

2

Friends for life?

Vocabulary

Describing people

1 ☆ Write the opposites using the correct negative prefix (*un-*, *dis-*, *in-*, *im-* or *ir-*). Then circle the adjectives that describe you.

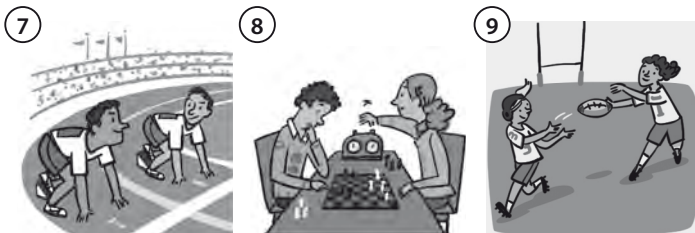
- 1 friendly unfriendly
- 2 kind _____
- 3 honest _____
- 4 loyal _____
- 5 mature _____
- 6 patient _____
- 7 reliable _____
- 8 responsible _____
- 9 sociable _____
- 10 tolerant _____

2 ☆ Match the words in the box with pictures 1–9.

classmates colleagues flatmates/roommates
 next-door neighbours opponents relatives
 rivals teammates travel buddies



classmates



3 ☆☆ Choose the correct option to complete the text.

COMIC LIFE

Comics are full of interesting relationships, a bit like life! Take Thor and Loki – they are **1 acquaintances/siblings** because Loki is Thor's adopted brother, but they are also **2 enemies/strangers** who fight each other. Occasionally, they work together against another **3 classmate/rival**, but they are never close **4 friends/neighbours**.

Then there's Peter Parker, who is Spider-Man. Spider-Man's main rival, The Green Goblin, turns out to be the father of his **5 best mate/flatmate** at school, Harry Osborn! It's hard to be a superhero when a relative of a good friend is your **6 enemy/stranger**! It's even trickier because Peter Parker and Harry Osborn are **7 next-door neighbours/flatmates** who share a house.

Or what about Clark Kent, who is, of course, Superman? He was brought up by his parents Martha and Jonathan Kent, but they are not actually his **8 opponents/relatives** – they found Superman when he was a baby and looked after him. Later they discovered he was from another planet. Clark works as a newspaper reporter and he's in love with his work **9 colleague/teammate**, reporter Lois Lane.



4 ☆☆☆ Complete the sentences with the words in the box. Then answer the questions.

enemies friend relative

- 1 How did you meet your best _____?
- 2 Who in your family is your favourite _____? Why?
- 3 How could _____ become friends?

Defining and non-defining relative clauses

1 ☆ Choose the correct option.

- 1 London is the city **which/where** I grew up.
- 2 That's the boy **whose/that** mother works at our school.
- 3 My phone is something **who/which** I always have with me.
- 4 Pizza is the food **that/where** I like best.
- 5 That was the year **which/when** I met my best friend.
- 6 My sister is the person **which/who** I can always talk to.

2 ☆☆☆ Complete the text with the correct relative pronouns.

New friends

Can you think of a time **1** when you wanted to make some new friends, but weren't sure how? Well, next time you can try these tips.

- **Make contacts.** If you're at a party **2** _____ you meet some new people, make sure you get their contact details and arrange a time **3** _____ you can meet up again.
- **Think about your area.** Are there any neighbours **4** _____ you'd like to get to know? Try chatting to them next time you see them.
- **Take up a sport or hobby.** When you're doing an activity **5** _____ you enjoy, you'll be more relaxed. Talking to someone **6** _____ interests are similar to yours can be easier too – after all, you have something in common.
- **Join a choir.** Scientists **7** _____ have studied relationships say that singing together in a group helps people feel part of a 'family' and they get to know each other quicker.
- **Show interest.** Listening to people – really listening – and asking questions lets people know you are genuinely interested in getting to know them. It's something **8** _____ is important to many people.

3 ☆ Add commas to make non-defining relative clauses.

- 1 Last Christmas, when we were on holiday, it snowed twice.
- 2 My sister, who loves cooking, showed me how to make pizza.
- 3 Spain, where we go most summers, is one of my favourite places.
- 4 Social networks, which are becoming more popular, can be good ways to stay in touch.
- 5 My friend, whose brother is friends with my brother, lives near me.

4 ☆☆☆ Complete the second sentence so the meaning is the same as the first.

- 1 Last year I made some new friends. I was visiting my cousins. **(when)**
Last year, when I was visiting my cousins, I made some new friends.
- 2 My dad had a big party and invited all his friends. His birthday was last week. **(whose)**
My dad _____ had a big party and invited all his friends.
- 3 The book only cost five pounds. It has got a brilliant cover. **(which)**
The book _____ only cost five pounds.
- 4 My friend's cousin lives near us. She is studying medicine. **(who)**
My friend's cousin _____ is studying medicine.
- 5 The museum is free to visit. The exhibition is on there. **(where)**
The museum _____ is free to visit.

5 ☆☆☆ Join the sentences using a defining or non-defining relative clause. Make any necessary changes.

- 1 Ed Sheeran is a singer. His songs are famous worldwide.
Ed Sheeran is a singer whose songs are famous worldwide.
- 2 Ty Jones is often mistaken for the singer because he looks just like Ed. Ty is from Manchester.

- 3 Once Ty worked in a circus as a Sheeran lookalike. He got paid £800 there.

- 4 That was the time. Ty didn't enjoy being Ed's lookalike then.

- 5 Ty says being a lookalike can be very hard at times. It sounds fun.

- 6 Ty doesn't want to be known as Ed's lookalike forever. He'd like to be a successful YouTuber.



Ed Sheeran



Ty Jones

Things that friends do

- 1 ☆ Complete the table with the expressions in the box.

cheer them up fall out with them forgive them
get on with them hang out with them
~~judge them~~ keep in touch let them down
lie to them make them laugh support them
tell the truth

How to be a good friend to others

Things you should do	Things you shouldn't do
	<i>judge them</i>

- 2 ☆☆ Choose the correct option.

- I usually **get/hang** out with my friends in town on Saturday. We go to a café or the shopping centre.
- You shouldn't **forgive/judge** people because you think their ideas are wrong.
- It's important to **fall/keep** in touch with friends. I phone my friends most days.
- You should **cheer/forgive** friends if they've upset you and not stay angry.
- Don't **lie/tell** to friends – the truth is always better.
- When I feel a bit sad or upset, my friends **cheer/support** me up and I feel better.
- When my friends have problems, I try to **let/support** them and help.
- I **get/make** on really well with my sister. She's my best friend.
- Even if you're scared someone will be angry, you should **fall/tell** the truth.
- My best friend and I never **fall/keep** out with each other. If there's a problem, we talk about it.
- If friends **lie/let** me down and don't do what they say they will, it upsets me.



- 3 ☆☆ Complete the text with the correct form of the verbs in the box.

forgive judge keep in touch
make (someone) laugh support
tell the truth



Ask Andie

Got a problem? Ask Andie!

My best friend is moving to another city. What's the best way to **1** *keep in touch*? I can't afford to pay for lots of phone calls! **Silvia29**

I'm very good at telling jokes and **2** _____ my friends _____. The problem is, nobody takes me seriously. People often criticise my behaviour, but I don't think they should **3** _____ me. What should I do? **boy23**

I lied to my friend about something. When I finally **4** _____ her _____ and explained what actually happened, she was really angry. Now, she won't **5** _____ me or stop being angry with me. Help! **Ali33**

My friend's dream is to be a doctor, but he finds it hard to study. I want to **6** _____ him and help him achieve his dream. What can I do? **tigergirl**

- 4 ☆☆ Order the words to complete the sentences.

- I usually see Arav on Saturday. I like *hanging out with him* (out / him / with / hanging).
- My best friend is great. I _____ (with / get / on / her).
- Maria is really good at _____ (me / up / cheering) when I feel sad or upset.
- Matt and Joe aren't speaking. Matt doesn't usually _____ (out / fall / him / with).
- Jamie is always _____ (down / letting / me). He promises to do something and then forgets.

- 5 ☆☆☆ Complete the questions with a suitable verb. Then answer the questions.

- Who do you *get* _____ on best with?

- Are you good at _____ your friends laugh?

- Would you ever _____ to a friend and not tell them the truth? Why/Why not?

Reflexive pronouns and *each other*

1 ☆ Choose the correct reflexive pronoun.


- You and Pawel should both be proud of **yourselves/ourselves**. You've done really well in the competition.
- My tablet keeps switching **himself/itself** off. I keep telling **myself/yourself** I'll get it fixed, but I always forget!
- Be careful or you'll hurt **herself/yourself**!
- David and Meena are fantastic at languages. David taught **himself/ourselves** to speak German and Meena taught **yourself/herself** to speak Russian!
- We've bought **ourselves/yourselfs** a new TV and our neighbours have treated **himself/themselves** to a new games console.

2 ☆☆☆ Complete the sentences with the correct reflexive pronouns.


- Alexander sees himself as reliable, but he isn't always.
- I sometimes buy _____ little presents.
- Gemma surrounds _____ with good friends. She says it helps her.
- Do you usually stand up for _____ ?
- They have prepared _____ well for the exam. I'm sure they'll pass.
- We really enjoyed _____ at the party.
- Did you and Sara watch _____ on the video I made? You were brilliant!

3 ☆ Match the pictures and sentences.

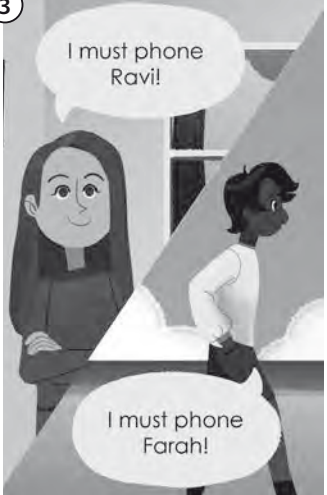
①




②



③



④



- a They are talking to each other.
- b They are talking to themselves.

- c They are looking at themselves.
- d They are looking at each other.

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

- My friend and I always listen to each other. That way, we know what the other person's thinking and feeling.
- I'm going to treat _____ to an evening at the cinema with my friends because I've been studying really hard lately.
- Elio and Lucy helped _____ with their IT project. Elio showed Lucy how to do cartoons online and Lucy taught Elio some coding.
- They aren't speaking at the moment. They've fallen out with _____.
- We've just started a drama group. We're going to call _____ 'The Players'.
- My best friend and I have known _____ since we were ten years old.

5 ☆☆☆ Complete the questions with reflexive pronouns or *each other*. Then answer the questions.

- How often do you and your best friend talk to each other on the phone?

- Have you ever watched _____ on a video or on TV? When?

- Has your best friend ever hurt _____ while doing a sport? What happened?

- How do you and your best friend support _____ ?

An article

Friends and creativity

1 ___ We are social animals, and research has shown that strong friendships are associated with living longer, being healthier, having better memories, being able to deal better with problems, and relaxing. Not having close friends tends to make people anxious and increase stress.

2 ___ They think and act in ways which are familiar to us and we can understand their thoughts and feelings more easily. However, these similarities don't challenge the way we think, so the brain functions more automatically.

3 ___ Why? Mixing with people from a different place, generation, culture or background gives our brain a workout because we have to process new complex information which is unpredictable. Doing this regularly makes us better at producing complex and surprising information – in other words, we can think more creatively.

4 ___ Joining clubs outside school or volunteering are great ways to meet people from different backgrounds and age groups. Interestingly, the friends don't even have to be real – books, plays and films, which encourage us to imagine what it is like to be another person, can have the same effect on our brains because they enable us to see things from different perspectives.

5 ___ They can also help us become more open-minded and develop as people. When we stop thinking of people who are different from ourselves as 'others' and consider them friends instead, then we are closer to creating a more tolerant society.


1 ☆ Read the article and choose the best summary.

It is an article to ...

- 1 persuade people of the advantages of having creative friends.
- 2 advise readers to make friends with people who are similar to them.
- 3 inform people about the benefits of having more varied friendships.

Subskill: Topic sentences

A topic sentence often summarises what a paragraph is about. It is usually the first sentence in the paragraph.

2 ☆☆  3 Read the Subskill and match topic sentences a–f with paragraphs 1–5. There is one extra sentence. Then listen and check.

- a Now, researchers have found that friends who are very different from ourselves can dramatically increase our creativity.
- b Having more diverse friendships isn't, of course, just good for our creativity.
- c Generally, our friends have similar likes, values and personalities to our own.
- d Friendships are perhaps more important than family.
- e Friends are good for us.
- f So, how do you go about having a wider range of friends?

3 ☆☆ Read the article again. Are the sentences T (true) or F (false)?

- 1 Having good friends doesn't affect your memory. F
- 2 If you don't have close friends, you are likely to be more anxious.
- 3 Having friends who are similar to us challenges our brains.
- 4 Having friends who are different to us makes our brains work harder.
- 5 Processing new information helps us be more creative.
- 6 Books, plays and films can also make us think more creatively.
- 7 Having friends who are different from us can help us grow as people.

4 ☆☆☆ Answer the questions with your own ideas.

- 1 What could you do to meet people of different ages and backgrounds?

- 2 What do you think are the benefits of having more diverse friendships?

A radio programme

1 ☆ 4 Listen to a radio programme. Match the people and where they met their best friends.

- | | | |
|-------------|----------|--------------------------|
| 1 Steve | <u>c</u> | a at a bus stop |
| 2 Noor | ___ | b at a party |
| 3 Petra | ___ | c at summer camp |
| 4 Alexandru | ___ | d in a school playground |

Subskill: Inferring meaning

We use clues and our knowledge to answer questions such as: *Who is speaking? What are they talking about? Where are they?*

2 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- The first speaker knows the other speakers. F
- They are in a theatre. ___
- They are mainly talking about their best friend's personality. ___
- The last speaker is in the studio audience. ___

3 ☆☆☆ Complete the sentences with information from the radio programme.

- Dave has never _____.
- Noor _____ on a bus and Sara gave it back to her.
- When they fell over, Petra and her friend didn't _____.
- Alexandru and his friend were both wearing _____ and black jeans.

4 ☆☆☆ Answer the questions. For question 5, give your own opinion.

- What two things does Steve say are important about his friendship with Dave?
They make each other laugh and Dave's never let him down.
- What did Noor and Sara do while they were waiting?

- What can Petra and her friend talk to each other about?

- What do Alexandru and his friend both like?

- Do friends have to have similar likes and personalities? Why/Why not?

Reaching an agreement

1 ☆ Decide if the phrases are for *making suggestions (MS)*, *agreeing and disagreeing (AD)* or for *checking with others (CO)*.

- Does that sound OK? CO
- Shall we get him a present? ___
- Yes, that sounds like a good plan. ___
- He isn't really into dance music. ___
- Why don't we buy a DVD? ___
- What do you think? ___
- What about getting a book? ___
- Yes, sounds good to me! ___

2 ☆☆☆ Complete the dialogue with one word in each gap.

1 Shall we go and visit Karla? She's been ill.

Yes, that sounds 2 _____ to me!

Why 3 _____ we take something to cheer her up? What do you 4 _____?

Yes, that sounds like a great 5 _____!

How 6 _____ a computer game? I've got some cool ones.

She isn't really 7 _____ computer games. They aren't really her 8 _____.

OK, we can both take some DVDs and choose together.

3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions from exercises 1 and 2.

You want to cheer a friend up. Prepare a conversation where you reach an agreement about where to take him/her for a surprise. Use these suggestions or your own ideas.

- cinema • theme park • pizza restaurant
- skate park • ice cream café

An email about a problem

1 ☆ Choose the correct option.

- I'm writing about a problem I have. **Well, / So,** I usually get on well with my brother.
- At the moment he's really moody. **I mean, / To be honest,** I don't know what's the matter.
- Anyway, / That's enough,** I'd like to know how to talk to him.
- I had a bad argument. **I mean, / So,** I fell out with my brother.

2 ☆☆ Complete the email with the informal linkers in the box.

Basically So To be honest
Well, that's enough about

Dear Diane,

Could you help me with a problem? **1** Basically, I lied to my friend Omer. I told him I hadn't been invited to another friend's party because I knew he hadn't invited Omer. I went to the party and now Omer has found out and he's upset because I lied. **2** _____, what I want to know is how I can put things right. **3** _____, I feel bad because I didn't want to upset him, but I've made things worse. **4** _____ my problem. I'm looking forward to your reply!

3 ☆☆☆ You want to buy your friend a nice present, but you haven't got much money. Write an email to Diane about your problem.

Super skills

COLLABORATION

Empathy

Complete the expressions.

absolutely right be best for easy for you
taking the time your position

- What would be best for you?
- We realise that it isn't _____ to talk about this problem.
- If I were in _____, I'd feel the same way.
- Thank you for _____ to talk to me.
- You're _____ to feel upset and angry.

Vocabulary review

Describing people

1 Complete the words. Then complete the gaps with the correct form of the words in brackets.

- Our neighbours are really unfriendly. They've lived in the house next to us for five years and never say hello. (**friendly**)
- All the students at my school are nice. None of my c _____ are _____. (**kind**)
- Amy works with Steve. He's a great c _____, but he can be a bit _____ because he hates waiting for anything. (**patient**)
- We've been to lots of new places together. We're t _____ b _____. Silvia's open to new ideas – she definitely isn't _____. (**tolerant**)
- That team are our o _____ in the final. They're _____ because they don't think about the results of their actions. (**responsible**)
- I've got a brother and a sister. My s _____ are kind, but they're a bit _____. (**mature**)
- We don't know him well – he's an a _____. He doesn't talk to me much – I don't know if he's shy or just _____. (**sociable**)

Things that friends do

2 Complete the sentences with the correct form of words in the box. There are three extra words.

cheer fall out forgive get on hang judge
laugh let lie support tell touch

Friends

Can online friendships be as close as real-life ones? For many people, the answer is 'yes'. Friendship is about understanding someone, showing you care and **1** supporting them when they need help. You can keep in **2** _____ with someone just as easily online, and **3** _____ them up when they feel a bit down – a joke can work just as well online and make someone **4** _____! It's true that being able to **5** _____ out with someone in real life has extra benefits – such as being able to 'read' someone's body language or give them a hug – but if you **6** _____ well with someone, you can do that physically or virtually. You have to work at online friendships just like any other friendship – that means respecting the other person, not **7** _____ to them (the truth is always better), not **8** _____ them, especially if you don't know all the facts, and, yes, **9** _____ them if they make a mistake.

Grammar review

Defining and non-defining relative clauses

1 Rewrite sentences 1–3 with defining relative clauses and 4–6 with non-defining relative clauses. Make any necessary changes.

- Friendship Day is the time. People celebrate friends and friendships then. **(when)**
Friendship Day is the time when people celebrate friends and friendships.
- People give flowers and cards to their friends. Their loved ones are important to them. **(whose)**

- Friends should be celebrated. We love and care about them. **(who)**

- Friendship Day is celebrated in many countries. People meet their friends and give gifts then. **(when)**

- My friend loves celebrating Friendship Day. I have known her for years. **(who)**

- Her cards are absolutely beautiful. They are handmade. **(which)**

Reflexive pronouns and each other

2 Complete the sentences with the correct reflexive pronoun or each other.

- We'd never met before, so I introduced myself and we started chatting.
- Jess and Alexia are friends who never fall out with _____. They agree about everything.
- They've both got a great sense of humour. They're always telling _____ jokes and trying to make the other person laugh.
- This laptop automatically switches _____ off if it hasn't been used for more than ten minutes.
- After saving up for a new car for months, they have just bought _____ a new one. They're going to share it.
- The twins gave _____ presents that were very similar – Arlo bought a green jacket for Miles, and Miles got a red one for his brother.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Best friends

Spenser Sleyon, **1 who/whose** lives in New York, has just flown to Florida to see his best friend, Rosalind Guttman. What's unusual about that? Although the pair **2 have known/have been knowing** each other since last summer, this is the first time they **3 have ever met/ever met** in person. What's more, Spenser is a 22-year-old rapper and Rosalind is an 81-year-old retired lady! They met online on an app called Words with Friends **4 which/where** they played word games together. Spenser, who considers **5 himself/each other** a word expert, was impressed with Rosalind's vocabulary. They played **6 themselves/each other** every day for five months and started chatting about their lives. Then Spenser moved city, **7 which/that** meant he had less free time and stopped playing the game, and they lost touch with **8 themselves/each other**. When Spenser's friend Amy Butler heard about their friendship, she was determined to get them together. Spenser and Rosalind are now enjoying **9 themselves/each other**. Rosalind **10 has shown/has been showing** him all round her area and they've been chatting – a lot! So, if you could meet someone from a different culture or generation, who would you meet up **11 with/to**?



Self-evaluation

Read the objectives for this unit. How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can describe people and talk about things friends do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use defining and non-defining relative clauses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use reflexive pronouns and each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can identify topic sentences in a reading text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can infer meaning when listening to people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can reach an agreement with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can write an email and use informal linkers correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.