

Theme 2 Unit 3

Teenage Friendships

- 3 was driving
- 4 was listening
- 5 was playing
- 6 asked
- 7 knew
- 8 called
- 9 was

- 3 a He was watching television when the phone rang.
- b She was driving to work when the police stopped her car.
- c My brother learned English while (when) he was living in Britain.
- d While (When) he was going upstairs, he heard a noise.
- e While (When) Mary was walking on the beach, she found 100 rials.
- f My cousin hurt his leg while (when) he was playing football.

Coursebook, pages 22 and 23
Workbook, pages 20 and 21

Lead-in

Discuss friendship with students. Ask them to think about their own friendships. What makes a good friend? Why are friends particularly important to teenagers? Have their friendships changed since they became teenagers?

Coursebook, page 22, Activity 1

This activity can either be done in groups, or if you prefer, opened out into a whole class discussion. Students read the questions around the teenager in the photo and discuss both the questions and possible answers.

Go round the class and ask for feedback. Write any other questions the groups give you on the board.

Coursebook, page 22, Activity 2

Ask students if they have any friends from a different culture. Ask them to read through the five questions, and discuss their own views with a partner.

Tell them they are going to hear a short interview with Emily, a 17 year old student at an international school in Muscat. They should note down the main points of Emily's answers to the five questions in their exercise books. It is not necessary to note down details.

Play Listening 2.3.1. Repeat as necessary. The answers are given in **Bold** in the Listening Script below.

Listening Script 2.3.1

Interviewer (Int)
Emily

Int: How important are your friends to you, Emily?

Emily: **Very important.** My friends are the

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first people I ask about everything – homework, social life, music, movies, books and many other things. I don't think that anyone can make it through their teen years without a good circle of friends.

Int: What qualities are important to you in a friend?

Emily: I think it's really important for friends to **have similar interests and personalities**. In addition, **being loyal, dependable and honest** are extremely important.

Int: Do you have friends from other countries? If so, which ones?

Emily: I go to an international school, so I **have friends from all over the world**. My closest friends here in Oman are from **Lebanon, Afghanistan and the UK**.

Int: What are the benefits of having friends from other cultures?

Emily: Well, it **allows me to learn about other cultures and customs in a fun and informal way**. And when I go to my friends' houses, it's great fun **trying all the food from their different countries**.

Int: Have you experienced any difficulties in having friends from other cultures?

Emily: **Never**. There are sometimes differences in how strict our parents are. But this isn't a difficulty, it's just something we have to deal with.

A possible reason why this boy cannot maintain friendships could be that he is not sufficiently interested in the boys he wants to make friends with. There is an old saying, "To make a good friend, you have to be one." But students may be able to think of other good reasons.

As an optional homework activity, students could write a reply from the Counsellor to the boy.

Workbook, page 20, Activity 1

Students read the list of adjectives and check the meanings if necessary. Working with a partner or in their group, they have to decide whether each adjective represents a positive or negative attribute or quality and write it into the appropriate column. Then ask students to choose five adjectives from each column and make sentences containing these adjectives. They can either do this orally or write out the sentences in their exercise books.

Answers:

Positive attributes	Negative attributes
dependable	lazy
smart	impatient
hardworking	moody
easygoing	cowardly
sensitive	grumpy
thoughtful	selfish
cheerful	silly
loyal	dishonest

Coursebook, page 23, Activity 3

Get students to read and discuss the boy's letter in groups. Have they ever met anyone with this kind of problem?

Students decide on what advice they would give to the boy who wrote the letter. Tell each group to choose a spokesperson to present their advice to the class. Get groups to ensure that their spokesperson uses the language of giving advice, as suggested in the Coursebook.

Workbook, page 20, Activity 2

Ask students to read the four proverbs about friendship. Ask if they know any proverbs in Arabic about friendship. If yes, let students say them so that others can hear them. Get students to discuss the meanings of the four English proverbs in their groups, then come together in a class discussion.

Make sure that they have understood the meaning of the first proverb – "A friend in need is a friend indeed." This means that a true

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friend is one who supports you through difficult times. The opposite kind of friend is a 'fair-weather friend', referred to later in the unit. This person is very willing to be your friend when things are going well for you, but disappears when you are in trouble.

In groups, students discuss questions **a** and **b**. Go round the groups and ask for feedback. List the important qualities in a friendship on the board. Some may already be in the list in Activity 1, but students may be able to think of other qualities too.

Workbook, page 21, Activity 3

Tell students they are going to listen to the four recordings of teenagers talking about their best friends, and they should fill in the required information in the chart. First, ask them to identify from the chart what kind of information they should listen for in each person's recording, for example:

1. a name
2. a time period
3. a reason and an attribute or quality (most attributes are in the list on page 20, Activity 1) of the Workbook

Play Listening 2.3.2. Repeat as necessary. The answers are given in **Bold** in the Listening Script below.

Listening Script 2.3.2

Voice 1: A. My best friend's name is **Katie**. I've known her **since we were four**. She's really important to me because **I can tell her all my secrets** – you know, things I'd never be able to tell my parents. And she's always so **cheerful**.

(Pause)

Voice 2: B. I don't know what I'd do without my best friend, **Ali**. I've known him **for six years**. He's

important to me because **we do lots of things together**, like sports. He's a great guy because he's always very **dependable**.

(Pause)

Voice 3: C. My best friend is called **Clare**. I've known her **all my life**. I think the most important thing to me is that **she really listens when I talk to her about my problems**. She's very **thoughtful**.

(Pause)

Voice 4: D. Best friend? That's easy! My best friend is **my mobile phone**. I've had it **for a year**, and I just couldn't live without it. It's important to me because **it keeps me in touch with what's going on. It's good-looking, smart and cool!**

Workbook, page 21, Activity 4

This activity focuses on collocations with the word *friend*. Check that students understand the meaning of *mutual*.

Answers:

- | | |
|-----------------------|---------------------|
| 1 best friend | 5 old friend |
| 2 mutual friend | 6 circle of friends |
| 3 fair-weather friend | 7 make friends |
| 4 close friend | 8 lifelong friend |

Additional Activity

Students can do the following activity individually for homework, or, if time allows, in groups in class. Write two words make and do on the board.

Ask students to note down collocations with the verbs. For example, *make a mistake*, *make*