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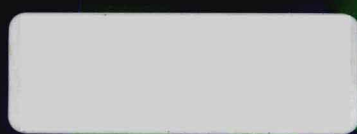
Passages

剑桥国际英语教程

(修订版)

Jack C. Richards (美)

Chuck Sandy (美)



学生用书

STUDENT'S BOOK

5

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
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教材简介

总体介绍

《剑桥国际英语教程（修订版）》（4级和5级）是《剑桥国际英语教程》（4级和5级）的全面修订版。本教程主要面向中高级水平的英语学习者，它为已完成入门级和中级课程的学习者提供了继续学习的绝佳材料。本教程可与在全世界英语学习者之中享有盛誉的《剑桥国际英语教程（第3版）》的入门级至3级衔接使用。

《剑桥国际英语教程（修订版）》更全面地体现了国际上最新的英语教学方法，为读者奉献了更时尚的内容、更多元的语法练习、全新的阅读材料、更丰富的词汇以及更多的听说实践机会。

教程特色

教程大纲科学全面：课程大纲按照话题设计教学内容；系统的语法、词汇教学可有效巩固并提高学习者的英语水平；综合的教学内容可全面培养学习者的听、说、读、写四项语言技能。

教程选材新颖有趣：教程选材富有强烈的时代感，材料新颖、有趣，既可激发学习兴趣，又可开阔学习者的视野，引导其思考国际化的焦点话题。

教学活动实用有效：各单元的教学活动设计均注重培养学习者的语言交际能力，促使其进行个性化的思考和讨论，从而有效提高英语口语的流利度和准确性，培养批判性思维。

测试体系完善合理：教程中练习形式灵活多样，测试题难易适中，既方便教师评估教学效果，调节课程进度，又适合学生自学。

材料丰富易教易学：教师用书包含大量可供复印的课堂活动讲义，既方便教师授课，又可作为自学者的参考资料。

课时安排

本教程的两个等级（4级和5级）课时安排均为60至90个小时。如果需要进行更多课堂练习，可以参考“自学练习”（Self-study）或“语法进阶”（Grammar plus），其中语法进阶部分提供了每个单元语法点的补充说明和拓展练习。如果课上时间仍有富余，还可使用教师用书中提供的大量课堂补充活动、可供复印使用的游戏、阅读材料和小型任务等拓展活动来充实课堂内容。

单元结构

学生用书的每个单元都围绕着一个中心话题展开，分为两课（Lesson A和Lesson B），分别从不同视角解析单元话题，相辅相成。

教学方法

本教程编写的前提是，学习者已具有坚实的英语基础且需要提高英语交际能力。通过学习本教程，学习者可以：

- 拓展英语话题的讨论和理解范围；
- 扩展语法知识并加强语法的运用；
- 扩充词汇量和词汇知识；

- 提高英语口语的流利度;
- 提高英语口语的准确性。

为达到教学目的, 本教程采用了“交际教学法”, 主要体现在以下方面:

- 所展示的话题可以拓展学习者的口语和语法技能;
- 任务型交际教学活动可促进学习者之间进行信息交换和意义协商;
- 展示句型范例, 学习者可在真实的交际语境下练习语言的实际应用, 从而提高对语言的掌握程度。

同时, 以话题为基础的课程大纲不仅为课程提供了丰富的教学资源, 还为课程教学提供了灵活度, 学生可以结合自身情况灵活作答。

教材组成

■ Student's Book with Audio MP3 学生用书 (配 MP3 光盘)

学生用书包括 12 个单元, 供学生在课堂上使用 (单元样章见本书第 iii—iv 页)。每三个单元之后设置了一个交际技能阶段复习单元 (Communication review unit), 书后还有针对各个单元的自学练习。

配套 MP3 光盘包含学生用书各单元的听力练习和书后自学练习部分的录音, 供学生在课堂上使用。

■ Teacher's Edition with Audio MP3 教师用书 (配 MP3 光盘)

教师用书将学生用书的原页和相应的教学指导页面对开装订, 方便教师左右对照查阅 (样章见教师用书第 vii 页)。教师用书包含的具体内容如下:

- **教学指导:** 针对学生用书的全部学习内容, 逐页提供教学指导。涵盖详细的教学安排、教学目标、词汇注释、课堂补充活动及教学方法指导。
- **教学设计:** 针对学生用书的教学内容, 提供新颖的课堂活动设计方案及可供复印的课堂活动讲义。课堂活动讲义包括语言游戏、阅读材料和小型任务, 以丰富多样的形式巩固教学内容。
- **教学资料:** 核心语言点 (Language summary) 总结了每个单元的生词 (按照词性分类) 及实用表达法, 使重要语言点一目了然。
- **评估测试:** 提供可供复印的单元测验笔试题 (Written quizzes)、口试题 (Oral quizzes) 及参考答案 (Quiz answer key), 协助教师评估单元教学效果。
- **参考答案及录音文本:** 提供学生用书、练习册和单元测验中听力部分的参考答案及全部录音文本。

配套 MP3 光盘包含学生用书各单元、自学练习部分以及教师用书的单元测验中的所有听力内容, 供教师在课堂教学中使用。

■ Workbook 练习册

练习册旨在通过形式多样的练习帮助学生巩固词汇、语法、阅读和写作知识与技能。每单元的练习与学生用书同步, 既可以作为课堂练习, 也可以作为家庭作业。

学生用书 概览

《剑桥国际英语教程（修订版）学生用书5》共有12个教学单元，每个单元均有8页教学内容。每单元分为A、B两课，每课包括热身（Starting point）、词汇（Vocabulary）、语法（Grammar）、听力（Listening）、讨论（Discussion）、写作（Writing）和阅读（Reading）等教学板块。下面是本教程的教学内容安排。

（Listening）、讨论（Discussion）、写作（Writing）和阅读（Reading）等教学板块。下面是本教程的教学内容安排。

教学单元导图



Lesson B B课

共4页教学内容。从新的角度切入单元主题，介绍新的语法知识和词汇。

LESSON B Trends in reading

Reading today

Read the opinions about reading today. Do you agree with the comments?

Reading Trend

The Internet and e-books read probably best to the rest of printed books as we know them.

Overall, people are getting less and less interested in reading. The content of a book or article – the ideas passed from one human to another – is what they really want.

We will probably never read public domain books that share what all humans are connected to in the Internet.

Interestingly, people read the Harry Potter series more than any other series of books in the world's top 100.

Not surprisingly, libraries don't interest people as much as it used to, given there are so much other reading media now available.

Amazingly, more than half of the books that people that reading remain unfilled.

Parents are apparently insisting that children in reading of proper and proper ages to be taken to the library for appropriate educational classes.

Pair work What role does reading play in your life? Talk about it with a partner.

Reading to reading

Read the text and answer the questions.

Reading to reading

Read the text and answer the questions.

Reading to reading

Read the text and answer the questions.

Grammar "noticing"

语法聚焦

引导学习者关注新学语法知识的实际应用。

Speaking 口语

包括课堂讨论、调查、个性测试、角色扮演等教学活动。

4 the joys of literature

Pair work In what ways do people benefit from reading literature such as novels, short stories, poetry, and plays? Make a list and share it with the class.

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Reading 阅读

提供多种体裁的阅读材料，全方位训练阅读技能。鼓励学习者展开讨论，进行批判性思考。

Grammar plus

语法进阶
提供每一课的语法知识详解，并补充多种形式的语法练习。

Self-study

自学练习

提供与单元主题相关的听力练习和词汇拓展练习。

更多教学资源

Communication 交际技能阶段复习

交际技能阶段复习

每完成三个单元的学习，学习者可进行一次交际技能阶段复习。复习内容包括交际技能的自我评估以及更多口语和听力练习。

Workbook 练习册

提供多项语言技能练习及课外阅读和写作练习。

Teacher's Edition 教师用书

提供课堂活动讲义（如语言游戏、小型任务、阅读材料）、单元测试题、参考答案及录音文本。

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Plan of the book

	FUNCTIONS	GRAMMAR	VOCABULARY
Unit 1 Relationships pages 2–9			
A The best of friends	<ul style="list-style-type: none"> Defining and describing friendship Expressing opinions 	<ul style="list-style-type: none"> Phrasal verbs Gerund and infinitive constructions 	<ul style="list-style-type: none"> Adjectives to describe friendship <i>re-</i> words
B Make new friends, but keep the old . . .	<ul style="list-style-type: none"> Stating preferences Sharing friendship advice 		
Unit 2 Clothes and appearance pages 10–17			
A The way we dress	<ul style="list-style-type: none"> Discussing approaches to fashion Describing style and trends 	<ul style="list-style-type: none"> Review of verb patterns Cleft sentences with <i>what</i> 	<ul style="list-style-type: none"> Adjectives describing style Adjectives describing outward appearance
B How we appear to others	<ul style="list-style-type: none"> Expressing opinions about clothing Talking about first impressions Describing appearances 		
Unit 3 Science and technology pages 18–25			
A Good science, bad science	<ul style="list-style-type: none"> Talking about scientific advances Analyzing the effects of science and technology 	<ul style="list-style-type: none"> Indefinite and definite articles <i>-ing</i> clauses 	<ul style="list-style-type: none"> Adjectives used to discuss issues associated with technology Collocations used to express different attitudes
B Technology and you	<ul style="list-style-type: none"> Describing technology troubles 		
Units 1–3 Communication review pages 26–27			
Unit 4 Superstitions and beliefs pages 28–35			
A Superstitions	<ul style="list-style-type: none"> Talking about personal beliefs 	<ul style="list-style-type: none"> Reporting clauses 	<ul style="list-style-type: none"> Expressions with <i>luck</i>
B Believe it or not	<ul style="list-style-type: none"> Comparing beliefs Reporting what someone else believes Expressing opinions 	<ul style="list-style-type: none"> Reporting clauses in the passive 	<ul style="list-style-type: none"> Adjectives to describe truth and fabrication
Unit 5 Television and reading pages 36–43			
A Television	<ul style="list-style-type: none"> Discussing your favorite TV programs 	<ul style="list-style-type: none"> <i>Such . . . that</i> and <i>so . . . that</i> 	<ul style="list-style-type: none"> Nouns for types of TV programs
B Trends in reading	<ul style="list-style-type: none"> Discussing advantages and disadvantages of TV Talking about the role of reading in your life Discussing trends in reading and technology 	<ul style="list-style-type: none"> Sentence adverbs 	<ul style="list-style-type: none"> Adjectives to describe reading material
Unit 6 Musicians and music pages 44–51			
A A world of music	<ul style="list-style-type: none"> Reading and sharing views on music 	<ul style="list-style-type: none"> Double comparatives 	<ul style="list-style-type: none"> Collocations used to describe music
B Getting your big break	<ul style="list-style-type: none"> Expressing preferences Comparing and contrasting Defining success Commenting on facts 	<ul style="list-style-type: none"> <i>Will</i> and <i>would</i> for habits and general truths 	<ul style="list-style-type: none"> Idioms used in the entertainment industry
Units 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> Talking about what friends should have in common Talking about the best way to meet friends Discussing ways to maintain relationships 	<ul style="list-style-type: none"> A talk about differences between friendships among men and friendships among women A young woman describes a chance encounter 	<ul style="list-style-type: none"> Developing a thesis statement Writing paragraphs supporting a thesis statement 	<ul style="list-style-type: none"> "The Value of Cyber-Friendship": How the Internet is changing friendships
<ul style="list-style-type: none"> Discussing different opinions on fashion Discussing how first impressions are formed Discussing tips for making a good first impression Discussing how people respond to appearance 	<ul style="list-style-type: none"> Three people describe their approach to clothes Three people explain how first impressions affect them 	<ul style="list-style-type: none"> Writing a composition about a personal belief Giving examples to support a thesis statement 	<ul style="list-style-type: none"> "First Impressions Count": How to make a good first impression
<ul style="list-style-type: none"> Discussing the positive effects and negative consequences of technology and science Discussing your feelings about new technology Taking a survey about your relationship with technology 	<ul style="list-style-type: none"> A reporter discusses genetically modified food A comedian talks about difficulties he has with technology in his house 	<ul style="list-style-type: none"> Writing summaries Writing a summary of a short article Identifying essential information 	<ul style="list-style-type: none"> "Who Are the Amish?": A different approach to technology
<ul style="list-style-type: none"> Describing superstitions from your country or culture Discussing different views on superstitions Taking a survey of beliefs Telling stories Discussing hoaxes and why people create them 	<ul style="list-style-type: none"> A number of people give explanations for superstitions Two people discuss a TV hoax 	<ul style="list-style-type: none"> Restating the thesis in the last paragraph Giving general examples Writing a composition about superstitions 	<ul style="list-style-type: none"> "The Legend of the Hope Diamond": The history of "The Killing Stone"
<ul style="list-style-type: none"> Discussing the positive and negative influences of TV Talking about results of a reading survey 	<ul style="list-style-type: none"> TV critics discuss popular TV shows Two people talk about how people benefit from reading literature 	<ul style="list-style-type: none"> Writing a review of a TV program Including essential information in a review 	<ul style="list-style-type: none"> "Reviews from Readers": Book reviews
<ul style="list-style-type: none"> Talking about personal tastes Talking about styles of music Discussing the role of music in different contexts Choosing the best advice for success 	<ul style="list-style-type: none"> Two people share their opinions on different songs A young woman gives her friend advice on his music career 	<ul style="list-style-type: none"> Writing a compare-and-contrast essay Describing similarities and differences 	<ul style="list-style-type: none"> "Making Music Under the Streets of New York": Subway musicians

	FUNCTIONS	GRAMMAR	VOCABULARY
Unit 7 Changing times pages 54–61			
A Lifestyles in transition	<ul style="list-style-type: none"> Describing changes in lifestyles Analyzing how changes affect different people 	<ul style="list-style-type: none"> Optional and required relative pronouns <i>As if, as though, as, the way, and like</i> 	<ul style="list-style-type: none"> Prefixes used to create antonyms Collocations with <i>change</i>
B Preserving the past	<ul style="list-style-type: none"> Discussing the importance of preserving ancient traditions 		
Unit 8 Consumer culture pages 62–69			
A What's new on the market?	<ul style="list-style-type: none"> Talking about bargain shopping Comparing shopping experiences 	<ul style="list-style-type: none"> Placement of direct and indirect objects Verbs in the subjunctive 	<ul style="list-style-type: none"> Expressions used to discuss shopping Marketing strategies
B Consumer awareness	<ul style="list-style-type: none"> Stating reasons Giving and asking for advice Discussing effective advertising 		
Unit 9 Animals pages 70–77			
A Animals in our lives	<ul style="list-style-type: none"> Discussing the role of animals Talking about categories of animals 	<ul style="list-style-type: none"> <i>Whenever and wherever</i> contrasted with <i>when</i> and <i>where</i> Noun clauses with <i>whoever</i> and <i>whatever</i> 	<ul style="list-style-type: none"> Categories of animals and animal body parts Animal similes
B People and their pets	<ul style="list-style-type: none"> Expressing opinions about animals Discussing trends and pampered pets Talking about specific and undetermined time and location 		
Units 7–9 Communication review pages 78–79			
Unit 10 Language pages 80–87			
A Communication skills	<ul style="list-style-type: none"> Talking about effective communicators Talking about your own language 	<ul style="list-style-type: none"> Overview of passives Subject-verb agreement with quantifiers 	<ul style="list-style-type: none"> Discourse markers Idiomatic expressions related to the use of language
B Natural language	<ul style="list-style-type: none"> Discussing correct language use Making suggestions for solving language problems 		
Unit 11 Exceptional people pages 88–95			
A High achievers	<ul style="list-style-type: none"> Talking about people who have made an impact 	<ul style="list-style-type: none"> Compound adjectives Superlative compound adjectives 	<ul style="list-style-type: none"> Compound adjectives related to the body Phrasal verbs
B People we admire	<ul style="list-style-type: none"> Describing human characteristics Organizing events chronologically Describing qualities of a good role model 		
Unit 12 Business matters pages 96–103			
A Entrepreneurs	<ul style="list-style-type: none"> Talking about successful entrepreneurs 	<ul style="list-style-type: none"> Subject-verb inversion in conditional sentences 	<ul style="list-style-type: none"> Prepositions following <i>work</i>
B The new worker	<ul style="list-style-type: none"> Talking about hypothetical situations Comparing and contrasting personal preferences Expressing values and preferences in work and business 	<ul style="list-style-type: none"> Adverb clauses of condition 	<ul style="list-style-type: none"> Nouns and adjectives referring to essential qualities in the workplace
Units 10–12 Communication review pages 104–105			
Grammar plus pages 106–129			
Units 1–12 Self-study pages 130–151			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> Discussing lifestyle trends Talking about the results of a survey on how well you cope with change 	<ul style="list-style-type: none"> Two young people discuss the differences between their generation and that of their parents' Two people discuss how to preserve photos and film 	<ul style="list-style-type: none"> Writing about a personal experience Writing about past events Providing details 	<ul style="list-style-type: none"> "Leaving the Rat Race for the Simple Life": Reflections on a major change in lifestyle
<ul style="list-style-type: none"> Discussing compulsive shopping Talking about the best ways to shop for different items Discussing advertising campaigns and undercover marketing strategies 	<ul style="list-style-type: none"> Two people talk about shopping preferences Three radio advertisements 	<ul style="list-style-type: none"> Supporting an opinion Writing a composition about shopping 	<ul style="list-style-type: none"> "Guerrillas in Our Midst": Marketing gimmicks
<ul style="list-style-type: none"> Discussing the ethics of using animals in different fields Discussing a survey on ethics associated with animals Talking about the convenience or inconvenience of owning a pet 	<ul style="list-style-type: none"> Reports on unusual ways in which animals help people A pet shop owner talks about suitable pets 	<ul style="list-style-type: none"> Writing a classification essay Organizing information into clear categories 	<ul style="list-style-type: none"> "Kennel of the Mind": Do some pets benefit from a psychologist?
<ul style="list-style-type: none"> Discussing a survey on public speaking Giving advice on how to tell interesting stories Discussing problems with language Talking about "text speak" and its appropriateness 	<ul style="list-style-type: none"> An expert gives advice on how to make effective presentations Three one-sided conversations 	<ul style="list-style-type: none"> Persuasive writing Supporting a position Arguing against the opposing position 	<ul style="list-style-type: none"> "Slang Abroad": Different varieties of English
<ul style="list-style-type: none"> Discussing people who have made an impact in your country Discussing the qualities and guiding principles of exceptional people Discussing famous quotations Talking about heroic behavior in our everyday lives 	<ul style="list-style-type: none"> A motivational speaker talks about the qualities of high achievers Two people talk about others who have made a difference in their lives 	<ul style="list-style-type: none"> Writing a biography Organizing paragraphs in chronological order Using time words and phrases in a composition 	<ul style="list-style-type: none"> "Ann Cotton, Social Entrepreneur": Volunteering is an opportunity to help people
<ul style="list-style-type: none"> Discussing job advertisements Discussing a survey on work environments and your ideal job Analyzing the qualities of the ideal job Discussing the qualities of a successful worker 	<ul style="list-style-type: none"> Two people discuss unsuccessful business ventures Three people talk about workshops they attended 	<ul style="list-style-type: none"> Writing formal letters Understanding the parts of a formal letter 	<ul style="list-style-type: none"> "The Value of Difference": Individual differences in the workplace

Passages

剑桥国际英语教程

(修订版)

Jack C. Richards (美)

Chuck Sandy (美)

学生用书
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5

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MP3 光盘 1 张

LESSON A • The best of friends

1 The nature of friendship

starting
point

- A** Read these statements about friendship. Can you explain what they mean? What other statements would you add to the list?

What is a friend?



1. A friend is someone who brings out the best in you.
2. Good friends are always happy to help when you run into a problem.
3. A friend is someone who cheers you up when you're feeling bad.
4. True friends don't drift apart even after many years of separation.
5. A real friend will always stand up for you when others are putting you down.
6. Never be afraid to open up and ask a friend for advice. A true friend will never turn you down.
7. Make new friends, but hang on to the old ones.
8. Good friends are hard to come by, harder to leave, and impossible to do without.

"The first statement means a good friend will reveal all your positive qualities."

- B Group work** Consider the statements above. What makes a good friend? Discuss with your group.

"In my opinion, a good friend is someone who makes you a better person. It's someone who brings out the best in you."

Useful expressions

Expressing opinions

In my opinion, ...

I have to say that ...

The way I see it, ...

Personally, I (don't) think ...

2 Friendship among women and men

listening
& speaking

- A** Listen to a professor talk about author Deborah Tannen's ideas. In Tannen's opinion, what is the main difference between friendship among men and friendship among women?

- B** Listen again. According to Tannen, which of these things do male friends do (M) and which do female friends do (F)? Write the correct letter.

- | | |
|-----------------------------------|--------------------------------|
| ___ 1. looks for a point | ___ 4. give and get facts |
| ___ 2. discuss a topic in detail | ___ 5. do things together |
| ___ 3. share feelings and secrets | ___ 6. have long conversations |

- C Group work** Do you agree or disagree with Tannen's ideas about friendship? Why or why not?

"I have to say that I think some of her ideas are really accurate ..."

3 Phrasal verbs

grammar

A phrasal verb is a verb plus a particle, such as *down*, *into*, *out*, or *up*. The meaning of a phrasal verb is different from the meaning of its parts.

Separable phrasal verbs can take objects before or after the particle. If the object is a pronoun, it always appears before the particle.

A friend is someone who **brings out** the best in you.

A friend is someone who **brings** the best **out** in you.

A friend is someone who **cheers** you **up** when you're feeling bad.

With inseparable phrasal verbs, the object cannot go between the verb and the particle.

Good friends are always happy to help when you **run into** a problem.

Three-word phrasal verbs have a particle and a preposition.

Make new friends, but **hang on to** the old ones.

Intransitive phrasal verbs don't take objects.

True friends don't **drift apart**.

Grammar plus: See page 106.

- A** Look at the starting point on page 2 again. Can you find more phrasal verbs? Which are separable, inseparable, and/or three-word verbs? Which are also intransitive? Write them in the chart.

Separable	Inseparable	Three-word verbs	Intransitive

- B** Complete the questions below with the phrasal verbs and objects in parentheses. Sometimes more than one answer is possible.

- Have you ever had a friend who brought out the worst / brought the worst out (bring out / the worst) in you?
- Have you ever _____ (run into / a friend) that you hadn't seen in a long time?
- Do you usually _____ (stand up for / your friends) when other people criticize them?
- Can you _____ (do without / a cell phone) and still keep in touch with friends?
- When friends ask you for a favor, do you usually say yes, or do you _____ (turn down / them)?
- Do you _____ (hang on to / your old friends), or do you drift apart as time goes by?
- Some people like to _____ (put down / their friends) by insulting them. How would you feel if a friend did that to you?



- C Pair work** Discuss the questions above.

"Have you ever had a friend who brought out the worst in you?"

"Yeah, I once had a really messy roommate. She made me so angry."

4 Describing friendship

vocabulary

A Pair work Complete the chart with the correct parts of speech.

	Verb	Adjective		Verb	Adjective
1.	admire		4.	empathize	
2.		beneficial	5.	endure	
3.	clash		6.		harmonious

B Choose the word from the chart above that best replaces the boldfaced words. Compare answers with a partner.

- Ryan and Tina work to keep their friendship ~~free of conflict~~ *harmonious*.
- Sometimes their opinions **are very different**, but they still get along.
- They work to make their friendship **valuable and constructive**.
- Having the same background helps them **understand and identify** with each other.
- Ryan and Tina **think very highly of** each other's accomplishments.
- Their friendship will certainly **last a long time**.

5 What should friends have in common?

discussion

A Look at the statements about friendship in the chart. Do you agree with the statements? Add a statement of your own.

People . . .	Agree	Disagree
1. who are close in age empathize with each other better.	<input type="checkbox"/>	<input type="checkbox"/>
2. with similar social backgrounds have more harmonious friendships.	<input type="checkbox"/>	<input type="checkbox"/>
3. who have similar values and beliefs have stronger connections.	<input type="checkbox"/>	<input type="checkbox"/>
4. with similar personalities have the most enduring friendships.	<input type="checkbox"/>	<input type="checkbox"/>
5. benefit from having friends with the same educational background.	<input type="checkbox"/>	<input type="checkbox"/>
6. should only mingle with friends who have the same interests.	<input type="checkbox"/>	<input type="checkbox"/>
7. from different cultures often clash with each other.	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Share your opinions, and explain your reasons.

"The way I see it, people who are close in age can empathize better with each other. They share the same experiences and understand each other."

"I see your point, but I think age isn't that important. If people like doing similar things, they can be good friends."

C Group work How many people agreed or disagreed with each statement? Report your findings to the class.

"Three of us agreed that friends who are close in age relate better . . ."

Useful expressions

Disagreeing politely

I see your point, but . . .

I see what you mean, but . . .

I'm not sure I agree.

Do you think so?

6. Developing a thesis statement

writing

The first paragraph of a composition contains a thesis statement, which presents the main idea. The remaining paragraphs each have a single focus expressed in a topic sentence that develops the thesis statement.

A Read the composition. Underline the thesis statement in the first paragraph.

B Match each of the other paragraphs with the phrase below that best summarizes its focus.

— why we have a close friendship — what we have in common — how we are different

1 My best friend Eva and I are different in many ways, but we have one important thing in common – we love to travel. Whenever I have the urge to explore a new place, I can always count on Eva to go with me. Our friendship shows that people who are very different can still have similar interests.

2 The differences between Eva and me are significant. Eva is an artist who loves to take photographs and draw pictures of the interesting things she sees. I am a sales representative for a pharmaceutical company and spend most of my time calculating numbers. Eva is a very impulsive person, but I'm very organized. She's very quiet, but I'm a very talkative person who enjoys telling stories.

3 Eva and I are both adventurous and love traveling. We discovered this shortly after we met several years ago. One day we were talking about vacations, and we found we had both visited many of the same places. We immediately made a plan to go to a nearby historical city the following weekend.

4 Although we are quite different in many ways, Eva and I have become close over the years, and we now have a very special and enduring friendship. Every time we get together, we always have so much to talk about and have the best time. One reason for this is that we share a love of travel and adventure. The other reason is that our differences complement each other, so we always get along well whenever we travel together.



C Write a composition about a close friend. Then exchange your composition with a partner, and answer these questions.

1. What is the thesis statement? Underline it.
2. Does each paragraph have a single focus? Write the focus for each in the margin of the paper.
3. What else would you like to know about your partner's friend? Ask at least two questions.