

# UNIT 1. My friends and me

## 1.1. Making Friends

### Grammar in Context

#### 1. Open the brackets to make the story complete.



This \_\_\_\_ is \_\_\_\_ (to be) my American pen-friend Robbie. He \_\_\_\_ (to study) at Columbian high school and \_\_\_\_ (to plan) to become an astronomer. He \_\_\_\_ (to take) some science courses which he \_\_\_\_ (to enjoy) a lot. Robbie's teacher \_\_\_\_ (to say) that Robbie and other members of the course \_\_\_\_ (to design) already experiments to look for life on other planets. Of course, they \_\_\_\_ (not to do) much yet, but they still \_\_\_\_ (to work) at it. Every Saturday Robbie \_\_\_\_ (to go) to Columbia University. He \_\_\_\_ (to attend) an Astronomy class there and \_\_\_\_ (to learn) already many interesting facts about different planets. At present he \_\_\_\_ (to work) at his scientific report on astronomy. I \_\_\_\_ (to be) so proud of my friend. It \_\_\_\_ (to be) cool to become an astronomer.

#### 2. Read Alice's schedule and write 8 sentences about her every day plans and their realization.

Things to do today	Realization
1. to go to music school;	+
2. to practise a new concert with a band (from 3 o'clock);	+
3. to go to the swimming pool in the afternoon;	-
4. to do aerobics in the gym;	+
5. to exchange books in the library;	-
6. to work on the computer.	+

Words and Phrases in Context

3. Read the conversation and underline words and phrases which describe friends. Make up a short character sketch of 2 friends using these words and phrases.

Friends

Emma: Hi, dad. This is my new friend Pete.

Dad: Hi, Pete. You look sporty. Do you take any sport?

Pete: I do. I play basketball for our school.

Emma: Pete is the captain of our team. He is the best basketball player in our school.

Dad: I used to play basketball when I was young. Now I'm sharing the interests of my daughter.

Pete: Really? Emma has a good head for computers. She has designed a nice website for our sport team. She is so creative! Now I know who is teaching and inspiring her.

Dad: Thank you, Pete, but it's me, who is learning from Emma. She knows much about computing than I do.

Emma: Stop it. Every teenager knows everything about computing. But far not everybody can play basketball as well as Peter can. A good player in a team is not only considerate of other players, but should have the skills of coordination and prediction. It's not that easy.

Dad: Ok, ok. I see you are both smart and talented and think much of each other.

Peter is sporty. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Emma is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_



## 1.2. A Friend in Need

### Grammar in Context

6. Complete the conversations. Use the words in brackets with an appropriate prefix or suffix.

1. A: This is unfair! Tell me the truth (*fair*)

B: I told you the truth. I really know nothing.

2. A: Your attitude to Sam is \_\_\_\_\_ (*respectful*). He doesn't deserve it.

B: It's your way of looking at it.

3. A: Don't be so \_\_\_\_\_ (*patient*). Take your time.

B: It's not that easy, I'm afraid.

4. A: Don't argue with Ann, it's \_\_\_\_\_ (*use*). She won't listen to you.

B: Are you sure? But I'll try.

5. A: Unfortunately we can't rely on Dan. He is \_\_\_\_\_ (*predictable*).

B: Who should have thought it! He never let me down.

6. A: It's \_\_\_\_\_ of you to ask her so many questions (*polite*).

B: Sorry. It's so interesting to talk to her.

7. A: Ann and Alice are \_\_\_\_\_ (*separable*). They are real friends.

B: Exactly. They have much in common.