

7 BREAKING AWAY



Get THINKING

Watch the video and think:
 who is the oldest person you know?

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

- 1 Look at the photos. What can you see?
 Use these words to help you.

ironing | rugby | surfing

- 2 Answer the questions.

- 1 Do any of the photos make you laugh? If so, why?
- 2 Do you think any of the photos are strange? If so, why?
- 3 Do you think the photos have anything in common?

- 3 Read the text that your teacher tells you to read (A or B). Answer the questions.

- 1 Who is the text about?
- 2 In what way did the person do something different?
- 3 Who tried to stop the person from doing what they wanted to do?
- 4 Who (if anyone) helped the person?
- 5 What long-term effect did the person's actions have?

- 4 **SPEAKING** Work in pairs. Using your answers to Exercise 3, tell your partner about your person.

- 5 **7.01** Now read and listen to both texts. Answer the questions.

- 1 How did Kathrine Switzer usually write her name?
- 2 What happened to Switzer after the race?
- 3 How much slower was Switzer 50 years later?
- 4 Why did Hogan not go to medical school?
- 5 Why did Hogan choose to go to MUW?
- 6 Why did MUW have to accept Hogan as a student?

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.

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

Questions about the texts	My "outside the box ideas"
1 Why did Semple want to stop Switzer?	<i>He wanted to get his photo in the newspaper.</i>
2 Why were a lot of women at MUW against letting Hogan in?	

- 7 How many "outside the box" answers can you think of for these questions?

- 1 What weighs more than it did half a year ago?
- 2 What are things money can't buy?
- 3 What can you do at school but not at home?

CHANGING THE RULES

A CHANGING THE MARATHON

In 1967, runner 261 was just one of hundreds of competitors in the Boston Marathon – K.V. Switzer. But something was different. The race started and soon spectators and photographers realized that K.V. Switzer was ... a woman.

Back then, there was no rule that women couldn't run official long-distance races – they simply didn't and many thought they wouldn't want to. When Kathrine Switzer registered for the marathon, she wrote her initials as she always did, so no one found out she was a woman. When she showed up for the race, none of the race officials noticed, so when the starter fired the gun, she set off.

But after about six kilometers, an official named Jock Semple wanted to make her stop. He ran out, grabbed her, and tried to pull her off the road. Switzer's friend Tom Miller pushed Semple away and Switzer kept on running. She finished the race in 4 hours 20 minutes.

After the race, Switzer was banned from entering other competitions because she had run with men. However, newspaper reports of her run made many people question their ideas about women and running. In 1972, public opinion forced the organizers of the Boston Marathon to let women compete. One of them was Switzer. Later, she went on to play an important role as a campaigner, which led to the first ever women's Olympic marathon in the 1984 Games.

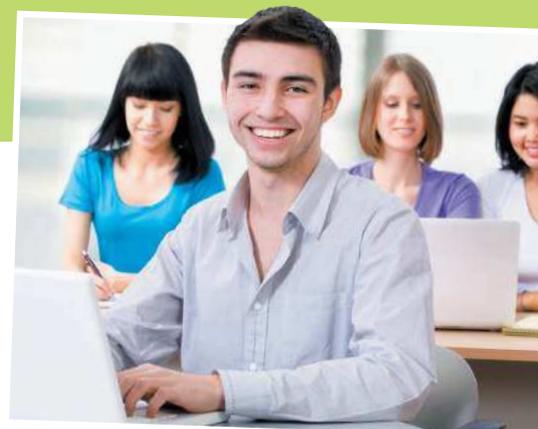
In 2017, Switzer ran the Boston Marathon again at age 70. She finished in 4 hours 44 minutes. And the organizers retired number 261 – no one will use that number again.



B A MALE STUDENT AT AN ALL-WOMEN'S COLLEGE

Joe Hogan took up nursing as a young man. He didn't have many qualifications, but he started working at a community hospital in Mississippi, US. In 1981, he decided that he wanted to get higher qualifications. He didn't have enough money to go to medical school, so he applied for a course in nursing. One option he had was to enroll at the University of Mississippi, but that was almost 200 km away from his home. He didn't want to move or to travel that far every day – so he applied to the Mississippi University for Women (MUW).

MUW leaders turned him down – as a college for women only, it did not allow men to study there. But Joe didn't give up. He went to court, but he lost the first time. He went to court again and in 1982, after a year of arguments, a panel of nine judges decided that MUW had to accept Joe as a student. The president of MUW (a man) was furious and many of the students (women) thought the decision was wrong and that the college should not let Hogan enroll. But the college, in the end, had no choice – and Hogan enrolled. MUW ended up accepting men in all its programs (not just nursing) and now a small number of men study there. The college has not changed its name, however.



SPEAKING

8 Work in pairs. Discuss these questions.

- 1 If you could meet either Switzer or Hogan, which one would you choose? What questions would you ask her or him?
- 2 Do you know any stories about someone who tried to change a situation they thought was wrong? Tell your partner.



GRAMMAR

make / let and be allowed to

- Complete these sentences from the texts on page 67. Then complete the rule with *make*, *let*, and *be allowed to*.
 - Jock Semple wanted to _____ her stop.
 - Newspaper reports of her run _____ many people question their ideas.
 - Public opinion forced the organizers of the Boston Marathon to _____ women compete.
 - As a college for women only, it _____ men to study there.
 - Many of the students ... thought ... that the college should not _____ Hogan enroll.

RULE: We can use ⁶ _____ (*someone do something*) and ⁷ _____ to talk about permission. We can use ⁸ _____ (*someone do something*) to talk about forcing someone to do something that they don't really want to do.

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



- I have to study every night. Dad says so.
Dad makes me study every night. _____
- We can't eat food in the classroom.

- I can sleep in on Sundays. My parents say so.

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

- I can listen to music in my bedroom. My dad says so.

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

- We can't play soccer in the yard. Mom says so.

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

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VOCABULARY

Phrasal verbs (1)

- Look at the underlined phrasal verbs in the texts on page 67. Match them with the definitions.
 - began a journey
 - finally was in a situation or place (after some time or effort)
 - continued, didn't stop
 - started doing (a new activity)
 - got information or learned about (something new)
 - arrived or appeared at a place (usually late or unexpectedly)
 - quit (doing something)
 - refused, said "no" (to someone or something)

Look

The verbs in Exercise 3 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 meaning that is often very different from the meaning of the verb alone.

- Underline the phrasal verbs in the sentences.
 - I can't come tonight – I have to take care of my little brother at home.
 - Do you know what time the plane takes off tomorrow?
 - I had fun last night – my friends came over and we watched a movie.
 - She likes to hang out with her friends at the shopping mall.
- Complete the sentences with phrasal verbs from Exercises 3 and 4. Use the correct forms of the verbs.
 - When we go on vacation, my friend _____ my pet rabbit.
 - They offered Mom a job, but it was too far away, so she _____ it _____.
 - She said she'd meet me at six o'clock, but she didn't _____ until seven.
 - Would you like to _____ to my house tonight?
 - I started learning Russian, but it was very difficult, so I _____ after six months.
 - I don't know what her name is, but I'm going to _____!
 - She hurt her foot, but she _____ playing until the end of the game.
 - I need to do more exercise, so I'm going to _____ running and cycling.

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LISTENING

6 **7.02** Listen to a speaker talking to some students about his trip to India. Which of the things in the photos does he mention?



7 **7.02** Listen again. Mark the sentences T (true) or F (false).

According to the speaker, ...

- 1 he loved India immediately.
- 2 India is a good place for people who don't eat meat.
- 3 his Hindi is not very good.
- 4 you need an open mind when you go abroad.
- 5 everyone in a country is the same.

WordWise: Phrases with all

8 Complete these sentences from the listening with the expressions.

all the time | after all | all the same | first of all

- 1 I mean, _____, people are people – there are a variety of people all over the world.
- 2 Did you have to eat spicy food _____?
- 3 So, _____ I want to say that I think traveling is a great thing.
- 4 People aren't used to seeing foreigners. _____, I thought everyone was really warm and kind.

9 Replace the underlined phrases with expressions from Exercise 8.

- 1 In England, it seems like it rains every day.
- 2 Welcome, everybody! To begin, I'd like to introduce myself.
- 3 Of course I like Italian food – as an example to prove my point, I eat pasta, don't I?
- 4 I know you don't like dentists. Nevertheless, if you're in pain, you should go and see one.

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GRAMMAR
be / get used to

10 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
 gotten used to | get used to

- 1 I _____ exploring and meeting new people.
- 2 In some places, people _____ seeing foreigners.
- 3 I can't _____ spicy food.
- 4 The trains are very crowded, but I soon _____ that.

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

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.

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

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

- 0 I'm from Rio, so I'm used to traffic, but I'm not used to _____ right before I cross the street!
- 1 I haven't gotten 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 stores 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.

→ workbook page 65

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

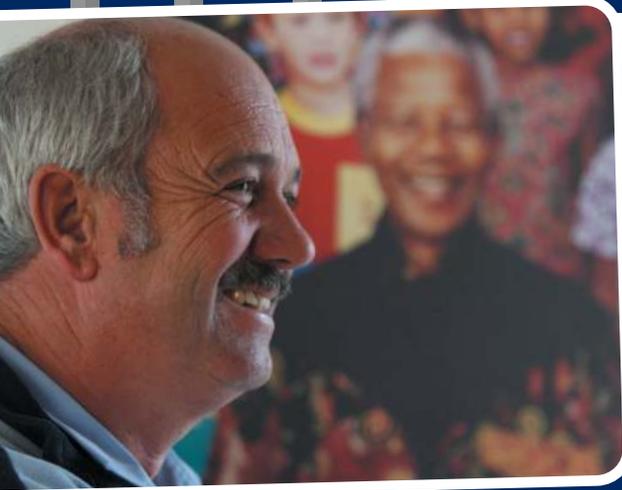
2 Read the article quickly. Check your answer to Exercise 1.

3  7.03 Read the article again. At each point 1–6, choose the best answer. Then listen to check your answers.

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?

MY PRISONER, MY FRIEND, MY PRESIDENT, AND MY FATHER



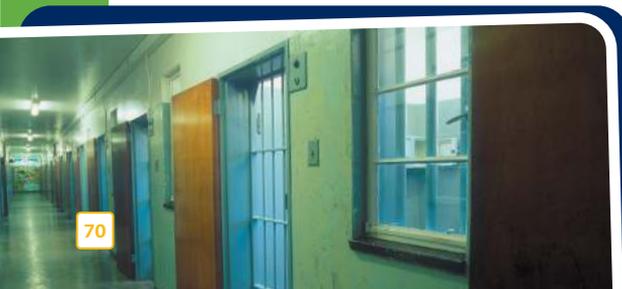
In 1978, Christo Brand joined the prison service. He was an 18-year-old white South African boy who had grown up on a farm. Now he was being sent to work as a warden in the famous prison on Robben Island. There, he was told he was going to work with the biggest criminals in South African history, including political prisoners. Brand didn't know very much about ¹*politics / prisoners* – 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 ²*future / prison*. Prisoner 46664 was Nelson Mandela, who would one day become the first black president of South Africa.

“There was no ³*language / color* barrier between us,” said Brand, who later worked as a guide showing tourists around Robben Island. “Like me, Mandela came from a farm. We understood that we shared the same sky and the same air.” The two men got along well and became really close, although this wasn't allowed by the prison authorities. They had to keep their friendship secret and their conversations had to be ⁴*short / fascinating*. Brand found that Mandela was a warm and thoughtful person, even a little shy sometimes.

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 ⁵*Brand / all the people in the room* and said, “This person was my warden. This person was my ⁶*friend / teacher*.” Brand says that he felt very proud at that moment.

Nelson Mandela died in December of 2013, at age 95. Like so many people around the world, Brand was very sad when he heard the news. He said at the time, “Mandela was my prisoner, my friend, my president, and my father.”



VOCABULARY

Personality

- 5 Read the sentences about the listening on page 69 and the article on page 70. Choose the correct words.
- Everyone in India was *shy and rude* / *warm and kind*, even when we didn't understand each other well.
 - Some people can be *cold and unfriendly* / *lively and polite*, but everyone I met was really nice.
 - The writer describes Mandela as a *lively and selfish* / *generous and thoughtful* man.
- 6 Which adjectives in Exercise 5 are positive, negative, and neutral? Mark them +, -, or 0. Use a dictionary to check the meaning of any of the words that you are unsure of.
- 7 Which adjectives describe each person? You can choose more than one for each person.
- No, it's mine. You can't use it.*
 - I don't want to go to the party, thanks. I'm not comfortable with strangers.*
 - Jack got some bad news. Let's go and talk to him. Perhaps he needs a friend.*
 - Don't worry. There's a problem, but everything's going to be all right, OK?*
 - Go away! I'm working. I don't want to talk to you now.*
- 8 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.

- 9 Write four sentences about people you know. (You don't need to use their names!) Use adjectives from Exercise 5 and give reasons.

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

- 10 **SPEAKING** Compare your sentences with the class.

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THINK values

Stereotypes

- 11 **SPEAKING** Work in small groups. Discuss these questions.
- 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 are very polite but not very friendly.*
- Why do you think people have these ideas?
 - Do you think there is any truth in the stereotypes of your country or region?
- 12 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 ...*
- 13 **SPEAKING** In your groups, discuss stereotypes that you think people have about teenagers.



WRITING

An article about stereotypes

- 14 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 colorful clothes.
 - why you think the stereotype exists.
I think it's because some American tourists in Britain are like that sometimes, and in some movies, too.
 - why this stereotype is wrong.
My friend went to the US last year. She said she ate excellent food and the Americans she met were quiet and fashionably dressed!

DEVELOPING

SPEAKING



1 7.04 Look at the photo. How do you think the people feel about each other? Listen and read to check.

Jackie: Well, I think you're being unfair. Just because he likes different music than you do...

Luke: It's not just that and you know it! Harry's boring and there's no way I want him there.

Mom: Give it a rest, you two. Please! I'm tired of this endless arguing. What is it now? Let me guess. That's who you're going to invite.

Jackie: Well yeah, Mom. The thing is, we don't have the same friends, so it's hard when we're having just one party!

Luke: I'm with Jackie on this one, Mom. Can't we have two parties?

Mom: How is that going to work? You're twins, so your birthdays are on the same day. And we live in one house. One house, one day, one party. You can invite thirty people – end of story.

Jackie: So, Luke, we have to find a way to do this. Don't get me wrong, but I think you could be more ... well, flexible, you know? I know you don't like Harry, but can't you get along with him for one evening?

Mom: Good point, Jackie.

Luke: Well, I suppose you're right.

Jackie: And listen, I promise you can invite Mary Tanner and I won't complain. OK?

Mom: That's more like it. A little bit of give-and-take.

Luke: Thanks for helping us sort it out, Mom.

Mom: Don't mention it. Now, let's all go out and buy some decorations.

2 7.04 Listen and read the dialogue again. Answer the questions.

- 1 Why can't Luke and Jackie have separate parties?
- 2 What does Jackie say Luke should try to do?
- 3 How does Jackie feel about Mary Tanner?
- 4 Who is going to buy decorations?

3 SPEAKING Discuss the statements in pairs. What do you think?

- 1 Luke and Jackie should have their parties on two different days.
- 2 Jackie's right to ask Luke to be nice to Harry.
- 3 Their mother sorts out their problem.

Phrases for fluency

4 Find the underlined expressions in the dialogue. How do you say them in your language?

5 Replace each underlined part with an expression from the dialogue.

- 1 A Thanks for your help.
B You're welcome.
- 2 A If we don't leave now, we'll be late.
B Yes, I think you're right. Let's go!
- 3 A You look happy. Good exam results?
B Yes, of course I did! I got 95%.
- 4 A Dad, Alex won't let me use the computer.
B Arguing again? Stop it now, before I get angry!
- 5 A You're always looking at your phone. Don't be offended, but I think you should use it less.
- 6 A It's raining. I suggest we watch a movie inside.
B I agree with you. Which movie should we watch?



FUNCTIONS
 Invitations

KEY LANGUAGE

Making invitations

Why don't you (join us)? / **How about** (coming with us)? **Do you want to** (go to the movies with me)?

Accepting invitations

That'd be (great). / **I'd love to**. / **Yes, of course, thank you**.

Declining an invitation

Sorry, I can't. / **You'll have to count me out**.

6 Complete the sentences with the words in the list.

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

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

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

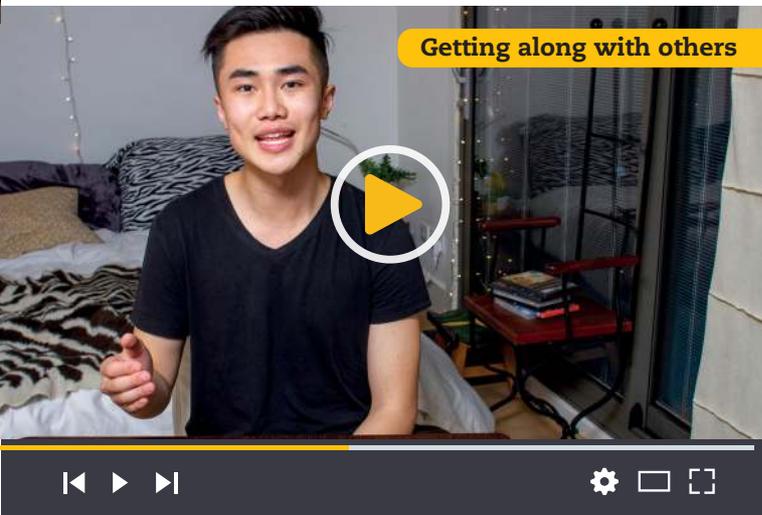
PRONUNCIATION

Intonation – inviting, accepting, and refusing invitations Go to page 121.



LIFE COMPETENCIES

Getting along with others is important. We don't always agree with other people or like the way they do things. However, even when we disagree with them, we ought to be friendly and respect them.



- 1 19 Watch the vlog. How would you describe the situation at home between Leo and his sister?
- 2 19 Watch the vlog again and make notes on:
 - a three annoying things Leo does.
 - b three annoying things his sister does.
- 3 Compare your notes with a partner.

- 4 Read the situations. Make notes about what you would do in each situation.

- A** You are working on a project with a group of students in your class. You have a lot of good ideas that you want to use, but one person is difficult to work with. She also has lots of ideas for the project, but the problem is you don't think her ideas are very good. She says that you are too bossy and that you won't listen to anyone else, because you think your ideas are the best.
- B** You have always been good at English, particularly in creative writing, and you usually get good grades. You used to have a good relationship with your teacher, but recently, he has started to be pretty negative about your work and has even criticized it in front of the class. Last week, you got a really bad grade on your homework and you don't know why. When you tried to speak to your teacher about it, he seemed annoyed.

- 5 Compare your answers with a partner. Do you agree? Have you ever been in a similar situation? What did you do?
- 6 **SPEAKING** Work in pairs. Match the solutions 1–4 to situations A and B in Exercise 4. Then discuss. Which solutions do you think are the best? Which would you *not* recommend?
 - 1 Suggest everyone in the group votes on which ideas to use. Both of you will have to be prepared to accept that it may not be your ideas that are chosen.
 - 2 Confront your teacher again and ask for an explanation. Explain that your work won't improve unless he gives you clear feedback on exactly what the problem is. Refuse to leave until it is resolved.
 - 3 Listen to your friend's ideas and think about how they could work with your own. Maybe you could use some of your ideas and some of hers, too.
 - 4 Try talking to another teacher. Ask him/her for advice on how to deal with the situation.

Me and my world

- 7 Think of someone you don't get along well with. Write down:
 - 1 three reasons why you don't get along.
 - 2 three things you could do to change things.

TIPS FOR GETTING ALONG WITH OTHERS

- Take a bit of time to stop and think about what someone has said or done. Don't respond or react in anger. This could make the situation worse.
- Be positive. Think of solutions to your problem before you speak to the person.
- Try to feel empathy. There may be a reason why the person is behaving a certain way. Ask how they are feeling.

8 CRIME AND PUNISHMENT



Get THINKING

Watch the video and think:
 do you always pay for the music you listen to?

OBJECTIVES

FUNCTIONS:

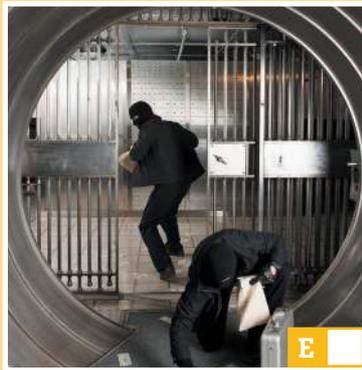
reporting what someone said, asked, or requested; giving and reacting to news

GRAMMAR:

reported speech (review); reported questions, requests, and imperatives

VOCABULARY:

crime; reporting verbs



4 8.01 Look at the photos and headlines on the next page. Guess what the news stories are about. Then read and listen to check.

5 Read the news stories again. In which stories do these things happen? Write *lion* or *rhino*.

- 1 The criminals tried to get rid of the evidence. _____
- 2 The criminals were caught as they tried to kill the animal. _____
- 3 The criminals attacked the agents. _____
- 4 The criminals were caught after a car chase. _____
- 5 It was not the first time the criminals had gotten into trouble. _____
- 6 The agents found important evidence among the criminals' possessions. _____
- 7 The criminals are facing charges for three different crimes. _____
- 8 Agents believe their work is starting to make a difference. _____

Train to THINK

Thinking about empathy

To understand another person's feelings, you need to "put yourself in their shoes" – try to imagine how you'd feel in their situation.

6 Read the first story again. Who do you think felt these emotions? Match 1–2 with a–b.

- 1 the agents
- 2 the poachers
- a excitement and pride
- b regret and guilt

7 Why do you think they might have felt these things? What other emotions do you think they might feel?

8 How do these stories make you feel? Tell your partner.

READING

1 Look at the words for different types of criminals. How do you say them in your language?

- 1 burglar
- 2 con artist
- 3 poacher
- 4 pickpocket
- 5 bank robber
- 6 shoplifter

2 Match the pictures with words from Exercise 1.

3 Think of examples of these criminals from the news, books, TV, or movies.

CRIMES!

POACHERS *ARRESTED*

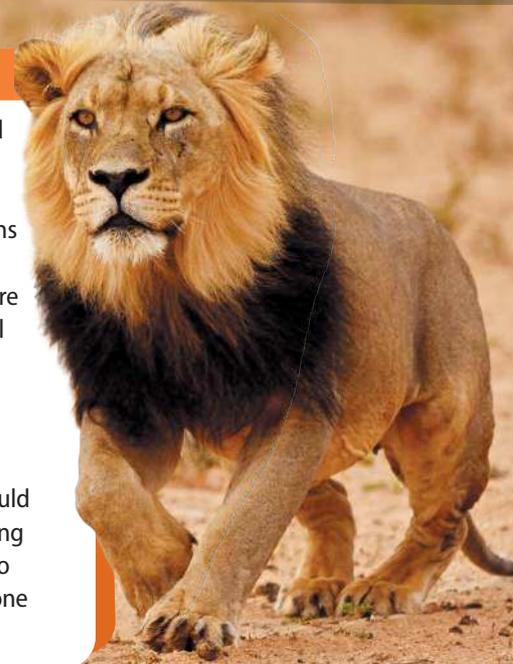
Anti-poaching agents in Limpopo, South Africa caught two poachers as they tried to kill lions at the Letaba River Wildlife Reserve Park last Sunday evening.

The agents had received information about the planned attack and made plans of their own to catch the criminals in the act.

Under a full moon, the poachers broke into the park where the agents were waiting. They jumped on the poachers as they approached the cages where the lions were kept for their own protection. After a short fight in which one of the poachers used a knife, the agents were able to arrest the two men.

One of the agents said that they had searched the men's bags and had found poisoned dead chickens and wire cutting equipment. He explained how poachers throw the chickens to the lions, wait for the lions to eat the chickens, and then return when the animals are dead. He also said that the poachers could sell the dead animals for over \$3,500.

The poachers are now in jail awaiting trial. The prisoners are facing charges of attempted poaching, possession of a dangerous weapon, and attempted murder. If found guilty, they could go to prison for up to ten years. An anti-poaching agent said he hoped this would be a warning to other poachers and help in their fight against one of their country's most serious problems.



CAUGHT *RED-HANDED*

In another part of Limpopo, three rhino horn smugglers have been caught red-handed by members of the Limpopo Endangered Species Unit. The agents had received information the men were trying to sell the illegal item. As they approached the men's car, it drove away quickly and a large item was thrown from the window. While one agent got the item, which turned out to be the horn, others chased and caught the three men. Two of the men, who are brothers, were already known to the agents. They had been arrested in 2014 for rhino poaching but had not been sent to prison and were let go. This time agents are hoping they will finally be sent to prison. They believe the horn comes from a rhino that was shot dead a week ago in a nearby area. Agents said they were going to send the horn for testing to see if they are right. Rhino poaching continues to be a huge problem in many southern African countries as the demand for their horns increases around the world. But South African law officers are determined to protect the animals and are spending more money to catch those committing the crimes. An official from the department of environmental affairs said that the situation was improving and that the number of rhino deaths in 2016 had fallen since the record number of over 1,200 in 2014. They also said they are using modern technology in their fight. One technique is to put a dye into the rhino's horns, which is poisonous for humans but perfectly safe for the rhinos.



SPEAKING

9 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What punishment do you think these men should get?
- 2 What other animals do you know that are in danger from poachers?