

# 4

## Good Friends







**A B**  
**A C**

## VOCABULARY 1

### Making Friends

- 1 Match six of the phrases to the pictures. How do you say them in your language?

arrive early  be late  be polite   
 be rude  bring a present   
 interrupt a conversation  jump a line   
 point at someone  shake hands   
 snap your fingers   
 take off your shoes  tell jokes

- 2 34 Listen and repeat.
- 3 Which of the actions in activity 1 have you done today?  
 \_\_\_\_\_

- 4 Choose the correct words.

- a I **was late** / interrupted their **conversation** / **kissed my mother** because I woke up late.
- b He asked me to **tell a joke** / **take off my shoes** / **jump the line** because they were dirty.
- c I **arrived early** / **shook hands with** / **was rude to** Lionel Messi. He was really friendly.
- d I **told a joke** / **took off my shoes** / **clicked my fingers**, but nobody laughed.
- e He **was late** / **brought a present** / **arrived early**, so he helped us cook dinner.
- f My teachers were talking so I couldn't **take off my shoes** / **be polite** / **interrupt their conversation**.
- g Don't **tell a joke to** / **snap your fingers at** / **shake hands with** the waiter. It's very rude.
- h He **jumped the line** / **told a joke** / **pointed at her** because he wanted to get on the bus first.



READING 1

1 35 Read and listen to the blog post. Match headings a-d with paragraphs 1-4.

- a  Chatting
- b  Visiting someone's house
- c  Having a meal
- d  Meeting people

2 Read the text again and answer the questions.

- a What should you do when you meet someone for the first time in the UK?  
\_\_\_\_\_
- b In which region is it mandatory to take our shoes off when we arrive?  
\_\_\_\_\_
- c In which country is it acceptable to burp?  
\_\_\_\_\_
- d Can you interrupt a conversation in the USA?  
\_\_\_\_\_

3 **INTERFACE** Work in pairs. What other cultural rules do you know?

In India, you should only eat with your right hand.



**CULTURAL FACT**

In some countries it is polite to burp after a meal. Is it polite in your country?



**Making Friends at Home and Abroad**

**Are you going on an exchange this year? Are you going to stay with a host family? Do you want to make new friends?**

**Then you need to know how to be polite, because being polite is different in different countries.**

1

When you meet new people in Spain or France, you usually kiss women twice on the cheek. Men shake hands. People in the UK are more formal, so you should shake hands when you meet a stranger.

2

In the UK you don't have to bring a present, like flowers or chocolates, but people will think you are very polite if you do. In Germany, Austria and the UK you must not be late. It's very rude. In Mexico you should be late – it's normal. In the USA you must not arrive early. In central and eastern Europe and Scandinavia, you must take your shoes off when you arrive, so always wear clean socks.

3

In China you must never snap your fingers anywhere – it's very rude. However, it's OK to burp in China, in fact it's polite, but in most European countries you must not. In France you shouldn't tell jokes at dinner. The French take eating seriously.

4

In some countries it's OK to interrupt a conversation, but you shouldn't in the UK or the USA. You should wait until the other speakers have finished, especially if they are older than you.

**Wherever you go, have fun. And remember: if you want to make friends, be polite!**



GRAMMAR 1

Obligation, No Obligation, Prohibition, Advice

1 Complete the chart with the sentences below, according to what they express: obligation, no obligation, prohibition or advice.

- a You should shake hands when you meet a stranger.
- b You must not be late.
- c You must be polite everywhere.
- d In the UK you don't have to bring a present, like flowers or chocolates.

obligation	no obligation
prohibition	advice

2 Complete the rules below.

- a We use \_\_\_\_\_ to show **obligation**.
- b We use \_\_\_\_\_ to show there is **no obligation**.
- c We use \_\_\_\_\_ to show **prohibition**.
- d We use \_\_\_\_\_ to suggest something, to give **advice**.

3 Choose the correct words.

**RULES FOR SUMMER CAMP**

- a You **don't have to / must** be polite to the counselors.
- b You **must not / don't have to** talk in bed. People need to sleep.
- c You **must not / don't have to** make your bed. You can choose.
- d You **have to / don't have to** look after the key to your room.
- e You **must / must not** be late. Activities start at 8:30am.

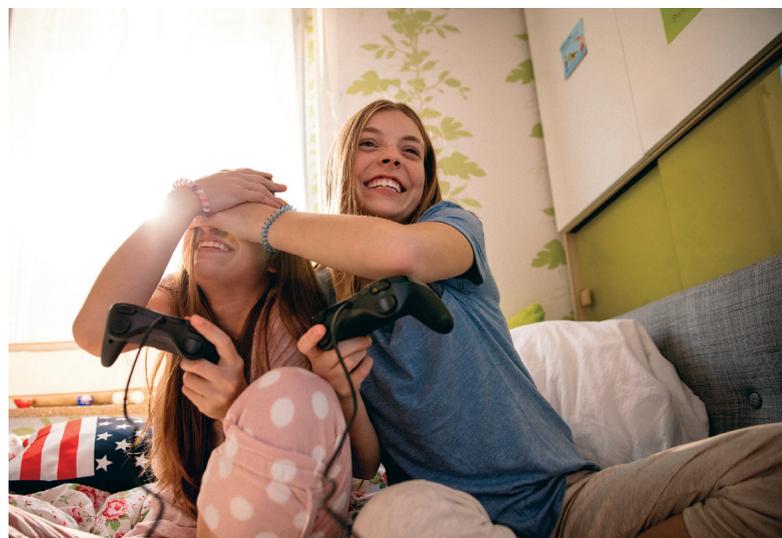
4 Complete the dialogue using *must, have to, don't have to* or *must not*.

Jim: Can I go to the mall this weekend?  
 Mom: Yes, but there are some rules. You **a** \_\_\_\_\_ stay with your friends. You **b** \_\_\_\_\_ go anywhere on your own.  
 Jim: Right, Mom.  
 Mom: And you **c** \_\_\_\_\_ ride your bicycle into town, because there aren't any buses on Saturday.  
 Jim: Yes, Mom.  
 Mom: And you **d** \_\_\_\_\_ lose your keys or your new jacket.  
 Jim: Yes, Mom.  
 Mom: And you **e** \_\_\_\_\_ call me when you arrive.  
 Jim: OK, Mom.  
 Mom: But you **f** \_\_\_\_\_ buy me a present – only if you want to!  
 Jim: Thanks, Mom!

5 Underline the correct words to complete the text.

**My Sister and My Best Friend**

I'm really lucky because I **a shouldn't / don't have to** wait to talk to my best friend at school. My best friend is my older sister, Karen, and we share a bedroom. However, we do have some rules. For example, there are borrowing rules. I **b must not / don't have to** borrow her clothes and she **c has to / doesn't have to** ask me when she wants to use my smartphone. We also **d have to / should** follow other rules in our bedroom. We both **e must not / have to** keep our stuff tidy. We have one more rule. Because Karen's older than me, she **f doesn't have to / must not** go to bed when I do, but when she comes to bed, she **g doesn't have to / must not** wake me up if I'm asleep! Luckily she's really kind, so she never does. I **h should / don't have to** be more like her!



- 6 Look at the question in the chart. Check (✓) the correct information.

### obligation – questions and short answers

Do I **have to** bring a present?

Yes, you do. / No, you don't.

In questions, *have to* is used instead of *must* and it indicates that ...

- the obligation comes from somebody else and can't be changed.
- the obligation comes from somebody else but can be changed.

- 7 Write questions using *have to*.

young people / be / polite?

*Do young people have to be polite?*

- a you / be home / before midnight?  
\_\_\_\_\_
- b do / your homework / tonight?  
\_\_\_\_\_
- c your dad / get up early / on Saturday mornings?  
\_\_\_\_\_
- d visitors / bring presents / in your country?  
\_\_\_\_\_

- 8  **INTERFACE** Work in pairs. Ask and answer the questions in activity 7.

Do young people have to be polite?

#### TIP

For obligation (*have to* or *must*) in the past, always use *had to*.

*I had to take off my shoes.*

*Did you have to do your homework?*

- 9 Read about Joan and match the phrases.

When I was a child,...

- a ...I had to help mom with household chores.
- b ...I had to wake up at 6am to go to school.
- c ...I had to do my homework in the afternoon.
- d ...I had to walk my dog everyday.
- Now, I don't have a pet.
- Now, I live in my own apartment and do all the chores.
- Now, I wake up at 7am to go to work.
- Now, I have to work full-time and go to college in the evening.

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## LISTENING

### My Gang

- 1  36 Listen and choose the correct words.

- a Harry has **a best friend / a group of friends**.
- b Maria has **a best friend / lots of different friends**.



- 2  36 Listen again and choose the correct answers.

- a Harry and his friends like **going to parties / playing basketball / drawing and painting**.
- b Alex is **approachable and sociable / funny / quiet and creative**.
- c To join Harry's group of friends you must **love soccer / support Los Angeles FC / support LA Galaxy**.
- d Harry and his friends like **dance music / hip hop / fast guitar music**.
- e Maria has lots of friends from **secondary school / different places / primary school**.
- f Marcus and Amelia are Maria's friends from **school / the beach / her neighborhood**.
- g Maria believes friends **have to / should / don't have to** see each other every day.
- h For Maria, it is important that her friends are **creative / funny / honest**.

- 3  **CLASS VOTE** Is it important that your friends like the same things as you?



**SPEAKING**

**Friendship Survey**

37 Mariah and her friend Emma are doing an online survey about friendship. Listen and complete the dialogue.

What about doing this survey about friendship, Emma? Let's see how much **a** \_\_\_\_\_ each other!

Ok, first question!

Do you think a friend **b** \_\_\_\_\_ always judge you?

Well, I think a real friend **c** \_\_\_\_\_ listen to you and give you support whenever necessary. After all, everybody makes mistakes.

What about this one: Does a friend **d** \_\_\_\_\_ tell you the truth even when it's hard for you to hear?

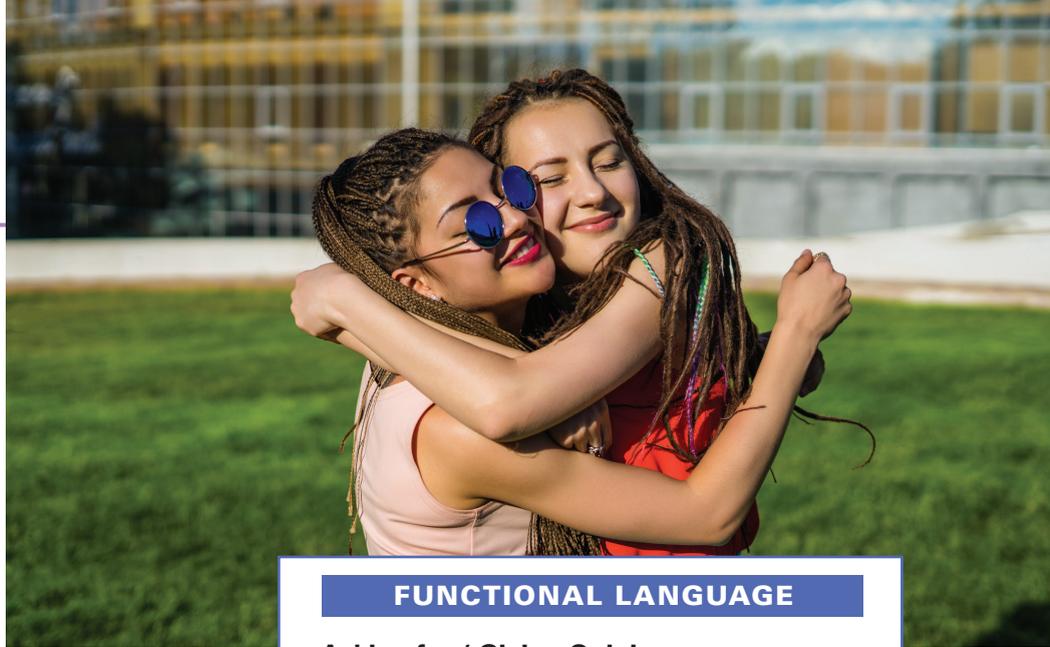
I think the truth is always better than a lie, but you **e** \_\_\_\_\_ choose your words carefully not to offend your friend. Real friendship **f** \_\_\_\_\_ about one person being the star and the other the servant.

I totally agree!

Look at this! They say here real friends **g** \_\_\_\_\_ check in with one another.

My mom always says friends are like plants. They have to be watered...

Very true... that's why we are bffs!



**FUNCTIONAL LANGUAGE**

**Asking for / Giving Opinions**

Do you think ... should / has to / must ...?  
I think ... must not / must / should / shouldn't...  
...say / says ...

**Speaking Task**

Write a dialogue between you and a friend.

**Step 1**

Think about online friendship or making friends abroad.



**Step 2**

Write about what should / must be done to maintain friendship ties in such contexts.

**Step 3**

In pairs: write your dialogue. Follow the conversation above as a guide.

**Step 4**

Take turns practicing your dialogue.



## Being Friendly or Being Friends?

That is a tough question to answer, depending on where you are from. Western Indians believe real friends should be there for one another, for better or for worse. You will never be alone, you will have at least 10 offers from friends to join you in anything you do. Eventually, you will understand that you must go to your colleague's son's 1st birthday or his or her mother-in-law's 70th birthday. You must find no excuses not to join them for lunch or chai even after having just had a big meal (you don't have to call in advance) and you have to try to help your friend's brother's niece get a job wherever you work.



Something you shouldn't expect from your Indian friends is the use of 'please' and 'thank you.' For them, doing so means you are treating them as a business acquaintance, which is something they dislike. After all, you are friends! You shouldn't feel they are not treating you well because they do not use the so called 'magic words' of Western etiquette. The expectations friends have about one another do not rest only on the small things. Should you have an emergency, Indians feel it's quite appropriate to order you around. It may sound inconvenient, but, for them, that is loyalty. Although our culture may affect the way we see the world, it is fundamental to learn to separate the wheat from the chaff. In this sense, Indians are kind, empathetic, welcoming, passionate and extremely giving people, that is, friends.

1 38 Read and listen to the text. Then write T for *true* or F for *false*.

- a  Western Indians think friends don't have to be there for one another.
- b  In India, you are invited to lots of social gatherings.
- c  Indians use 'please' and 'thank you' all the time, especially among friends.
- d  In India, the expectations friends have about one another are very high.
- e  Indians are kind, empathetic, welcoming, passionate and extremely giving people.

2 What is it like to 'be friends' in your country?

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3 What do you think about saying 'please' and 'thank you' between friends? Do you feel it is necessary? Why (not)?

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**Verb and Noun Collocations**



**1** Match the verbs in the box with the pictures.

- |                  |                          |                  |                          |
|------------------|--------------------------|------------------|--------------------------|
| give advice      | <input type="checkbox"/> | give presents    | <input type="checkbox"/> |
| have an argument | <input type="checkbox"/> | have fun         | <input type="checkbox"/> |
| receive advice   | <input type="checkbox"/> | receive presents | <input type="checkbox"/> |
| spend money      | <input type="checkbox"/> | spend time       | <input type="checkbox"/> |
| tell lies        | <input type="checkbox"/> | tell the truth   | <input type="checkbox"/> |

**2** 39 Listen and repeat.

**3** Choose the correct words.

- a I love spending **money on / time with** my neighbor. We always have **an argument / fun**.
- b I've tried to give my sister **presents / advice**, but she never listens to me.
- c My cousin always tells me **the truth / lies**. She's extremely honest.
- d John spent a lot of **money / time** on my birthday present. He's very generous.
- e My brother told me **a lie / the truth** last night and we had a terrible **fun / argument**.
- f He got a great **advice / present** from his uncle – a leather jacket.

**4** Complete the sentences with verbs from activity 1.

Do you ever give advice to your friends? What about?

- a When did you last \_\_\_\_\_ an argument with a friend?
- b Is it ever OK to \_\_\_\_\_ a lie?
- c How much time do you \_\_\_\_\_ with your parents on the weekends?
- d What presents did you \_\_\_\_\_ for your last birthday?
- e What are you going to do to \_\_\_\_\_ fun this weekend?

**5** **INTERFACE** Work in small groups. Ask and answer the questions in activity 4.

**READING 2**

**1** 40 Read and listen to the questionnaire. Choose the best title.

- a Friends or Family – What's More Important?
- b You Must Not Tell Lies
- c Friends – What Would You Do?

**2** Read the questionnaire again and choose the best answers for you.

**3** **INTERFACE** Work in small groups. Compare your answers. Do boys and girls think the same?



# Questionnaire



a If you wanted to make friends with a new student in class, would you ...

- 1 give him / her a present?
- 2 ask him / her to join in your study group?
- 3 ask a friend to talk to him / her?



b If it were your best friend's birthday, would you ...

- 1 do nothing?
- 2 give her / him a present?
- 3 make her / him a cake?



c If you didn't like your friend's brother / sister, would you ...

- 1 do nothing, because they're family?
- 2 tell your friend the truth?
- 3 ask your friend to stop spending time with his / her brother / sister?



d If your friend told you a lie, would you ...

- 1 do nothing, because it's not important?
- 2 ask him / her to tell you the truth?
- 3 wait for him / her to apologize?



e If you had an argument with your best friend, would you ...

- 1 apologize immediately?
- 2 start spending time with your other friends instead?
- 3 give him / her a present?

2 Complete the chart with the clauses. Then, choose the correct information as to the rules of the second conditional.

if clause	consequence

a The second conditional is used to express a particular condition in the future.

- There is NOT a real likelihood for this condition to happen.
- There is a real likelihood for this condition to happen.

b The structure of the second conditional is:

- if + simple present (condition) – will + verb base form (consequence) /
- if + simple past (condition) – would + verb base form (consequence).

3 Choose the correct words.

- a What **would / did** you say if your best friend **were / would be** late to meet you?
- b Robert **would go / went** to the movies with Mike if he **wouldn't / didn't** play soccer all the time.
- c If he **told / would tell** me a lie, I **wouldn't be / wasn't** happy.
- d **Would you tell / Did you tell** the truth if you **didn't / wouldn't** like a friend's sister?

4 Complete the sentences using the second conditional.

- a I'm going to Paris this summer, but if I \_\_\_\_\_ (go) to London, I \_\_\_\_\_ (visit) my English friend.
- b If Mike \_\_\_\_\_ (not have) a lot of homework, he \_\_\_\_\_ (go) out.
- c If she \_\_\_\_\_ (have) more money, she \_\_\_\_\_ (buy) some new shoes.
- d If we \_\_\_\_\_ (go) to the swimming pool instead of the movies, we \_\_\_\_\_ (have) more fun.



## GRAMMAR 2

### Second Conditional

1 Look at the following sentences. Circle the clause which indicates a *condition* and underline the one which indicates the *consequence* in case that condition becomes a fact.

- a If I had an argument with a friend, I would apologize.
- b If a friend told me a lie, I would be very upset.
- c If I didn't like my friend's sister, I would avoid talking to her.

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WRITING

A Formal Letter

- 1 41 Read and listen. Answer the questions.
  - a Who is Damien writing to?  
\_\_\_\_\_
  - b Why is he writing to them?  
\_\_\_\_\_
  - c What examples of formal language does he use?  
\_\_\_\_\_



Young Achievers	123 6th St.
514 S. Magnolia St.	Melbourne, FL 32904
Orlando, FL 32806	12 April

Dear Sir/Madam,

I am writing to nominate my friend Jemima Downside for a Young Achievers Award. Although Jemima is only 13, she has achieved a lot. Her father is ill and cannot work, so Jemima has to look after him while her mother is at work. She does the shopping and the cooking for her whole family as well as her homework every night. However, she never complains and is always happy and cheerful. Furthermore, Jemima has raised over \$3,500 for Cancer Research by doing sponsored swims. In addition, she plays the drums in a local band and always gets excellent grades at school. Most importantly, however, Jemima is a fantastic friend. She is funny, thoughtful, loyal and trustworthy.

For all these reasons I think you should make Jemima a Young Achiever.

Yours faithfully,  
Damien Rogers



LANGUAGE FOCUS

Linkers of Addition and Contrast

**Although** Jemima is only 13, she has achieved a lot. **However**, she never complains. **Furthermore**, Jemima has raised over \$3,500. **In addition**, she plays the drums **and** always gets excellent grades at school.

- 2 Look at the Language Focus box and complete the rules with the words in bold.
  - a We use \_\_\_\_\_ and \_\_\_\_\_ to show contrast.
  - b We use \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to show addition.
- 3 Rewrite the sentences using linkers.
  - a Tom is a bit eccentric. He's very approachable.  
\_\_\_\_\_
  - b She's very thoughtful. She's not very reliable.  
\_\_\_\_\_
  - c My sister is good at sports. She's very clever.  
\_\_\_\_\_
  - d John can speak five languages. He's now learning Arabic.  
\_\_\_\_\_
- 4 Write a formal letter (120-150 words) recommending a friend to be a Young Achiever.

Writing a Formal Letter

Step 1 > PLAN

Who do you want to recommend? What are his / her achievements? What is he / she like? Include other interesting details.

Step 2 > WRITE

Write a first draft. Divide your letter into four paragraphs. Use linkers.

Step 3 > CHECK

Check your work. Have you used linkers?

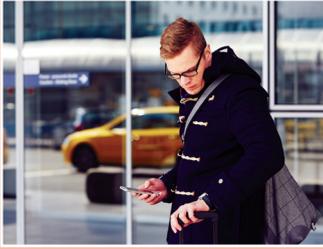
Step 4 > WRITE

Write your final copy and hand in your work.



VOCABULARY IN PICTURES

**Making Friends**



arrive early



be late



be polite



be rude



bring a present



snap your fingers



interrupt a conversation



jump a line



point at someone



shake hands



take off your shoes



tell jokes

**Verb and Noun Collocations**



give advice



receive advice

give presents

receive presents



have an argument



have fun



spend money



spend time



tell lies



tell the truth



GRAMMAR GUIDE

Obligation

I / You He / She / It We / You / They	<b>must</b> be polite. <b>have / has to</b> be polite.
---	---

- we use *must* and *have to* to show obligation
- in questions about obligation we only use *have to*  
Do I **have to** do my homework?

No Obligation

I / You	<b>don't have to</b> come.
He / She / It	<b>doesn't have to</b> come.
We / You / They	<b>don't have to</b> come.

- we use *don't have to* to show there is no obligation or that something isn't necessary  
She **doesn't have to** prepare dinner tonight.

Prohibition

I / You / He / She / It / We / You / They	<b>must not</b> be late.
---	--------------------------

- we use *must not* to show prohibition. It does not mean the same as *don't have to*  
You **must not** be late for school.

Advice

+	I / You	<b>should</b> go.
	He / She / It	
	We / You / They	
-	I / You	<b>shouldn't</b> go.
	He / She / It	
	We / You / They	
?	<b>Should</b> I / you go? Yes, I <b>should</b> .      No, I <b>shouldn't</b> .	
	<b>Should</b> he / she / it go? Yes, he <b>should</b> .      No, he <b>shouldn't</b> .	
	<b>Should</b> we / you / they go? Yes, we <b>should</b> .      No, we <b>shouldn't</b> .	
?	<b>Do</b> I / you <b>have to</b> bring a present? Yes, I <b>do</b> .      No, I <b>don't</b> .	
	<b>Does</b> he / she / it <b>have to</b> bring a present? Yes, he <b>does</b> .      No, he <b>doesn't</b> .	
	<b>Do</b> we / you / they <b>have to</b> bring a present? Yes, we <b>do</b> .      No, we <b>don't</b> .	

- we use *should / shouldn't* to give advice  
You **should** eat more fruit.

Second Conditional

<i>if</i> clause	consequence
If he told a lie,	what would you do?
If he told a lie,	I'd be angry.
consequence	<i>if</i> clause
What would you do	if he told a lie?
I'd be angry	if he told a lie.

- we use the second conditional to talk about events in the present and future that are unlikely to happen
- to form second conditional sentences we use *if* + subject + simple past (for the situation), subject + *would / wouldn't* + infinitive without *to* (for the consequence)
- when the situation comes first, we use a comma  
If I **were** famous, I'd buy a big house.
- we don't use a comma if the consequence comes first  
Len **would be** sad if I **didn't tell** the truth.
- we form questions with (question word) + *would* + subject + infinitive without *to* + *if* + subject + simple past  
What **would** you **do** if you **had** an argument with your best friend?
- in the *if* clause, the verb *be* usually takes the form *were* for the first and the third persons  
If I **were** you, I wouldn't be rude to your friend.
- however, the form *was* is also used in everyday speech.  
If she **was** my friend, I would give her some advice.

## ✓ PROGRESS CHECK

### Making Friends

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

bring shake snap take tell off

**When you meet your host family, remember this advice!**

- 1 a \_\_\_\_\_ hands with the parents.
- 2 It's a good idea to b \_\_\_\_\_ a present for the mother of the family.
- 3 Look at what your exchange partner does. If he c \_\_\_\_\_ his shoes, you should, too.
- 4 It's OK to d \_\_\_\_\_ jokes to your host family.
- 5 When you're in a restaurant it is rude to e \_\_\_\_\_ your fingers at the waiter.

### Verb and Noun Collocations

- 2 Match verbs a-e with nouns 1-5.

- |                                    |                                |
|------------------------------------|--------------------------------|
| a <input type="checkbox"/> give    | 1 an argument with / fun with  |
| b <input type="checkbox"/> tell    | 2 advice from / a present from |
| c <input type="checkbox"/> spend   | 3 advice to / a present to     |
| d <input type="checkbox"/> receive | 4 money on / time with         |
| e <input type="checkbox"/> have    | 5 lies to / the truth to       |

### Obligation, No Obligation, Prohibition and Advice

- 3 Choose the correct words.

- a A best friend **should / doesn't have to** always be honest and tell the truth.
- b John **doesn't have to / must not** do any homework tonight. He did it all last night.
- c I **have to / don't have to** call Jack. I talked to him at school today.
- d You **have to / don't have to** keep Monica's secret. She thinks you're extremely honest.

### Second Conditional

- 4 Write sentences using the second conditional.

you do / you saw your best friend stealing ?

*What would you do if you saw your best friend stealing?*

- a you had an argument with your best friend / you apologize first ?  
\_\_\_\_\_
- b Steve gave me a present / I / buy him lunch  
\_\_\_\_\_
- c I / be very angry / my best friend weren't honest with me  
\_\_\_\_\_
- d I were famous / I / still spend time with my friends  
\_\_\_\_\_

### Grammar Buildup 4

1 2 3 4 5 6 7 8

- 5 Choose the correct answers.

Penny Hey, Mom says I can have a party.

Sian Great! You a \_\_\_\_\_ invite me. Please!

Penny Of course! Who else should I invite?

Sian You b \_\_\_\_\_ invite Glyn. I really like him.

Penny But you c \_\_\_\_\_ Bob, too.

Sian No. Glyn's d \_\_\_\_\_ than Bob.

Penny OK. And I have to invite Clara because I went to her party.

Sian Oh yeah. I didn't go. I was e \_\_\_\_\_ sick.

Penny It was a great party. Really amazing!

Sian If it were my party, I f \_\_\_\_\_ Brian. He's really funny.

Penny I'd ask Brian if I g \_\_\_\_\_ him, but we've never met.

Sian When h \_\_\_\_\_ the party?

Penny In two weeks.

- |                   |                         |
|-------------------|-------------------------|
| a 1 don't have to | 2 should                |
| b 1 have to       | 2 shouldn't             |
| c 1 like          | 2 have liked            |
| d 1 funnier       | 2 more funny            |
| e 1 enough        | 2 too                   |
| f 1 'd invite     | 2 'll invite            |
| g 1 know          | 2 knew                  |
| h 1 will you have | 2 are you going to have |

# Review 2

## VOCABULARY

## GRAMMAR

Complete the sentences with the correct words. Then find them in the word search.



1

Some habits help us live in a more sustainable way, like mending \_\_\_\_\_, for example.



2

Fake news are created to \_\_\_\_\_ people. Always double-check information on reliable sources.



3

He's \_\_\_\_\_ and now he's feeling stuffed.



4

If you want to live in a sustainable world, you should \_\_\_\_\_ your trash.



5

If Anthony rode his \_\_\_\_\_ to the office more often, he would improve his health.



6

A wise way to save the environment is traveling by \_\_\_\_\_ transportation.

H V H A Q T J Z T W Y V X D K  
 K N W L Y M L Y W P L B L L V  
 U V Q K F P U B L I C O J K B  
 U P S P P R K W H D Q W U I M  
 N E Y O L D C L O T H E S E T  
 D G F B V T I B M N O C C J T  
 E A E J D U M V Y W V D N V Q  
 R Y L A G R J B Q Y Z A M Y I  
 C M I S I N F O R M W R X T J  
 O X G E Z O O V E R E A T E N  
 O W P W A F J I W M X L W R B  
 K I S Q B F J B P M N C N R M  
 E R M Y G E E I O U L W R K Q  
 D V P F I K G K F P P G S F S  
 L R E C Y C L E C F O H S P C



7

To \_\_\_\_\_ energy, we must \_\_\_\_\_ the lights of a room when we're not there.



8

Some dishes at this restaurant have \_\_\_\_\_ meat. Do you like it or do you prefer eating something different?



9

The little girl was singing out loud inside the plane, but she didn't mean to be \_\_\_\_\_ to the passenger.



14

If you go to Japan, take off your \_\_\_\_\_ before entering someone's house.



10

Sandra had an \_\_\_\_\_ with Jane, but later they apologized to each other.



11

The student raised his hand and the teacher \_\_\_\_\_ at him.

E H P U I Q U M R X J M H L N  
 J O K E S I T N U G N P F U A  
 S J R R A A S N D I O O G Q S  
 P J W F P S G Y E J Y L F E T  
 O X K G D O T V L A D I Y L V  
 I R D V M T V D Z C L T G P M  
 N A K D D U Q W P R M E U I A  
 T J C C U Q W S X T F Q I C X  
 E I B S I W X I D I A Z T N Z  
 D V Y H T J Y M E M A R N Y Y  
 X I T A R G U M E N T I K Q T  
 U J S K X A R S P E N D O X R  
 K H Q E B R H T B U L O Y U J  
 N G H D Z I D X F D Q A Q X C  
 O Y N S H O E S O F U R X O Z



12

You should always \_\_\_\_\_ hands with your interviewer. It's \_\_\_\_\_.



13

Nathalie prefers to \_\_\_\_\_ her allowance money on books and games.



15

Robert told a \_\_\_\_\_ to his host father, and both of them laughed a lot.

# Review 2

## VOCABULARY

### Present Perfect + *for, since, how long*

- 1 Complete the chart with the time expressions in the box.

<del>May 20th</del>	<del>three years</del>	weeks
several days	the start of the month	
we finished our exams	yesterday	
six hours	1995	a very long time

<i>for</i>	<i>since</i>
<i>three years</i>	<i>May 20th</i>
_____	_____
_____	_____
_____	_____
_____	_____

- 2 Write sentences using the present perfect and *for* or *since*.

- a Bob (not have) a day off / three months.  
\_\_\_\_\_
- b I (know) my best friend / we were three years old.  
\_\_\_\_\_
- c My soccer team (not win) a game / last year.  
\_\_\_\_\_
- d Susan (not talk) to Melanie / two months.  
\_\_\_\_\_

- 3 Write questions with *How long ...?*

- Paul / work / at this school ?  
*How long has Paul worked at this school?*  
\_\_\_\_\_
- a you / have / your jeans ?  
\_\_\_\_\_
- b she / be / your English teacher ?  
\_\_\_\_\_
- c they / live / in France ?  
\_\_\_\_\_

## GRAMMAR

- d he / play / the violin ?  
\_\_\_\_\_

- 4 Write answers to the questions in activity 3. Use *for* or *since* and the time expression in parentheses.

(six years)

*He has worked at this school for six years.*  
\_\_\_\_\_

- a (last week)  
\_\_\_\_\_

- b (about eight months)  
\_\_\_\_\_

- c (three years)  
\_\_\_\_\_

- d (six years old)  
\_\_\_\_\_

### Present Perfect + *still, yet, already, just*

- 5 Rewrite the sentences using the words in parentheses.

I've done this exercise. (already)

*I've already done this exercise.*  
\_\_\_\_\_

- a My friends haven't seen that new movie. (still)  
\_\_\_\_\_

- b I've spoken to Liam. (just)  
\_\_\_\_\_

- c Have you called your parents? (yet)  
\_\_\_\_\_

- d I have bought you a birthday present. (already)  
\_\_\_\_\_

- e It's one in the afternoon and you haven't gotten dressed. (still)  
\_\_\_\_\_

- f My cousins have moved to a new house. (just)  
\_\_\_\_\_

### Obligation, No Obligation, Prohibition, Advice

6 Read the sentences. Then write O for *obligation* or N for *no obligation*.

- Class must start at 9 o'clock.  O
- a Do you have to wear a school uniform?
- b Students don't have to have lunch in school.
- c Sara doesn't have to walk to school.
- d Ivy must wear glasses to drive.

7 Complete the sentences with *must not* or *shouldn't* and the verbs in the box.

feed forget play point touch

'Have you seen that tall man over there?'  
'Anna, you shouldn't point at him. It's rude!'

- a It's Patrick's birthday next week. We \_\_\_\_\_ to send him a card.
- b Jack is only six so he \_\_\_\_\_ that video game. The age rating is 14.
- c You \_\_\_\_\_ animals at the zoo.
- d Soccer players \_\_\_\_\_ the ball with their hands.

8 Complete the sentences with *should* or *shouldn't* and the verbs in the box.

arrive eat put switch off talk

You should arrive ten minutes before the movie starts. It's annoying when people are late.

- a You \_\_\_\_\_ your cell phone before the movie starts.
- b You \_\_\_\_\_ quietly.
- c You \_\_\_\_\_ loudly to your friends during the movie.
- d You \_\_\_\_\_ your feet on the seat in front of you.

### Second Conditional

9 Underline the correct words.

If I didn't / wouldn't work hard, I didn't / wouldn't pass my exams.

- a If he **played** / **'d play** a musical instrument, he **chose** / **'d choose** the saxophone.
- b Where **did** / **would** you live if you **moved** / **'d move** to another country?
- c My parents **were** / **would be** delighted if I **went** / **'d go** to college.
- d If you **had** / **'d have** \$10,000, what **did** / **would** you spend it on?

10 Complete the first half of the sentences with the simple past or *would* / *wouldn't* + infinitive. Then match the sentence halves.

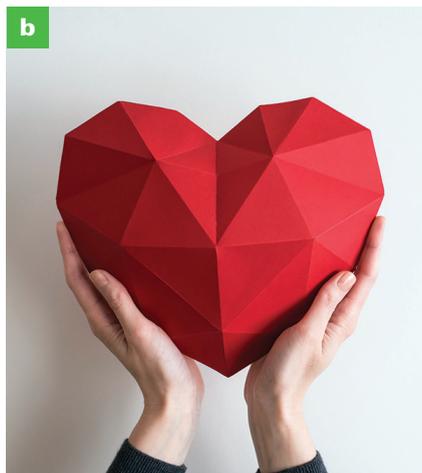
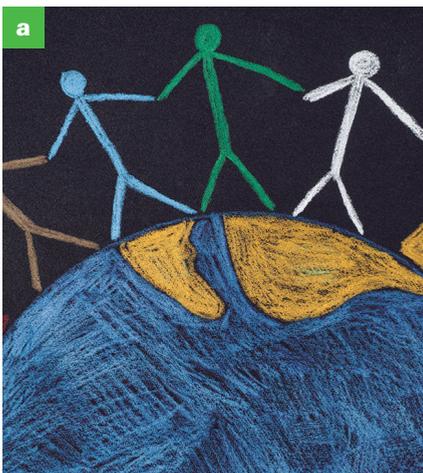
- a  4 I 'd be (be) extremely rich
- b  What \_\_\_\_\_ you \_\_\_\_\_ (say)
- c  If we \_\_\_\_\_ (have) an argument,
- d  If I \_\_\_\_\_ (not know) where I was,
- e  My parents \_\_\_\_\_ (complain)
- 1 if someone jumped the line you were in?
- 2 if they didn't like the food in a restaurant.
- 3 we wouldn't be happy.
- 4 if I won the lottery.
- 5 I'd ask for directions.

## You've Got a Friend in Me!

- In your opinion, what is friendship? What makes someone a good friend?
- Have you ever heard of the *International Day of Friendship*? What is it about?



- 1** What does it mean to be a good friend? Write A for *always* and T for *try not to*. Share your ideas with your class.
- Share the conversation so that you are both a listener and a talker.
  - Brag about what you have or what you have done.
  - Be aware of others' feelings: think before you speak.
  - Argue if your friend doesn't agree with you about something.
  - Be prejudiced: make any negative comments about someone's religion, country, skin color, or physical appearance.
  - Fight your friends' battles instead of helping them deal with their own problems.
  - Talk about your friends without their permission.
  - Try to understand people by thinking about things from their point of view.
  - Use your manners: say 'please' and 'thank you.'
  - Praise your friends when they do something well.
  - Do things for your friends without keeping score of who's done the most favors.
- 2** What do these images have in common? Discuss your ideas with your friends. Then match them with the quotes below.



- "Love is the only force capable of transforming an enemy into a friend." – Martin Luther King, Jr.
- "Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything." – Muhammad Ali
- "It's all about freedom." – Benjamin Zephaniah

### 3 Match the sentences.



The *International Day of Friendship* is a day designed to bring up friendship and bridge the gaps between races, colors, religions and other factors which keep humans from enjoying each others' company.

- a The *International Day of Friendship* was proclaimed by the United Nations (UN) in 2011 ...
- b The UN encourages governments, groups and organizations to host ...
- c The date suggested by the UN is July 30th, but many countries celebrate it ...
- d Studies point out that individuals...
  - events that promote dialogue, acceptance and understanding between people of different backgrounds.
  - on the first Sunday of August.
  - with the objective of building communities and helping move towards world peace.
  - with stronger relationships live longer.

### 4 Friendship keeps the world going! Do you know how to say 'friend' in other languages? Write the 'friend' words in the box next to their respective languages.

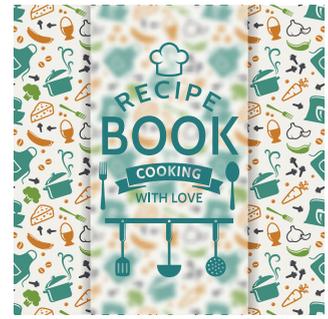
*ami dost Freund péngyou  
priyatel tomodachi vriend*

- a Mandarin: \_\_\_\_\_
- b Dutch: \_\_\_\_\_
- c French: \_\_\_\_\_
- d German: \_\_\_\_\_
- e Hindi: \_\_\_\_\_
- f Japanese: \_\_\_\_\_
- g Russian: \_\_\_\_\_

Can you add more words to the list?

## A Recipe for Friendship!

How about preparing a 'friendship recipe'? Follow the steps below.



### Doing

- 1 Think of a name for your recipe which includes the words *friend* or *friendship*.
- 2 Write how long it will take to prepare the 'dish.' (*Preparation time: ...*)
- 3 Mention the number of servings the recipe will provide. (*Serves ...*)
- 4 List the ingredients you will need and their respective quantities or proportions. (*You will need ...*)
  - **Suggested ingredients to choose from:** happiness, kindness, sharing, helpfulness, laughter, compassion, listening, patience, sensitivity, support, forgiveness, trust, honesty, conversation, understanding, affection, hugs, respect
  - **Suggested quantities:** a cup of ..., 1 tbsp (tablespoon) of..., 2 tsp (tea spoon) of..., a pinch of..., a sprinkle of..., a liter of..., 50g of..., a bag of...
- 5 Write how to prepare the dish. (*Method or Directions*)
  - **Suggested verbs:** put, add, mix, stir, blend, pour, use, finish, serve, warm, bake
- 6 Include a photograph of the 'finished dish.'

### Presenting

- 7 Tell your classmates what you took into consideration when you wrote your friendship recipe.
- 8 Hang the recipes in the school halls or post it on a student-friendly social media with the hashtag **#friendshipday**

### Reflecting

- 9 Do you think your concept of friendship has changed? How?
- 10 After all this reflection on friendship, can you name the **three** most important qualities of a friend?