

UNIT 2

INTERPERSONAL RELATIONSHIPS

Lesson 1. Why are you friends?

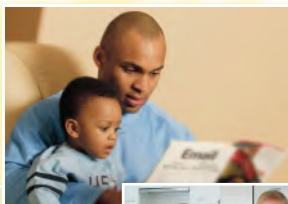
1a. Work in pairs. Describe the people in the photos. Guess

- how old they are,
- what they are doing,
- where they are from,
- what the relationship between them is.
- what they do,
- where they are,
- what they are talking about,

1



2



3



4



Say what they are like, what they are wearing, if you like them.

Help box

I think ... Maybe ... Perhaps ... In my opinion ... They must be ... (Должно быть, они ...) They could / may / might be ... (Возможно, они ...) They are probably ... (Вероятно, они ...) They probably aren't ... (Вероятно, они не ...)

1b. Compare the guesses with your classmates.

2a. Look through the text and say what makes Alex a good friend.



a friend of **mine** = one of my friends

Alexandra is a friend of **mine**. We've been classmates since the first form.

She's really charming and friendly. She's got green eyes, long eyelashes and straight blond hair. She's quite tall, a bit taller than I am.

We get on well and I'm happy we can rely on each other. She always helps me (to) sort out **my** problems. I think Alex is easy to deal with and we have a lot in common: we're both interested in fashion, we're crazy about surfing the Net and we like good music.

The best thing about Alex is **her** kindness. Everybody knows that **hers** is a heart of gold. All my classmates adore Alex because she's always ready to help and she's very sociable. She likes drama and hopes to work in theatre in the future.

Grammar focus

Absolute possessive pronouns

- Look at the pronouns in bold in the text and work out their meaning. What is the difference between *her* and *hers*?
- Complete the table below.

Pronouns

Personal	Possessive	Absolute possessive
I	my	mine
...




Read the rule (pp. 277–278) and check your answers.

2b. Read more information about Alexandra and fill in the correct pronouns. Work in pairs.

Alex is (1)... best friend and (2)... parents are friends, too. We live in the same block of flats. Our flat is on the first floor and (3)... is on the third one. Alex has got (4)... own room. We're keen on music, so sometimes I take (5)... guitar and she takes (6)... and we play (7)... favourite songs in (8)... room. Alex is very sociable and always ready to help. When I'm in trouble, she never says to me, "That's (9)... problem, not (10)...!" All friendships are special, and I really value (11)...

2c. Read the texts about Alexandra again and fill in the chart in ex. 3b.

3a.  Listen to 4 people talking about their friends and match the speakers with the statements.

Speaker A

Speaker B

Speaker C

Speaker D

Whose friend

- 1) is crazy about shopping,
- 2) works long hours,
- 3) likes music,
- 4) is very **intelligent**,
- 5) is always on the phone,
- 6) will always **lend a helping hand** (help in doing something),
- 7) will never **let the cat out of the bag**,
- 8) is less **sociable** than his / her boyfriend.

intelligent [ɪn'telɪdʒ(ə)nt] (*adj*) – able to think, understand and learn quickly, even difficult subjects and ideas

lend / give a (helping) hand – help somebody in doing something

let the cat out of the bag – let others know a secret, carelessly or by mistake

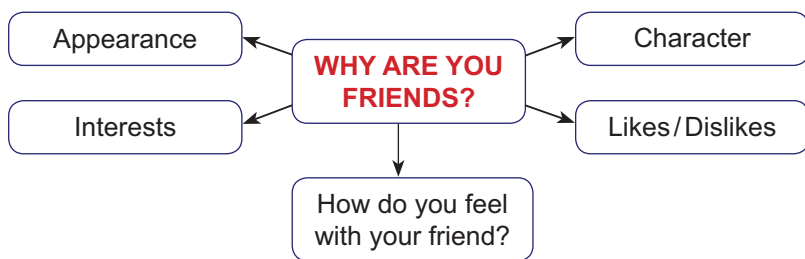
sociable ['səʊʃəb(ə)l] (*adj*) – a friendly person, who enjoys being with other people

3b.  Listen again and fill in the chart.

	appearance	character	interests
Alex			
Liz			
Jeff			
George			
Natasha			

3c. Who could be your friend? What do you like about him/her? What do you have in common? How would you feel with the person?

4a. Look at the mind map. Take a minute to get ready to speak about your friend (10 sentences). Use ex. 3a, 3b.



4b. Explain to your classmate why you have chosen this person as your friend (10 sentences). Work in pairs. Do you like each other's arguments?

4c.  Choose key words to each part of the mind map. Think of your friend. Write why you have become friends.

My friend's name is ..., or ... for short.
 In my opinion, he's good-looking / she's charming. ...
 But I have chosen him / her as my friend for his / her character, I think.
 He's / She's very reliable, ...
 And we have a lot in common. We're both interested in / fond of / crazy about ...ing ...
 We both like ... and dislike / hate ...
 I feel very secure and comfortable with my friend. He / She respects me and always treats me well. We get on well.
 If we quarrel, we quickly make up.
 I hope my friend feels the same about me.



Year 9 → Unit 2 → Lesson 1 → My or mine?
 (cloze test)

Lesson 2. Friendship is ...

1a. Match the two parts of the proverbs.

- | | |
|----------------------------------|---------------------------------|
| 1. When a friend asks | a) who have true friends. |
| 2. Be slow in choosing a friend, | b) there's no tomorrow. |
| 3. They are rich | c) open enemies (враги). |
| 4. A friend in need | d) is to be one. |
| 5. False friends are worse than | e) is a friend indeed. |
| 6. The way to have a friend | f) but slower in changing them. |

1b. What do the proverbs have in common? Do you agree with them? Which one do you like best?

2a. Read along what some teens wrote about friendship on an Internet forum. Who do you agree with? Why?

Brian, 14, York

On the one hand, friends are fantastic – most of the time. They're there for us **whenever** we **need** them – just like in the