

PEARSON

LANGUAGE LEADER INTERMEDIATE

Coursebook

2

先锋英语

综合教程

原著 David Cotton David Falvey Simon Kent

改编

总主编 战菊 严明



高等教育出版社
HIGHER EDUCATION PRESS

LANGUAGE LEADER INTERMEDIATE

XIANFENG YINGYU ZONGHE JIAOCHENG

先锋英语 综合教程 2 Coursebook

原 著 David Cotton David Falvey Simon Kent

改 编

总主编 战 菊 严 明

主 编 曲 鑫

副主编 张广林 林 娟

编 者 付慧敏 祝 璇 张 娟



高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图字：01-2012-0681号

Authorized Adaptation from the English language edition, entitled LANGUAGE LEADER, 1E, by David Cotton, David Falvey and Simon Kent, Ian Lebeau and Gareth Rees, published by arrangement with Pearson Education Limited, Copyright © Pearson Education Limited 2008.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Limited.

ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and HIGHER EDUCATION PRESS LIMITED COMPANY Copyright © 2012.

ENGLISH language adaptation edition is manufactured in the People's Republic of China, and is authorized for sale only in People's Republic of China excluding Taiwan, Hong Kong SAR and Macau SAR.

本书原版LANGUAGE LEADER为培生教育出版集团出版。

版权所有。未经培生教育出版集团许可，任何部分不得以任何形式、任何途径（电子版或纸质版）复制或传播，包括影印、录制或信息存储及检索系统。

此英文改编版由培生教育出版集团和高等教育出版社有限公司合作出版。著作权©2012。

此英文改编版在中国出版发行，仅限于在中华人民共和国境内（但不允许在中国香港、澳门特别行政区和中国台湾地区）销售。

本书封面贴有Pearson Education（培生教育出版集团）激光防伪标签。

无标签者不得销售。

图书在版编目(CIP)数据

先锋英语综合教程. 2 / (英) 科顿 (Cotton, D.) ,
(英) 法尔维 (Falvey, D.) , (英) 肯特 (Kent, S.) 著;
战菊, 严明改编. --北京: 高等教育出版社, 2012.5
ISBN 978-7-04-034388-5

I. ①先… II. ①科…②法…③肯…④战…⑤严…
III. ①英语 - 高等学校 - 教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2012) 第 058969 号

策划编辑 贾巍巍	项目编辑 徐艳梅 刘 瑾	责任编辑 李 瑶	封面设计 王凌波
版式设计 刘 艳	责任校对 谢 森	责任印制 胡晓旭	

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100120
印 刷 北京佳信达欣艺术印刷有限公司
开 本 880 mm×1270 mm 1/16
印 张 12.5
字 数 548 千字
购书热线 010-58581118

咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版 次 2012年5月第1版
印 次 2012年5月第1次印刷
定 价 47.00元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换
版权所有 侵权必究
物 料 号 34388-00

前言

大学英语教学是我国大学基本素质教育的重要组成部分，也是培养创新型人才不容忽视的重要环节。根据《大学英语课程教学要求》，大学英语教学的使命和任务是提高学生的英语综合应用能力。而光有语言应用能力并不能保证有效交际，也无法锻炼创新意识，大学英语课程还应兼具人文性和思辨性，培养学生的国际化视野和创新实践能力。

《先锋英语》系列教材是符合教改精神、能满足新时代教学需要的一套国际化英语系列教材。其原版教材（Language Leader）由培生教育出版集团（Pearson Education）出版，高等教育出版社引进后组织国内知名高校的英语教育专家和骨干教师完成了针对我国高校学生需求的本土化改编工作。在改编过程中，我们以服务新时代人才培养战略为宗旨，主张通过语言学习培养学生的批判性思维，在教学活动中树立学生的团队合作意识，进而提升他们的人文素养并培养他们终身学习的观念。

经改编，《先锋英语》系列教材具有以下特色：

1. 重视基础，夯实语言知识

在编排上，《先锋英语》系列教材每个单元以主题为中心安排教学活动、建立背景知识网，通过涉及的主题，将听、说、读、写各项技能的训练融为一体，并在一定的交际环境中进行语法的讲解和词汇学习，保证学生掌握用英语进行交际必须具备的语言基础。

2. 注重实践，培养语言能力

在学习、掌握相关语言知识后，本系列教材每个单元设计了情境训练模块来锻炼学生的英语综合应用能力。该模块围绕学生日常生活中的交际情境设置语言任务，通过情境准备、语言指导，帮助学生开拓思路，完成一个具体的交际任务，在巩固本单元所学知识的同时实现语言知识向语言能力的转换。

3. 强化技能，传授学习技巧

写作是英语学习的一个难关。本系列教材每个单元包含特定的写作技巧讲解和训练，让学生轻松习得写作技能，培养写作兴趣。另外，每个单元还包含学习技巧的介绍，为学生自主学习提供方法和理论支持，培养语言学习习惯，也为将来的工作和生活提供帮助。

4. 配套齐备，便于个性化学习

本系列教材共分5级，每级由《综合教程》、《教学参考书》、《同步练习》和配套的学习光盘、试题光盘、MP3光盘、电子教案和网络资源组成，形成完备的立体化教学资源，以便学生根据自身需要主动地、个性化地学习。

5. 弹性编排, 适于创造性教学

本系列教材提供了形式多样的教学活动、大量的练习材料及详尽的教学指导, 便于教师按照分类指导原则根据具体情况灵活安排教学、扩展教学视野、发展教学技能, 进行创造性教学。

《先锋英语》由吉林大学战菊教授和黑龙江大学严明教授担任总主编。本书为《先锋英语综合教程2》, 由吉林大学曲鑫担任主编, 张广林和林娟担任副主编, 编者还有付慧敏、祝璇和张娟。

由于编者水平有限, 本教材难免存在不足之处, 恳请广大师生批评指正。最后, 祝您英语学习愉快!

编 者

2012年2月

Contents

UNIT 1	Personality	6
UNIT 2	Travel	16
UNIT 3	Work	26
REVIEW UNITS 1–3		36
UNIT 4	Language	38
UNIT 5	Advertising	48
UNIT 6	Business	58
REVIEW UNITS 4–6		68
UNIT 7	Design	70
UNIT 8	Education	80
UNIT 9	Engineering	90
REVIEW UNITS 7–9		100
UNIT 10	Trends	102
UNIT 11	Arts and media	112
UNIT 12	Crime	122
REVIEW UNITS 10–12		132
Language Reference / Extra Practice		134
Communication Activities		158
Audioscripts		169
Glossary		184
Authors		193

Contents

UNIT 1	Personality	6
UNIT 2	Travel	16
UNIT 3	Work	26
REVIEW UNITS 1–3		36
UNIT 4	Language	38
UNIT 5	Advertising	48
UNIT 6	Business	58
REVIEW UNITS 4–6		68
UNIT 7	Design	70
UNIT 8	Education	80
UNIT 9	Engineering	90
REVIEW UNITS 7–9		100
UNIT 10	Trends	102
UNIT 11	Arts and media	112
UNIT 12	Crime	122
REVIEW UNITS 10–12		132
Language Reference / Extra Practice		134
Communication Activities		158
Audioscripts		169
Glossary		184
Authors		193







CONTENTS

Unit	Grammar	Vocabulary	Reading
1 Personality (p 6–15) 	Question forms, subject and object questions Present simple and present continuous	Personality adjectives Prefixes	Encyclopedia entry about Cark Jung Internet article about Hideo Nakata Magazine article about charisma
2 Travel (p16–25) 	Past simple Present perfect and past simple	Travel expressions Phrasal verbs (1)	Magazine article about travel and tourism Articles about famous explorers Magazine article about Wilfred Thesiger Excerpt from <i>Arabian Sands</i>
3 Work (p26–35) 	Present perfect continuous Present perfect simple and present perfect continuous	Work adjectives Expressions connected with time and work	Job advertisements Magazine article about homeworking Advice leaflet about job interviews
REVIEW UNITS 1–3 (p36–37)			
4 Language (p38–47) 	Future forms First conditional	Language learning Phrasal verbs (2) <i>allow, permit, let</i>	Advert for a language course News website about texting Excerpt about dying languages
5 Advertising (p48–57) 	Second conditional Comparison: <i>as ... as</i> , emphasising difference and similarity	Adjectives, advertising Advertising methods Word combinations	Opinions about advertising Magazine article about advertising Newspaper article about advertising to children
6 Business (p58–67) 	Past continuous Past perfect	Business terms and roles Business word combinations	Leaflet about business plans Business dilemmas Obituaries of business icons
REVIEW UNITS 4–6 (p68–69)			

UNITS 1–6

Listening	Speaking / Pronunciation	Scenario	Study and Writing Skills
<p>Conversation about appearance and personality</p> <p>Radio interview with a psychologist</p> <p>Conversation about choosing a team member</p>	<p>Discussing personalities</p> <p>Information gap</p> <p>Discussing charisma and personality</p> <p>Pronunciation: word stress</p>	<p>Personality clash</p> <p>Key Language: giving opinions, agreeing and disagreeing</p> <p>Task: choosing a new team member</p>	<p>Taking notes while reading</p> <p>Symbols and abbreviations</p> <p>A comparative essay</p> <p>Linkers</p>
<p>Talk about travelling abroad</p> <p>Interview</p> <p>Conversation about organising a study tour</p> <p>Lecture</p>	<p>Discussing travel</p> <p>Discussing past life events</p> <p>Discussing jobs</p> <p>Pronunciation: -ed endings</p> <p>Pronunciation: weak forms</p>	<p>A study trip</p> <p>Key Language: discussing advantages and disadvantages, making suggestions</p> <p>Task: organising a study trip</p>	<p>Taking notes while listening</p> <p>A biographical profile</p> <p>Time linkers</p>
<p>Monologues describing jobs</p> <p>Monologues about homeworking</p> <p>Conversation between two senior managers</p> <p>Conversation with a careers advisor</p> <p>Monologues about writing CVs</p>	<p>Discussing jobs</p> <p>Discussing what is important in a job</p> <p>Discussing homeworking</p> <p>Asking killer questions</p> <p>Pronunciation: correcting politely</p> <p>Pronunciation: contractions and weak forms</p>	<p>Situation vacant</p> <p>Key Language: asking questions, giving answers</p> <p>Task: taking part in a job interview</p>	<p>Organising ideas</p> <p>Paragraphs</p> <p>Organising a paragraph</p> <p>Covering letter and curriculum vitae (CV)</p>
<p>Conversation between two students</p> <p>Radio interview about Gaelic</p> <p>Talk about how to improve English in an agency</p>	<p>Discussing language</p> <p>Discussing texting and language in the future</p> <p>Debate — minority languages</p>	<p>Language training</p> <p>Key Language: accepting and rejecting ideas, considering consequences</p> <p>Task: selecting an English language programme</p>	<p>Describing tables and charts</p> <p>A report</p>
<p>Monologues about advertisements</p> <p>Conversation about advertising techniques</p> <p>TV debate about advertising</p>	<p>Talking about adverts</p> <p>Describing and discussing photos</p> <p>Discussing using different media to advertise products</p> <p>Roleplay</p>	<p>B-Kool soft drinks</p> <p>Key Language: the language of presentations</p> <p>Task: giving a formal presentation</p>	<p>Using your dictionary</p> <p>A formal letter</p>
<p>Radio interview about setting up a business</p> <p>Conversation about a business idea</p> <p>Negotiation about a deal for the import of sunglasses</p>	<p>Pairwork — planning a business idea</p> <p>Discussing business dilemmas</p> <p>Talking about famous people's achievements</p> <p>Pronunciation: weak forms</p>	<p>Sunglasses after dark</p> <p>Key Language: making offers, stating a position, bargaining</p> <p>Task: negotiating a deal</p>	<p>Recognising formal and informal language</p> <p>Beginning and ending letters and e-mails</p> <p>Writing e-mails</p>

CONTENTS

Unit	Grammar	Vocabulary	Reading
7 Design (p70–79) 	Modals Modals (present deduction)	Word building, adjectives Abstract nouns	Extracts from a design book Encyclopedia entry about Raymond Loewy
8 Education (p80–89) 	Defining relative clauses Non-defining relative clauses	Education and studying Word combinations	News debate website about single-sex schools Encyclopedia entry about Maria Montessori Newspaper editorial about university fees
9 Engineering (p90–99) 	The passive Articles	Word combinations	Publicity leaflet about females in engineering Article about asteroids hitting the Earth Articles about three superstructures
REVIEW UNITS 7–9 (p100–101)			
10 Trends (p102–111) 	Expressions of quantity Infinitives and -ing forms	Phrasal verbs (3) Adjective order	Book review: <i>Tipping Point</i> Magazine article about films and fashion Magazine article about life expectancy
11 Arts and media (p112–121) 	Reported speech: statements and commands Reported questions	Words connected with the arts	Reviews Magazine article about media recluses Interview with Rageh Omar
12 Crime (p122–131) 	Third conditional Modals (past deduction)	Crime, technology and money Word combinations People in crime	Newspaper report about cyber crime Article about the psychology of crime Newspaper reports about bank robberies
REVIEW UNITS 10–12 (p132–133)			
Language Reference / Extra Practice (p134–157) • Communication Activities (p158–168)			

UNITS 7–12

Listening	Speaking / Pronunciation	Scenario	Study and Writing Skills
<p>Discussion about a product</p> <p>Conversations at a design museum</p> <p>Comments on designs of a product</p> <p>Conversation with a teacher about written work</p> <p>Monologue about a teacher</p> <p>“Call my bluff”</p> <p>Monologues about worth of university</p> <p>Conversation about a course</p> <p>Radio interview with a woman engineer</p> <p>An extract from a television news programme</p> <p>A talk</p> <p>Conversations about the benefits of the project</p> <p>Conversations about a name for the vertical city</p>	<p>Discussing objects in the home</p> <p>Discussing designs</p> <p>Designing a new product</p> <p>Pronunciation: word stress</p> <p>Discussing education</p> <p>Describing a teacher</p> <p>Talking about educational systems</p> <p>Discussing engineering achievements</p> <p>Passives quiz</p> <p>Discussing structures</p> <p>Designing a superstructure</p>	<p>Martelli design competition</p> <p>Key Language: describing qualities</p> <p>Task: evaluating designs</p> <p>Trouble at Lakeside</p> <p>Key Language: discussing possibilities and options</p> <p>Task: problem-solving</p> <p>The Sky-High project</p> <p>Key Language: discussing options, making decisions</p> <p>Task: assessing a project</p>	<p>Editing and proofreading</p> <p>A report</p> <p>Linkers</p> <p>Reading strategies</p> <p>Skimming</p> <p>Scanning</p> <p>A formal letter</p> <p>Letter conventions</p> <p>Preparing for a talk</p> <p>Linkers</p> <p>Describing a process</p> <p>Using the passive</p>
<p>Conversation between manager and shop assistant</p> <p>Conversations about the Bellevue town</p> <p>Advice on learning vocabulary</p> <p>Reviews</p> <p>Conversation about a job interview</p> <p>Beginnings of talks</p> <p>Monologues by criminals</p> <p>Monologues about a robbery</p> <p>Lecture on home security</p> <p>Lecture on car security</p>	<p>Talking about trends</p> <p>Discussing fashion and clothes</p> <p>Discussing work, health and society</p> <p>Pronunciation: stress</p> <p>Pronunciation: numbers</p> <p>Debate — how to spend an arts grant</p> <p>Discussing celebrities and the arts</p> <p>Describing a news event</p> <p>Discussing crimes</p> <p>Discussing crimes and criminals</p> <p>Speculating about a crime</p>	<p>Bellevue</p> <p>Key Language: the language of meetings</p> <p>Task: participating in a meeting</p> <p>The silver screen</p> <p>Key Language: comparing and contrasting</p> <p>Task: choosing a film to produce</p> <p>You, the jury</p> <p>Key Language: presenting a case and discussing a verdict</p> <p>Task: discussing court cases</p>	<p>Recording and learning vocabulary</p> <p>Describing a trend</p> <p>Avoiding repetition</p> <p>Delivering a talk</p> <p>A report</p> <p>Making generalisations</p> <p>Summarising</p> <p>A narrative using cause and effect</p> <p>Linkers</p>
<p>Audioscripts (p169–183) • Glossary (p184–192)</p>			



Personality

In this unit

Grammar

- question forms
- present simple and present continuous

Vocabulary

- personality adjectives
- prefixes

Scenario

- Personality clash

Study Skills

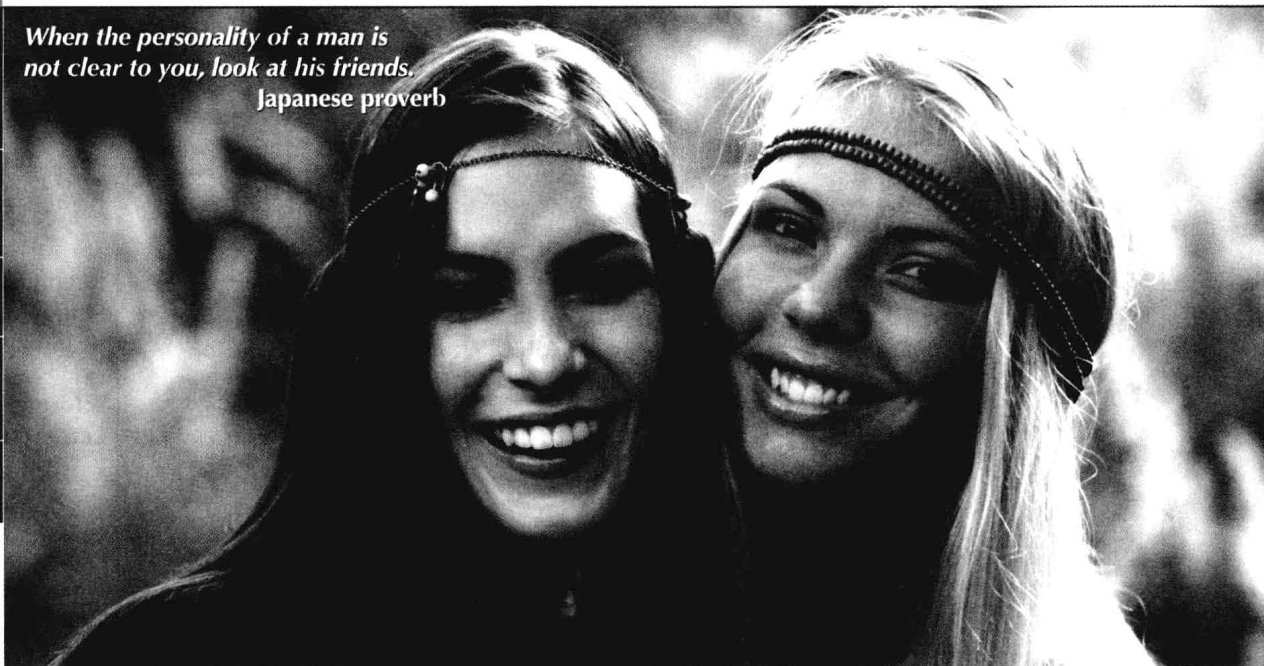
- taking notes while reading

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 **2.2** 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 ...

- 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: _____.

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 **2.3** 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?

- 1 Jung studied medicine in Zürich.
- 2 He identified the following personality types: extroverts, introverts, balanced personality.
- 3 Extroverts like to be in large groups of people.
- 4 Introverts think carefully before they do things.
- 5 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

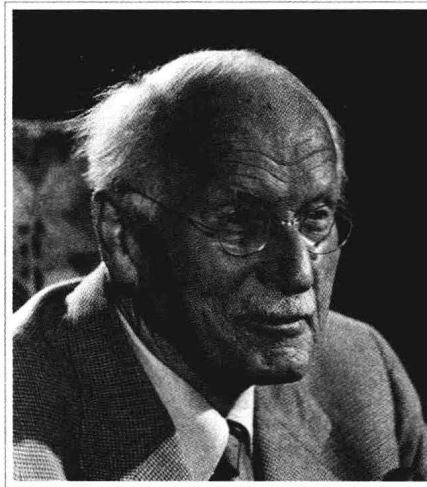
9 Work with a partner to discuss the following.

- 1 What are the advantages and disadvantages of having a strong personality?
- 2 What is a "personality clash"? Have you had a personality clash with someone? What happened?
- 3 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 **2.4** 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 <i>Ring</i> and <i>Ring 2</i> | 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

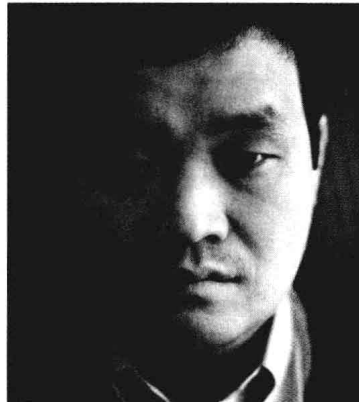
Hideo Nakata

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.

¹ *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.

READING

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

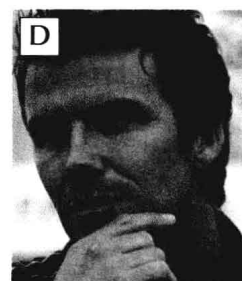
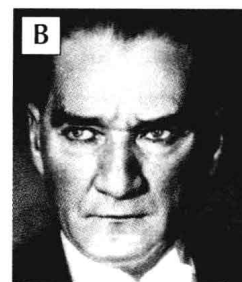
- 1 What do you know about the people in the photos on this page?
- 2 Think of three qualities which you associate with each person.

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 Oprah Winfrey 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 ¹regularly 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. ²She owns several houses and publishes her own magazines. ³Currently, 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 ⁴people 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> utperform |
| 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.