

# Virtual friends

10

## Vocabulary

### friendship

- 1 Complete the text about friendship with the correct form of the words in brackets.

#### 68 WHAT IS A FRIEND?

True (1) ..... (*friend*) is a unique blend of (2) ..... (*affect*), (3) ..... (*loyal*), love and fun. Friends often share similar interests but always have mutual respect and a strong sense of (4) ..... (*connect*). It means not having to think about what you say because someone knows you better than you do yourself, and is (5) ..... (*sense*) to your moods and (6) ..... (*support*) of you in every (7) ..... (*emotion*) crisis. It is a sense of trust and (8) ..... (*companion*).

## Listening

### Multiple matching (Part 3) ▶ CB page 99

- 1 ▶ 20 You will hear five people talking about friendship. For questions 1–5, choose from the list (A–H) what each speaker says is most important to them in a friendship. Use each letter only once. There are three extra letters which you do not need to use.

- A frequent contact
- B mutual trust
- C shared interests
- D good manners
- E emotional support
- F similar personalities
- G a sense of humour
- H some experience of school

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

## Grammar

### conditionals: alternatives to *if* ▶ CB page 100

- 1 Underline the correct alternatives to complete the sentences.

- 1 It's very easy for friends to keep in contact *unless/as long as* they use Facebook or Twitter.
- 2 I always try to phone my friend every evening *unless/whether* I know she's out.
- 3 It's good to keep in touch with friends *otherwise/even if* it can be a hassle sometimes.
- 4 Whenever I travel I send everyone a postcard, *whether/otherwise* they miss me.
- 5 I take an umbrella with me when I go out, *even if/whether* it's not raining.
- 6 It's a good idea to make plans, *otherwise/unless* things can go wrong.
- 7 My friend always comes shopping with me *whether/even if* I don't want her to.
- 8 You'll pass the exam *unless/provided that* you work hard.
- 9 You can borrow my laptop *as long as/even if* you promise to take care of it.
- 10 I want to go for a walk with my friend on Saturday *provided that/unless* she's too busy.
- 11 I don't know *whether/as long as* it's a good idea to call him.
- 12 I'll call you tonight *unless/otherwise* I hear from you first.

**2 Complete sentences 1–5 with the correct form of the verbs in the box.**

learn buy stand argue cook

- You won't be able to live in Italy unless you ..... speak Italian.
- Even if you ..... your new television on the internet, you wouldn't have got a better deal.
- I'll help you with your work this evening as long as you ..... the meal.
- He'll give you a lift to work provided that you ..... at the corner of the street at 8a.m.
- We never talk about politics, otherwise we ..... all the time.

**3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

- Without using a dictionary, I'm sure I won't understand the article.

**UNLESS**

I'm sure I won't understand the article ..... a dictionary.

- I won't help you unless you agree to come out tomorrow.

**LONG**

I will only ..... you agree to come out tomorrow.

- I clean my teeth every night so that they won't decay.

**OTHERWISE**

I clean my teeth every night, ..... decay.

- I'll finish the report if they give me enough time to do it.

**THAT**

I'll finish the report ..... enough time to do it.

- I found the job rather boring but at least the salary was good.

**EVEN**

The salary was good ..... was rather boring.

- Have you decided to invite Joe to the party?

**WHETHER**

Have you decided ..... Joe to the party?

## Use of English

Multiple-choice cloze (Part 1) ▶ CB page 101

**1 Underline the correct alternatives to complete the sentences.**

- That painting is totally *particular/unique*. It's one of a kind.
- I'm worried about Harry – he's not as cheerful as *typical/usual*.
- It's easier to learn if you get *individual/unique* attention.
- Arguments don't *affect/effect* me; I never get upset.
- That restaurant has a *special/particular* menu at lunchtime.
- I'm sorry I don't know the *actual/present* truth about the affair.

**2 For questions 1–8, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).**

**To twitter or not to twitter?**

Some people claim social networking sites have a negative impact on people's ability to make friends in (0) real life. There has been a (1) ..... deal of speculation about the long-term impact of their use on people's social lives and much of it has (2) ..... on the possibility that these sites are (3) ..... users' relationships, pushing them away from participating in the offline world. Twitter 'friends' may become more important than neighbours. However, (4) ..... to such fears, recent research suggests that people who use such sites actually have a higher (5) ..... of close relationships and are more (6) ..... to be involved in civic and political activities than those who don't. Social networking sites help people with busy lives find ways of (7) ..... in touch and providing regular updates. The world of networked individuals will certainly (8) ..... evolving, so who knows what the future holds for our personal relationships?

- |   |              |               |              |                |
|---|--------------|---------------|--------------|----------------|
| 0 | A actual     | B true        | C right      | D real         |
| 1 | A big        | B great       | C huge       | D large        |
| 2 | A centred    | B looked      | C examined   | D investigated |
| 3 | A cutting    | B wounding    | C injuring   | D damaging     |
| 4 | A opposing   | B contrary    | C opposite   | D contrasting  |
| 5 | A collection | B amount      | C number     | D group        |
| 6 | A likely     | B probable    | C possible   | D expected     |
| 7 | A holding    | B staying     | C continuing | D maintaining  |
| 8 | A turn up    | B get through | C carry on   | D make out     |

## Reading

### Multiple choice (Part 5)

► CB page 103

**1** You are going to read an article giving advice about how to end a friendship. Read the article once quickly and say which of the points 1–4 below are not mentioned.

- 1 breaking up with someone you've been going out with
- 2 'unfriending' someone on a social networking site
- 3 having an argument with an old friend
- 4 how women regard friendship

**2** Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 Why, according to the author, is it sometimes easier to end a romantic relationship?
  - A Your friends comfort you more.
  - B You can blame your ex-partner for what happened.
  - C You can get specialised advice about what to do.
  - D You and your partner understand that a change has taken place.
- 2 What can go wrong with the 'slow fade out' approach?
  - A You may lose all the friends you have in common.
  - B You might keep running into the friend you want to lose.
  - C Your friend might not notice what you are doing.
  - D Your friend might realise you actually want to end the friendship.

## How to lose friends

**I** should have seen it coming. There was no big betrayal, no rows about money but the spark had gone. The end, when it came, was swift: 'We may as well call it a day,' I was told. In shock, I called my sister and told her the news. 'Oh no, you've been dumped,' she said. And indeed I had, but not by a boyfriend or lover. By a friend.

When a romantic relationship ends, things are relatively simple. There are broken hearts, recriminations. Mutual friends choose sides. No matter how upsetting, at least it's clear: you were a couple and now you're not. When a friendship cools, it's seldom so straightforward. The experts, however, are on hand to offer help. As far as they're concerned there are two possible ways to end it.

First we have what I call 'the slow fade out'. Irene Levine, Professor of Psychiatry at New York University and author of a book on the subject explains: 'Sometimes it's possible to downgrade the relationship by seeing the person less or to dilute it by seeing the person with a group.' If you have a lot of mutual friends, or are likely still to see each other, 'downgrading' makes things less awkward, but if the friend is too naive or self-absorbed to read the signals, or just really persistent, it may not be enough. Eventually you may need to do the decent thing and dump them properly.

It's then that you need the other method where you actually tell the person that the friendship is over, and that takes courage and honesty. It doesn't have to be cruel but it does mean telling someone you were once close to why you feel they are no longer worthy of your time. No one likes to hear that, so you need to tread carefully, warns Jodyne L. Speyer, author of another book on dealing with this problem.

Speyer suggests giving a warning: 'If you tell me something's wrong, maybe I can fix it, and if I can't,

then at least I knew this was coming, so it prepares me. And be kind about it, say, "Here's what's not working." I don't need 100 reasons, but let me know what the problem is, so I can have that information and move on. I don't have to agree with it but at least I have something.' This is difficult to do, of course, but according to Speyer it gets easier with practice: 'When you're clear about your feelings, other people respond to that. You may think you're doing someone a favour by not telling them you don't want to continue with the friendship but in the long run it can make it worse.'

Even so, however gently you break the news, chances are someone will feel hurt and resist. 'Most friendships, even very good ones, don't last for ever,' Levine says. 'Yet women particularly are brought up to believe the romanticised notion of "best friends forever"'. In our culture, we are judged by our ability to make and keep friends, so we have a hard time getting over the loss of a best friend and see it as a personal failure.' Things are made worse by the fact that many end so slowly. 'When friendships drift, we rarely discuss it,' says relationship psychotherapist Paula Hall. 'Because they usually don't end in conflict, there is no closure. You don't feel you're better off without each other, it just stops, so there can be feelings of loss.'

Joseph Epstein, another friendship expert, compares today's friendships to the seating in a sports stadium: your closest friends sit with you in the box seats, secondary friends are in the grandstand seats and the rest are in the stands. But, according to Epstein, there is hope, even in the cheap seats, because friendships aren't static, so people can move from one area of the stadium to another. Someone who starts out in the stands – perhaps a classmate or neighbour – can be promoted via the grandstand to the box seats. Sadly, the reverse is also true and that's when we need to know how to end it all.

line 63

- 3 How, according to Jodyne L Speyer, should you tell your friend that it's over?
- A You should be unkind if necessary.
  - B You should say you never want to see them again.
  - C You should give them as many reasons as possible for ending the friendship.
  - D You should explain your position clearly and tactfully.
- 4 Why do people often feel they have failed when a friendship ends?
- A The process has taken too long.
  - B Others admire us less if we don't have many friends.
  - C It is natural to think that friendships last for ever.
  - D They have false expectations of friendship.
- 5 What does the word *they* in line 63 refer to?
- A friends
  - B things
  - C friendships
  - D women
- 6 How does the author feel about the break-up of friendships?
- A accepting of the fact that they happen
  - B cynical about the way they often end
  - C critical of people who end them
  - D optimistic about relationships in general

**3 Match the underlined words in the article with meanings 1–6.**

- |                     |                        |
|---------------------|------------------------|
| 1 make less intense | 4 becomes less close   |
| 2 rejected          | 5 opposite             |
| 3 communicate       | 6 pointlessly continue |

**4 Complete the sentences with the correct form of the underlined words and phrases in the article.**

- 1 The boat broke loose from its mooring and ..... out to sea.
- 2 The fruit juice was very sweet so we ..... it with water.
- 3 They were fined for ..... their old fridge in the street.
- 4 He put the car into ..... and backed into the parking space.
- 5 I'm always accidentally ..... on my cat's tail.
- 6 Wait till the soup ..... a bit. It's too hot to eat.

## Vocabulary

compound adjectives: personality

► CB page 103

**1 Cross out the adjective in each list which cannot form a compound adjective with the word in bold.**

- 1 even/hot/cross/quick **-tempered**
- 2 empty/hard/level/heavy **-headed**
- 3 **self-** absorbed/demanding/confident/conscious
- 4 warm/hot/cold/kind **-hearted**

**2 Use one adjective from each list in Activity 1 to complete the description.**

I've always been quite an (1) ..... person. Nothing much makes me lose my cool, including my younger brother, who can be very irritating. I'm quite (2) ..... as well. I mean I don't get over-excited about things. I just weigh up all the advantages and disadvantages and reach a decision. Sometimes people say I'm a bit (3) ..... I suppose they mean that I don't really notice what other people are thinking and feeling all the time but I'm not (4) ..... I really feel for my friends, especially when they're having problems.

**3 Underline the correct alternatives to complete the sentences.**

- 1 When I was younger, I was very self-conscious/confident. I imagined that everyone was looking at me and criticising me.
- 2 Be careful what you say to Sandra this morning. She's always very quick/even-tempered when she's had a late night.
- 3 I really think Tina's one of the most self-centred/critical people I've ever met. She never seems to think about what anyone else might want or need.
- 4 Tim is completely empty/hard-headed. I don't think I've ever heard him talk about anything serious or express an opinion about things that matter.
- 5 Leo is one of the most kind/cold-hearted people I know. He always sees the best in people and wants to help them.

## Grammar

participles (-ing and -ed)

► CB page 104

### 1 Change the participle clauses into relative clauses in sentences 1–8 below.

- 0 There is a shop selling bread near my house.  
*There is a shop which sells bread near my house.*
- 1 There was a steel box in the cupboard containing lots of old photographs.  
.....
- 2 That new shop opening in the High Street on Saturday looks like it'll be really good.  
.....
- 3 There is a path leading down to the sea from our hotel.  
.....
- 4 She found the camera belonging to my sister.  
.....
- 5 All those wishing to buy a ticket should queue up near the Box Office.  
.....
- 6 My best friend is a lively person bursting with energy.  
.....
- 7 I'd love to get a job in film involving set design.  
.....
- 8 My friend gave me a beautiful photograph taken by her brother.  
.....

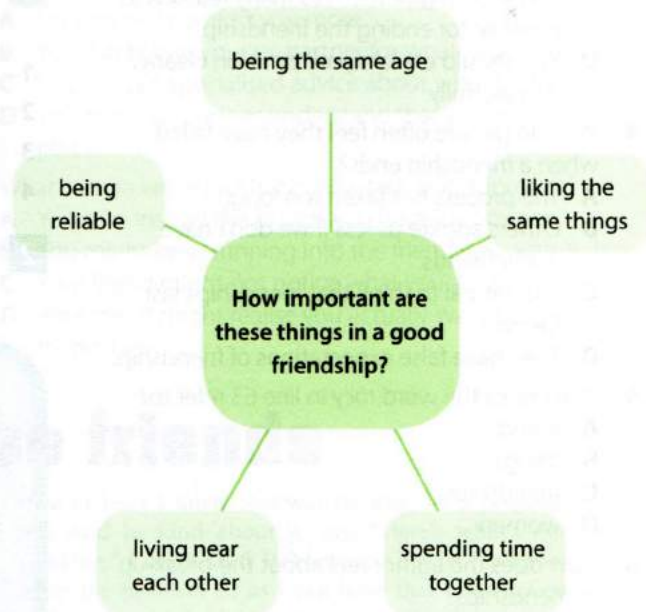
### 2 Find and correct the mistakes in sentences 1–10 below.

- 1 I remember meet my friend for the first time – I didn't like him at first!
- 2 He introduced himself by say 'Howdie!'
- 3 Once we became friends we didn't stop to talk.
- 4 We were both interesting in playing football.
- 5 People said we would end up play professionally together, though sadly that didn't happen.
- 6 When he moved to another town I missed to speak to him every day.
- 7 After have been so close, it was hard at first.
- 8 Now we share our experiences on Facebook and that's fascinated.
- 9 He's good at take photographs, so I like looking at them on the computer.
- 10 I hope that we'll carry on be friends for the rest of our lives.

## Speaking

Collaborative task (Part 3)

► CB page 105



### 1 ▶ 21 Look at the task and listen to the examiner's instructions to the two candidates. Decide if this statement is true (T) or false (F).

Each candidate is supposed to choose the most important item.

### 2 Now decide which one is not important.

### 3 Look at some of the things that candidates said in response to the instructions and match them to items 1–6.

- 1 starting a discussion
  - 2 encouraging the other person to say something
  - 3 asking the other candidate to repeat what they said
  - 4 showing that you share the other candidate's opinion
  - 5 raising an objection to what the other candidate has said
  - 6 explaining something
- A What I mean is, trust is crucial.  
 B I've always said that friends need an interest in common. Would you agree with that?  
 C Well, that's certainly true in my case.  
 D Shall we start?  
 E Sorry. I interrupted you. What were you saying?  
 F No, I suppose not but what if you were a vegetarian and your friends kept inviting you to barbecues?

- 4** Use the words in the box to complete these ways of saying that things are important or unimportant in choosing friends. You need to use some of the words more than once.

matters vital influence factors

- I don't think having the same musical tastes ..... much.
- Going to the same school or college has a big ..... on who you end up being friends with.
- Knowing that my friends have the same values really ..... to me.
- In my opinion liking the same foods really isn't all that .....
- For me it's really ..... that the person likes animals as much as I do.
- Sharing a hobby or interest is probably one of the most significant .....

## Writing

Article (Part 2) ► CB page 106

- 1** Look at the task below and the points a student noted down to include in their article. Cross out the points that are not relevant.

You see this advertisement on an English language website.

### Articles wanted!

#### A great place for meeting friends!

Where do you meet them? Why is it such a good place? How could it be improved?

Write us an article answering these questions. We will publish the best articles on our website.

- reasons young people want to meet friends
- what parents think about the place
- how people get there
- the need for parking
- what we do there
- what makes the place special
- a description of my friends
- other places to meet friends

- 2** Look at the opening paragraphs (A and B) of two different answers to the task in Activity 1. Which one is more interesting?

A

#### Where I meet my friends

It's important to meet friends. My friends like getting together at the weekend so we meet either on Friday night or Saturday morning. One nice place is the café in the town centre, which has tables and chairs outside and cheap cakes. We have a nice time together talking.

B

#### A fantastic place to meet!

It's great if there is a place where young people can meet to relax, chat and have a good time. There's an amazing café in my town, which has live music; not only can we hang out there, but there's a really fun atmosphere as well.

- 3** Now read the main part of the article. Replace the underlined words with more interesting adjectives from the box.

exciting live interesting quiet  
convenient challenging

It's a really (1) nice place in the evenings because it is busy. There is always something happening and you can even dance to the (2) nice music. Sometimes there are (3) nice games or quizzes, which are fun to do with friends and you learn something, even if they're hard! It's (4) nice to meet new people, too, although if the music is loud it can be difficult to talk to them because you can't hear what they're saying. It would be much better if there were a (5) nice room somewhere so that people can just talk to each other there. It would also be (6) nice if the space at the back could have a bike rack so that we can leave our bikes there. That would be much better because at the moment we have to get there on the bus.

- 4** Choose the best ending for the article.

- To sum up, this is a very good place to meet friends.
- All in all, just imagine what a great time you'd have if you were able to come and join us!
- It's the coolest place I know.

- 5** Now write your own answer to the task in Activity 1.

## Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### Silly – or the key to success?

We've all seen athletes working (0) *A through* the same series of movements before each competition and heard stories about a player wearing lucky socks or (1) ..... on using a favourite racquet. To a lot of (2) ..... it may all seem rather silly, but (3) ....., for some people these things may actually influence their performance on the sports field. Whether an athlete wins or loses, he tries to establish 'cause and effect' by reviewing the events of the day, (4) ..... in his mind things like what he ate or was wearing. If he performed really well he then (5) ..... that down to that particular set of circumstances, and (6) ..... tries to recreate them before every competition. However, the true value of such behaviour may be the increased confidence and (7) ..... of control it can give an athlete. After all, if anyone believes that (8) ..... a specific action or ritual will make them achieve more, it probably will.

- |   |              |                 |               |              |
|---|--------------|-----------------|---------------|--------------|
| 0 | A through    | B over          | C with        | D out        |
| 1 | A demanding  | B insisting     | C emphasising | D urging     |
| 2 | A audience   | B viewers       | C witnesses   | D spectators |
| 3 | A absolutely | B at the end    | C in fact     | D finally    |
| 4 | A keeping on | B looking up    | C taking up   | D going over |
| 5 | A sets       | B puts          | C places      | D brings     |
| 6 | A after      | B following     | C therefore   | D consequent |
| 7 | A sense      | B consciousness | C implication | D prediction |
| 8 | A doing      | B making        | C producing   | D preparing  |

## Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

### Motivation, motivation, motivation

It is a well-known fact (0) *that* success in sport requires a great deal (9) ..... patience, hard work and motivation.

But (10) ..... is this best achieved? There are two kinds of motivation. The first is called extrinsic motivation and it comes (11) ..... external influences such as money or social recognition. The second kind of motivation is intrinsic, (12) ..... means it is generated by the individual alone who does things because they want to. But (13) ..... does this mean for athletes? A highly motivated person would clearly be keener to perform better than a lower motivated one. On the (14) ..... hand, someone with greater motivation can train hard and beat another more talented athlete who lacks that driving force.

However, being motivated does (15) ..... automatically mean that people perform better. Surprisingly, athletes can fail because they are over motivated – they may be (16) ..... keen to perform well that they mentally go beyond their physical limits.

## Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

### How to be a better friend

How good a friend are you (0) *really* .....? **REAL**  
And could you be a better one?

The best kind of friends are good (17) ..... That means resisting every urge to butt in, and holding back your opinion until it's needed, even if you don't agree with what your friend says or does. Try to be as

(18) ..... as possible – asking for help is hard for anyone, so be the first

to offer (19) ..... If your friend

takes you up on it they'll love you for being (20) ..... – and even if they

don't you will certainly have made a good (21) ..... on them! But be

careful what you say – everyone loves gossiping, but only when negative or

(22) ..... comments are not aimed at them. Be patient. Don't expect your

advice to be taken at that moment, or your (23) ..... friend to be cheered

up (24) ..... Remember, true friends are in a relationship for the

long haul.

## Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

- 0 I don't mind going to a party on my own if I know other people who will be there.

**PROVIDED**

I don't mind going to a party on my own *provided that there will be* other people there who I know.

- 25 In the event of heavy snow, we will cancel the game. **IT**

If ....., we will cancel the game.

- 26 If you don't do any practice, you won't get any better. **UNLESS**

You won't get any better ..... practice.

- 27 We should get to the airport on time if there isn't any heavy traffic on the motorway. **AS**

We should get to the airport in time ..... no heavy traffic on the motorway.

- 28 You missed the plane because you didn't check in on time. **CAUGHT**

If you had checked in on time ..... the plane.

- 29 I want to go to Australia but I don't have enough money. **HAD**

If I ..... go to Australia.

- 30 The man living next door always sings loudly in the morning. **WHO**

The man ..... always sings loudly in the morning.