

# 9 THE SAME BUT DIFFERENT



a



c



b



d

1 **a** Work in small groups. Look at the photos. What do they show? Where do you think they were taken?

**b** What differences and similarities can you see between each pair of photos?

2 **a** 9.1 Listen and check your answers. Write down the locations and the similarities and differences between them.

**b** Listen again. Match 1–6 with photos a–f.

- 1 a tradition that continues, but in a very different way
- 2 you won't find many people there
- 3 it is famous for a surprising reason
- 4 it is associated with an immigrant community
- 5 it has a historical significance
- 6 it challenges expectations

3 **a** Complete **A** in the **KEY VOCABULARY PANEL** .

**b** Choose the best options to complete the sentences. What could the people be talking about?

- 1 We can't be precise, but our figures indicate there are *roughly* / *exactly* the same number of people in this position as last year.
- 2 Two polls reached *completely* / *essentially* the same conclusions, give or take one or two details.
- 3 Though they look identical they have *slightly* / *markedly* different characters, it's really hard to tell at first.
- 4 I would encourage *an entirely* / *a fairly* different approach, the plan really needs rethinking...

4 Read Transcript 9.1 on page 155. Find the nouns that combined with the adjectives in the box.

constant enduring modified perpetual



## KEY VOCABULARY

### Similarities & differences (1)

#### A Adverbs

- Which of the adverbs collocate with... a) *the same*? b) *different*?

basically completely entirely essentially  
exactly fairly markedly more or less  
radically roughly significantly slightly  
subtly totally vastly virtually

- Which adverbs describe... a) a big difference? b) a small difference? c) neither?

#### B Signaling change

- Which of the adjectives signal... a) change? b) no change?

altered constant enduring modified  
ongoing overhauled perpetual revised  
transformed unbroken unrecognizable  
unwavering

- Choose the adjective that collocates with all three nouns in each list.

- 1 *unbroken* / *ongoing*: process, debate, investigation
- 2 *unwavering* / *perpetual*: motion, peace, war
- 3 *constant* / *enduring*: freedom, appeal, legacy

- Which of the adjectives signaling change do you think collocates with all three nouns?

.....: state, version, crops

#### NOTICE SAME

*Same* can be used in many conversational phrases. Notice how the article can be dropped:

A: *Good luck!*

B: *The same to you. / Same to you.*

A: *I'm really tired.*

B: *Same here!*

A: *Bye!*

B: *See you then, same time, same place.*

How would you say the replies in your language?



e



f

- 5 a Work in pairs. Complete B in the KEY VOCABULARY PANEL





b Look again at the collocations in the second bullet in B. Which might you find...

- a featured in a police report?
- b describing a popular product?
- c describing a constant activity or movement?

- 6 Do you know any places, dwellings or celebrations that are similar but different in your culture? How different are they? Describe them to your partner.

*We live in entirely different places, but the celebrations there are more or less the same.*

## READING

- 1  Work in pairs. Look at the images. Do they make you feel hungry? Why/Why not?
- 2 **a** Read the article from an economics magazine about the Big Mac. What can a burger tell us about the economy?  
**b**  Work in pairs and compare your answers.
- 3 **a** Read the article again and explain the link between the terms below and the Big Mac.  
1 glocalization      3 the Big Mac Index  
2 McWages          4 burgernomics  
**b**  Compare your answers in pairs.
- 4  Discuss the questions in pairs.
  - Roughly how much does a Big Mac cost in your country? What is its status—a luxury or a staple item?
  - How long do you think a McDonald's worker in your country would need to work to buy a Big Mac?
  - Can you think of any other products that could be used for a global price index?



## Analysis

## It's a Big Mac World

**Whether you eat it or not,** the Big Mac now forms part of most people's vocabulary the world over. The ubiquitous burger is present all over the globe, with 2.5 million Big Macs being sold every day. The Big Mac is a big hit in most countries. But culinary tastes are not the same all over the world. McDonald's knows how to adapt to its local markets and has developed a range of additional products that appeal to local tastes. In Australia, the beef burger has been replaced by lamb, creating the Serious Lamb Burger, while a German version called the Nürnburger is made with bratwurst sausages and mustard. These local variations are perfect examples of globalization.

But there is more to the Big Mac than a burger. Its unique global status means it's also an extremely useful tool for economists. Every year the *Economist* magazine calculates a Big Mac Index, a lighthearted comparison of Big Mac prices across the globe.

The local prices tell us a lot about the status of the Big Mac in each country and the relative strength of its currency.


A second index, called the McWages Index, compares the salaries of McDonald's workers around the world, demonstrating their purchasing power by calculating the amount of time an average worker at McDonald's must work to earn enough money to buy a Big Mac. For example, you need only work for ten minutes in Japan to get your hands on a burger, while in Kenya you might have to work for nearly three hours. This, of course, also depends on the fact that the burger has a different status depending on where you eat it. In some countries it is one of the cheapest fast-food options, in others it's a luxury eaten mainly by tourists, especially expensive when compared to local dishes.

Using the Big Mac as a benchmark for measuring purchasing power has a certain appeal. The metaphor makes all the economic jargon more digestible, so much so that other indexes have emerged to measure similar statistics: IKEA's Billy and Starbucks' Tall Latte Indexes are based on the cost of a storage unit or a cup of coffee respectively. Although the index is very popular in some circles, not everyone is sure about the reliability of burgernomics, criticizing it as simplistic and misleading. Whatever your opinion, it does give us plenty of food for thought!





## GRAMMAR

- 1 a** Work in pairs. Read the definitions in the **GRAMMAR PANEL** and count the number of clauses in each sentence below.
- The Big Mac is a big hit in most countries.
  - In some countries it is one of the cheapest fast-food options, while in others it's a luxury eaten mainly by tourists, especially expensive when compared to local dishes.
  - Although the index is very popular in some circles, not everyone is sure about the reliability of burgeronomics, criticizing it as simplistic and misleading.
  - In Australia, the beef burger has been replaced by lamb, creating the Serious Lamb Burger, while a German version called the Nürnburger is made with bratwurst sausages and mustard.
- b** Which are main clauses and which are subsidiary clauses? Underline the words that link the clauses in sentences 2, 3 and 4.
- 2 a** Identify the changes that were probably made to extracts 2–4 in **1a** to make them more concise.
- Which words were removed?
  - Which words were added?
  - Which verb changed its form?
- ... it's a luxury that is eaten mainly by tourists...
  - ... especially expensive when it is compared to local dishes.
  - ... and they criticize it as simplistic and misleading.
  - In Australia, the beef burger has been replaced by lamb, creating the Serious Lamb Burger. A German version that is called the Nürnburger is made with bratwurst sausages and mustard.
- b** Look at the sentences in **1a** and the transformations in **2a** and find examples of each of the rules in the **GRAMMAR PANEL**.
- 3 a** Combine the short sentences into one sentence. Use the words given and make any necessary changes and additions.
- You have to bear in mind the options available in my town. McDonald's is a good place to eat. It is fairly cheap.  
*Bearing* ..... , *McDonald's*  
 ..... *as* .....
  - Fast-food chains are still very popular here. They offer employment and good working conditions. They are killing local businesses.  
*Offering* ..... , *fast-food chains*  
 ..... , *even if* .....
  - You are hungry. McDonald's is great for a snack. The food is not very healthy.  
*When* ..... , *McDonald's*  
 .....
  - Local fast-food restaurants offer better value for money. The ingredients they use are fresh. They are prepared and cooked on the premises.  
*Using* ..... *prepared*  
 .....
- b**  Work in small groups. Compare your answers. Do you agree with the sentences in **3a**? If not, change them to reflect your opinion. Discuss your changes with your group.

## SENTENCES & CLAUSES

A sentence can include one or more clauses (a group of words that typically include a subject, verb and object or complement).

The main clause or clauses convey(s) the key information. Subsidiary clauses provide additional information that relates to the main clause. Subsidiary clauses are often separated from the main clause by using commas.


To link clauses in a multi-clause sentence:

- use linkers, such as *however*, *because*, etc.
- omit subject pronouns and the verb *to be* when the subject is repeated.
- use present participle clauses to replace subject and active verb phrases.
- use past participle clauses to replace passive verb forms.
- use relative clauses.

Multi-clause sentences are used to condense information and are more common in writing than in speech. Writers often vary the length of sentences to add pace and variety to a text.

*See page 128 for grammar reference and more practice.*

## SPEAKING

- 1**  Imagine that a fast-food restaurant in your country wants to create a new dish showcasing local products. Discuss the following questions:
- What will the basic ingredients be?
  - In what way will it be a local dish?
  - How much will it cost?
  - What will it be called?
  - Why do you think it will be a success?
- 2** Present your fast-food dish to the class. Which do you think will be the most successful? Why?







a



b



c

## LISTENING

- 1 Work in pairs. Can you identify where the taxis come from? Have you ever ridden in a taxi like the ones in the photos? If so, where and when?
- 2 **a** 9.2 Listen to an extract from a radio show. In what order do the speakers talk about photos a–d?
- b** Listen again and answer the questions.
- 1 What kind of show is it?
  - 2 Where are each of the taxis in the photos?
  - 3 Which speaker seems to be enjoying the ride most?
- 3 **a** Listen again. Take notes on the following:
- the features of the city
  - the taxi drivers
  - the taxis
  - the ride experience
- b** Work in pairs. Compare your notes. Which taxi would you prefer to ride in? Why?
- 4 Work in pairs. Look at the extracts from the audio. Explain the expressions in bold in your own words.
- 1 They are **as much of a landmark as the Statue of Liberty**.
  - 2 ... it felt like **greeting an old friend**.
  - 3 ... tales of **tourist traps and scams**...
  - 4 ... **ying for space** side by side with pedestrians and handcarts...
- 5 Work in pairs. Discuss how the taxi experience in your town compares with those described in the radio program.

## GRAMMAR

- 1 **a** Look at the noun phrases and identify the main noun.
- 1 the busy streets of central London
  - 2 a main road with four lanes of busy traffic
  - 3 a group of schoolgirls in the back of another tuk-tuk doing their homework
  - 4 handcarts that are laden down with boxes
  - 5 the downtown skyscrapers lining the streets
  - 6 those first glimpses that you get through the windows of the cab
- b** Compare your answers with a partner's.
- 2 Find examples in **1a** of:
- a adjectives
  - b determiners
  - c nouns other than the main noun
  - d prepositional phrases (preposition + noun)
  - e relative or participle clauses
- 3 Complete the chart in the **GRAMMAR PANEL** with words and phrases from **1a**.
- 4 **a** Write the words and phrases in the correct order.
- 1 peace and quiet / the / of the inside / relative / of a London cab
  - 2 with its coconut-shaped body / three-wheeler / canary yellow / this
  - 3 helmet / that matches the color of the cab / bright yellow / a
  - 4 most amazing / the / and / smells / of food / burning incense
  - 5 businessmen / stopping / some street food / a pair of / to buy
- b** Check your answers in Transcript 9.2 on page 156.
- 5 **a** Add details to the simple noun phrases so they describe something you know well.
- an apartment
  - a car
  - a store
  - a bar
  - a trip
  - a vacation
- a spacious, third-floor apartment with a view of the mountains*
- b** Work in pairs. Compare your phrases. Explain why they are significant to you.
- It's my aunt's apartment. She lives in a small town in the mountains. I often visit her in summer.*





d

**NOUN PHRASES**

Noun phrases consist of a main noun and any extra information describing that noun. They can be simple or complex:

*a taxi a black taxi*

*a big, black, London taxi with a yellow light on its roof, driving down the middle of the street*

Determiner	Adjectives and nouns
a, (1) ....., one	(2) .....
The main noun	Prepositional phrases, relative and participle clauses
(3) .....	(4) .....

**NOTE:** when there are two or more adjectives, adjectives of opinion (*stunning, scary, beautiful*) tend to come before adjectives that describe facts (*yellow, first*): *a beautiful yellow scarf*

See page 128 for grammar reference and more practice.

**VOCABULARY: Binomials**

- 1 a** Match the binomials in bold with their synonyms a–h.
- You are being drawn into the **hustle and bustle** of the city streets.
  - He offered advice on all kinds of **dos and don'ts**, from food, to shopping, to which side of the bed I should sleep on at night!
  - In our next destination there are cabs of all **shapes and sizes**...
  - It may be a little **rough and ready**, but there's a certain charm to its egg-shaped, open-sided dome.
  - But **little by little** we manage to exchange a couple of words as she points out the main landmarks.
  - The only other motorized vehicles are scooters, vying for space **side by side** with pedestrians and handcarts...
  - The noise is deafening—but it's just **part and parcel** of life in one of the world's busiest cities.
  - And we come to the relative **peace and quiet** of the inside of a London cab.
- a an unavoidable aspect      e noisy crowds  
 b basic      f slowly  
 c calm      g types  
 d next to each other      h what you should or shouldn't do

**b** Look again at the binomials and answer the questions.

- In which are the two words... a) similar in meaning? b) opposites?
- In which are the two words... a) nouns? b) adjectives?
- Do you have similar expressions in your language?
- Do you know of other binomials in English?

**PRONUNCIATION: Stress in binomials**

**1 a** 9.3 Listen to the sentences. Where does the stress fall in the expressions in bold?

- |                                   |  |
|-----------------------------------|--|
| a on the first word               | 1 I can hear you, <b>loud and clear!</b>                 |
| b on the last word                | 2 They all arrived home <b>safe and sound.</b>           |
| c on both the first and last word | 3 She was absolutely <b>sick and tired</b> of traveling. |
|                                   | 4 I wouldn't change my mind for <b>love nor money!</b>   |

**b** Listen again and repeat.


**SPEAKING**

- 1** Work in groups. Look at the images and discuss the questions.
- Which image appeals to you the most? Why?
  - Do you prefer the hustle and bustle of a city, or the peace and quiet of a small town? Why?
  - Which did you grow up in? Compare your experiences as a child in your hometown.
  - Which would you prefer to visit on vacation? Why?
- 2** Report back to the class on your discussion. What do your classmates generally prefer?





## SPEAKING


1  Work in pairs. Look at the photos. In what way are they... a) the same? b) different?

2 **a** Look at the list of words and expressions related to weddings. Which can you see in the photos? Use a dictionary to help you.

bouquet bride church wedding civil ceremony  
confetti groom marriage certificate  
reception registry office veil vows  
wedding guests wedding photos

**b** Which words and expressions refer to...

- the people involved in a wedding?
- the place where a wedding ceremony can take place?
- what is said at a wedding?
- the objects you associate with weddings?

3 **a**  Work in pairs. Discuss the questions.

- What weddings have you been to?
- What were they like?
- In what way were they typical or not typical of weddings in your country?


**b** Write a short description of one of the weddings you discussed using words and expressions from 2a.



## READING


1 **a** Read the article. Match paragraphs a–d with headings 1–4. In what way are the weddings in the article different from the ones in the photos?


- White or Red?
- A Shared Experience
- Different from the Norm
- Elsewhere in Asia

**b**  Compare your answers with a partner's. Can you think of an alternative heading for each paragraph?

2 **a** Read the article again and answer the questions.

- What makes the wedding in Jakarta unconventional?
- What was the main reason for holding the communal wedding?
- Which colors are important in weddings in India and China and what do they symbolize?
- What decorative feature is present at the festivities in all three countries?

**b**  Compare your answers with a partner's.

3 **a**  Discuss in pairs. What differences and similarities can you find between the weddings described here and those you have attended?

**b** Report back to the class on your discussion. Were your answers similar?

## Marriage *en masse*

- a** It's an amazing sight to behold. Thousands of couples sitting in rows in full wedding dress. The colors like a thousand rainbows scattered around the enormous wedding hall. Each couple finding their moment of intimacy in a sea of people. Unconventional, noisy and distracting—this may not bear much resemblance to most people's romantic idea of the perfect wedding day, but for these couples it really is one of the happiest days of their lives.





## VOCABULARY: Similarities & differences (2)

**1 a** Choose the correct options so the sentences are true of weddings in your culture.

- The way people celebrate the “big day” *differs greatly / varies little* from couple to couple.
- Traditional weddings in my country *bear no resemblance to / are not unlike* the white weddings of Hollywood movies.
- The festivities and customs *are distinct / don't vary* from region to region.
- A few features of weddings in my country *are closely linked with / are inconsistent with* local beliefs about good luck.
- The clothes worn at registry weddings *are far removed from / are very close to* those worn by brides in formal weddings.

**b** Compare your answers with a partner's. Then answer the questions.

- Which of the expressions refer to similarity and which to difference?
- Do you think these expressions are more common in spoken or written language?

**2 a** Work in small groups. Discuss the questions.

- How do families in your country usually celebrate the birth of a child?
- Are there any differences from family to family or region to region?

**b** Write a short, factual summary describing the differences and similarities you discussed in **2a**. Use expressions from **1a**.

**3** Share your summaries with the class.

## SPEAKING

**1 a** Work in small groups. Discuss how these occasions are celebrated in your country.

- the announcement of an engagement
- wedding anniversaries
- retirement

**b** Can you think of any other occasions that are celebrated in your family or culture?

**2** Imagine you are attending one of the occasions in **1a** with a classmate who is from a different country. Explain to them what to expect.



**b** 4,500 couples have just taken part in a giant communal wedding in Jakarta. All the newlyweds here have already exchanged vows in private, religious ceremonies, now they have come together to receive their marriage certificates and seal their partnership officially. Christians rub shoulders with Muslims and Hindus in a communal expression of love. However different their faiths, they share many of the same traditions. In Indonesia colorful outfits and flower garlands are very much the norm. Weddings are big affairs with friends, family and just about any other well-wisher welcome, and collective weddings can involve tens of thousands under one roof.

**c** There are equivalent mass wedding ceremonies held in other parts of Asia too, with India having probably the biggest tradition. Some elements remain constant throughout the country but others, like the types of flowers used or the bride's henna-painted hands, differ depending on the area. In one tradition from Andhra Pradesh, in the South, wedded couples pour yellow-colored rice (called Talambralu) over each other. Rice is a sign of prosperity and yellow stands for everlasting love.

**d** In China, 300,000 couples got married on August 8, 2008, many in collective ceremonies, making this record-breaking celebration. The number eight symbolizes wealth, fortune and luck for the Chinese, which is why the day was also chosen for the opening ceremony of the 2008 Olympics in Beijing. Many couples in China choose to go for a Western style celebration far removed from traditional Chinese weddings in many ways. The bride's gown is white not bright red—another symbol of luck—although red is still present in the flowers, the traditional parasol held above the bride's head or the clothes of the wedding guests. One tradition that has certainly not been forsaken, be the wedding modern or traditional, individual or en masse, is the noise of loud firecrackers, scaring off evil spirits. And whoever is tying the knot, you can be sure they'll have at least one souvenir photo to remember the big day.



## 9.4 FUNCTIONAL LANGUAGE: CRITICIZING POLITELY



### TUNE IN

- 1 Work in pairs. Answer the questions.
- Look at the photos. Rank the ways of celebrating shown in order of preference.
  - Which occasions have you celebrated over the last couple of years?
- 2 9.4 Listen to Charlie, Elaine and Nancy, three classmates who have volunteered to organize an outing for their class. What are their three original suggestions? What compromise do they reach?
- 3 **a** Complete the objections they have to each other's suggestions.

Activity	Objection
Musical	<ul style="list-style-type: none"> <li>no opportunity for <sup>(1)</sup> .....</li> <li>not <sup>(2)</sup> ..... likes musicals</li> </ul>
Country house and picnic	<ul style="list-style-type: none"> <li>very <sup>(3)</sup> .....</li> <li>depends on <sup>(4)</sup> .....</li> <li>maybe a little bit <sup>(5)</sup> .....?</li> </ul>
Restaurant	<ul style="list-style-type: none"> <li>could be <sup>(6)</sup> .....</li> </ul>

- b** Listen again and check your answers.

### FOCUS ON LANGUAGE

- 4 **a** Work in pairs. Identify examples of the following strategies for criticizing politely in extracts 1–6.
- using “fillers” and other delaying strategies *kind of*
  - using modal verbs
  - using adverbs and modifiers to make the criticism seem less significant
  - other strategies (what?)
- The thing about going to a musical, though, is that there's no kind of conversation.
  - My concern also would be how many people like musicals.
  - I don't mean to put a downer on it. I just think we may need to compromise is all, you know.
  - Yeah, I'm not sure about, to be honest, the country estate thing's maybe a little bit too stuffy...
  - It's a pretty long way.
  - That might work.
- b** Notice how Charlie criticizes musicals with a question: *So have you thought about the cost?*  
Find more questions that suggest polite criticism in Transcript 9.4 on page 156.

### “Listing”

- 9.5 Listen to a student deciding what to buy for the picnic. Does her voice go up or down on the items in bold?

*OK, so we're going to need lots of **sandwiches**, um, some **drinks**, some **fruit**, oh, and a **picnic blanket**.*

How does she indicate that she has finished her list?

Make a list of what you would take on a picnic at the country house.

Repeat your list to a partner. Can you remember your partner's list?

- 5 Work in pairs. Use strategies from 4 to make the criticisms more polite.
- It doesn't sound very exciting.
  - If people take the bus, they won't be able to leave when they want.
  - There are too many of us to be seated at one table.
  - Lots of people hate seafood.

### OVER TO YOU

- 6 Work in groups of four. You are friends of a couple whose wedding anniversary is approaching. You have decided to throw them a surprise party so you need to decide on a venue.



Student A, turn to page 142.

Student B, turn to page 143.

Student C, turn to page 144.

Student D, turn to page 145.

**TUNE IN**

- 1  Look at the photo. Discuss the questions in pairs.
  - 1 What factors might determine the woman's choice of phone?
  - 2 When did you last buy a phone or other gadget? What helped you make your decision?
  - 3 Have you had to make a decision recently that required you to weigh different options? Tell your partner about it.
- 2  9.6 Listen to Olivia and Claire weighing options and answer the questions.
  - 1 What do they want to do?
  - 2 How much will it cost?
  - 3 What cheaper alternative do they opt for in the end?
  - 4 How does this compare with their first choice?



**PREPARE FOR TASK**


- 3 Match the phrases in bold with the more formal synonyms in the box.

consider   convinced me   could equally  
 defend   hardly   on the other hand  
 one possibility would be to  
 seriously doubt whether   undecided




- 1 I **just don't think** I can afford it right now.
- 2 **We could always** see it online.
- 3 We could go I suppose, but **then again**, I'm not sure where I'd get the money.
- 4 I'm **in two minds** about it.
- 5 But if we're going to watch it at home, we **might as well** wait for the DVD to come out.
- 6 I don't think I could **justify** spending so much money on a concert.
- 7 It's **not like it's** a necessity, is it?
- 8 **Think about** all that money you'd spend getting there.
- 9 OK, you've **talked me out of it**.

- 4 a Look at the decisions. Pay attention to the pros and cons of the options in each. Which decision would you find most difficult to make? Why?


- a You have an important exam next week. Friends have invited you to spend the weekend with them. You really don't want to say no since one of them is going away on Monday and you'd like a chance to say good-bye.
- b You have been offered the opportunity to work abroad for six months. If you go you know it'll be interesting, but it's not very well paid, and it might also mean that you'll miss out on a promotion in your current job.
- c Your parents really want you to get a college degree like in medicine, law or engineering, but you want to go to drama school. The problem is that your parents are going to be paying your tuition!

- b  Act out the situations in pairs. One of you presents the problem, the other plays a trusted friend. Take turns.

**TASK**

- 5 a  Work in groups of three. Student A, you have won first prize in a competition. Turn to page 144 to find out what the prizes are. Students B and C, help Student A decide which prize to choose.
  - b  Repeat the activity. Student B, turn to page 145. Students A and C, help Student B decide.
- 6  Student C, explain which of A or B's prizes you would choose and why.

**REPORT BACK**

- 7 a  Work with a partner from another group. Ask these questions:
  - 1 What did your group choose?
  - 2 What were the main considerations?
- b Which prize was the most popular with the class? Why?