player, ex-boss, ex-president, misbehave, misunderstand, monorail, outperform, outrun, overconfident, overshadowed, redefine, redo, semicircle, underrated, underuse



**G1** 1 Write the missing words in sentences 1–10.

- 1 A: \_\_\_\_\_ he the right person for the job?  
B: Yes, I'd say so.
- 2 A: \_\_\_\_\_ you feel better about taking the test?  
B: Yes, I'm less nervous now I know what it is.
- 3 A: \_\_\_\_\_ he work well in a team?  
B: Yes, he's good with other people.
- 4 A: What exactly \_\_\_\_\_ your horoscope say?  
B: The same as usual. That I'll be lucky this week.
- 5 A: \_\_\_\_\_ they \_\_\_\_\_ all their homework?  
B: Yes, they have.
- 6 A: What \_\_\_\_\_ you working on at the moment?  
B: I'm working on a proposal for a film.
- 7 A: \_\_\_\_\_ we ask you a few questions?  
B: Yes, of course.
- 8 A: When \_\_\_\_\_ Carl Jung born?  
B: In 1875.
- 9 A: What \_\_\_\_\_ he study at university?  
B: Medicine, from 1894 to 1900.
- 10 A: \_\_\_\_\_ he \_\_\_\_\_ his final exam?  
B: Yes, he took it last week.

**G2** 2 Read the sentences and complete the questions. The underlined word(s) should be the answer.

- 1 Bill Clinton is an ex-President.  
Who is Bill Clinton?
- 2 Myers Briggs designed the test.  
Who \_\_\_\_\_?
- 3 Oprah Winfrey owns several houses.  
What \_\_\_\_\_?
- 4 Marilyn Monroe married Joe DiMaggio.  
Who \_\_\_\_\_?
- 5 He's able to speak three languages.  
How many \_\_\_\_\_?
- 6 Spring is my favourite time of the year.  
What \_\_\_\_\_?
- 7 My boss is the reason I'm leaving.  
What \_\_\_\_\_?

**G3,4** 3 A university lecturer is interviewing a new student. Write the verbs in the present simple or present continuous.

- A: How <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (study)? What's your approach?  
B: Well I <sup>2</sup> \_\_\_\_\_ (work) really well early in the mornings. Most of my friends stay up late but I <sup>3</sup> \_\_\_\_\_ (prefer) the early hours.  
A: So do you find it difficult to work with others?  
B: Not necessarily. It <sup>4</sup> \_\_\_\_\_ (depend) what the task is. For example, at the moment I <sup>5</sup> \_\_\_\_\_ (work) with a group of people. We <sup>6</sup> \_\_\_\_\_ (set up) a club for young kids in the town centre.  
A: Really? That's good. Now, <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ (know) about the exam at the end of every term?  
B: Yes, I read about that.  
A: How do you find exams?  
B: Well! I <sup>8</sup> \_\_\_\_\_ (get) worried before exams but I think I <sup>9</sup> \_\_\_\_\_ (get) better at staying calm.

**KL** 4 Complete the dialogue with the phrases below. There is one extra phrase.

- a) I don't agree    c) Great idea!    e) it's true  
b) I think    d) I don't know    f) come on
- A: <sup>1</sup> \_\_\_\_\_ we should employ Sandra. She's the most cheerful.  
B: Well, <sup>2</sup> \_\_\_\_\_ that she was the happiest of everyone but <sup>3</sup> \_\_\_\_\_ – she has absolutely no previous experience.  
A: But you don't need experience to answer the phone.  
B: <sup>4</sup> \_\_\_\_\_. How you answer the phone can make the difference in business.  
A: Do you think we could train her?  
B: <sup>5</sup> \_\_\_\_\_. That might take too much time and money ...

**V1** 5 Write the missing vowels in the adjectives.

- 1 You need to be an \_dv\_nt\_r\_s sort of person to go climbing in the mountains.
- 2 Don't be too c\_ \_t\_ \_s about saying what you think in meetings.
- 3 Running at 6 a.m. looks a bit too \_n\_rg\_t\_c for me. I prefer sleeping.
- 4 Don't talk to him. He's always m\_ \_dy on a Monday morning.
- 5 Gill is one of our most r\_l\_ \_bl\_ employees. She's always on time.
- 6 You look rather th\_ \_ghtf\_l. What's are you considering?
- 7 People who are \_p\_n-m\_nd\_d are often good listeners.
- 8 This job needs someone who is s\_lf-c\_nf\_d\_nt.

**V2** 6 Complete the words with a prefix from the box.

out	bi	anti	over	re	under
dis	mis	mono	ex-		

- |                   |                  |
|-------------------|------------------|
| 1 _____social     | 6 _____shadowed  |
| 2 _____cycle      | 7 _____define    |
| 3 _____comfort    | 8 _____perform   |
| 4 _____understand | 9 _____president |
| 5 _____rail       | 10 _____rated    |

7 Complete the sentences with words from Exercise 6.

- 1 Can I borrow your \_\_\_\_\_? It's too far to walk.
- 2 Every time I ask you to do something, you seem to \_\_\_\_\_ what I say.
- 3 This new film is \_\_\_\_\_. The critics said it was boring but I thought it was great.
- 4 My brother was always better than me at school and completely \_\_\_\_\_ me.
- 5 At the airport, take the \_\_\_\_\_ from one terminal to the other. It's faster than the bus.

8 Make five more sentences with the other words.



### Lesson 1.2 Exercise 8 (p. 8)

1 \_\_\_\_\_ was born on 6th May 1856 in Freiberg, Moravia. He went to the University of 2 \_\_\_\_\_ and studied medicine. He graduated in 3 \_\_\_\_\_ as a Doctor of Medicine. He lived in Vienna for 47 years. In 1907 the psychiatrist Carl Jung was introduced to Freud and together they formed the International Psychoanalytical Association. 4 \_\_\_\_\_ was its first president. Most of Freud's family emigrated to London. 5 \_\_\_\_\_ lost all his property when he left Vienna. Freud lived in a house in Hampstead, London. He died in 6 \_\_\_\_\_.

### Lesson 2.3 Exercise 11 (p. 21)

Read about jobs 1 and 2 below and tell Student B a little about them. Ask questions about your partner's experience to find out if he/she is suitable for either of the jobs.

*Have you ever done any voluntary work?*

*– Yes, I have.*

*Oh, when did you do that?*

*– Well, I worked for Save the Children last summer.*

1 Vacancies for speakers of two languages to accompany small groups of 14-year-old students to major European cities such as Paris, London and Rome.

The ideal person will:

- have experience of looking after groups of children
- have knowledge of at least two major European cities
- be reliable and well-organised

2 We require four active, strong and enthusiastic young adults to accompany a trip for older people to the foothills of the Himalayas. The ideal person will:

- have experience of working with or looking after old people
- be physically fit
- be responsible and reliable

Answer Student B's questions about jobs 3 and 4.

### Lesson 3.2 Exercise 8b (p. 29)

Listen and correct Student B, using the prompts below. Repeat the whole sentences.

1 Poland 2 for nine months 3 Spanish

Say the sentences below. Your partner will correct you.

- 1 So you've been working from home for two years.
- 2 So, you've been studying computing since January.
- 3 So, you've been driving for six years.

### Lesson 3.4 Exercise 8a (p. 33)

- 1 Think about what key qualities you are looking for in the candidate.
- 2 Write out the six questions below to ask at the interview.
  - a) Why / want this job?
  - b) What / sort / person / you?
  - c) What / strengths / weaknesses?
  - d) What / think / can bring / this job?
  - e) What / interests / have / outside work?
  - f) Where / see yourself / five years' time?
- 3 Add three more questions to ask at the interview. Include one killer question.

### Lesson 4.3 Exercise 8 (p. 43)

Discuss the motion and prepare your arguments. Use these ideas to help you.

- Lose a language – lose a lot of knowledge.
- Like losing an animal.
- Language is linked to identity.
- Huge cultural contribution (e.g. music, film).
- Helps a community.
- Can teach you about other languages.

Choose a spokesperson to present your basic views, then decide who will say what to support the views.

### Lesson 4.4 Exercise 5 (p. 45)

You think that the best option is to send as many staff as possible to the language school near the head office. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- Staff will be away from their offices, so they can focus on learning English, without interruptions.
- The courses are not expensive.
- The teachers will be well trained and professional.
- You do not want to have English classes in the office because staff will not attend classes regularly. You think online language programmes are a waste of time and money.



## INFORMATION FOR STUDENT A

### Lesson 10.4 Exercise 6a (p. 109)

Prepare for the meeting by discussing the list of problems on page 109 and suggesting ways of solving them. You do not have a lot of money to spend on big new projects, so you want to:

- keep charging people to use the beaches – they are an important source of income for the council.
- sell the town's aquarium because it is losing money and is in poor condition. You want to use the money to build a new sports and swimming pool centre.
- charge more for parking permits and parking areas so that people will have to use the excellent bus service more.
- make residents happier without spending too much money.

Decide which one of you is the Mayor. Listen to the residents' ideas for solving the town's problems. Try to agree on the best solutions.

### Lesson 12.3 Exercise 8 (p. 127)

Rex Peterson, an army veteran, has been hacking into the victim's computer and monitoring the victim's whereabouts for the last year. He has many photos of the victim, and the victim has complained about him to the police.

### Lesson 12.4 Exercise 5 (p. 129)

Case 1 – case for the prosecution  
Woman got angry and lost control.  
Man already unconscious and no danger.  
Burglar had no weapon.  
Woman gave no warning.  
Burglar was small and light.

## INFORMATION FOR STUDENT B

### Lesson 1.2 Exercise 8 (p. 8)

Sigmund Freud was born on 6th May 1856 in <sup>1</sup> \_\_\_\_\_. He went to the university of Vienna and studied <sup>2</sup> \_\_\_\_\_. He graduated in 1881 as a Doctor of Medicine. He lived in Vienna for <sup>3</sup> \_\_\_\_\_ years. In 1907 the psychiatrist <sup>4</sup> \_\_\_\_\_ was introduced to Freud and together they formed the International Psychoanalytical Association. Jung was its first president. <sup>5</sup> \_\_\_\_\_ emigrated to London. His brother lost all his property when he left Vienna. Freud lived in a house in <sup>6</sup> \_\_\_\_\_. He died in 1939.

### Lesson 1.4 Exercise 5 (p. 13)

#### Richard: British, aged 22

Quiet, calm personality. Seemed very serious at first, but relaxed later in the interview. Highly intelligent (high IQ) and has strong opinions on many subjects.

Your three best qualities? 'organised, reliable and creative'

Your worst quality? 'I can be very impatient with people if they perform poorly.'

Your ideal boss? 'He or she should show respect to staff and care about them.'

Why choose him? 'People say I'm strong-willed and that I work very hard.'

Non-smoker.

Dressed in rather unfashionable, grey suit.

Interests: mountaineering, deep sea diving, collecting antiques.



#### Anil: Indian, aged 24

Easy-going, polite, friendly, sociable.

Your three best qualities? 'even-tempered, helpful, sensible'

Your worst quality? 'I get very angry if people are not polite to me. Also I dislike people who are not generous.'

Your ideal boss? 'Someone who knows their job well and is sensitive and understanding.'

Why choose him? 'I am very ambitious, I want to get to the top as fast as possible.'

Smokes small cigars.

Dressed in a smart black suit and white silk shirt.

Interests: rides a motorbike (at weekends), dances the tango, reads books on philosophy.





# AUDIOSCRIPTS

## Lesson 1.1. Track 1.3

Christina, Helen, George

- C: Oh, Helen, come on! You can tell a lot from a person's appearance. I mean, when people meet me for the first time, they can see I'm quite a sociable person – I love parties, going out, enjoying myself, that sort of thing. I always try and have a good time and not take life too seriously.
- H: I don't know, Christina. It's certainly not the same for me. Look, I've got quite a lot of friends, but most of them say they thought I was really quiet and serious when they first met me. Maybe it's the way I dress. But you know me, I think I'm quite energetic. And I'm interested in everything.
- G: Mmm.
- H: Maybe people think I'm strange because of my sense of humour, I don't know, or because I don't care what people think. I like to do things my way. Anyway, you always laugh at my jokes, George.
- G: Yes, I think you're really funny.
- H: What about you, George? You're very different from how you look.
- G: How do you mean?
- H: Well ... you've got a really good job, running your Internet company. You're hard-working, very focused on your career. You seem to know exactly what your aims are. People would never guess, just looking at you – they'd probably think you're an out-of-work actor or something.
- G: Yeah, you're right, Helen. I suppose I am a bit strange because I don't dress like a typical manager or businessman. I think I'm a pretty serious person and people don't always realise that when they first meet me. I like to be in control, I plan everything very carefully and I don't like too much change in my life. That's the way I am.
- C: I suppose you are very different from your appearance, George, and you are a bit strange ...
- H: Christina!
- C: ... but you're a good friend, that's the important thing.
- H: She's right. You're very reliable and you have high standards. I think you're a person with real principles, and there aren't too many people like that these days.
- G: Thanks, Helen. I think that's a good description of me – you know me well, don't you?

## Lesson 1.2. Track 1.4

Anchor, Presenter, Frank Partridge

- A: And now at 11 o'clock it's over to Jenny Mason and today's edition of 'Changing World'.
- P: Good evening everyone. Our guest tonight is Dr Frank Partridge, an expert on personality. Dr Partridge – our listeners are very interested in personality tests, so can I ask a few questions about those before we talk about your current research?
- F: Yes, certainly, and good evening everyone.
- P: OK, my first question. What exactly does psychometrics mean?
- F: Well, psychometrics is really related to the measurement of intelligence and

personal qualities. It measures four things: the measurement of knowledge, the measurement of abilities, the measurement of attitudes and personality traits. It's really about the differences between individuals.

- P: I see. How did psychometric testing start? I mean, who designed the early tests?
- F: Well, the first psychometric tests were designed to measure intelligence. I think the first usable intelligence test was the Stanford-Binet test. The test was developed originally by a French psychologist called Alfred Binet.
- P: Mmm, interesting. So, how useful are the tests? Are they reliable? That's what most people want to know.
- F: Well, that's a good question. All tests must have reliability and validity. Let me explain what I mean. When you use a reliable test, you get the same results each time. If the test is valid, it measures what it's supposed to measure ... and not something else.
- P: Mmm. I wonder if you could give us an example of what exactly you mean by validity?
- F: An example? Well ... if you test a teacher on how many books they can carry, that's not a valid measure of their ability as a teacher.
- P: Right, I see. Well, what can personality tests tell you about a person?
- F: Well, there's one test, called the Myers-Briggs test, which is widely used all over the world. It's based on an Internet study of more than 20,000 people. Organisations think it's useful when you want to work out people's roles in a team. Some people say it's useful to decide your personality type. You can, for example, find out how organised, reliable and sociable you are. I think the questions are quite interesting and people seem to enjoy doing them. There are questions like: 'Can you stay calm under pressure?' 'Are you a good team player?' 'How motivated are you?' And so on.
- P: Have you taken any of these tests yourself?
- F: Yes, I have. The results were very interesting.
- P: OK, thanks for that. Now, let's get on to your research. What are you working on at the moment, Dr Partridge?
- F: I'm currently carrying out research into personalities of identical twins. I'm looking at the similarities and differences of their personalities and I can tell you it's ...

## Lesson 1.4. Track 1.5

Ben, Sylvia

- B: I can't understand it, Sylvia, two assistants leaving us in the last three months. It's not our fault, is it?
- S: I don't know, Ben, maybe it is. Let's face it, we're not easy people to work with. You're very intelligent and ambitious, but you seem to forget other people don't have those qualities. I think you probably expect too much from them. And then you get angry if they don't do their job properly.
- B: Hmm, I suppose I am a bit bad-tempered sometimes. I shout if things go wrong. But Barbara didn't seem to mind.

- S: I don't know, I think it really upset her. What did she say about you? That you were bossy, and, erm ... insensitive.
- B: OK, but maybe she said that because I wouldn't give her time off to do her shopping. I pay people to work 9.00 to 5.00, Sylvia, not to leave the office whenever they feel like it.
- S: Come on, Ben, an hour off, just before Christmas? Not asking for much.
- B: OK, maybe Barbara asked at a bad moment, I don't know. Anyway it wasn't just that. She didn't like me smoking in the office – it really bothered her. You know, I like open-minded people, so I was really quite pleased when she left. Anyway, I got on all right with Louise, but she didn't like you or your secretary much, did she?
- S: Well, it's true, Louise and I didn't get on. I reckon she didn't like me because I'm very sociable and I'm a bit noisy when I'm enjoying myself. Louise was a very quiet person. Another thing – she was really jealous because Susan and I have a good relationship. Louise didn't like it when Susan made fun of her. She just couldn't take a joke – she was far too serious.
- B: I don't agree, Sylvia. Actually I thought Louise was quite nice, but she was a little sensitive, I agree. She told me you were really moody – one minute nice to her, the next unpleasant. I think she was afraid of you in the end.
- S: Really? You surprise me. I know I've got a strong personality – some people don't like that. But moody? I don't think so. Look, Ben, why don't we try and get a man as our assistant this time? To be honest, I think we'd both work better with a man.
- B: I don't know – male or female, does it really matter, as long as they have the right personality? We've got to get someone who'll fit in here. The skills are less important – most people seem to have the basic skills we're looking for. It's not a problem. What we need is someone who'll be a good match for us. I suggest we contact the agency again. Let's see what they can come up with this time. We'll give them a good briefing so they know exactly what we want.
- S: Great idea. Let's do it.

## Lesson 2.1. Track 1.6

Nadia, Lisa, Armando, Jacques, Tom

- N: OK, so that's my experience. Have you got any questions?
- L: Hi, Nadia, my name's Lisa.
- N: Hi, Lisa.
- L: Nadia, what's the furthest you've travelled from home?
- N: Mmm, let me think ... well, I suppose the answer is Indonesia.
- L: Indonesia? Did you enjoy it?
- N: Yeah, it was fascinating. I went with a friend and we got on really well. And she's still a good friend, I'm pleased to tell you. The country's got thousands of islands and we visited quite a few of them. I must say, I'll never forget Komodo – they have the largest lizards in the world there, Komodo Dragons, and one of them chased