

# Making New Friends

## Warm-Up

Where do you like to meet new friends?

A community service project is a great place to make new friends!



At school?



At a social event  
or a party?



On a trip or a tour?



At work?



On a community  
service project?



UNIT 1  
COMMUNICATION  
GOALS

### Lesson 1

Get to know someone

### Lesson 2

Cheer up a friend

### Lesson 3

Discuss differences  
among siblings

### Lesson 4

Discuss friendship

## Topic Warm-Up

**A** PERSONALITY | Take the self-test.

Are you an **extrovert**  
or an **introvert**?

Instructions: For each pair of personality traits, check one that sounds like you. At the end, give yourself one point for each checkmark. Then decide if you're an extrovert or an introvert.

**Extroverts tend to ...**

**1** enjoy being in a group, interacting with others.



**2** be active and seek excitement.



**3** be interested in events.



**4** talk without thinking and express their opinions openly.



**5** be easy to understand.



**6** know many people a little.



**Introverts tend to ...**

**1** enjoy being alone and avoid interacting unnecessarily.



**2** be quiet and seek peace.



**3** be interested in feelings.



**4** think without talking and keep their ideas to themselves.



**5** be hard to understand.



**6** know only a few people, but well.



TOTAL POINTS

TOTAL POINTS

**RESULTS**

☐ I'm an extrovert.

☐ I'm an introvert.


☐ I'm a little of both!

**B** VOCABULARY | Personality | Listen and repeat.

**C** PAIR WORK | Compare your results. Provide examples from your life. Do you agree with the results?

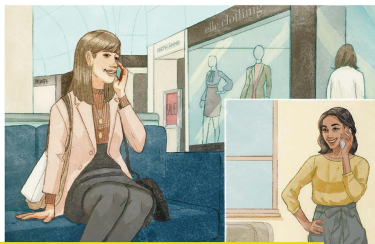
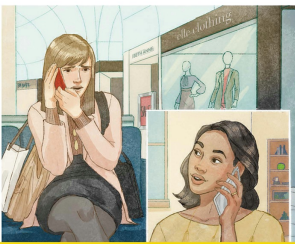
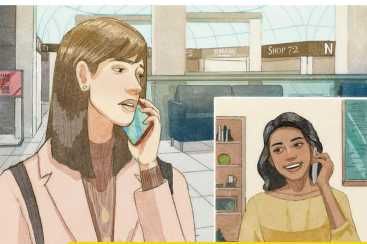
I got six points for "extrovert." I hate staying home and doing nothing!

## Language Warm-Up

- ★ A  | Read and listen to a conversation between two friends. Notice the featured words and phrases.

### UNDERSTAND A VARIETY OF ACCENTS

Amanda = American English (standard)  
Lily = American English (standard)



**Amanda:** Hello?

**Lily:** Hi, Amanda, it's me. Hey, I know it's pretty short notice, but Ed and I have just asked a few people over tonight, and we'd love to include you. Are you and Peter up for that?

**Amanda:** Thanks for thinking of us, Lily, but probably some other time. I just don't feel like going out tonight.

**Lily:** Sure. No worries. . . . Hey, you sound a little down. Is something wrong?

**Amanda:** Nothing serious. I'm just feeling a little blue these last couple of days.

**Lily:** Did something happen? Are you and Peter not getting along?

**Amanda:** Oh, we're fine. I thank my lucky stars for that man every day. I don't know what I'd do without him.

**Lily:** So what's up? Is it your job?

**Amanda:** Yeah. I guess. Or, actually, it's my boss. He's so critical. My work's never good enough for him. I don't want to quit my job, but I just can't stand the guy, and I don't see any alternative.

**Lily:** That sounds awful. Hey, how about getting together to brainstorm a solution? Two heads are better than one.

**Amanda:** Are you sure?

**Lily:** Definitely. If you don't mind waiting 'til tomorrow, I'd love to put our heads together to figure this one out.

## ★ B UNDERSTAND FROM CONTEXT | Complete each statement.

- When Lily says "it's pretty short notice," she means .....  
a I'm not giving you a lot of time to decide      b this is a very short phone call
- When Lily asks whether Amanda and Peter are "up for that," she's asking if .....  
a they're in the mood for that      b the time is past their bedtime
- When Amanda says she's "feeling a little blue," she means she feels .....  
a cold      b unhappy
- When Amanda asks whether Lily and Peter aren't "getting along," she wants to know if they're ..... about things.  
a disagreeing      b agreeing
- When Lily says, "I thank my lucky stars for that man," she means she is ..... her husband.  
a happy with      b angry at
- When Amanda says, "I don't know what I'd do without him," about her husband, she means .....  
a she doesn't really need him      b he helps her a lot
- When Lily asks Amanda, "So what's up?" she's asking if .....  
a she's angry at Peter      b something is wrong
- When Lily says, "Two heads are better than one," she means .....  
a it's too bad Amanda doesn't have two bosses      b it's easier to solve a problem if two people work on it

## SPEAKING PAIR WORK | Discuss the questions.

- Compare Amanda and Lily: Who is more of an extrovert? Explain, using examples from Zoom-In.
- Do you think people are either 100% introvert or 100% extrovert, or are most people a little bit of each? Talk about yourself or provide examples of people you know.



## A GRAMMAR | Gerunds and infinitives

**Gerunds and infinitives come from verb forms but function as nouns.**

Gerund = an **-ing** form of a verb  
She enjoys **making** new friends.

Infinitive = **to** + a base form of a verb  
He wants **to make** a lot of new friends.

**Use a gerund after these verbs and phrases:** avoid, discuss, dislike, don't mind, enjoy, feel like, keep, practice, quit, and suggest.

**Use an infinitive after these verbs and phrases:** agree, choose, decide, expect, hope, learn, need, seem, want, wish, and would like.

**Use either a gerund or an infinitive after these other verbs and phrases:** begin, can't stand, continue, hate, like, love, prefer, start, and try.

**Remember:** There are two other **-ing** forms.

She is **working**. (present participle)  
Her job is **boring**. (adjective)

## GRAMMAR EXPANDER | p. 126

- Spelling rules for **-ing** forms of verbs
- Gerunds and infinitives: function within sentences



## B GRAMMAR PRACTICE | Circle the correct word or phrase to complete each sentence.

- 1 She suggested **(to go / going)** to the late show with their new friends.
- 2 Lisa hopes **(to quit / quitting)** her job and study nursing next year.
- 3 If you don't mind **(to meet / meeting)** me at the restaurant, I can be there at 1:00.
- 4 Greg couldn't stand **(to ask / asking)** his boss for a change in his responsibilities, but he did it anyway.
- 5 If they decide **(to invite / inviting)** Millie to the party, I can drive her there.



## C GRAMMAR PRACTICE | Complete the article about how to get to know someone new.

## HOW TO MAKE A NEW FRIEND A GOOD FRIEND

OK. You've just met someone new, and you ..... real friends with him or her. Let's suppose you're an extrovert. You ..... about yourself. But if you ..... to know this person well, you should ..... too much about yourself. Instead, ..... a little bit like an introvert for a change. Ask questions about his or her interests and ..... what you both have in common. This almost always works because people ..... about themselves. And you should ..... instead of doing all the talking!

1 would like / become  
2 love / talk  
3 want / get  
4 avoid / say  
5 learn / act  
6 try / discover  
7 enjoy / talk  
8 practice / listen

However, let's suppose you're an introvert and you ..... too much about yourself: Just tell this person a little bit about your interests and ..... "What about you?" If the person likes movies or concerts, you can ..... to a movie or a concert together. Talking will be easier after that because you can talk about the film or the music. Good luck!

9 dislike / talk  
10 keep / ask  
11 suggest / go

D PRONUNCIATION | Reduction of to in infinitives | Read and listen. Notice how an unstressed **to** reduces to /tə/. Then listen again and repeat.

- 1 He decided **to try** to meet some new friends at school.
- 2 We agreed **to meet** at the theater in the mall.
- 3 People hate **to stay** in the same job year after year.
- 4 Introverts usually don't like **to talk** too much about themselves.



**A** **CONVERSATION MODEL** | Read and listen.

- A: So tell me about yourself.  
B: Sure! What would you like to know?  
A: Well, for example, do you have any hobbies?  
B: Hobbies? Not really.  
A: What about other interests?  
B: Well, I like cooking and watching classic movies.  
A: Me too! And is there anything you definitely don't enjoy?  
B: Let me think . . . Oh, yeah! I really don't like driving.  
A: Me neither! What a coincidence!  
We have a lot in common.

**Social language**

Say "What a coincidence!" when you discover shared interests.



**B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** **TALKING POINTS** | On the notepad, list your likes and dislikes in gerund form.

Likes	Dislikes
singing	exercising

**D** **CONVERSATION PAIR WORK** | Personalize the conversation with your own hobbies or other interests. Then change roles.

- A: So tell me about yourself.  
B: Sure! What would you like to know?  
A: Well, for example, do you have any hobbies?  
B: Hobbies? .....  
A: What about other interests?  
B: Well, I like .....  
A: ..... And is there anything you definitely don't enjoy?  
B: Let me think . . . Oh, yeah! I really don't like .....  
A: .....

Likes	Dislikes

**KEEP TALKING!** ●●●

- Ask your partner when he or she does his or her hobby.
- Ask why he or she dislikes certain things.

Watch the video for ideas!

**Some hobbies** | Listen and repeat.



repairing motorcycles



gardening

playing video games



baking



collecting coins

**E** **CHANGE PARTNERS** | Personalize the conversation again.

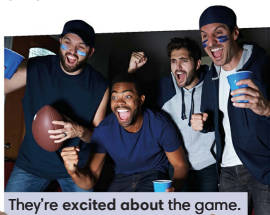
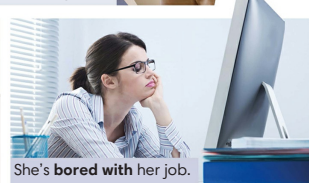




## Cheer up a friend



**A** **VOCABULARY** | Adjective + preposition collocations | Read and listen. Then listen again and repeat.

She's **angry about** the noise.They're **excited about** the game.She's **upset about** her grade.He's **afraid of** the spider.She's **crazy about** kittens.He's **sick and tired of** housework.She's **bored with** her job.

**B** **ACTIVATE VOCABULARY** | With a partner, use the Vocabulary to make true statements.

“I'm sick and tired of chores!”



**C** **GRAMMAR** | Gerunds after prepositions

Use a gerund—not an infinitive—after a preposition.

I'm **crazy about** **cooking**.  
She's **bored with** **watching** TV.  
They **apologized for** **being** late.

Use a gerund after **What about**, **How about**, and **instead of**.  
What about **going** to a movie instead of **staying** home?

**Adjective + preposition collocations**

angry about	sad about
crazy about	upset about
excited about	afraid of
happy about	sick and tired of
unhappy about	

**Verb + preposition collocations**

complain about	apologize for
talk about	believe in
think about	object to
worry about	bored with

**GRAMMAR EXPANDER** p. 127

Negative gerunds and infinitives



**D** **GRAMMAR PRACTICE** | Complete the descriptions with prepositions and gerunds.

**SUZANNE**



Suzanne is an extrovert.

She ..... what's on her mind, and she tells  
the truth ..... her ideas to herself. She rarely  
..... direct.

Suzanne ..... She's .....  
..... her a lot to do, and Suzanne  
never ..... too much on her plate. Also  
she ..... late at the office.



## CHARLOTTE



Charlotte is Suzanne's friend, but she's an introvert and is quite different from Suzanne. She ..... what's on her mind all the time. She ..... about herself, but she ..... others with too many details about her life.

At work, Charlotte is ..... write so many reports. She's ..... long hours every day, and she's ..... to a lot of meetings. Right now, Charlotte is ..... a vacation in New York, and she's ..... to all the museums there.



## COMMUNICATION ACTIVATOR

### Now let's cheer up a friend.

- ★ **A** **CONVERSATION MODEL** | Read and listen.
- A: Hey, Leon, what's up? You look down.  
 B: Just some minor problems at work. Thanks for asking. It's nothing serious.  
 A: Are you sure?  
 B: Well, actually, I'm thinking of quitting my job. The situation is impossible.  
 A: I'm so sorry. Is there anything I can do?  
 B: Probably not, but I appreciate your concern.  
 A: Well, how about meeting to see a movie sometime? That might cheer you up.  
 B: OK! How's this weekend?

**Social language**  
 Ask "Are you sure?" to reinforce your willingness to help.



- ★ **B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

- C CONVERSATION PAIR WORK** | Role-play the conversation. Make a suggestion. Then change roles.

A: Hey, ....., what's up? You look .....  
 B: Just some minor problems at ..... Thanks for asking. It's nothing serious.  
 A: Are you sure?  
 B: Well, actually, .....  
 A: ..... Is there anything I can do?  
 B: Probably not, but I appreciate your concern.  
 A: Well, how about .....? That might cheer you up.  
 B: ...

- D CHANGE PARTNERS** | Role-play the conversation again.

#### Ideas

- going out for [a cup of coffee]
- taking a walk [in the park] with ...
- taking a day off

#### KEEP TALKING! ●●● ★

**Ask specific questions.**

Is your boss very critical?

**Invite your friend to say more.**

Anything else?

**Make more suggestions.**

How about calling your [dad]?

▶ Watch the video for ideas!





A

**READING** | Read a discussion about birth order and personality. Are you a first child, middle child, youngest child, or an only child?

## Does birth order determine personality?



**Are first-born children more likely to succeed than their siblings? And if they are, why? For a personal view of the birth order theory, read psychologist Dr. Priya Khurana's interview of Rose Jackson, mother of three children 10, 12, and 15.**

**PK:** In the past, it was popular to believe that your place in the birth order affected your personality: the first (or only) child was successful and followed the rules. The middle child was difficult and broke the rules. The youngest child was creative and funny. Most people now say children's development doesn't fit such a predictable pattern. But I'm curious whether you think your children match up with that theory.

**RJ:** So my first child, Grace, definitely conforms to the theory. She works hard and plays by the rules. She tends to be a bit self-critical though. Even when she succeeds, she thinks she could do more.

**PK:** Well, the theory was that first children were self-critical because parents pushed them to succeed, giving them the message they had to be good at everything.

**RJ:** Interesting! When Grace was little we took her to a ton of classes—music, swimming lessons—maybe we *did* give her that message.

**PK:** What about your second one, Emily?

**RJ:** Well, you know what they say about middle children—it's hard for them to feel special. They're not the first and they're not the "baby." And in Emily's case, her younger sister, Violet, was born when Emily was only fourteen months old. Emily never really had a chance to be the baby of the family. She's a happy popular kid, but she's often jealous of Grace and Violet. She feels they get more attention.

**PK:** That's understandable.

**RJ:** I think this made her a bit of a rebel. If we want her to wear nice shoes when we go out, she insists on wearing flip flops—that sort of thing. So maybe she is a typical middle child.

**PK:** And what about Violet, the "baby"? Is Violet a typical youngest?

**RJ:** Well, Violet is very independent. Maybe that's because when she was born her sister Emily was really still a baby herself. Violet needed to work to get attention. One way she does this is by being a clown. She's really funny . . . Just as an example: When she was six she got our attention by painting the dining room wall with her finger paints!

**PK:** Oh, no! Well, the theory says the youngest child is the most creative! . . . So thank you so much, Rose, for your fascinating perspective on how your children's birth order affected their development. Let's check back in a few years to see if they've changed as they get older.



B

**UNDERSTAND FROM CONTEXT** | Complete each statement with the correct word from the list.

- 1 People who always think they should do better are ..... child.
- 2 A person who isn't the first, the only, or the youngest child is the ..... child.
- 3 Another name for the youngest child is the .....
- 4 A person who is unhappy because others have more or better things than she or he does is ..... of them.
- 5 People who don't do what others expect or want them to do are called .....
- 6 People who are funny and can make others laugh are often called .....

baby  
jealous  
rebels  
clowns  
self-critical  
middle



**C IDENTIFY SUPPORTING DETAILS** | Read the following statements. Write **T** (true) or **F** (false). Then, with a partner, support your answer with information from the text.

- ..... 1 Grace always feels successful.  
 ..... 2 The birth order theory suggested that first children tended to be self-critical because of their parents' success.  
 ..... 3 Grace's parents took her to a lot of classes when she was very young.  
 ..... 4 Emily was the baby of the family for a long time.  
 ..... 5 Rose thinks Emily is a rebel because she was jealous of the attention her siblings got.  
 ..... 6 Violet gets attention by making everyone laugh.

“Rose says, ‘Even when she succeeds, she thinks she could do more.’”

**D SUMMARIZE** | With a partner, describe the personality of each of Rose's children and explain what she thinks affected their development.

“Rose says she thinks Grace is self-critical because ...”



## COMMUNICATION ACTIVATOR

Now let's discuss the differences among siblings.

**A TALKING POINTS** | Complete the checklist for yourself.

### 1 What's your birth position in your family?

- ☐ I'm the first child or the only child in the family.  
☐ I'm a middle child.  
☐ I'm the “baby.”

### 2 What are your personality traits? (Check all that are true.)

- ☐ I'm self-critical. I always feel I should do better.  
☐ I'm a rebel.  
☐ I'm popular. I have a lot of friends.  
☐ I feel less important than my older or younger siblings.  
☐ I'm an introvert and tend to keep to myself.  
☐ I'm hard-working and play by the rules.  
☐ I'm pretty independent.  
☐ I'm an extrovert, and I love to interact with others.  
☐ I love to clown around and make people laugh.  
☐ I'm creative.  
☐ I often feel jealous of my siblings.



**B GROUP WORK** | Form groups of three, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.

**Group 1** first or only children **Group 2** middle children **Group 3** youngest children

**C DISCUSSION** | Talk about how you think birth order can affect the development of a person's personality, according to your experience.

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.  
 Example: “You know what they say about ...”

### Ideas

- Your parents' or siblings' behavior
- The atmosphere at home or at school





## Discuss friendship

★ A VOCABULARY | Kinds of friends | Read and listen. Then listen again and repeat.

## AN ACQUAINTANCE

A person you know but don't know well

Rand is an **acquaintance** from my company, but I'm getting to know him better and I think we're becoming friends.

## A BEST FRIEND

A person who is your closest friend

Tom and Andy are **best friends**. They do almost everything together.

## A SOUL MATE

A special person—such as a spouse, a boyfriend or girlfriend—who shares almost all your beliefs, values, and tastes and who understands your every thought, sometimes even before you state it

He's my **soul mate**. Sometimes I don't even have to say what I'm thinking and he already knows what I'm thinking.

## A CLOSE FRIEND

A friend you can talk about anything with—especially things you don't talk about with others

Mary has a lot of friends, but only two really **close friends**—Natalie and Kate.

## A FAIR-WEATHER FRIEND

A person who likes to be with you when things are going well, but who stays away when you have problems

Kim is just a **fair-weather friend**. I can't trust her to help me out when things are bad.

## A SOCIAL-MEDIA FRIEND

A person in your online social network who you don't often interact with face to face

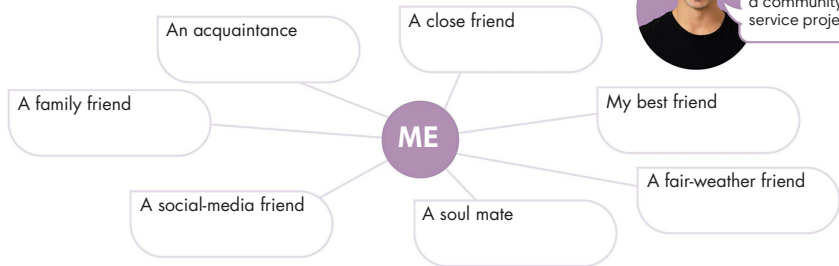
I have more than 500 **social-media friends**. Some of them are my real friends, but there are some I don't even know!

## A FAMILY FRIEND

A person you know because he or she is a friend of your parents or siblings

Blanche is a **family friend**. She's much older than I am, and even though she's not a relative, my sister and I always call her "Aunt Blanche."

B PAIR WORK | Complete the chart with names of your friends, or write **none**. Then, with a partner, describe each of your friends and say how you met.



I met my best friend, Ryan, on a community service project.

★ C LISTEN FOR DETAILS | Read the statements. Then listen and check **True** or **False** for each statement.

- Claire and Todd are in Los Angeles.
- Todd's sister, Emma, is getting engaged.
- Leo is Emma's fiancé.
- Emma and Todd's parents didn't know about Emma's plans.
- Todd is certain he told Leo not to tell anyone about Emma's plans.
- Todd apologized to Emma.
- Leo apologized to Todd.

True False

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- ★ **D** **UNDERSTAND FROM CONTEXT** | Listen again. Circle the words the speakers use in the conversation to complete each sentence.

- 1 Information that you have to keep to yourself and not share with others is (a secret / a betrayal).
- 2 If someone tells you something (in confidence / in friendship), you should keep it to yourself and not tell others.
- 3 If you believe that a person will not do anything bad to you, you (betray / trust) that person.
- 4 If you "find out" something, you learn about something you (already knew / didn't yet know).

- ★ **E** **LISTEN TO SUMMARIZE** | With a partner, summarize what happened to Todd. Use words from the box and the Vocabulary from Exercise A. Listen again if necessary.

private information   a secret   trust   betray   find out



## COMMUNICATION ACTIVATOR

Now let's discuss friendship.

- ★ **A** **TALKING POINTS** | Read the quotations about friendship. Check the ones that you agree with.

“It takes a year to make a friend, but you can lose one in an hour.”  
— Chinese proverb

“A friend is someone who understands your past, believes in your future, and accepts you just the way you are.”  
— Unknown

“The best time to make friends is before you need them.”  
— Ethel Barrymore

“Friends show their love in times of trouble, not in happiness.”  
— Euripides

“If you want to go fast, go alone. If you want to go far, go together.”  
— African proverb

- B** **PAIR WORK** | Discuss one or more of the quotations. Explain why you agree or disagree with them. Provide examples to support your opinion.

- C** **DISCUSSION** | What is a friend? Discuss different kinds of friends and what they mean to you. Use the Vocabulary and personal examples.

### RECYCLE THIS LANGUAGE

I thank my lucky stars for [him / her / them].  
I don't know what I'd do without [him / her / them].  
We get along really well.  
We love to put our heads together to figure things out.  
He / She always cheers me up.  
We have a lot in common.

SOFT SKILLS BOOSTER p. 153

I agree with the Chinese proverb. It's not easy to make a real friend. It takes time.

That's so true.

## WRITING

Write a paragraph about a good friend or a soul mate. Explain why your friend is important to you.

*Erica is my soul mate. When I'm feeling blue, she...*

WRITING HANDBOOK p. 143

- Parallel structure
- Guidance for this writing exercise



# TWENTY-ONE

- Work with a partner. Put two coins on START. Flip another coin to decide who goes first. Then flip that coin again to move. Heads = move 1 square. Tails = move 2.
- When you land on a square, you have 15 seconds to ask a question using the verb in the square and one of the activities in the center of the board. Your partner has 15 seconds to answer. Be careful! You have to use gerunds and infinitives correctly.
- You get one point for a correct question and one point for a correct answer. When you both reach finish, the student with the most points wins.

## My scorecard


TOTAL

## My partner's scorecard


TOTAL

**START** → **quit** → **would like** → **begin** → **feel like** → **seem** → **like** → **hate** → **need** → **want** → **learn** → **decide** → **enjoy** → **don't mind** → **discuss** → **love** → **avoid** → **start** → **dislike** → **try** → **practice** → **can't stand** → **FINISH**



## PROGRESS SELF-CHECK

## NOW I CAN

☐ Get to know someone.

☐ Cheer up a friend.

☐ Discuss differences among siblings.

☐ Discuss friendship.

For more practice ...

Unit Review / Connect TV

Test-Taking Skills Booster