

1 Relationships

How do you relate to others?

Use English to:

- talk about different kinds of relationships;
- give opinions about how to build and maintain relationships;
- understand guides, articles, and song lyrics;
- talk about possibilities in the present and in the future.



1 Label each picture with a word from the box.

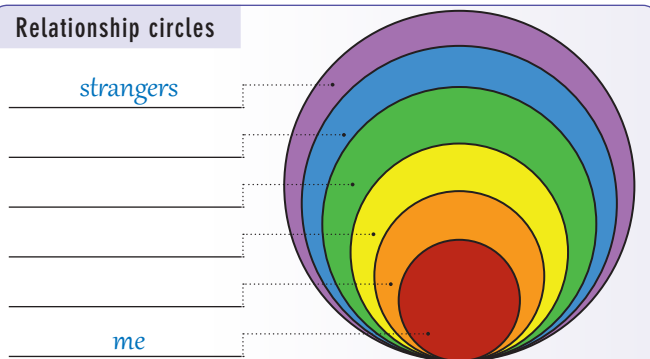
acquaintances classmates community
colleagues family friends

2 In life, we have different relationships with different levels of intimacy. Look at the diagram on the right and write the words from activity 1 in the correct place, according to the level of intimacy each relationship circle represents.

Language clue

acquaintance a person you know but do not know well

Relationship circles



L1



3

Match the kinds of people to the ways that we behave.

a family and friends b neighbours and acquaintances c classmates and colleagues d community

- ☐ We talk about school or work, but we don't usually talk about our personal lives.
- ☐ We tell them how we feel and share a lot of details of our lives.
- ☐ We usually talk about general topics, such as sport or the weather.
- ☐ We should greet them politely, but some people don't.

4

How important are the factors below when building and maintaining good relationships in life? Think and put them in order of importance for you.

family
connection

interests

politeness

respect

social status

solidarity

tolerance

understanding



Building blocks

5

A group of students is working on a school project entitled **How to build relationships**. Look at the poster they are preparing for their project presentation. Thinking about the words they have chosen, what do you think they are going to say during the presentation?

listen
be polite
build
greet
find common interests
connect
feel comfortable
be honest
trust

6

Read the conversation between some of the students mentioned in activity 5 and check your predictions.



Olivia Well... I suppose the first thing we need to mention is that you have to be polite and respectful to the other person. If you don't respect people, there is never going to be trust, is there? You may never be able to build a relationship with someone if you don't respect them from the day you meet them.

Abby That's true! By the way, are we going to say anything about finding common interests?

Harrison Of course! We should definitely mention that. When you identify a common interest, you immediately connect with the person.

Abby OK... And I think we have to mention that we build relationships with people we feel comfortable talking to. Oh, and that sometimes we need to take the first step and start the conversation so the other person can feel comfortable.

Olivia Wait! Let me get my notebook and write this down. We might forget everything by tomorrow if we don't take notes!

7

Three concepts from the poster in activity 5 were not mentioned in the conversation. Which are they? _____

8

Choose one of the concepts from your answer to activity 7 to continue Abby, Olivia, and Harrison's conversation. Write it down and remember to include an explanation. Then share it with a classmate.

9

In your opinion, did Abby, Olivia, and Harrison mention all the important concepts for building a relationship in their conversation? What did they miss out? Discuss with your classmates.

10

Complete each sentence with a word or phrase from the box. Use a dictionary if necessary. Not all words or phrases will be used.

carry carry on count count on lean lean on



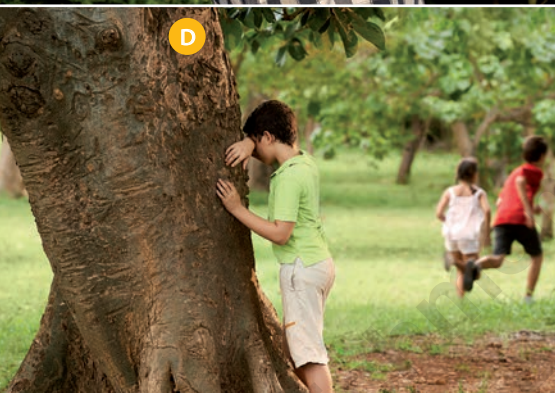
A



B



C



D



E

- a I always _____ my brother when I'm in trouble or sad. He always helps me.
 b Our coach is very supportive, and she gives us the best advice. We can always _____ her.
 c These bags are too heavy! Can I help you to _____ them?
 d _____ to twenty, and go to look for your friends.
 e Well done! _____ with what you're doing. You're doing really well!

11

Read the following sentences. Then match the underlined words to their meanings.

- | | |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------|
| a I often <u>bump into</u> my neighbour at the supermarket. | <input type="radio"/> disappoint me |
| b You <u>get to know</u> many interesting people when you travel in a group. | <input type="radio"/> become friends with |
| c Don't <u>let me down</u> . Promise me that you'll do your best! | <input type="radio"/> helps me to deal successfully with |
| d My best friend always <u>gets me through</u> difficult times. | <input type="radio"/> speak more quietly |
| e <u>Keep your voice down</u> in the library. People need silence so they can concentrate! | <input type="radio"/> meet by chance |


Why is it important to build relationships at all levels of intimacy?

Explore

1 Scan the text below and choose the best options.

- a What kind of text is it?
- ☐ A guide.
- ☐ A review.
- b Where was it published?
- ☐ In a newspaper.
- ☐ As an online blog.
- c Who are the target readers of this text?
- ☐ People who live in apartments.
- ☐ People who prefer to live in houses.
- d What's the purpose of this text?
- ☐ To advise people on how to build good relationships with neighbours.
- ☐ To inform people about the advantages of living in apartments.



Address



Apartment living

How to be a good neighbour

Whether you're passing each other in the entrance or bumping into each other in the car park, an apartment block provides many opportunities to interact with your neighbours. Living so close to others isn't always easy, so here are six tips for being a good neighbour in your apartment block.

- 1 When you move in, take the time to say hello to your neighbours. **They** might try to get to know you first, but it's always good to make the first move.
- 2 Shared walls, ceilings, and floors means that sound will travel easily into your neighbour's apartment. Be respectful and keep the TV or music volume at a level that isn't too loud. It helps to know your neighbours' lifestyles. Do they work nights? Do they have children? Knowing **this** will help you to know when you should keep the noise levels down and when you shouldn't disturb **them**.
- 3 Don't leave rubbish bags in hallways. Instead, take your rubbish straight to the rubbish bins to keep hallways smelling fresh. If your block recycles rubbish, make sure you separate **it** according to instructions.
- 4 It's perfectly acceptable to have a party every now and then, but if you do, be considerate to your neighbours by finishing **it** at a reasonable time and keeping noise levels down. Also, you may want to invite your neighbours to the party to get to know them.
- 5 If you see your neighbours taking shopping bags out of their car, offer to help carry **them** inside.

Do you have other tips that you'd like to share? If so, leave a comment below!

2 Tick all the options that are correct in relation to the text.

- ☐ Long paragraphs are used.
- ☐ It is divided into sections.
- ☐ The imperative is used to give advice.
- ☐ The language is mostly formal.
- ☐ The language is mostly informal.
- ☐ It uses the words **may** and **might** to talk about possibilities.

3 Read the guide in activity 1 again. Then match each summary below to a tip from the text.

- ☐ Help them when you can.
- ☐ Respect differences.
- ☒ 1 Introduce yourself.
- ☐ Be clean and look after the environment.
- ☐ Let them know if you're having a party.

4

What do the highlighted words in the text refer to?

a they (tip 1)	<i>your neighbours</i>	c them (tip 2)		e it (tip 4)	
b this (tip 2)		d it (tip 3)		f them (tip 5)	

5

The author invites the reader to share other tips on how to be a good neighbour. Write a comment, giving your own tip or criticizing the content of the text.

Post a comment

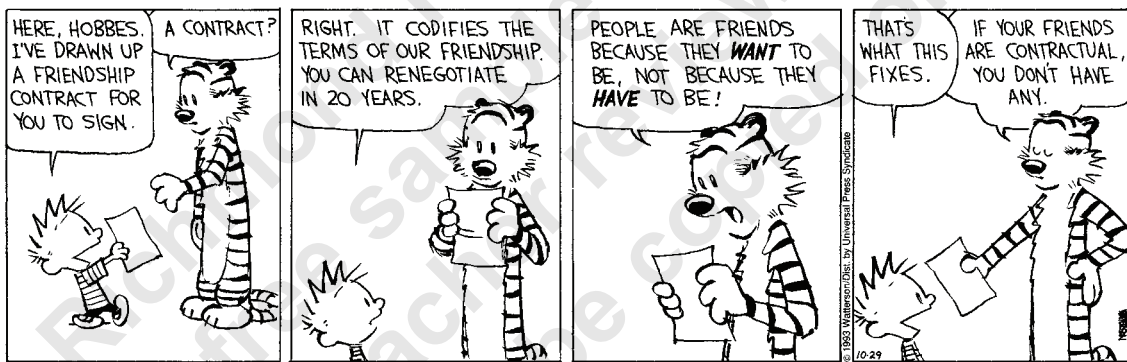
Name

Comment

6

Look at the cartoon below and think about what it means. Then answer the questions.

- a Calvin hands something to Hobbes. How does Hobbes react to it? _____
- b What does the piece of paper contain? _____



7

Now read the cartoon carefully and tick the best option to complete each sentence.

- a Calvin
- ☐ wants his friend to sign a friendship agreement.
- ☐ wants to force Hobbes to be his friend for 20 years.
- b Hobbes
- ☐ doesn't understand the document.
- ☐ does not agree with what Calvin wants.

8

Why is the cartoon funny?

- ☐ Because Calvin sets a time of 20 years for their friendship to last, and this is too long.
- ☐ Because Hobbes doesn't think that a friendship can be fixed by a written contract, so he refuses to sign.
- ☐ Because Calvin knows that being a friend is not something that you have to do, so he wants Hobbes to sign the contract "to fix it".

9

Look at the text in activity 10 on page 16. Then answer the questions.

- a What is it about? _____
- b What kind of text is it? _____
- c When and where was it published? _____

10 What do you notice about the language and how the information is organized in the article below? Tick all the correct options.

- ☐ The songs are organized alphabetically.
- ☐ The songs are organized chronologically.
- ☐ The year in which it was recorded is always mentioned.
- ☐ The language is mostly formal.
- ☐ The language is mostly informal.
- ☐ Descriptions might include information about the lyrics, the artists, or the mood of the songs.




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The best songs about friendship


12th March 2018

Friendship is complicated. It may be a life-saver, for example, if a good friend helps you through a difficult situation, or it might drive you mad, like when a friend lets you down. Either way, pop musicians really understand. Everyone, from rockers to rappers, has recorded songs about friendship. Here are some of our favourite songs about friends.




The Jackson 5, "I'll Be There" (1970) 3:58

Michael Jackson was only 12 years old when he recorded this classic, but he sings about adult concepts like love and respect with as much passion and sincerity as he did when he was older.




Bill Withers, "Lean on Me" (1972) 4:17

Withers' 1972 classic is full of hope and tenderness. It makes the point that real friends will always be there to support you. It's comforting and timeless.




Queen, "You're My Best Friend" (1976) 2:51

Put these lyrics with a photo of cute puppies snuggled together on a rug, and that's the kind of extra-special thank-you card you would send to a friend who has helped you through a really tricky situation.



Randy Newman, "You've Got a Friend in Me" (1996) 2:04

This *Toy Story* (John Lasseter, USA, 1995) soundtrack tune is the friendship song for children of all ages. In fact, most adults will cry over Newman's lyrics and the memories of childhood toys that they bring back.



Bruno Mars, "Count on Me" (2011) 3:17

Mars is definitely a good friend. If you're "stuck in the middle of the sea", he'll drop his guitar and rescue you. When your lights go out, he's got a torch. He'll even help you to get to sleep by playing his song.

11 Read the text again. Then read the speech bubbles below and name the song each person is talking about.

A I love this song... It reminds me of when I was a child. I had a Superman toy and I took it everywhere. It was like a friend to me!

B It's a very slow song, and it makes me sleepy. I'm not really into it, but the title of the song says everything you want to hear from a friend: that you can depend on him or her.

C I prefer his later songs, but this song has some great lyrics about friendship. I can't believe he was so young when he recorded it!

D I love the band, but this song is not one of their best. But I still like it. It's a perfect song to send to your best friend in a birthday card!

E It's sweet and very real, and it always puts me in a good mood. Definitely one of the best songs of the 1970s... And it may be one of the best songs ever recorded.

12



Your turn. Discuss with a classmate.

- a The author opens the text in activity 10 saying that “friendship is complicated”. Do you agree? Why? / Why not?
- b In your opinion, what are the three best songs about **relationships**? Write their titles and share them with your classmates.

Sync :))

13

Listen to the song, read the lyrics, and circle the words that you hear.

Lean on Me

Sometimes in our lives
We all have pain,
we all have **sorrow** / **tomorrow**
But if we are wise
We know that there's always
sorrow / **tomorrow**

Lean on me
when you're not
long / **strong**,
And I'll be your friend,
I'll help you carry on
For it won't be **long** / **strong**
'Till I'm gonna need somebody
to lean on

Please, swallow your pride
If I have things you need to
borrow / **show**
For no one can fill those of your needs
That you won't let **borrow** / **show**

You just call on me, brother
when you need a **hand** / **understand**
We all need somebody to lean on
I just might have a problem that you'll
hand / **understand**
We all need somebody to lean on

If there is a load
You have to bear that you can't carry
I'm right up the **load** / **road**
I'll share your **load** / **road**
If you just call me

14

Listen again and sing along!

15

What do the lyrics teach us about building and maintaining relationships? Explain them in your own words.

Toolbox

I just might have a problem that you'll understand.



- 1 Read the line on the right, taken from the song "Lean on Me". Then tick the sentence that has the same meaning.

- ☐ I certainly have a problem that you'll understand.
☐ I will have a problem that you'll understand.
☐ It's possible that I have a problem that you'll understand.
☐ I don't have a problem that you'll understand.

- 2 The sentence below was taken from activity 11 on page 16. Read it and tick the sentence that has the same meaning.

And it may be one of the best songs ever recorded.

- ☐ It won't be one of the best songs ever recorded.
☐ It is possibly one of the best songs ever recorded.

- 3 What do we describe when we use the words **may** and **might** in a sentence?

- ☐ A certainty. ☐ A possibility. ☐ A known fact.

- 4 Look through the unit to find other sentences with the words **may** or **might**, and underline them. Then write three of them below.

- 5 Complete the following definition of the modal verbs **may** and **might**.

The correct form is **subject** + **may/might** + _____. We frequently use **may** or **might** to talk about the future, but they are used to talk about the _____, too.

- 6 Rewrite the sentences below using **may** or **might**.

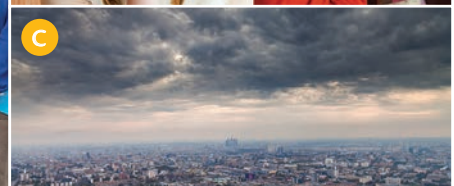
- a She's possibly the most outgoing girl at school.

 b They will possibly become friends if they give each other a chance.

 c It's possible that it will rain later.

 d I think this is the band that he likes. I'm not sure, but it's possible.

 e It's possible that he will go to the shop before he comes to our street party.



7

What's the story behind the relationships and situations in the pictures below? Use **may** or **might** to answer the questions. Follow the examples and use your imagination!

A



- What's their relationship?
They may/might be a couple.
- Why are they in Egypt?
They may/might be tourists.
- What do you think happens next?
They may/might visit other places in Egypt.

- What's the children's relationship with the woman?
.....
- How old are the children?
.....
- What do you think happens next?
.....

B



- What's their relationship?
.....
- What day of the week is it?
.....
- What do you think happens next?
.....

C



- What's their relationship?
.....
- Why are they all dressed in the same colour?
.....
- What do you think happens next?
.....

D



- What's their relationship?
.....
- Why is one of the women receiving a gift?
.....
- What do you think happens next?
.....

E



- What's their relationship?
.....
- What kind of music are they playing?
.....
- What do you think happens next?
.....

F





Choose one of the options below and follow the steps.

Option A

A guide on how to be a good friend.

- a** Go back to page 14 and read the guide on how to be a good neighbour. Look at the activities to remind yourself of the features of the text.
- b** Plan your guide on how to be a good friend.
 - Think about the most important characteristics of a friend. What should he or she do in order to be a good friend? Make a list.
 - Think about images that can represent the attitudes of a good friend. Search the internet, magazines, and other sources to help you to decide which images to use.
 - Decide on the “mood” of your text: is it going to be serious, funny, etc.?
- c** Make your guide.
 - Write a short introduction describing the importance of a good friend in a person’s life. One short paragraph should be enough.
 - Develop five to six short paragraphs, each of them describing a characteristic of a real friend. Get straight to the point: write a maximum of three sentences in each paragraph.
 - Illustrate your guide. You can include drawings, photographs, or images you find from different sources. Don’t forget to mention the source of any images you use.
 - When the first version is complete, show it to your teacher and classmates so they can make comments.
 - Correct any mistakes and produce your final version.
- d** Publish your guide on your school website, using the tag **friendshipguide**.

Option B

Your own version of the article “The best songs about friendship”.

- a** Go back to page 16 and read the article. Look at activity 10 to review the features of the text.
- b** Plan your article.
 - Think of five songs for an article called “My best songs about friendship”. Write a list.
 - Think about what to say about the five songs you have chosen: details about the lyrics, the artists, or the mood of the songs, as well as the impact those songs have had on you.
 - Look on the internet for images to illustrate your text. They can be images of the artists or pictures that represent the main idea of the songs.
- c** Write your article.
 - Write a short introduction, making general comments on the concept of friendship.
 - Develop five to six short paragraphs, each one providing the name of the song, its composer, singer, and year of recording, as well as any extra comments you might want to add about the song, interesting facts, or how the song relates to your life.
 - Illustrate your article. You can include drawings, photographs, or images you find from different sources. Don’t forget to mention the source of any images you use.
 - When the first version is complete, show it to your teacher and classmates so they can make comments.
 - Correct any mistakes and produce your final version.
- d** Publish your article on your school website, using the tag **friendshipsongs**.



1

Look at the notes below. What do they have in common?

Dear Mr. Brown,
Here's a special
thank you for
making me what I
am today.

You made a real
difference in my
life! You're a great
teacher!

Jenny

Chris,

Thank you for
standing by my side
when times get hard.

Thank you for making
me laugh when I
didn't even want to
smile.

I hope you never
change!

Thank you, Grandma,
for your unending love
and pearls of wisdom.

Love you, always!

Jack and Jill

2



Discuss the following questions.

- Why do you think it's important to say "thank you" to people you know? How does that improve your relationship with them?
- Why is it nice to send a handwritten thank-you note, rather than a text message or an email?

3

Apart from your classmates and teachers, who else in your school do you have relationships with? Do you ever thank them for what they do (or did) for you? Write them thank-you notes; then post these notes around your school.

Dear Mrs. Marcia,

Thank you for the delicious
pizzas and sandwiches you
make every day. We <3 the
food in the school canteen.

Carlos and Carol

Did you know?

Saying thank you to others can
make you feel happier, reduce
stress, and improve the quality of
your sleep.