

7 ALL THE SAME?

OBJECTIVES

FUNCTIONS: talking about permission; talking about habits; invitations

GRAMMAR: *make / let* and *be allowed to*; *be / get used to*

VOCABULARY: phrasal verbs (1); personality; phrases with *all*



READING

- Look at the photos. What can you see? Use these words to help you.
skydiving | rugby | ironing
- Answer the questions.
 - Do any of the photos make you laugh? Why?
 - Do you think any of the photos are strange? Why?
 - Do you think the photos have anything in common?
- Read the film summary that your teacher tells you to read (A or B). Answer the questions.
 - Who is the main character in the film?
 - What does the main character really like doing?
 - Who makes things difficult for the main character?
 - Who (if anyone) helps the main character?
 - What happens at the end?
- SPEAKING** Work in pairs. Using your answers to Exercise 3, tell your partner about your film.
- 2.03** Now read and listen to both summaries. Answer the questions.
 - Why doesn't Billy's dad want him to do ballet?
 - When does Billy's dad change his mind?
 - Where does the money come from for Billy to go to London?
 - Why don't Jess's parents let her play football?
 - When does Jess's dad change his mind?
 - What does Jess do to score the winning goal?

TRAIN TO THINK

Thinking outside the box

In problem-solving, it can be useful to think really imaginatively, trying to avoid obvious or standard ideas. We call this 'thinking outside the box'. Sometimes thinking of very different possible answers to a problem helps us find the best solution.

It isn't a question of intelligence, just of thinking freely and creatively. The more you try it, the easier it is.

- Complete the table with as many ideas as you can think of.

Questions about the films	My 'outside the box' ideas
1 Why does Billy's dad dislike Billy doing ballet?	<i>He hates the colour white. He was once attacked by a ballet dancer.</i>
2 How could Billy's dad get money for Billy to go to ballet school?	

- How many 'outside the box' answers can you think of for these questions?
 - What weighs more than it did half a year ago?
 - What are things money can't buy?
 - What can you do at school but not at home?

A *Billy Elliot*

Billy Elliot is an 11-year-old boy who lives in the north of England. Billy's mother is dead, and he lives with his father and his brother, who are both coal miners.

Billy's father makes him take up boxing, but he hates it. One day, at the sports centre, Billy sees a group of girls doing ballet lessons and joins the class. But he doesn't tell his father, who believes that dancing is something that girls do, not boys. When Billy's father finds out about the ballet, he gets angry and he doesn't let his son take any more lessons. But Billy carries on in secret because he loves it.

Billy's ballet teacher, Georgia, encourages him to take a test to go to the Royal Ballet School in London. When she tells Billy's father, he says that Billy isn't allowed to dance any more. But then, one day, he sees Billy dancing. He realises that his son is talented, that it's his dream to go to the school in London and that he isn't going to give up dancing. After that, Billy's father does everything he can to help his son. He hasn't got any money, but other people in the town get the money together and then he takes Billy to London for the entrance test. Finally, Billy is accepted at the school and after years of study, he ends up as a top professional ballet dancer.



B *Bend It Like Beckham*

Jess Bhamra is the 18-year-old daughter of an Indian family in London. Jules Paxton is the same age and the daughter of an English family. Jess is crazy about football, but because she's a girl, she isn't allowed to play. Sometimes she plays in the park with some boys and one day, Jules, who also plays football, sees Jess playing. They get on really well and Jules invites Jess to try out for the local women's football team, coached by Joe. When he sees how good Jess is, Joe puts her in the team. When Jess's parents find out that she's been playing football without their knowing, they make her stop.

The team gets to an important final. Unfortunately, the final is on the same day as Jess's sister's wedding. Joe asks Mr Bhamra to let Jess play, but he refuses. Halfway through the wedding, Mr Bhamra lets Jess go. She rushes to the game.

When she shows up, there are only thirty minutes left and her team are losing 1-0. Soon, the score is 1-1, and when there's a free kick, Jess has to bend the ball around the other team's players to score. She makes it, and the team wins.

A university in California offers soccer scholarships to Jess and Jules. Jess finally convinces her parents to let her go. Jess and Jules set off for America and, later, they send a team photo to their families back home.

SPEAKING

Work in pairs. Discuss these questions.

- 1 If you haven't seen these films, which would you like to see? If you have seen them, which would you recommend?
- 2 Do you know any other films, books or true stories about someone who breaks a stereotype? Tell your partner.

GRAMMAR

make / let and be allowed to

1 Complete these sentences from the film summaries on page 67. Then complete the rule with *make*, *let* and *be allowed to*.

- 1 Billy's father _____ him take up boxing.
- 2 He _____ his son take any more lessons.
- 3 Billy _____ dance any more.
- 4 Because she's a girl, she _____ play.
- 5 They _____ her stop.
- 6 Joe asks Mr Bhamra to _____ Jess play.

RULE: We can use ¹ _____ (someone do something) and ² _____ to talk about permission. We can use ³ _____ (someone do something) to talk about forcing someone to do something that they don't really want to do.

2 Rewrite the sentences. Use each of the three structures at least once.

- 0 I have to study every night. Dad says so.



Dad makes me study every night.

- 1 We can't eat food in the classroom.

- 2 I can sleep late on Sundays. My parents say so.

- 3 We have to read a book every week. The teacher says so.

- 4 I can listen to music in my bedroom.

- 5 We can wear our own clothes. The school says so.

- 6 We can't play football in the garden. Mum says so.

- 7 I don't have to go to bed early on Saturday. My parents say so.

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VOCABULARY

Phrasal verbs (1)

1 Look at the underlined phrasal verbs in the film summaries on page 67. Match them with the definitions.

- 1 begin a journey or trip
- 2 finally be in a situation or place (after some time or effort)
- 3 continue, not stop
- 4 start doing (an activity)
- 5 get information or learn about (something new)
- 6 arrive or appear at a place (usually late or unexpectedly)
- 7 stop (doing something)
- 8 have a good relationship, be friendly (with someone)

LOOK! The verbs in Exercise 1 are examples of **phrasal verbs**. These are usually formed with an ordinary verb (for example, *take*) and a particle (for example, *up*): *take up*. Together, they have a particular meaning which is often quite different from the meaning of the verb alone.

2 Underline the phrasal verbs in the sentences.

- 1 I can't come tonight – I have to look after my little brother at home.
- 2 Do you know what time the plane takes off tomorrow?
- 3 I had fun last night – my friends came round and we watched a film.
- 4 She likes to hang out with her friends at the shopping centre.

3 Complete the sentences with phrasal verbs from Exercises 1 and 2. Use the correct forms of the verbs.

- 1 When we go on holiday, my friend _____ my pet rabbit.
- 2 I didn't like Jack when I met him, but now we're friends and we _____ really well.
- 3 She said she'd meet me at six o'clock, but she didn't _____ until seven.
- 4 Would you like to _____ to my house tonight?
- 5 I started learning Russian, but it was very difficult, so I _____ after six months.
- 6 I don't know what her name is, but I'm going to _____!
- 7 She hurt her foot, but she _____ playing until the end of the game.
- 8 I need to do more exercise, so I'm going to _____ running and cycling.

Workbook page 66

LISTENING

1 Write the words under the photos. Which country do you associate with these things?

bowing | sushi | underground | kimono | chopsticks



A



B



C

2 **SPEAKING** What other things do you associate with this country? Compare your ideas.3 **2.04** Listen to a speaker describing her trip to Japan to some students. Which of the things in the photos does she mention?4 **2.04** Listen again. Mark the sentences T (true) or F (false).

According to the speaker, ...

- 1 many European people think the Japanese are unfriendly.
- 2 Japanese people are too polite.
- 3 buses in England usually arrive on time.

- 4 she usually eats with a knife and fork at home.
- 5 she still doesn't know how to use chopsticks.
- 6 you need an open mind when you go abroad.
- 7 everyone in a country is the same.

5 Think of two more questions about Japan. What do you think the speaker might say?

GRAMMAR

*be / get used to*1 Complete these sentences from the listening. Use the phrases in the list. Then complete the rule with *infinitive* or *gerund*.aren't used to | 'm used to
got used to | get used to

- 1 I _____ it very easily.
- 2 It was hard to _____ that.
- 3 We _____ buses arriving on time here.
- 4 I _____ eating with a knife and fork at home.

RULE: *be / get used to* is followed by a noun or noun phrase, or by a verb in the _____ form. We use *be / get used to (doing)* something to talk about experience and habits. For example:

*I'm hungry. I'm not used to eating so late.
It was strange at first, but I got used to it.*

LOOK! *Be used to* refers to a **state** – something that is normal or familiar.

Get used to refers to a **process** – something unusual *becomes* normal or familiar.

2 João is Brazilian, but he's living in London. Complete the sentences with the words.

traffic | coats and jumpers | British money
sunshine | going | looking | weather
speaking | wearing | different accents

- 0 I'm from Rio, so I'm used to traffic, but I'm not used to _____ right before I cross the road!
- 1 I haven't got used to the _____ yet. It rains a lot here. In Brazil, I was used to _____.
- 2 It's hard to get used to all the _____! I'm not used to _____ so many clothes.
- 3 I'm used to _____ now. But most shops close at 5.30. I'm not used to _____ home so early.
- 4 I was used to _____ English before I arrived. But I'll never get used to all the _____ here.

READING

1 Look at the photos and the title. What do you think the article is about?

- A two men who built a prison
- B a man whose father went to prison and became president
- C a friendship between a prisoner and a prison warden
- D a friendship between two prisoners

2 Read the article quickly. Check your answer to Exercise 1.



My prisoner, my friend, my president and my father



In 1978, Christo Brand joined the prison service. He was an 18-year-old white South African boy ¹_____. Now he was being sent to work as a warden in the famous prison on Robben Island. There, he was told, he was going to work with the biggest criminals in South African history, including political prisoners. Brand didn't know very much about politics – he just knew that he was going to work with some dangerous people.

And then he met prisoner 46664, a quiet 60-year-old black

man who started to talk to Brand and ask him questions – questions about his family, his education, his plans for the future. Prisoner 46664 was Nelson Mandela, who would one day become the first black president of South Africa.

'There was no colour barrier between us,' said Brand, who later worked as a guide ²_____. 'Like me, Mandela came from a farm.

We understood that we shared the same sky and the same air.' The two men got on well and became quite close, ³_____. They had to keep their friendship secret and their conversations had to be short. Brand found that Mandela was a warm and thoughtful person, ⁴_____.

Mandela was also a generous man, and he never forgot his friend. When he became president, he got Brand a job. One day, at a meeting of important politicians, Brand

was in the room and was putting documents on the table. When Mandela came in, he saw Brand, went to him and hugged him. Mandela looked at all the people in the room and said, ⁵_____. 'This person was my friend.' Brand says that he felt very proud at that moment.

Nelson Mandela died in December 2013, aged 95. Like so many people around the world, Brand was very sad ⁶_____. He said at the time, 'Mandela was my prisoner, my friend, my president and my father.'



3 Read the article again and match phrases a–g with spaces 1–6. There's one extra phrase which doesn't belong in the article.

- a even a little shy sometimes
- b when he heard the news
- c who had grown up on a farm
- d showing tourists around Robben Island
- e hoping to become his friend
- f This person was my warden
- g although this wasn't allowed by the prison authorities

4 Answer the questions.

- 1 Where did Brand spend his childhood?
- 2 What kind of prisoners was Brand told he was going to work with?
- 3 What did Brand and Mandela have in common?
- 4 Why did Mandela and Brand have to keep their friendship secret?
- 5 What did Mandela do for Brand when he became president?

VOCABULARY

Personality

1 Read the sentences about the listening on page 69 and the article on page 70. Circle the correct words.

- Some people in Europe think that the Japanese are *cold and unfriendly* / *lively and polite*.
- The woman who went to Japan thought the Japanese were *selfish and rude* / *warm and kind*.
- The writer describes Mandela as a *lively and selfish* / *generous and thoughtful* man.

2 Use a dictionary to check the meaning of any of the words in Exercise 1 that you are unsure of.

3 Which adjectives are positive, negative and neutral? Mark them +, – or 0.

4 Which adjectives describe each person? You can choose more than one for each person.

1 No, it's mine. You can't use it.

2 I don't want to go to the party, thanks. I'm not comfortable with strangers.

3 Jack's had some bad news. Let's go and talk to him. Perhaps he needs a friend.

4 Don't worry. There's a problem, but everything's going to be all right, OK?

5 Go away! I'm working. I don't want to talk to you now.

5 Complete each response with an adjective. There may be more than one possible answer.

- A Hey, you! Get out of my way!
B What a _____ boy!
- A The children aren't tired at all.
B Yes, they're very _____ tonight.
- A Let's all go and have a hamburger. I'll pay.
B Wow! That's very _____ of you.
- A He always says 'please' and 'thank you'.
B Yes, he's very _____.
- A She never laughs or cries or anything.
B I know. She's a bit _____ sometimes.
- A Mandy always thinks about other people.
B Yes, she's a really _____ person.

6 Write four sentences about people you know. (You don't need to use their names!) Use adjectives from Exercise 1 and give reasons.

I know someone who I think is rude because he/she never says hello at the bus stop.

7 **SPEAKING** Compare your sentences with the class.

THINK VALUES

Stereotypes

1 **SPEAKING** Work in small groups. Discuss these questions.



stereotype: a fixed idea about what groups of people are like

- Think about your own country, or a region of your country. Do people from other places have fixed ideas about the people who live there?

Some people think the British aren't very friendly but that they're very polite.

- Why do you think people have these ideas?
- Do you think there is any truth in the stereotypes of your country or region?

2 Some stereotypes are about nationalities. What other groups of people are there stereotypes about? Write a list. Then compare your ideas.

people who live in small towns

3 In your groups, discuss stereotypes that you think people have about teenagers.

WRITING

An article about stereotypes

Write an article (80–120 words) for a school magazine about a national stereotype.

Think about:

- a culture that some people in your country see as a stereotype.

In Britain, a lot of people think that Americans talk very loudly, only eat fast food and wear colourful clothes.

- why you think the stereotype exists.

I think it's because some American tourists in Britain are a bit like that sometimes, and in some films too.

- why this stereotype is wrong.

My friend went to the USA last year. She said she ate excellent food and the Americans she met were quiet and stylishly dressed!

The nerd

1 Look at the photos and answer the questions.

Who are they all talking about?
What do you think Flora's problem is?

2  2.05 Now read and listen to the photostory.
Check your answers.

JEFF Don't look now, but Richie Ford's sitting behind you.
LEO Let me guess: he's doing something on his computer.
JEFF Got it in one.
LEO He spends all day on that thing.
JEFF I know. Hasn't he got a life?
FLORA Pack it in, you two. You're being mean.
MIA Yeah, and he can probably hear what you're saying.
JEFF No, it's all right. He's got his earphones in. He's such a nerd.
FLORA Oh, come on, Jeff. That isn't nice.
JEFF I didn't say there's anything wrong with being a nerd.
MIA No, but that's what you meant.
JEFF No, it isn't.
FLORA Then why use that word?
MIA Just because he's into computers and he wears glasses, it doesn't mean he's a nerd.
LEO I'm with you on this one, Jeff.
MIA What does that mean exactly?
LEO Don't get me wrong. I've got nothing against nerds. After all, my brother's one! But Richie Ford is most definitely a nerd.
JEFF Yeah, all we're saying is that he should get off the computer now and then and actually meet some people.
FLORA And how do you know he hasn't got lots of friends?
JEFF Well, yes, OK – for all I know he's got loads of friends somewhere. But he's always on his own at school.
LEO That isn't true at all. He's got his best friend: his computer.
FLORA Sometimes I just don't know why I'm friends with you two.
MIA Boys. They're all the same.



1



LEO Sorry, Flora, I can't help you with this one. Error code 324, you say? I've never even heard of that one before.
FLORA Oh, no, Leo. You were my only hope. Ugh, this computer!
LEO Now, if you were friends with Richie Ford, of course ...
FLORA Stop that. It isn't funny. And anyway, if you knew as much as him, then maybe you *would* be able to help.
LEO Yeah, good point. I'll shut up.
FLORA So what am I going to do about my computer?
LEO Take it in and have it fixed, I suppose. There's that new computer shop down Brook Street. I hear they're really good.
FLORA Yeah, I'll have to take it in tomorrow. I'm so tired of all the problems I keep having with this computer. I want to get it fixed once and for all. Thanks for trying, anyway.
LEO Don't mention it. Hope they can fix it.

2

DEVELOPING SPEAKING

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Flora asks Richie to fix her computer.

4  EP3 Watch and find out how the story continues.

5 Answer the questions.

Who ...

- 1 fixes Flora's computer?
- 2 invites Flora to go climbing?
- 3 decides not to go climbing?
- 4 is late for the first lesson?
- 5 is climbing the wall when they arrive at the sports centre?

PHRASES FOR FLUENCY

1 Find these expressions in the photostory. Who says them? How do you say them in your language?

- 1 Got it in one.
- 2 Pack it in.
- 3 I'm with you on this one.
- 4 Don't get me wrong.
- 5 Good point.
- 6 Don't mention it.

2 Use the expressions in Exercise 1 to complete the conversation.

TOM Did you use my laptop without asking me?

MIKE No, I didn't.

TOM Well, I think you did. Dad, can you please tell Mike to ask first?

DAD ¹_____. I want everyone in the car in five minutes.

TOM Where are we going? Shopping?

DAD ²_____!

TOM Again?! Do we have to?

MIKE ³_____, Tom. Can't we stay at home? We'll only moan and make life difficult for you and Mum if we come.

DAD Actually, that's a ⁴_____.

MIKE I mean, ⁵_____. It isn't that we don't like being with you and Mum ...

DAD No, you two can stay behind and tidy up the house.

TOM Oh, great. Thanks, Dad!

DAD ⁶_____. And no fighting!

WordWise

Phrases with all

1 Complete these sentences from the photostory with the expressions.

after all | all day | once and for all
for all I know | all we're saying | all the same

- 1 He spends _____ on that thing.
- 2 I've got nothing against nerds. _____, my brother's one!
- 3 Yeah, _____ is that he should get off the computer now and then.
- 4 Well, yes, OK – _____ he's got loads of friends somewhere.
- 5 Boys. They're _____.
- 6 I want to get it fixed _____.

2 Replace the underlined phrases with expressions from Exercise 1.

- 1 He's here from the morning to the evening.
- 2 I suppose it's possible that he's really nice.
- 3 Of course I like Italian food – as an example to prove my point, I eat pizza, don't I?
- 4 The point we're making is that he's a bit lazy.
- 5 Girls are always like this.
- 6 I've solved the problem so it never happens again.

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FUNCTIONS

Invitations

1 Complete the sentences with the words in the list.

about | would | count | don't | fancy | love | course

- 1 Why _____ you come along?
- 2 How _____ bringing some friends along with you?
- 3 Do you _____ coming along?
- 4 That _____ be fantastic. I'd _____ to.
- 5 Yes, of _____. It's a great idea.
- 6 You'll have to _____ me out.

2  **ROLE PLAY** Work in pairs. Student A: turn to page 127. Student B: turn to page 128.

Pronunciation

Intonation – inviting, accepting and refusing invitations

Go to page 121.

