

1 Friendship



▲ Two friends in Ivanovo, Russia, celebrate the end of classes during their final year in school.

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

appreciate assistance aware cooperation interaction reliable

1. Su joined the photography club to have more _____ with her friends after school.
2. He's a nice guy, but he's not _____. He never gets to team practice on time.
3. I'm so sorry I missed your concert. I wasn't _____ that it was last night.
4. Teenagers sometimes rely on their friends for _____ instead of their parents.
5. I really _____ that you remembered my birthday.
6. We need to work together. We will never finish this group project without _____.

Key Vocabulary

A Read the sentences and write *T* for True or *F* for False.

- ___ 1. A parent may become **impatient** if a child is not ready to leave for school on time.
- ___ 2. If you **desire** something, you don't want it to happen.
- ___ 3. A **gesture** is when you speak loudly to get someone's attention.
- ___ 4. A king is an advisor's **superior**.
- ___ 5. When you are given **commands**, you are given a choice.
- ___ 6. When you go fishing, you need a **reel**, fish hooks, and bait.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

- 1. Heng felt **ashamed** when he forgot his mother's birthday.
- 2. After the little girl let go, the balloon **floated** high above the park.
- 3. This isn't a command. It's **merely** a suggestion.
- 4. The speaker was so nervous that she couldn't **recall** the beginning of her presentation.
- 5. Some doctors have to **remain** at the hospital overnight when it is very busy.
- 6. The tired nurse **sighed** as she entered the staff break room.

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|----------------|--|
| ___ 1. ashamed | a. only (<i>adv.</i>) |
| ___ 2. float | b. to remember something (<i>v.</i>) |
| ___ 3. merely | c. feeling guilt or shame (<i>adj.</i>) |
| ___ 4. recall | d. to stay after others are gone (<i>v.</i>) |
| ___ 5. remain | e. to let air out from the mouth (<i>v.</i>) |
| ___ 6. sigh | f. to rest or move in the air (<i>v.</i>) |

C Match each word with its opposite.

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|----------------|-----------------|
| ___ 1. ashamed | a. forget |
| ___ 2. float | b. proud |
| ___ 3. merely | c. considerably |
| ___ 4. recall | d. leave |
| ___ 5. remain | e. shout |
| ___ 6. sigh | f. sink |

Understand

A Put the events from “The Kite Fighters” in order from 1 to 6.

- a. The King comes to check on the progress of his new kite.
- b. Young-sup teaches the King about flying kites.
- c. The King sends his courtiers away.
- d. Young-sup snatches the reel from the King.
- e. The King asks Young-sup to speak as though they’re brothers.
- f. Young-sup and the King chase each other on the hillside, laughing.

B Read the statements about “The Kite Fighters.” Write *T* for True or *F* for False.

- ___ 1. Young-sup is making a new kite for the King.
- ___ 2. The King comes to Young-sup to learn how to speak like a regular boy.
- ___ 3. Young-sup is sure he can help the King.
- ___ 4. It is easier for Young-sup to teach the King to fly a kite than to speak.
- ___ 5. Young-sup pushes the King to make him feel angry.
- ___ 6. Young-sup says exactly what he wishes to everyone.

Apply the Skill: Determine Theme

C Write the items in the correct column of the chart to determine themes of “The Kite Fighters.”

friendship how people are different Young-sup feels sorry for the King. The King feels lonely. the power of friendship to overcome differences The King commands Young-sup to teach him. The King and Young-sup laugh and play. All people need friends.

Topics	Plot Events	Information about Main Characters	Themes

Vocabulary: Use Context Clues to Infer Meaning

A Read the sentences. Underline the synonym or antonym for each word in bold.

1. Young-sup felt **fidgety** but forced himself to remain still.
2. "I recall you and your brother last time. You were **calling out**, shouting to each other."
3. The King looked almost **embarrassed**. Why would the King feel ashamed in front of a lowly subject like himself?
4. "If it was the reel you desired, why did you not ask me?" The King's voice was **stern**, his face unsmiling.
5. The King became serious as he waved and **beckoned** for his entourage to come.
6. Young-sup held the reel away from the King, then **dashed** away. The King chased after him. At last they slowed.

B Use context from Activity A to complete the chart with information about the words in bold.

Word	Part of Speech (noun, verb, adjective)	Definition
fidgety		
call out		
embarrassed		
stern		
beckon		
dash		

C Use context to choose the best definitions for the words in bold.

1. Young-sup **scuffed** at the hard ground with his heel a few times to loosen the soil, then sat down.
 - a. to scrape or make a mark on something
 - b. to dig a small hole
2. The look on the King's face changed from angry to **confused**. "I was thinking, Why did you do that?"
 - a. feeling upset or furious
 - b. unable to understand or think clearly
3. They stopped, still panting and laughing. The King **sobered** somewhat and beckoned his entourage.
 - a. to trip or fall
 - b. to think more seriously

GRAMMAR BOOST: Simple Past Tense vs. Past Continuous Tense

We use both the **simple past** and **past continuous** tenses to talk about the past. Although both tenses refer to things that happened in the past, they have different uses.

Tense	Uses	Examples
Simple Past base verb + <i>-ed</i>	1a. to show that an action happened or was completed in the past	The King dismounted from the palanquin.
	1b. to show the order of events in the past	The King nodded . Then he turned to his courtiers and gestured with one hand.
Past Continuous <i>was/were</i> + base verb + <i>-ing</i>	2a. to show that an action was in progress for a period of time in the past	"I recall you and your brother last time. You were calling out to each other."
	2b. to describe more than one action happening at the same time in the past	The King was holding the reel while Young-sup was teaching him.
Simple Past with Past Continuous	3. to show that the simple past action interrupted or happened in the middle of the past continuous action	The King arrived while Young-sup was practicing with his kite.
Note: Many verbs have an irregular simple past form, for example: <i>began, broke, drove, fell, got, had, hung, let, saw</i> .		

A Underline the verb(s) in the simple past or past continuous in each sentence. Then write the number from the chart that matches the use of the tense.

1. Kee-sup was trying to catch up on his lessons from school. _____
2. Young-sup relaxed and let the kite fly. _____
3. Young-sup glanced at the landscape. _____
4. The King was keeping the kite in the air, and Young-sup was helping him. _____
5. The boys were taking turns flying the kite. _____
6. They watched the kite for a few moments. _____
7. The King staggered backwards, then tripped and fell. _____
8. "Your Majesty, when I pushed you, what were you thinking?" _____
9. The King's eyes were twinkling, and Young-sup had to suppress a giggle. _____
10. Young-sup began to reel in the line. _____

B Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

1. My best friend was playing soccer when she broke her leg.

2. I was watching videos with my friends all weekend.

3. Frida was hanging up the phone on her friend.

4. The boy was falling, and then his friend was comforting him.

5. My friends and I played video games when my mom called.

C Choose the correct past tense verb to complete the sentence.

1. Kai _____ my best friend in kindergarten.

a. was

b. was being

2. I _____ the game when you called. I was studying in my room.

a. wasn't watching

b. didn't watch

3. Jeremy _____ to his friend when the teacher asked him a question.

a. talked

b. was talking

4. First, the speaker _____ herself. Then she began her presentation.

a. introduced

b. was introducing

5. We _____ to school in my uncle's new car yesterday.

a. drove

b. were driving

D Complete the sentences with the simple past or past continuous form of the verb in parentheses.

1. Lin says he heard a strange noise while he _____. (read)

2. My family and I _____ in Thailand for two years. (live)

3. Kate and I _____ sunburned while we were snorkeling. (get)

4. My siblings were playing baseball while I _____. (relax)

5. I saw my friend at the parade, but she _____ on her cell phone. (talk)

6. After my dad called me, I _____ downstairs for dinner. (go)

Vocabulary Boost

A Look at the photo in the Student Book. Then complete the chart with the words from the box.

bill droplet flamingo steering wheel windshield windshield wiper

Word	Part of Speech	Definition
	noun	a tall, long-legged bright pink water bird
	noun	the glass across the front of a car that protects the driver and passengers
	noun	in a vehicle, the circular object turned by the driver to control direction
	noun	a bird's beak
	noun	a thin rubber blade on a metal rod that clears a vehicle's windshield of rain, snow, and dirt
	noun	a small drop of a liquid

Examine the Photo

B Choose the best answer to the questions about the photo in the Student Book.

- Why is the driver using the windshield wipers?
 - It's raining.
 - to keep the bird in a safe place
- What is the perspective of the photo?
 - close up
 - far away
- Who is the main subject of the photo?
 - the man
 - the flamingo

Reflect

C Take notes in the chart to plan your paragraph.

Reasons a person and an animal can have a strong friendship	Reasons a person and an animal cannot have a strong friendship

Key Vocabulary

A Write one or two ideas for each item.

1. someone you know who is very **pragmatic**: _____
2. someone you can **confide** in: _____
3. how you can **contribute** to your school community: _____
4. a **rigid** rule you follow at school: _____
5. a childhood memory you often **reflect** on: _____
6. how long it takes a tree to **mature**: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. The player **comforted** her teammates after they lost the soccer game.
 - a. to calm or reassure
 - b. to cry with someone
2. When friends want to do different things, they have to **compromise** to move forward.
 - a. to make an agreement where each side gets some of what it wants
 - b. to do what someone else wants
3. Camila is very **fond** of the children because she has known them since they were babies.
 - a. having a slight dislike for someone
 - b. having warm feelings toward someone
4. I was **genuinely** proud of my best friend when she got the highest grade on the exam.
 - a. happily
 - b. truthfully
5. My little sister is so **possessive** of her clothes; she won't let me borrow anything.
 - a. wanting things to stay clean and new
 - b. wanting to control things or people

C Complete each sentence with the correct form of a word in bold from Activity B.

1. The family felt _____ happy about moving to the new city.
2. I'm very _____ of my cousin—she's also my best friend.
3. Young children are often very _____ of their toys and refuse to share.
4. If your friend is feeling upset, take some time to _____ him or her with a smile or hug.
5. The politicians would not _____, so the president had to make a final decision.

Understand

A Cross out the incorrect answer to the questions about “Children’s Growing Friendships.”

1. What is true about children as they grow up?
 - a. They are better able to understand another person’s perspective.
 - b. They can accept and appreciate differences between people.
 - c. They become more possessive of friends.
2. What is true about Level 0 friendships?
 - a. They only last about 2 months.
 - b. They are focused on having fun together.
 - c. They are often based on convenience.
3. What do adults usually value about their friendships?
 - a. having deep and ongoing relationships
 - b. having friends who buy us nice things
 - c. having fun with friends
4. Why have some researchers criticized Selman’s framework?
 - a. It’s too limited.
 - b. It’s based completely on interviews.
 - c. The number of children studied was too small.
5. What important points does Selman’s framework make?
 - a. Children’s relationships are basically the same as those of adults.
 - b. Children think about relationships very differently at different ages.
 - c. Children’s relationships become more and more complex as they age.

B Match the friendship levels with their trends from Robert Selman’s framework.

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| ___ 1. Level 0 | a. appreciate differences, emphasize trust and support, last over time |
| ___ 2. Level 1 | b. very concerned about fairness, very judgmental, want to fit in |
| ___ 3. Level 2 | c. focused on nice things others do for them; use bargaining chips |
| ___ 4. Level 3 | d. confide feelings, expect to do everything together, help solve problems |
| ___ 5. Level 4 | e. focused on having fun; get upset about different opinions |

Apply the Skill: Analyze Text Structure

C Complete each sentence from “Children’s Growing Friendships” with a word or phrase that shows text structure.

1. _____, children understand that friendship goes beyond whatever their current activity is.
2. Some researchers have criticized Selman’s framework _____ it’s based on interviews, _____ it’s limited.
3. _____ we observe what children actually do in social situations, it’s clear that friendships don’t just burst out of nowhere.

Language Convention: Identify Prepositional Phrases

A Underline the prepositional phrases in each sentence.

1. Children at this level understand that friendship goes beyond their current activity.
2. Children of different ages think very differently about friendship.
3. Friendships in Level 3 include compromise and genuine care.
4. Children sometimes invent secret clubs to enjoy with their friends.
5. Children tend to be very judgmental of both themselves and others.
6. They genuinely care about each other’s happiness.

B Complete the chart with information about the prepositional phrases in bold.

Prepositional Phrase	Preposition	Object	Modifies
1. Toddlers show noticeable preferences for certain peers .			
2. Older children can reflect on their relationship in a complex way.			
3. Children at Level 1 care a lot about friendships.			
4. Children have strong friendships out of school .			
5. Friendships with a lot of compromise are the strongest.			

C Complete each sentence with a prepositional phrase from the box.

at this stage between their friends from preschool in the afternoons on their birthdays

1. Children _____ sometimes invent imaginary friends.
2. I usually hang out with my friends _____.
3. Sometimes adults’ best friends are friends _____.
4. Older children can appreciate differences _____.
5. Children usually want to be with their friends _____.

GRAMMAR BOOST: Linking Words for Contrast

We use **linking words** to link, or connect, sentences and make our ideas clearer to readers and listeners. Many linking words are used to show contrast or highlight differences between ideas.

Linking Word	Use and Meaning	Examples
<i>although</i>	<i>Although</i> is used at the beginning of a dependent clause. A dependent clause can come at the beginning or the middle of a sentence.	Although <u>they have day-to-day variations in how friendly they act</u> , preschoolers show continuity in their friendships. Preschoolers show continuity in their friendships although <u>they have day-to-day variations in how friendly they act</u> .
<i>despite and in spite of</i>	<i>Despite</i> and <i>in spite of</i> have the same meaning. They are used before a noun, gerund, or pronoun. We can use <i>despite</i> or <i>in spite of</i> at the beginning or at the end of a sentence.	Mature friendship emphasizes trust and support over time, despite <u>separations</u> . In spite of <u>separations</u> , mature friendship emphasizes trust and support over time.
<i>however</i>	We use <i>however</i> to show contrast between two ideas in separate sentences. <i>However</i> is used in the second sentence and can go at the beginning, at the end, or after the subject. It is set off by a comma or commas.	Children understand that friendship goes beyond their current activity. However , they still think in pragmatic terms. They still think in pragmatic terms, however . They, however , still think in pragmatic terms.

A Underline the linking word(s) that is used for contrast in each sentence. Write its position in the sentence: *B* (beginning), *M* (middle), *E* (end).

1. Despite being young, preschoolers remain friends for some time. _____
2. Preschoolers remain friends in spite of being young. _____
3. Babies might crawl over to a peer. However, they treat peers as toys. _____
4. Although Level 2 friends understand turn taking, they can't step back and see patterns. _____
5. Young children can have many friends. Those friends are not reliable, however. _____
6. Children and adults have things in common although children are not just small adults. _____

B Match to make complete sentences.

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| ___ 1. Although I haven't seen her in two years, | a. in spite of their differences. |
| ___ 2. My grandmother and I are friends | b. we are still good friends. |
| ___ 3. Despite their youth, | c. despite having differences. |
| ___ 4. Three-year-olds have friends, | d. two-year-olds can be very kind. |
| ___ 5. Teen girls can be best friends. | e. although she's much older than me. |
| ___ 6. Mature friends get along | f. However, they can feel deeply betrayed by each other. |

C Choose the correct linking word to complete each sentence.

1. My mother's younger sister is her best friend _____ their big age difference.
a. although **b.** in spite of
2. I love to play soccer. _____, my friends all prefer baseball.
a. Despite **b.** However
3. _____ criticisms from some researchers, Selman's framework makes important points.
a. Although **b.** Despite
4. The King and Young-sup became friends _____ they had different backgrounds.
a. although **b.** in spite of
5. My best friend gets jealous sometimes. He is very loyal, _____.
a. however **b.** despite

D Combine the sentences using the linking word in parentheses. Do not change the order of the sentences.

1. Young children are selfish. They can be extremely kind. (however)

2. Young children and older children both have fun with friends. Only older children can reflect on their friendships. (although)

Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then complete the chart.

1. After losing my grandmother, I feel a lot of **empathy** for others who have lost loved ones.
2. He's a soccer fan, but he has no **loyalty**. He supports whichever team is winning.
3. Our friendship has **reciprocity**—if we do what I want to today, we do what my friend wants to tomorrow.
4. **Forgiveness** doesn't excuse bad behavior, but it helps a person move on and feel at peace.
5. If people don't pick up their trash, they are not showing **respect** for the planet.

Word	Part of Speech (noun, verb, adjective)	Definition
		the ability to share or understand another person's feelings
		approval of or honor for the qualities of a person or thing
		faithfulness or devotion
		the act of letting go of anger toward someone
		an equal exchange between two or more people or groups

B Complete each sentence with a word in bold from Activity A.

1. I can't change the way I treated you, but I'm sorry and I ask for your _____.
2. The teenager didn't show _____ for his parents when he lied about the money.
3. My oldest friend always shows me _____. She never gives up on me.
4. I have _____ for my friend's fear of spiders. I am also terrified of them.
5. There's no _____ in this relationship. You always get what you want!

Share Your Perspective

C Check (✓) the three friendship basics you think you are the best at. Explain your choices and give examples.

- empathy
 forgiveness
 loyalty
 reciprocity
 respect

Key Vocabulary

A Circle the correct word to complete each sentence.

1. I like the people I work with, but we are more like *acquaintances* / *bonds* than friends.
2. Something that is *durable* / *relevant* will last a long time.
3. Only my closest friends know the most *intimate* / *relevant* details of my life.
4. My parents' opinions are always *bonded* / *relevant* to my decisions.
5. Mariam is a great friend to have fun with, but I don't *intimate* / *rely* on her for support.
6. Everyone at summer camp *bonded* / *relied* quickly and became good friends.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. We're **casual** friends, but we don't see each other often.
2. Before making a decision, it's important to **consider** all the possibilities.
3. After being empty for years, the house is starting to **decay**.
4. When I visited, I knew **instantly** that I wanted to go to this university.
5. To be good at any sport, players must make an **investment** of time and energy.

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|-------------------|--|
| ___ 1. casual | a. to think about something (v.) |
| ___ 2. consider | b. informal, relaxed (adj.) |
| ___ 3. decay | c. giving of time or effort to something to get a good result (n.) |
| ___ 4. instantly | d. immediately, in a second (adv.) |
| ___ 5. investment | e. to fall into ruin or bad condition (v.) |

C Complete each sentence with a word in bold from Activity B.

1. If your sister lies to you, your trust in her will _____.
2. Going to medical school is a major _____ of time and money.
3. Will you please _____ my business proposal this week? I need an answer soon.
4. Very few actors become successful _____. Most try for years to get good roles.
5. I play on a volleyball team, but it's _____. We just play on the weekends.

Understand

A Read the statements about “How Many Friends Can You Have?” Write *T* for True or *F* for False.

- ___ 1. According to Robin Dunbar, each person's social circles are completely different.
- ___ 2. The Dunbar number actually describes several numbers in a theory.
- ___ 3. Most people have only three to five people in their most intimate social circle.
- ___ 4. Extroverts often have fewer valued friends than introverts do.
- ___ 5. Circumstantial connections may create weaker bonds than connections with shared values.
- ___ 6. Social media makes it more difficult to have close friends.

B Choose the correct answer to the questions about “How Many Friends Can You Have?”

1. What did Dunbar study to arrive at his theory?
 - a. the exchange of holiday cards, the average number of friends on social media, and cell phone data
 - b. the average number of friends on social media, cell phone data, and children's behavior at school
2. What are reasons why the Dunbar number is so consistent?
 - a. People have scarce time resources, and there are mental limitations on the number of relationships someone can have.
 - b. People don't have time for too many friends, and it's emotionally difficult to support too many people.
3. What does an animal need in order to understand social consequences?
 - a. a bonded, layered social system
 - b. a brain that can imagine another's state of mind

Apply the Strategy: Paraphrase

C Reread the lines from “How Many Friends Can You Have?” Then choose the best paraphrase.

1. Lines 7–14
 - a. Robin Dunbar, who is an influential scientist, created an important theory of friendship called the Dunbar number.
 - b. People have oddly similar quantities in their social circles, according to Robin Dunbar, who is a very experienced researcher and the author of the extremely influential Dunbar number theory.
2. Lines 111–115
 - a. Because we can't have unlimited friendships, we should be sure we are investing in the people who mean the most to us.
 - b. Since friendship is limited, it doesn't hurt to reflect on which friends we value the most and make the effort to maintain bonds with the right people.