

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

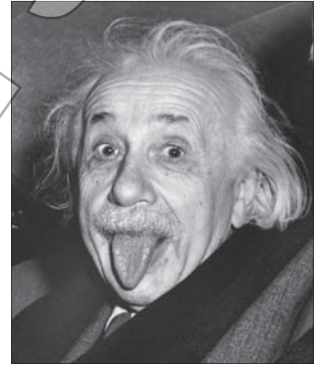
- Can use discourse markers to contrast information
- Can discuss types of behaviour
- Can take turns in a discussion



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.
 - a *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.*
 - b *We did meet a few gloomy eccentrics, but most of the subjects had a refreshingly sunny outlook on life.*
 - c *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.*
 - d *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.*

- 1 David Bowie has created some of the most colourful personas in popular music.
 - 2 The young Einstein couldn't read or write until he was eight years old.
 - 3 Most people get into the music business to actively seek fame and fortune.
 - 4 At school Gaudí did rather badly in most subjects.
 - 5 Dali based his appearance on the fashion style of a century earlier.
- a *Nirvana* front man Kurt Cobain found the invasion of his privacy all too much.
 - b His paintings were anything but retrospective.
 - c He has been virtually colour blind since a childhood accident.
 - d He went on to become perhaps the greatest scientist of the 20th century.
 - e 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.

 - 1 I wanted to go. It was just impossible.
 - 2 I like them. I've just listened to them too much.
 - 3 I enjoyed it. I was glad to get home.
 - 4 I agree I should do it more. Sometimes I just can't be bothered.
 - 5 We liked each other. It just wasn't to be.
 - 6 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

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



- 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

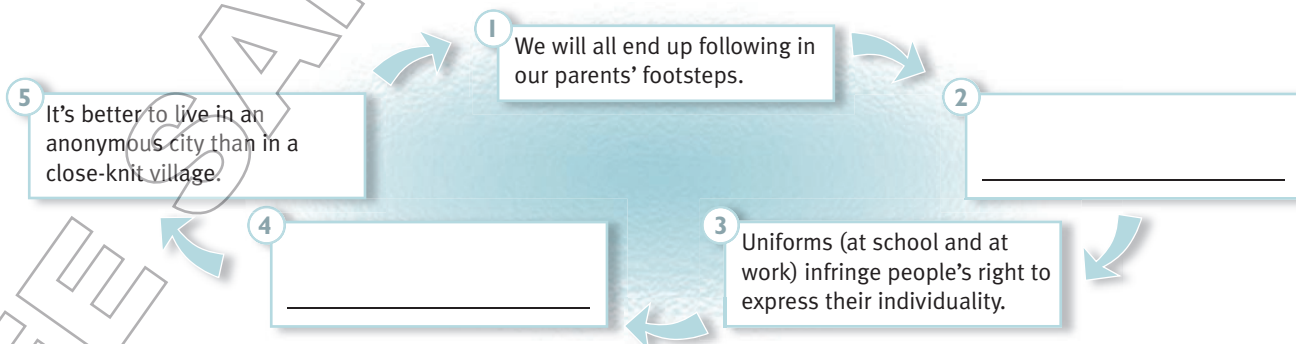
- Listen again. Pay attention to stress and intonation, and write the phrases used when ...
 - Alex takes up his point after interruption by Mette. *Er, yeah ...*
 - Mette interrupts Alex the second time. *That ...*
 - Natsuko interrupts Mette. *Sorry ...*
 - Natsuko prevents Mette from interrupting. *Wait ...*
 - Natsuko prevents Alex interrupting. *Just ...*
 - Mette takes up an earlier point again. *To get ...*
- 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

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



- Working individually, note down two arguments for and against each topic.
- 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.