

Module 1

Individuals



Unit	Topic	Language study	Vocabulary	Main skills
1 Behave! pages 2–5	<ul style="list-style-type: none"> • Eccentrics • Are you a nonconformist? 	<ul style="list-style-type: none"> • Contrast (discourse markers) 	<ul style="list-style-type: none"> • Behavioural traits (adjectives and their collocations) • Taking turns in a discussion 	<ul style="list-style-type: none"> • Reading: predicting and checking; summarising information • Speaking: discussing types of behaviour; discussing pressure to conform in different countries; taking turns and interrupting • Listening: identifying main information • Pronunciation: stress and intonation in discussions
2 Form and function pages 6–9	<ul style="list-style-type: none"> • Modern wonders (buildings and design) • Your workspace and you 	<ul style="list-style-type: none"> • Describing buildings, places and objects (structures used to describe nouns) 	<ul style="list-style-type: none"> • Compound adjectives • Expressing sympathy and annoyance 	<ul style="list-style-type: none"> • Reading: understanding gist • Speaking: discussing architecture and design preferences; sympathising and expressing annoyance; talking about workspaces • Writing: a description of your favourite place • Listening: understanding gist and identifying key topics; understanding vocabulary in context
3 It's up to you! pages 10–13	<ul style="list-style-type: none"> • Moments in time (the best day of my life) • Changing the world (supporting causes by wearing wristbands) 	<ul style="list-style-type: none"> • Adding emphasis 	<ul style="list-style-type: none"> • Social issues and direct action 	<ul style="list-style-type: none"> • Listening: understanding gist and key information; understanding vocabulary in context • Speaking: describing one of the best days of your life; talking about social issues and direct action • Reading: understanding main information • Writing: a message board thread and comments
4 No pain no gain pages 14–17	<ul style="list-style-type: none"> • Getting to the top (life of a sumo wrestler) • What motivates you? 	<ul style="list-style-type: none"> • Three-part phrasal verbs 	<ul style="list-style-type: none"> • Proverbs and idioms: success • Motivation 	<ul style="list-style-type: none"> • Reading: identifying key information • Speaking: talking about success, motivation and overcoming problems; explaining causes and results; discussing two autobiographies • Listening: understanding gist and key information • Writing: a blurb for a biography

5 **Review unit** pages 18–21

• **Extra practice** pages 22–25 • **Grammar reference and wordlist** pages 26–28 • **Listening scripts** pages 30–31 • **Communication activities** pages 29, 32



1 Behave!

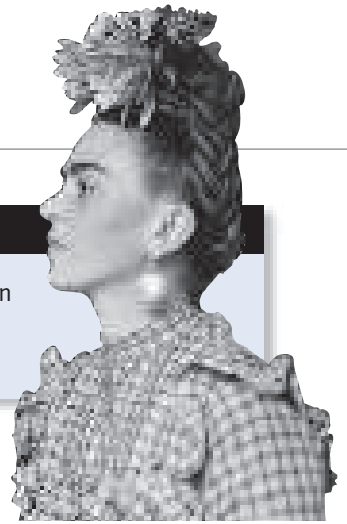


Lead-in



LEARNING AIMS

- Can use discourse markers to contrast information
- Can discuss types of behaviour
- Can take turns in a discussion



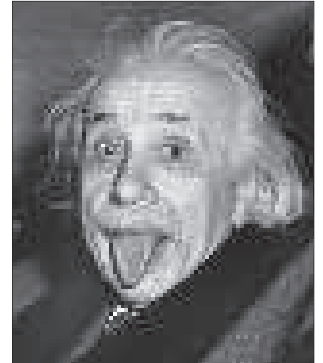
Eccentrics

- 1 Work in groups. Which of the people in the box are in the photos? What do you know about them? What is / was strange or different about them?

Björk Salvador Dalí Albert Einstein
Frida Kahlo Ozzy Osbourne Vincent van Gogh

- 2 There are many famous male eccentrics, but few female. Why do you think this is so?
- 3 Read this quote by American author Michael J. Gelb. Do you agree?

*Crazy people who are productive are geniuses.
Crazy people who are rich are eccentric.
Crazy people who are neither productive nor rich are just plain crazy.*



Reading

- 1 Do you think these statements are true or false? Discuss them with a partner.
 - 1 Eccentrics are generally optimistic and interested in finding out about things.
 - 2 Most eccentrics don't mind being made fun of.
 - 3 Eccentricity is something which people have no control over.
- 2 01 Read the magazine interview on page 3. Find the answers to Ex 1.
- 3 Is David Weeks positive or negative about eccentricity? Write a paragraph (60–80 words) and summarise his main results and opinions.
- 4 Compare your summaries with a partner. Have you included similar information?
- 5 Imagine a scale from conformity (1) to individuality (5). Where are you on the scale? What are the advantages and disadvantages of this position? Discuss your ideas with a partner.

Vocabulary and speaking

- 1 Look at these words from the text. Underline the main stressed syllable.

conventional curious gloomy intelligent mischievous opinionated
rebellious unorthodox

- 2 02 Listen and check your answers.
- 3 Work with a partner. Agree which words in Ex 1 have positive meanings and which have negative meanings. Think of words with similar and opposite meanings.
- 4 Tell a partner which of the adjectives in Ex 1–3 apply to you. Explain why or give examples of specific situations.

Example:

I am quite opinionated. I have very strong opinions about things like religion and politics, and I often get into arguments about them.



- 5 Complete these sentences with the words in the box to make collocations. Check your answers in the text.

collector imagination outlook side traits

- 1 Anna has a vivid _____.
- 2 Tom is an obsessive _____.
- 3 Jack's got a strong creative _____.
- 4 Sara's got a few eccentric _____.
- 5 Rick has an optimistic _____ on life.
- 6 Replace the names in Ex 5 with the names of people you know. Work with a partner and tell your partner about these people.
- 7 Which of these adjectives can be used with which nouns in Ex 4? Do you know any other nouns which collocate with these words? Example: *avid collector*

avid dark fertile feminine gloomy keen overactive positive serious sympathetic unconventional

An interview with David Weeks, author of *Eccentrics, a study of sanity and strangeness*

According to David Weeks, eccentrics like Mr Christmas 'don't give a damn what the rest of the world thinks of them'. Mr Christmas (real name Andy Park) has celebrated Christmas with Christmas dinner and presents every day for twelve years.



Happy, healthy and *odd!*

Q: What prompted you to make a scientific study of eccentricity?

A: Psychologists have undertaken exhaustive studies of every personality type under the sun, yet somehow we have completely overlooked eccentrics. And psychiatry, on the other hand, tends only to take an interest in those who seek treatment, and since eccentrics rarely do so, they have been overlooked. I thought it might contribute something important to our understanding of the mind if we had a better understanding of the thought processes of those who regard themselves and who are regarded by others as eccentric.

Q: Can you give us a description of the eccentric?

A: The eccentric is very creative and curious and has vivid visual imagination in the daytime and vivid dreams at night. Eccentrics are intelligent, opinionated, and frequently have a mischievous sense of humour. Many of them are loners, and they often have unorthodox living arrangements.

Q: For example?

A: We have several men who lived in caves. Women eccentrics tend to be obsessive collectors and renovators. One woman in our study has 7,500 garden gnomes on her lawn.

Q: You found in your study that eccentrics are happier and healthier than the rest of us.

A: We did meet a few gloomy eccentrics, but most of the subjects in our study had a refreshingly sunny outlook on life. There is also pretty solid proof that eccentrics are healthier than the norm. In Great Britain the average person goes to the doctor twice a year, while eccentrics will typically go for eight or nine years without seeking medical help. It's not that they're avoiding doctors or don't believe in conventional medicine. They just don't need it much.

Q: How do you explain this?

A: It's a combination of an optimistic outlook and low stress, due to the fact that eccentrics don't feel the need to conform. Eccentrics don't give a damn what the rest of the world thinks of them; if someone makes fun of them, instead of getting angry or embarrassed, they regard the other person as the one with a problem.

Q: What makes a person an eccentric? After all, everyone has some unusual habits or traits.

A: Eccentricity is a choice. It's quite true that everyone has eccentric traits, but as we grow older, most of us learn to conform, to blend in – the process we call socialisation. But the eccentric says, 'No, thank you,' and chooses not to conform.

Q: Are men or women more likely to be eccentric?

A: The incidence of eccentricity is about the same, but it manifests itself in different ways. Society has always been more tolerant of aberrant behaviour in men than in women. If a man gets into a fight with a colleague or goes off on a drinking spree, we might overlook it, but if a woman does the same thing it's considered scandalous. A woman sometimes becomes eccentric later in life: she conforms in her youth, marries and has children, but once the kids have left home, she leaves her husband and lets her eccentric, creative side take over.

Q: Dr Weeks, are you eccentric?

A: I would say that I may have always been slightly eccentric, perhaps a little rebellious. I do, however, admire the authentic, life-long eccentrics. I think we can all learn a lot from them about holding onto the dreams and curiosity we had as children.



LANGUAGE STUDY

Contrast

- 1 Underline the five contrastive discourse markers in these sentences.
- Psychologists have studied every personality type, yet somehow we have overlooked eccentrics. And psychiatry, on the other hand, tends only to take an interest in those who seek treatment.*
 - We did meet a few gloomy eccentrics, but most of the subjects had a refreshingly sunny outlook on life.*
 - In Great Britain the average person goes to the doctor twice a year, while eccentrics will typically go for eight or nine years without seeking medical help.*
 - I would say that I may have always been slightly eccentric, perhaps a little rebellious. I do, however, admire the authentic, life-long eccentrics.*

- 2 Contrastive discourse markers most commonly go between the ideas they are contrasting, but there are other possible positions. Complete the table with the discourse markers from Ex 1.

Must always go between the ideas they are contrasting	Can also go before the first idea they are contrasting	Can also go in various positions in the second sentence
_____	even though whereas _____	Nevertheless _____ _____

- 3 What is the function of the verb *do* in sentences 'b' and 'd'?

Grammar reference page 26

- 4 Look at these biography extracts. Combine each sentence 1–5 with one of the sentences a–g in **two** different ways using appropriate discourse markers.

Example:

*Van Gogh was a truly great artist, **yet** he sold only one painting in his lifetime.*

***Even though** Van Gogh was a truly great artist, he sold only one painting in his lifetime.*


- David Bowie has created some of the most colourful personas in popular music.
 - The young Einstein couldn't read or write until he was eight years old.
 - Most people get into the music business to actively seek fame and fortune.
 - At school Gaudí did rather badly in most subjects.
 - Dali based his appearance on the fashion style of a century earlier.
- Nirvana* front man Kurt Cobain found the invasion of his privacy all too much.
 - His paintings were anything but retrospective.
 - He has been virtually colour blind since a childhood accident.
 - He went on to become perhaps the greatest scientist of the 20th century.
 - He did excel in geometry, which inspired his lifetime's work.
- 5 Join the two sentences using *but* and the auxiliary verb *do* to emphasise contrast.
- Example: I enjoyed the meal. The service wasn't too good.
I did enjoy the meal, but the service wasn't too good.
- I wanted to go. It was just impossible.
 - I like them. I've just listened to them too much.
 - I enjoyed it. I was glad to get home.
 - I agree I should do it more. Sometimes I just can't be bothered.
 - We liked each other. It just wasn't to be.
 - I felt for them. There was nothing I could do to help.
- 6 Work with a partner. Explain situations in your life to which some of the sentences in Ex 5 could apply.

Example: *I went to that new café near the school yesterday. I did enjoy the meal, but the service was a bit slow.*



Are you a nonconformist?

Listening and speaking

- 1 Discuss and agree on a definition of a nonconformist.
- 2  03 Listen to the classroom discussion about nonconformists. Explain these statements by Alex, Mette and Natsuko talking about their country.



- 3 Discuss the opinions in Ex 2 in groups. Are any of these things true about your country? How much pressure is there to conform in your country in terms of dress, behaviour and lifestyle?

Vocabulary and pronunciation

Taking turns in a discussion

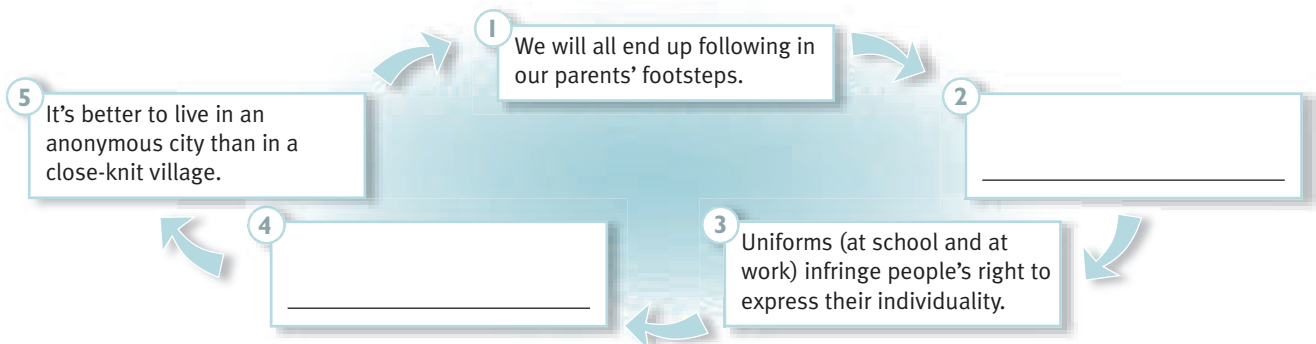
- 1 Listen again. Pay attention to stress and intonation, and write the phrases used when ...
 - 1 Alex takes up his point after interruption by Mette. *Er, yeah ...*
 - 2 Mette interrupts Alex the second time. *That ...*
 - 3 Natsuko interrupts Mette. *Sorry ...*
 - 4 Natsuko prevents Mette from interrupting. *Wait ...*
 - 5 Natsuko prevents Alex interrupting. *Just ...*
 - 6 Mette takes up an earlier point again. *To get ...*
- 2 Put the phrases from Ex 1 in the correct place in the table. Then work with a partner and add the phrases in the box to the table.

Before you comment, can I just ... By the way ... Can I add something?
Can I finish what I was saying? Hang on! Incidentally ... Where was I?

Interrupting	Preventing interruption	Returning to a topic	Changing the topic
		<i>Er, yeah ... Anyway,</i>	

Speaking

- 1 Work in groups. Look at the discussion circle and add two topics of your own.



- 2 Working individually, note down two arguments for and against each topic.
- 3 Your group has ten minutes to discuss all the topics. Start by discussing topic 1. Then in turns, change the topic to the next one in the circle until you return to the first topic.

2 Form and function



LEARNING AIMS

- Can describe buildings, places and objects
- Can talk about workspaces
- Can sympathise with problems



Modern wonders

- Lead-in**
- 1** These photos were on a shortlist for a competition to find the New Seven Wonders of the World. Do you know the names of the buildings and monuments? Or do you know where they are? (You can check with the list on page 29.)



- 2** Work in groups. Use the shortlist and agree on your New Seven Wonders of the World.
- 3** What makes a building or monument a modern wonder? Discuss your ideas with the class, and make a list of your criteria.

Reading and Speaking

- 1** Think about the building where you have your English classes and discuss these questions. Use the ideas in the box to help you.

functional modern 19th century 3-storey smart well-maintained

- 1 What is it like inside? Is it a good environment for learning English?
 - 2 What's the building like outside?
- 2** **04** Read the article on page 7. Does the author like the building? Why / Why not?
- 3** Answer these questions.
- 1 What's the official name of the building? What's its nickname and why?
 - 2 What other metaphors have been used to describe it? Looking at the photo, which do you think is the most appropriate?
 - 3 What do people in London think of it?
 - 4 What special features does the building have?
- 4** Work with a partner. Choose one of these statements and discuss it.
- 1 Ultramodern buildings should not be built next to old buildings.
 - 2 A company's building says a lot about the company itself.



A brilliant new skyscraper

At just 180 metres and 40 stories, the new skyscraper officially known as 30 St. Mary Axe is less than half the height of the world's 10 tallest buildings, and not even the tallest building in London. But it draws instant attention because of its unique shape, which has been variously compared to a cigar, a rocket, a bullet, a lipstick, a Zeppelin airship, a lava lamp, a bandaged finger, and – most frequently – a gherkin. Its architect, Norman Foster, prefers the metaphor of a pine cone or pineapple, since they do more justice to the building's shape.

The Gherkin has rapidly become a well-known contemporary icon and much-loved tourist attraction. Most Londoners appreciate the novelty and sophistication of the building. Some despise it for desecrating the ancient City of London; but the quaint character of the City was pretty well desecrated decades ago by uninspired postwar rebuilding. The shape is a bit frivolous-looking for a building whose original owner was Swiss Re, a sober and respectable Zurich-based insurance company. But the sparkling glass surfaces covering the entire outside (made of 5,500 triangular windows, many of which open) and calm gray* walls inside the building are ultrachic and ultramodern.

The building is round in floor plan to reduce the high winds generated at street level by tall rectangular buildings. On each of the office levels (floors 2–34), six pie-shaped pieces have been cut out from the plan, with elevators* and other service facilities at the center*. These six open cuts allow natural daylight to penetrate far back towards the elevator core and add desirable window-facing working space.

Swiss Re is seriously concerned about the possible financial costs to its clients of such things as global warming, and was determined to make its London headquarters a model of environment-friendly, energy-saving design. Genuine fresh air from outside can be guided about and used to reduce the need for mechanical air conditioning. In the basement there are no spaces for cars, but there are racks for bicycles and showers for cyclists.

London's new symbol is a sparkling, sensuous but profoundly sensible tower.



Glossary

*gray, elevator, center = American English for 'grey', 'lift' and 'centre'

Vocabulary 1 Look at these compound adjectives from the text. What do they describe in the article, and what do they mean?

- | | | |
|---------------------|-----------------|------------------------|
| 1 well-known | 4 Zurich-based | 7 environment-friendly |
| 2 much-loved | 5 pie-shaped | 8 energy-saving |
| 3 frivolous-looking | 6 window-facing | |

2 Look at these compound adjectives. Which compound adjective in each set is not a correct collocation? What things could the other two words in each set describe?

Example:

best-known *singer in the world* little-known *area* terribly known

- | | | |
|------------------|-------------------|------------------|
| 1 well-loved | badly loved | much-loved |
| 2 rainy-looking | expensive-looking | tasty-looking |
| 3 American-based | London-based | Britain-based |
| 4 sky-shaped | heart-shaped | crescent-shaped |
| 5 south-facing | sea-facing | room-facing |
| 6 world-friendly | child-friendly | tourist-friendly |
| 7 time-saving | food-saving | money-saving |

3 What other *-looking* compounds can you think of?

4 Rewrite these sentences using compound adjectives.

Example: I live in that building *with the bright colour* next to the market.
I live in that brightly coloured building next to the market.

- That building really catches your eye.
- I rent a flat on the third floor.
- It's a flat where you can't smoke.
- I have a flat *with two bedrooms*.
- The cupboards *were made badly* and don't open properly.
- There's a good café nearby where you can get a great breakfast *all day*.

5 Describe the place where you live to a partner. Use at least three compound adjectives.

Example: *I live in a three-roomed flat in an old four-storey building. The building has an elegant-looking entrance and beautiful windows. Our flat has a small south-facing balcony...*

NOTE

Most compound adjectives have hyphens when they come before the noun, but when the first word ends in *-ly* there is no hyphen. Examples: Well-known, badly dressed