**1 READING & SPEAKING**

**a** What kind of food or dishes do you associate with these countries?

<table>
<thead>
<tr>
<th>The United States</th>
<th>China</th>
<th>France</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Japan</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

**b** Read the interviews with Alice and Jacqueline. Match the questions with their answers.

---

**Alice Freeman is a lawyer from San Francisco.**

**A** I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don’t think it’s very healthy to cut out entire groups of foods like carbohydrates.

**B** Not very often. I don’t have the time or talent to cook full meals. I usually heat up a frozen meal or order a takeaway.

**C** Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don’t do it very often.

**D** I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup or sushi. I don’t eat meat, but I eat a lot of fish. In the evening, I just have something light at home.

**E** I am trying to cut down on the amount of fat I eat. I’m also trying to eat more wholemeal bread.

**F** Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

---

**Jacqueline Fabre is an IT consultant from Lyons.**

**A** Yes, I cook every evening for my family. I often make soup or traditional French dishes like ‘boeuf bourguignon’, which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot but we don’t eat big portions. What’s important for me is quality, not quantity.

**B** Yes, I’m trying to eat less chocolate.

**C** I think people’s diets are getting worse and worse. It’s quite strange because we have a lot of information now about how bad fast food is for you. I’m afraid it’s a problem in a lot of European countries.

**D** Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn’t worry me.

**E** Yes, definitely. For me good meals with the family make me happy!

**F** I’m quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with honey or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

---

Adapted from the British press
c Read the interviews again and answer the questions below. Write A (Alice), J (Jacqueline), or B (both of them).

Who...?
1 often eats in restaurants
2 eats quite a lot of sweet things
3 eats ready-prepared food
4 cooks big meals at home
5 enjoys eating
6 feels bad when she eats unhealthily
7 is trying to eat less of something
8 prefers having good food to having a lot of food
9 is negative about eating habits in her country

Who do you think has the healthier diet? Why?

f Now interview each other with the questions from 1b. How similar are your eating habits?

Is food a pleasure for you?

Yes, definitely, I love eating.

2 GRAMMAR present simple and continuous, action and non-action verbs

Rumiko Yasuda is a magazine editor from Tokyo.

a 1.1 Listen to Rumiko answering questions 2–6 from the interviews. Do you think food for her is fuel or pleasure? Why?

b Listen again and answer the questions.
1 What does she usually have in the morning?
2 Where does she usually have lunch and dinner?
3 Why doesn’t she often cook?
4 Does she eat or drink anything unhealthy?
5 Is she cutting down on anything at the moment? Why (not)?
6 What’s happening to the Japanese diet at the moment?
7 Does she think this is a completely bad thing?

c Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong.
1 I don’t usually have / I’m not having breakfast at work.
2 I used to go to fast food restaurants, but now I prefer / I am preferring eating something healthier.
3 I am drinking / I drink a lot of coffee every day.
4 I think Japanese people get / are getting fatter.
5 I like / I’m liking the fact that there are more different kinds of food and restaurants now.

d p.130 Grammar Bank 1A. Read the rules and do the exercises.

e Make questions to ask your partner with the present simple or continuous. Ask for more information.

What / usually have for breakfast?
How many cups of coffee / drink a day?
Where / usually have lunch?
How often / eat out a week?
/ prefer eating at home or eating out?
/ need to buy any food today?
/ you hungry? / want something to eat?
/ take any vitamins or food supplements at the moment?
/ try to eat healthily at the moment?
3 VOCABULARY  food and restaurants
a Do the quiz in pairs.

Food Quiz
Can you think of ...?

ONE red fruit, ONE yellow fruit, ONE green fruit
TWO things that a strict vegetarian doesn't eat
THREE kinds of food which are made from milk
FOUR things people have for breakfast
FIVE things people eat between meals
SIX vegetables you can put in a salad
SEVEN things which are usually on a table in a restaurant

b p.144 Vocabulary Bank Food and restaurants.
c Ask and answer the questions below with a partner.

Food and eating
1 How often do you eat...?
   a takeaway food  b ready-cooked meals
   c low-fat food  d home-made food
2 What's your favourite...?
   a fruit  b vegetable  c snack
   d home-made dish
3 What food do you like eating...?
   a when the weather's very cold
   b when you're feeling a bit down
   c for Sunday lunch
4 Is there any kind of food you can't eat?

Restaurants
5 What's your favourite...?
   a kind of restaurant (French, Italian, etc.)
   b restaurant dish  c takeaway food
6 How important are these things to you in a restaurant?
   Number 1-4 (1 = the most important)
   the food  the service
   the atmosphere  the price
7 How do you prefer these things to be cooked?
   (grilled, boiled, etc.)
   chicken  fish  eggs  potatoes
8 If you eat steak, how do you like it cooked?
   (rare, medium, well done)

4 PRONUNCIATION /u/ and /u:/, understanding phonetics

a Look at the sound pictures. How do you pronounce them?
b Put the words in the correct column.

<table>
<thead>
<tr>
<th>Placard</th>
<th>Cook</th>
<th>Food</th>
<th>Fruit</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juice</td>
<td>Mousse</td>
<td>Soup</td>
<td>Spoon</td>
<td>Sugar</td>
</tr>
</tbody>
</table>

c 1.2 Listen and check.
d p.157 Sound Bank. Look at the typical spellings for /u/ and /u:/.  
e Look at the information box. How do phonetic symbols in a dictionary help you pronounce words correctly?

A Pronouncing difficult words
Some words are difficult to pronounce because
1 they have a 'silent' syllable or letter, e.g. vegetables /'vedʒtəblz/
2 some letters are pronounced in an unusual way e.g. steak /stek/
3 you aren't sure where the stress is, e.g. dessert /dɪz'ɜ:t/

f 1.3 Look at some more food words which are difficult to pronounce. Use the phonetics to practise saying them correctly. Then listen and check.
1 knife /naɪf/
   biscuit /'bɪskɪt/
   salmon /'sæmən/
2 sausages /'sɒsɪdʒɪz/
   lettuce /'lɛtɪs/
   sugar /'ʃʊgər/
3 yoghurt /'jɒɡɜ:/
   menu /'mɛnju:/
   diet /'daɪət/

g 1.4 Listen and repeat the sentences.
1 The first course on the menu is lettuce soup.
2 What vegetables would you like with your steak?
3 Do you want yoghurt or chocolate mousse for dessert?
4 I take two spoonfuls of sugar in my coffee.
5 Sausages and biscuits aren't very good for you.
6 Would you like a fruit juice?
5 LISTENING

a Have you ever tried English food? What did you think of it?

b Kevin Poulter, an English chef, has just opened a restaurant in Santiago, the capital of Chile. Listen to an interview with him and number the photos 1–5 in the order he mentions them.

c Listen again and answer the questions.
1 Why did he decide to open a restaurant in Chile?
2 Why did he call it Frederick’s?
3 Why were Chilean people surprised when he opened his restaurant?
4 What English dishes does he serve in his restaurant? Are they popular?
5 Where does he recommend tourists eat in England? Why?
6 How many women work in his kitchen? Why does he think there are so few women in restaurant kitchens?
7 What English food does he miss most?

d Do you think an English restaurant would be a success if it opened in your town? Why (not)? What food from your country would you miss most if you went to live abroad?

6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

1 Women worry more about their diet than men.
2 Young people today eat less healthily than ten years ago.
3 Men cook as a hobby, women cook because they have to.
4 Vegetarians are healthier than people who eat a lot of meat.
5 You can often eat better in cheap restaurants than in expensive ones.
6 Every country thinks that their cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.

Useful language
For example... I agree. I don't agree. I think it's true. I don't think it's true. (I think) it depends.
If you really want to win, cheat

1 GRAMMAR  past tenses: simple, continuous, perfect
a  In which sports are there most cases of cheating? How do people cheat in these sports?
b  Read the article and find out how the people cheated.

c  Look at the highlighted verbs in text 1. What three tenses are they? Underline an example of each tense in the other two texts.

d  Which of the three tenses in c do we use for...?
   1 completed actions in the past
   2 an action in progress at a particular moment in the past
   3 an action that happened before the past time we are talking about

1 FOOTBALL
Argentina were playing England in the quarter-finals of the 1986 World Cup in Mexico. In the 52nd minute the Argentinian captain, Diego Maradona, scored a goal. The English players protested but the referee gave the goal. However, TV cameras showed that Maradona had scored the goal with his hand! Maradona said the next day, 'It was partly the hand of Maradona, and partly the hand of God.' Later in the game Maradona scored another goal and Argentina won 2-1. They went on to win the World Cup.

2 ATHLETICS
Fred Lorz, from New York, won the marathon at the St Louis Olympic Games in 1904. He finished the race in three hours 13 minutes. After the race Fred was waiting to get his medal and the spectators were cheering him loudly. Alice Roosevelt, the daughter of the US President, was in the crowd, and some journalists took a photo of Fred with her. But then suddenly somebody started shouting 'cheat' and soon everybody was shouting the same thing. It was true. Fred had travelled 18 of the 42 kilometres in a friend's car! Fred didn't win the gold medal and he was banned from athletics.

3 FENCING
Boris Onischenko, an army officer from the Soviet Union, was competing against Jim Fox from Britain in the 1976 Montreal Olympics. Boris was winning and the electronic scoreboard was showing 'hit' after 'hit' for him. Jim Fox protested to the referee. Fox said that Boris was scoring points without hitting him. Olympic officials examined Boris's sword and they made a shocking discovery. Boris had changed the electronic part of his sword. He could turn on the 'hit' light on the scoreboard even when he hadn't hit Fox. Boris went home, in disgrace, the next day. The British newspapers called him 'Dishonischenko'.

c  Look at the highlighted verbs in text 1. What three tenses are they? Underline an example of each tense in the other two texts.

d  Which of the three tenses in c do we use for...?
   1 completed actions in the past
   2 an action in progress at a particular moment in the past
   3 an action that happened before the past time we are talking about

e  p.150 Grammar Bank 1B. Read the rules and do the exercises.
Cover the texts. In pairs, retell the three stories using the correct tenses.

### Text 1
- **England** (play) **Argentina**.
- **Maradona** (score) a goal.
- The English players (protest) but the referee (give) the goal.
- The TV cameras (show) that Maradona (score) the goal with his hand.

### Text 2
- **Fred Lorz** (win) the marathon in 1904.
- He (wait) to get his medal.
- The spectators (cheer).
- Everybody (start) shouting 'cheat'.
- **Fred** (travel) 18 km by car!

### Text 3
- **Boris Onischenko** (compete) against **Jim Fox**.
- **Boris** (win) but **Jim Fox** (protest).
- The Olympic officials (examine) Boris's sword.
- They (discover) that he (change) the electronic part of his sword.

### 2 SPEAKING

#### a
You are going to tell an anecdote. Choose one of the topics below and plan what you are going to say. Ask your teacher for any words you need. Tell your partner about...

- **a time you cheated (in an exam or in a sport / game)**
  - What were you doing?
  - Where? When?
  - Why did you cheat?
  - What happened?

- **a really exciting sports event you saw**
  - Where and when was it?
  - Who was playing?
  - What happened?
  - Why was it so exciting?

- **a time you had an accident or got a sports injury**
  - What were you doing? How did the accident happen?
  - What part of your body did you hurt? What happened next? How long did it take you to recover?

- **a time you saw or met a celebrity**
  - Where were you? What was the celebrity doing? What was he / she wearing? Did you speak to him / her?
  - What happened in the end?

#### b
In pairs, tell each other your stories. Ask for more details.

### 3 LISTENING

#### a
Can you think of two disadvantages of being a professional football referee?

#### b
You're going to hear an interview with an ex-Champions League referee from Spain. Listen and choose a, b, or c.

1. What was the most exciting match he ever refereed?
   - a. His first professional match.
   - b. He can't choose just one.
   - c. Real Madrid against Barcelona.

2. Why does he mention Mauro Silva?
   - a. Because he was the best player he ever saw.
   - b. Because he was a great person.
   - c. Because he was a very good footballer and a good person.

3. The worst experience he ever had as a referee was...
   - a. when a player hit him during a match.
   - b. when a woman with a child tried to attack him.
   - c. when a 16-year-old boy attacked him.

4. Why does he think there is more cheating in football today?
   - a. Because football is big business.
   - b. Because the referees are worse.
   - c. Because footballers are better at cheating.

5. How does he say footballers cheat?
   - a. They fall over when nobody has touched them.
   - b. They accept money to lose matches.
   - c. They touch the ball with their hands.

6. What's the most difficult thing for him about being a referee?
   - a. Players who cheat.
   - b. Making decisions.
   - c. The rules are too complicated.

7. Does he think fair play still exists?
   - a. Yes.
   - b. No.
   - c. He doesn't say.

#### c
Listen again for more information. Do you agree with him that there is more cheating in football than before?
4 VOCABULARY  sport

a In pairs, do the quiz.

Sports Quiz
1 How long does a football match last?
2 How many referees are there in a basketball match?
3 How many players are there in a volleyball team?
4 How often are the World Athletics Championships held?
5 How long is a marathon?
6 How many holes are there on a golf course?
7 How long is one lap of an athletics track?

b ☞ p.145 Vocabulary Bank Sport.

c In pairs, think of a sports team in your town / country
and answer the questions.

- What's the name of the team?
- What sport do they play?
- Where do they play? (in a stadium, sports hall, etc.)
- Who is...?
  a the coach
  b the captain
  c the best player in the team
- How many spectators watch their matches?
- What happened in their last match?

5 PRONUNCIATION  /ɔɪ/ and /ə:/

a Write the words in the correct column. Be careful
with or (there are two possible pronunciations).

\[
\begin{array}{llllllll}
\text{ball} & \text{serve} & \text{caught} & \text{world} & \text{draw} & \text{fought} & \text{hurt} & \text{score} & \text{sport} & \text{shirt} & \text{warm up} & \text{worse} & \text{court}
\end{array}
\]

b ☞ p.157 Listen and check.

c ☞ p.157 Sound Bank. Look at the typical spellings
for these sounds.

d ☞ p.148 Practise saying these sentences. Listen
and check.

1. I got hurt when I caught the ball.
2. Her serve's worse than the other girl's.
3. It was a draw – the score was four all.
4. It's the worst sport in the world.
5. We warmed up on the court.
6. They wore red shirts and white shorts.

6 SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.

**YES**

- What sport(s) do you play?
- Have you ever won a cup or a trophy?
- Have you ever been injured doing sport?
- Do you prefer doing sport or being a spectator?
- Do you prefer watching individual or team sports?
- Do you go to watch a local sports team?
- Are there good sports facilities in your town?
- Is there any sport you’d like to learn to play well?
- How many hours do you spend a week watching sport on TV?

**NO**

- What sports do / did you have to do at school?
- Do / did you enjoy it?
- Do you do any sport in your free time?
- Do you think you’re fit? Would you like to get fitter?
- Do your family and friends like sport?
- Is there any sport you don’t mind watching on TV?
- What sport do you hate watching most on TV?
- Have you ever been to a big sporting occasion?
- Do you think physical education should be optional at school?
When you hear the final whistle

One of the hardest things for any sportsperson to do is to know when to retire. Do you retire when you are at your physical ‘peak’ or do you wait until your body (or your coach) tells you that it’s time to go? But even harder is finding the answer to the question ‘What am I going to do with the rest of my life?’

There’s a high risk of depression and people often find adjusting to a new way of life difficult’, says Ian Cockerill, a sports psychologist. ‘For sportspeople, there’s an extra trauma – the loss of status, the loss of recognition, and the loss of the glamour. That’s the hardest part.’ As Eddie Acoro, the US jockey says, ‘When a jockey retires, he becomes just another little man.’

Perhaps they just can’t stand life without the ‘high’ of playing professional sport. Michael Jordan, the greatest basketball player of all time, retired three times. He retired once from the Chicago Bulls, made a successful comeback with the Bulls, then retired again. His second comeback with an inferior team ended in failure and he retired for ever at the age of 38. Jordan said, ‘There will never be anything I do that will fulfill me as much as competing did.’

Muhammad Ali needed the money, but his comeback fight, at the age of 39, against Trevor Berbick, was one of the saddest spectacles in modern sport. After losing to Berbick, Ali retired permanently. Three years later he developed Parkinson’s disease.

As Jimmy Greaves, an ex-England international footballer said, ‘I think that a lot of players would prefer to be shot once their career is over.’ Many of them spend their retirement in a continual battle against depression, alcohol, or drugs.

Franz Beckenbauer is a classic example of a footballer who won everything with his club, Bayern Munich. After retiring he became a successful coach with Bayern and finally president of the club. John McEnroe, the infamous ‘bad boy’ of tennis, is now a highly respected and highly paid TV commentator. But sadly, for most sportspeople these cases are the exceptions.

Look at the photos. In pairs, answer the questions.

Have you ever seen any of these people playing sport? At what age do you think people reach their ‘peak’ in these sports? Do you know what these people do now?

Read the article once. Do most sportspeople find it easy or difficult to retire?

Complete the article with sentences A–F below.

For some people the pain of saying goodbye never leaves them.
Others can’t resist the chance of one last ‘pay day’.
Some sportspeople go on playing too long.
But for the lucky few, retirement can mean a successful new career.
Retirement for people in general is traumatic.
One of the hardest things for any sportsperson to do is to know when to retire.

Can you remember these words? If not, check with the text. Underline the stressed syllable.

1 adjective: depressed noun: depression
2 adjective: glamorous noun: ___________
3 verb: lose noun: ___________
4 verb: recognize noun: ___________
5 verb: fail noun: ___________
6 verb: retire noun: ___________

Think of a sportsperson from your country who has retired. What is he / she doing now? Do you think he / she retired at the right time?
Twenty years ago, the typical extended family was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group Mintel, the family is changing shape. The family groups of the future will be 'long and thin', with three or four small generations.

Here are some of their predictions:

1. Most children will know their great-grandparents (and even great-great-grandparents) because people are living longer.

2. Very few children will have brothers or sisters, and it will be common to be an only child. As a result, future generations will not have many cousins either.

3. Many children will grow up isolated from other children and young adults. This will make them more selfish and introverted.

4. More couples will divorce and re-marry, some more than once. They may have children with their new partners, so many children will have a stepmother or stepfather and half-brothers or sisters.

5. There will be many 'boomerang children'. These are children who leave home to get married, but then divorce and return to live with their parents.

6. There will be more single-parent families.

7. Because houses are now so expensive, different generations may decide to live together, so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their in-laws.
b Now read the whole article. Match the highlighted words with the definitions.

1. __________ your grandparents’ parents
2. __________ a child who doesn't have any brothers or sisters
3. __________ families where the mother or father is bringing up the children on his / her own
4. __________ your uncle's or aunt's children
5. __________ the family of your husband / wife
6. __________ all your relatives including aunts, grandparents, etc.
7. __________ your grandparents' grandparents
8. __________ boys who have (for example) the same father as you but a different mother
9. __________ the new wife of your father
10. __________ people who are having a relationship

b Read the seven predictions again. In pairs or small groups, answer the questions for each prediction.

1. Is this already happening in your country?
2. Do you think it will happen in the future?
3. Do you think it will be a good thing or a bad thing?

Useful language

I think so. I don't think so. Maybe. Perhaps. Probably. I'm sure it will.

2 GRAMMAR future forms

a Listen to three dialogues between different family members. Who is talking to who (e.g. brother to sister)? What are they talking about?

b Listen again and match two sentences with each dialogue (1–3). Write 1, 2, or 3 in each box.

A Shall I make you a cup of tea? □ C Are you going to go to university? □ E I'll be really careful. □
B You'll crash it again. □ D I'm staying at Mum's tonight. □ F It's going to be cold tonight. □

A plan or intention □
An arrangement □
A prediction □
A promise □
An offer □

C With a partner, decide which sentence(s) A–F refer(s) to...

C With a partner, decide which sentence(s) A–F refer(s) to...

a plan or intention □
an arrangement □
a prediction □
a promise □
an offer □

D “p.130 Grammar Bank 1C. Read the rules and do the exercises.

e Move around the class, ask other students questions, and complete the table.

Find someone who...

name

more details

is seeing a relative this weekend.

isn't having dinner with their family tonight.

is getting married soon.

is going out with their brother or sister on Saturday night.

is going to have a new nephew or niece soon.

is going to leave home in the near future.

is going to have a big family reunion soon.

isn't going to go on holiday with their family this year.
3 READING

a) In a family with two children, do you think it’s better to be the older or the younger brother or sister? Why?

b) You’re going to read an article about two sisters, Wendy (the younger sister) and Carnie (the older sister). Before you read, predict the answers to the questions below. Write W (Wendy) or C (Carnie).

Who do you think…?
1. had a more eccentric hairstyle
2. admired her sister
3. didn’t want to be with her sister
4. followed her sister everywhere
5. tried to compete with her sister
6. wasn’t a good student
7. told her parents when her sister did something wrong
8. used to hurt her sister physically
9. was jealous of her sister
10. always defended the other sister

c) Now read the article and check your answers.

d) Look at the highlighted words and phrases. In pairs, choose the right meaning, a or b.

1. a boring
   b fashionable
2. a children
   b adults
3. a age difference
   b the time they weren’t together
4. a become friends again
   b stop speaking
5. a kiss
   b hurt with your fingers
6. a say bad things about
   b say good things about
7. a we got on very well
   b we got on very badly
8. a ask for help
   b say that somebody is responsible for something bad

Do you think their relationship is typical of brothers and sisters?

We are family…

Two sisters tell the truth about themselves – and each other...

Wendy Wilson and her older sister Carnie are the daughters of the Beach Boys founder, Brian Wilson. They formed the band Wilson Philips (with the daughter of Michelle Philips of The Mamas and Papas) and their first album was a worldwide hit. Today they are both married and live in Los Angeles. Here they talk about their relationship.

Wendy, the younger sister says:
I always thought Carnie was really cool. Especially when she was a teenager and had bright red spiky hair. But, like most older sisters, she wasn’t at all interested in her younger sister. I desperately wanted to be with her and her friends, and sometimes I used to follow them, but she hated that.

When we were kids we both had a lot of material things like toys and clothes, but even then we knew that Mom and Dad weren’t happy. We used to talk about it all the time, and after a while they separated and we stayed with my Mom. We didn’t see Dad for quite a few years, which really hurt us. But it’s also the thing that brought me and Carnie closer together. When I was 16 or 17 the one and a half year age gap between us didn’t matter any more, and we started to get on with each other and to write songs together.

Being in a band – or working at anything – with a member of your family can be difficult, but it also has advantages. If we have a big argument about a song, after a while we remember that we are sisters and we make it up. Nothing is going to stop us from being sisters.

Sometimes think that poor Wendy has spent all her life competing with me. She was a very quiet, shy child, while I was incredibly talkative and demanding – I was awful! I wasn’t interested in studying, all I wanted to do was go to parties, and Wendy used to tell my parents. So I was horrible to her – I used to pinch her and bite her.

Carnie, the older sister says:
I was very jealous of Wendy also because she was more attractive than me. But she always defended me when other people criticized me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered a lot because of my father leaving us when we were small, but Wendy helped me to understand that Dad loved us too, but in a different way. She also taught me that you can’t blame other people for your problems, you have to look at yourself.
HOW WORDS WORK...

Look at two sentences from the *We are family* text.

'We started to get on with each other.'

'You have to look at yourself.'

- Use *each other* when A does an action to B and B does the same action to A.

  \[ \text{We love each other} = \text{I love you and you love me.} \]

- Use a reflexive pronoun (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) when the subject of the verb is the same as the object.

  \[ I \text{ cut myself. She looked at herself in the mirror.} \]

- You can also use a reflexive pronoun for emphasis.

  \[ \text{Nobody helped me. I did it all myself.} \]

Complete the sentences with *each other* or a reflexive pronoun.

1. After the argument they didn't speak to ______ for a week.
2. This light is automatic. It turns ______ on and off.
3. We built the house ______. It took three years.
4. We only see ______ once a month.
5. They argue a lot. They don't understand ______.
6. I blame ______ for the accident. It was my fault.

4 VOCABULARY  personality

a Can you remember? What do you call a person who...?

1. talks a lot ______
2. doesn't talk very much ______
3. feels uncomfortable and nervous when he / she meets new people ______
4. thinks someone loves another person more than him / her ______

b Vocabulary Bank  Personality.

Write down the first three adjectives of personality that you can remember from the Vocabulary Bank. Don’t show them to your partner. Your teacher will tell you what they say about you.

5 PRONUNCIATION  prefixes and suffixes

a Underline the stressed syllable.

1. jealous ambitious generous
2. sociable reliable
3. responsible sensible
4. competitive talkative aggressive sensitive
5. unfriendly insecure impatient

b Listen and check. Are *-ous / -able / -ible / -ive* stressed? Are *un-* / *in-* / *im-* stressed?

c Practise saying the adjectives.

6 LISTENING & SPEAKING

a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?

b Listen to a psychologist talking about the influence your position in the family has on your personality. Complete the chart by writing four more adjectives of personality in each column.

<table>
<thead>
<tr>
<th>Oldest children</th>
<th>Middle children</th>
<th>Youngest children</th>
<th>Only children</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-confident</td>
<td>independent</td>
<td>charming</td>
<td>spoilt</td>
</tr>
</tbody>
</table>

Arrange the adjectives in each category in a logical order.

c Compare with a partner. Then listen to the four sections again and check your answers. Can you remember any more details?

d Look at the completed chart above. In pairs, say

- if you think it is true for you — if not, why not.
- if you think it is true for your brothers and sisters or your friends.

7 SONG  *We are family*
Introductions

THE STORY SO FAR
1.13 Listen to the story of Mark and Allie. Mark the sentences T (true) or F (false).
1 Mark met Allie in London two years ago.
2 He’s American and she’s British.
3 They work for MTV.
4 He invited her to San Francisco for a holiday.
5 They both got jobs in the new Paris office.
6 Mark is going to be Allie’s boss.
7 They are both in Paris now.

THEME

MEETING PEOPLE
a 1.16 Cover the dialogue and listen. What do the people in the Paris office do?

b Read the dialogue. In pairs, what do you think the missing words are? Don’t write them in yet.
c Listen again and complete the dialogue.
d Look at the highlighted phrases. Which is the most formal way to greet someone?
e 1.15 Listen and repeat the highlighted phrases. Copy the rhythm.
f Move round the class in pairs, introducing your partner to other students. Use the highlighted phrases.

SOCIAL ENGLISH
It’s a secret
a 1.16 Listen. What do Mark and Allie want to keep secret?
b Listen again. Answer with M (Mark), A (Allie), or B (both).
c 1.17 Complete the USEFUL PHRASES. Listen and check.

USEFUL PHRASES
What a _____ view!
Why d _____ we sit down?
I h _____ to find an apartment.
Don’t worry. It won’t t _____ you long.
I was w _____ (what kind of a boss...).
W _____, you’ll find out tomorrow.
Describing a person

a. Read the two emails once and answer the questions.
   1. Why has Stephanie written to Claudia?
   2. Does Claudia recommend her friend?

b. The computer has found five spelling mistakes in Claudia's email. Can you correct them?

c. Read Claudia's email again. Then cover it and answer the questions from memory.
   1. Which adjectives describe Christelle's personality?
   2. What does she like doing in her free time?
   3. What negative things does Claudia say about Christelle?

d. Look at the highlighted expressions we use to modify adjectives. Put them in the right place in the chart.

Anna is very/________ untidy.

Useful language: describing a person
He's quite / very, etc. + adjective
   (e.g. friendly, extrovert, etc.)
She's a bit + negative adjective (e.g. untidy, shy, etc.)
He likes / loves / doesn't mind + verb + -ing
He's good at + verb + -ing

Imagine you received Stephanie's email asking about a friend of yours.

WRITE an email to answer it.

PLAN what you're going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.146 Personality to help you.

Paragraph 1 age, family, work / study
Paragraph 2 personality (good side)
Paragraph 3 hobbies and interests
Paragraph 4 any negative things?

CHECK the email for mistakes (grammar, punctuation, and spelling).

From: Stephanie
To: Claudia
Subject: Hi from Scotland

Dear Claudia,

I hope you're well.

I've just had an email from your friend Christelle. She wants to rent a room in my house this summer. Could you tell me a bit about her (age, personality, etc. and what she likes doing) so that I can see if she would fit in with the family? Please be honest!

Send my regards to your family and hope to hear from you soon.

Best wishes

Stephanie

From: Claudia
To: Stephanie
Subject: Hi from Switzerland

Hi Stephanie,

Thanks for your email.

Of course, I can tell you about Christelle. She's 21, and she's studying law with me.

I think she's quite extrovert and very sociable - she has lots of friends. She's also very good with children. She has a young step-brother and several young cousins, and I know she likes playing with them. She's incredibly hard-working and responsible - she passed all her exams last year, which is more than I did!

She likes going out, seeing films, and listening to music, but not rock or heavy metal - so don't worry about noise! And she's happy to do things on her own - she's very independent, so you won't really have to look after her. Her parents are divorced and she lives with her mother and stepfather, but she also sees her father regularly.

The only negative things I can think of are that she's a bit untidy - her room is usually in a mess - and that her English is, well, not brilliant. But I'm sure she'll learn fast! I think she's really nice and that you and the family will get on well with her.

I hope that's useful. Let me know if you need any more information about her.

Love

Claudia

PS I attach a photo of the two of us.
**What do you remember?**

**GRAMMAR**
Put the verbs in the correct tense.

_A_ Wow. _Is_ that your new car? (be)

_B_ Yes.

_A_ When 1 ___________ it? (you / get)

_B_ I 2 ___________ (buy) it last month.

_A_ Yes, it’s great. What happened to your front light?

_B_ I 4 ___________ (hit) another car when I 5 ___________ (drive) to work. I thought the traffic lights 6 ___________ (change), but they hadn’t. Would you like to go for a drive?

_A_ I can’t just now because I 7 ___________ (meet) a friend in ten minutes. How about tomorrow evening? It’s Wednesday and I usually 8 ___________ (finish) work early.

_B_ OK. I 9 ___________ (pick you up) at 7.00. You 10 ___________ (love) it, I know.

_A_ I’m sure I will. See you tomorrow then.

**VOCABULARY**

*a* Word groups. Underline the word that is different. Say why.

1. fresh seafood frozen home-made
2. fried chicken duck sausages
3. knife roast fork spoon
4. referee coach captain pitch
5. pool track beat court
6. aggressive jealous bossy affectionate
7. charming sensible sociable moody
8. cousin family mother-in-law grandfather

*b* Write words for the definitions.

1. It’s an adjective for food that is hot, e.g. curry or chilli.
   s ___________

2. It’s what you have before the main course.
   s ___________

3. It means when two teams finish a match with the same score.
   d ___________

4. It means to hurt yourself in an accident or doing a sport.
   get i ___________

5. Your mother’s second husband is your s ___________

6. It’s an adjective for a person who always thinks about him / herself.
   s ___________

7. It’s an adjective. It’s the opposite of generous.
   m ___________

*c* Fill each gap with one word.

1. I always ask _____ steak when we eat _____.
2. What do you usually have _____ lunch?
3. It’s a good idea to warm _____ before you start running.
4. Who do you get _____ with best in your family?

**PRONUNCIATION**

*a* Underline the word with a different sound.

1. pool tuna fruit course
2. cook food look football
3. court ball roast prawns
4. couple draw cousin duck
5. sausage bossy frozen golf

*b* Underline the stressed syllable.

menu referee impatient sociable irresponsible

---

**Notes:**
- The text is a mixture of short dialogues, grammar exercises, and vocabulary exercises.
- The grammar section focuses on verb tenses, with sentences provided for practice.
- The vocabulary section includes word comparison exercises, definitions, and fill-in-the-blank sentences.
- The pronunciation section underlines the stressed syllables for certain words.
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

Jam today, tomorrow, yesterday...

Craig Flatman is every nutritionist’s nightmare—a fifteen-year-old who never eats anything except bread and jam but, unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60% sugar, he is 1.84m tall, weighs 69kg, and his parents say he has never been seriously ill apart from typical childhood illnesses.

Craig, or ‘Jam boy,’ as his friends have nicknamed him, rejects any form of meat, fish, fresh fruit, or vegetables. The only time he doesn’t eat bread and jam is for breakfast, when he has chocolate cereal, and for tea, when he occasionally has a slice of chocolate cake. He also drinks two pints of semi-skimmed milk a day.

Craig’s strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his father gave him a sugar sandwich when he was nine months old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four when he asked to try jam, and started an eleven-year obsession.

Craig sometimes craves some variety, but every time he tries something else he feels ill. Doctors believe that his condition may have been caused by choking on solid food when he was a baby. ‘They tell me I’ll grow out of it,’ says Craig, ‘but I don’t know if I’ll ever change.’ Although Craig’s parents eat a normal diet, their family meals are made more difficult by the fact that Craig’s sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to phone in advance—to check they can bring jam sandwiches for Craig!

CAN YOU UNDERSTAND THESE PEOPLE?

a 1.18 Listen and circle the correct answer, a, b, or c.
1 What drinks do they get?
   a A coffee, a tea, and two orange juices.
   b A tea and three orange juices.
   c A coffee and three orange juices.
2 Why doesn’t the woman want anything to eat?
   a Because she’s not hungry.
   b Because she doesn’t feel well.
   c Because she’s on a diet.
3 What does Robertson do now?
   a He owns a pub.
   b He works in Leeds.
   c He works with young players.
4 Who’s coming to lunch?
   a The man’s mother-in-law and his sister.
   b The man’s mother and his sister-in-law.
   c The man’s mother-in-law and her sister.
5 What are they going to give their granddaughter for her birthday?
   a Money.
   b Clothes.
   c They can’t decide.

b 1.19 You will hear a man phoning to book a tennis court. Complete the information on the secretary’s form.

Hamworth Sports Centre
Tennis court bookings:
Name: Mark
Membership number: ____________
Day: _______________
Time: _______________
Court number: ____________

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)
✓ talk about your diet
✓ describe a sporting event you have been to (where, when, what happened)
✓ describe a member of your family and his/her personality
✓ say how you think families will change in the future