

# 3

## Partners

### Unit map

#### Vocabulary

Stages of friendship  
Feelings  
Idioms: relationships

#### Word Skills

Metaphors and similes

#### Grammar

Reporting structures  
Comparative and superlative structures

#### Listening

Successful business partnerships



#### Reading

Animal partnerships



#### Speaking

Collaborative task



#### Writing

A proposal

#### Culture 3

The story of the sonnet



#### Literature 3

Hour, Carol Ann Duffy

#### Vocabulary Builder

page 127

#### Grammar Builder and Reference

page 137

## 3A

### Vocabulary

## Friendships

*I can talk about different kinds of relationships.*

### 1 SPEAKING Work in pairs. Answer the questions.

- 1 What does it mean to know someone?
- 2 How many people do you think it is possible for a person to be friends with?

### 2 Read the article. How many friends does Dunbar think we can have? Why?



If you're a Facebook user, no doubt you have hundreds – if not thousands – of 'friends'. But how well do you actually know the people on your list? Are the majority classmates you **see a lot of** or people you **got talking to** once and haven't seen since? According to Robin Dunbar, a professor of evolutionary anthropology at Oxford University, there's a limit to the number of people we can know. Dunbar has done extensive research into primates and has found a correlation between the size of a primate's brain – specifically the part that controls memory – and the size of its social group. In the case of humans, Dunbar estimates that the average number of people we can maintain a stable social relationship with at any one time is around 150. Not only is Dunbar's number relevant to real-life friendships, but a study at Indiana University has shown that it may also apply to online society. Researchers analysed the complete history of three million Twitter users, and found that they maintained actual relationships with a maximum of 100 to 200 friends. These findings suggest that social media users with contact lists exceeding Dunbar's number have **friended** more people than they can **keep track of**. One way of making the list more manageable is to spring-clean it at least once a year and **unfriend** all the people you don't wish to **stay in touch with**. Just be careful not to delete anyone you're likely to **run into** as they won't be pleased they've been **dropped**.

### 3 VOCABULARY Complete the table with the highlighted words and phrases in the text.

Stages of friendship		
making friends	being friends	losing friends
bond with sb over sth get acquainted with sb strike up a friendship with sb	be inseparable keep a friendship going	drift apart fall out with sb wreck a friendship



#### 4 Read the sentences and choose the correct answer.

- When Kim first met Meg, they **bonded over** / **ran into** / **dropped** their mutual interest in music.
- Mia has **got acquainted** / **stayed in touch** / **fallen out** with Oscar as he accused her of being stingy.
- Sharing a room can **bond** / **run into** / **wreck** a friendship.
- My two sisters spend all of their time together – they **got talking** / **are inseparable** / **drifted apart**.
- I **got acquainted with** / **kept track of** / **unfriended** Allie on the first day of my summer job and now we're getting to know each other.
- It isn't easy to **strike up a friendship** / **keep a friendship going** / **wreck a friendship** when a classmate changes school.
- As kids, my brother and I used to be very close, but now we're older, we've **run into each other** / **seen a lot of each other** / **drifted apart**.
- My grandparents quickly settled into their new home as they **struck up a friendship** / **were inseparable** / **fell out** with their neighbours.

**spring-clean** (verb) to clean a house, room, etc. thoroughly, including the parts you do not normally clean

- 5 Read the definition of 'spring-clean' from the *Oxford Advanced Learner's Dictionary* and find the word in the text. What does 'spring-clean' mean in the context of social media?

- 6 **1.19** Listen to five speakers who have been affected by spring-cleaning on social media. Why did their 'friends' unfriend them?

- 7 **1.19** Listen again. Match speakers 1–5 to how they feel (A–H) about being unfriended.

- |                 |                     |
|-----------------|---------------------|
| Speaker 1 _____ | A confused          |
| Speaker 2 _____ | B delighted         |
| Speaker 3 _____ | C disappointed      |
| Speaker 4 _____ | D indifferent       |
| Speaker 5 _____ | E offended          |
|                 | F proud and pleased |
|                 | G surprised         |
|                 | H worried           |

- 8 **VOCABULARY** Work in pairs. Check the meaning of the adjectives below. Match two adjectives with each of the adjectives A–H in exercise 7.

**Feelings** aggrieved baffled devastated ecstatic  
 elated gobsmacked gutted honoured impervious  
 outraged perplexed perturbed privileged stunned  
 troubled unconcerned

#### FLUENCY!



An idiom is a phrase whose meaning is different from the meanings of the individual words.

*Jess and I go back a long way.*

When you come across a new idiom, make a note of the context it is used in. For example, the idiom above is used in the context of relationships.

- 9 **1.19 VOCABULARY** Read the **Fluency!** box. Complete the relationship idioms from the recording with the words below. Then listen again and check your answers.

**Idioms: relationships** back behind inside like off on same through to ups

- go back a long way
- have (your) \_\_\_\_\_ and downs
- hit it \_\_\_\_\_
- know somebody \_\_\_\_\_ out
- be on the \_\_\_\_\_ wavelength
- get on like a house \_\_\_\_\_ fire
- be \_\_\_\_\_ chalk and cheese
- not see eye \_\_\_\_\_ eye
- stick together \_\_\_\_\_ thick and thin
- talk about sb \_\_\_\_\_ (their) back

- 10 Replace the underlined words with the correct form of the idioms in exercise 9.

- My family has experienced a mixture of good things and bad things in life, but we're still together.
- Instead of discussing me without my knowledge, why don't you say things to my face?
- There's a great atmosphere in our volleyball team this year. All the players have a very friendly relationship.
- John's housemates are always arguing because they don't share the same views on the European Union.
- Jay and Poppy are completely different from each other. I was gobsmacked when they became a couple.
- My grandparents have stayed with each other even when things were hard, and now they're enjoying their retirement.
- Tim and I have known each other for years. We first met as playmates at nursery school.
- Debbie and I have always been friends. We liked each other the moment we met.
- I don't understand some of my school friends. We don't think the same way about things.
- My best friend is familiar with everything about me, so I don't usually have to explain myself to her.

➡ **Vocabulary Builder** Love idioms: page 127

- 11 **SPEAKING** Work in pairs. Think of three people you know who fit the descriptions below. For each person, say how you met and how your friendship developed.

- one of your closest friends in real life
- a real-life friend you're no longer in touch with
- a friend who you haven't met in real life



# Reporting structures

*I can report direct speech in a variety of ways.*

- 1 SPEAKING** What do you know about the play *Romeo and Juliet*? What kind of story is it? Does it have a happy ending?
- 2** Read the summary of a scene from *Romeo and Juliet*. What were the actual words used by the characters?

Juliet called out to Romeo and <sup>1</sup>**enquired** what time she should send someone to get him. Romeo <sup>2</sup>**proposed** that it should be at nine, and Juliet <sup>3</sup>**promised** to do what he suggested. She <sup>4</sup>**confessed** to not wanting to wait, complaining that it would be a very long time, and then <sup>5</sup>**admitted** forgetting why she had called Romeo back. Romeo <sup>6</sup>**offered** to stand there until she remembered the reason, and Juliet <sup>7</sup>**threatened** never to remember it, so that he would have to stand there forever.

- 3** **1.20** Listen and check. How similar are your answers?

## LEARN THIS! Reporting structures

We can use different structures to report requests, offers, promises, questions, etc. Some verbs use more than one structure, e.g. *recommend, suggest*.

- verb + infinitive with to  
*agree, refuse, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_*
- verb + object + infinitive with to  
*advise, beg, encourage, order, remind, urge*
- verb + gerund or verb + perfect gerund  
*deny, mention, recommend, regret, suggest, \_\_\_\_\_*

We can also use a perfect gerund.

*He regretted having spoken harshly to her.*

- verb + preposition + gerund  
*apologise for, insist on, \_\_\_\_\_*  
NB we use an object pronoun or a possessive adjective for the subject of the gerund where it is different from the subject of the main verb.  
*She insisted on Tom / him doing ...*  
*She insisted on Tom's / his doing ...* (more formal)

- verb + object + preposition + gerund  
*accuse sb of, blame sb for, warn sb against*

- verb + *that* + *should* clause  
*recommend, suggest, \_\_\_\_\_*  
With these verbs we can also use a present subjunctive (infinitive without *to*) instead of a *should* clause.  
*Romeo proposed she send a messenger at nine.*

- verb + question word / *if* or *whether*  
*ask, wonder, \_\_\_\_\_*

- 5** Read and report the direct speech. Use the verbs below. Where two reporting structures are possible, use both.

**agree insist mention order recommend warn wonder**

- 'You must marry Count Paris,' Juliet's father told her.  
Juliet's father **ordered her to marry Count Paris.**
- 'All right, I'll help you,' said Friar Lawrence to Juliet.  
Friar Lawrence \_\_\_\_\_.
- 'The best thing to do is take a potion,' the friar told her.  
The friar \_\_\_\_\_.
- 'Don't think like a child,' he said to Juliet.  
He \_\_\_\_\_.
- 'Where have you been?' asked Juliet's father.  
Juliet's father \_\_\_\_\_.
- 'I saw Paris while I was with Friar Lawrence,' said Juliet.  
Juliet \_\_\_\_\_.
- 'I must be alone in my room tonight,' Juliet said.  
Juliet \_\_\_\_\_.

➔ **Grammar Builder 3.1** page 137

- 6 USE OF ENGLISH** Complete the second sentence so that it means the same as the first. Write no more than six words and include the word in brackets. Use verbs from the **Learn this!** box. If a number of structures are possible, use all of them.

- 'I wish I had asked Lola for her phone number.' (not)  
I \_\_\_\_\_ for her phone number.
- 'I'm sorry I shouted at you,' Anouk told Mark. (to)  
Anouk \_\_\_\_\_ at him.
- 'Will you be dining alone?' the waiter asked her. (whether)  
The waiter \_\_\_\_\_ alone.
- 'It's your fault I lost my mobile,' Freya told me. (for)  
Freya \_\_\_\_\_ her mobile.
- 'Why don't you try the new Thai restaurant?' he told us. (that)  
He \_\_\_\_\_ the new Thai restaurant.
- 'I won't lie to my friends for you,' Jack told Adam. (his)  
Jack \_\_\_\_\_ for Adam.
- 'Don't forget to take all of your belongings with you.' (leave)  
I must \_\_\_\_\_ any of your belongings here.

- 7 SPEAKING** Work in pairs. Report the lines from famous films below. Then think of a line of your own. Report it and have the class guess the line and which film it comes from.

- 'I am your father!' (Darth Vader / Luke: *Star Wars*)

Darth Vader admitted being Luke's father.

- 'I will find you, and I will kill you.' (Bryan / Marko: *Taken*)
- 'Just keep swimming.' (Dory / Marlin: *Finding Nemo*)
- 'Run, Forrest! Run!' (Jenny / Forrest: *Forrest Gump*)
- 'I see dead people.' (Cole Sear: *The Sixth Sense*)

- 4** Read the **Learn this!** box and complete it with the highlighted reporting verbs in exercise 2.



## Successful business partnerships

*I can understand and react to a radio programme about successful business partnerships.*

- 1 **SPEAKING** Work in pairs. What do you think are the advantages and disadvantages of starting a business on your own or with a friend?

### Listening Strategy

To help you choose the correct answer, remember that the words in the options in the task will be paraphrased in the recording. This means that the speakers will use different words to express the same idea.

- 2 Read the **Listening Strategy**. Then look at the question below. Think of a way in which each of the options might be paraphrased.

Jerry was drawn towards Ben because Ben

- a was the same age as him.
- b came out with a funny remark.
- c did not excel at P.E.
- d shared his love of ice cream.

- 3 **1.21** Listen to the story of how the ice-cream company Ben & Jerry's was formed. Look at exercise 2 again and choose the correct answer. How was the correct option phrased in the recording?

- 4 **1.22** Listen to a radio interview about successful business partnerships. Choose the correct answer (a–d).

- 1 Margaret refers to Bill Gates and Paul Allen as 'partners-in-crime' because they
  - a failed their final year at school due to lack of work.
  - b deceived the I.T. teacher into giving them extra computer time.
  - c used their superior knowledge of I.T. to their advantage.
  - d stopped attending school to pursue their interest in I.T.
- 2 Margaret says that Steve Wozniak had to be persuaded by Steve Jobs
  - a to attend a Bob Dylan concert.
  - b to accept a third member into the partnership.
  - c to develop his second computer.
  - d to commercialise his new invention.
- 3 Margaret mentions Hewlett and Packard's holiday because it marks the moment the two founders
  - a sealed their friendship definitively.
  - b met for the first time.
  - c decided on a name for their new company.
  - d came up with the idea of opening a business.
- 4 According to Margaret, what happened on the first occasion of Brin and Page's acquaintance?
  - a They got on like a house on fire.
  - b They didn't exchange a single word.
  - c They refused to have anything to do with each other.
  - d They didn't see eye to eye.
- 5 Which statement is true for all four partnerships?
  - a The partners were born in the same year.
  - b The partners got acquainted during their studies.
  - c The partners bonded over a common interest.
  - d The partners graduated at the top of their class.



- 5 **1.22 VOCABULARY** Listen again. How are the underlined words and phrases paraphrased in the recording?
- 1 Having a common interest in computers ...
  - 2 The pair began to think about going into business together.
  - 3 Allen convinced Gates to leave university before completing the course ...
  - 4 Jobs persuaded him to set up a company to sell it ...
  - 5 Ronald Wayne, who later withdrew from the deal ...
  - 6 The company became successful quickly ...
  - 7 ... neither of the founders was alive to see this achievement.
  - 8 Larry Page started the relationship badly with Sergey Brin ...
- 6 **Complete the sentences with the expressions in exercise 5.**
- 1 Harry didn't finish the course. He dropped out.
  - 2 They were delighted to attend their son's graduation as they had doubts that they would ever ...
  - 3 I was late on the first day of my work experience, so I ...
  - 4 Mia isn't sure whether to study law or not, but she's ...
  - 5 The project became too expensive, so in the end they ...
  - 6 The campaign was successful, so the new product ...
  - 7 I had no desire to go to the open day, but my friends ...
  - 8 As supporters of West Ham, Rob and Eddie never miss a match. They ...
- 7 **SPEAKING** Work in pairs. Discuss the questions.
- 1 What do you think are the reasons for the success of the four business partnerships in the recording?
  - 2 If you were setting up a business, which of the people you know would you choose as a partner? Why?
  - 3 Number the qualities 1–10 in the order of their importance to a successful business relationship. (1 = most important.)
- communication compatibility confidence co-operation drive flexibility passion punctuality respect trust**

➡ **Vocabulary Builder** Business collocations: page 127