

**SOLUTIONS UPPER-INTERMEDIATE 3**  
**UNIT 5: RELATIONSHIPS**

**5H**

PEGAH BAHOJB GHASEMI

**5G**

Speaking

## Photo description and comparison

*I can describe and compare photos and give opinions about friendship.*

1 Rewrite the sentences using *must have*, *may (not) have*, or *can't have*.

1 I'm sure that they were good friends before the argument as they were always together.

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2 It's possible that there was a misunderstanding.

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3 It's impossible that she said that about her friend.

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4 It's certain that she liked her friend's brother.

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5 It's possible that he wasn't attracted to her.

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6 It's impossible that they went out together.

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2 Look at the photo and write sentences about it. Use *must be* / *may be* / *can't be*.

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### Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *It appears to show ...*, *I can't be certain, but ...*, etc.

3  1.30 Read the Speaking Strategy. Listen to a student describing the photo in exercise 3 and complete the sentences.

- 1 The photo seems to show a family \_\_\_\_\_.
- 2 It looks as if the son is \_\_\_\_\_.
- 3 Judging by their expressions, I'd say that the parents are \_\_\_\_\_.

4 I might be wrong, but I think the mother is asking him to \_\_\_\_\_.

5 I can't be certain, but I don't think she's \_\_\_\_\_.

6 The father looks \_\_\_\_\_.

4 Look at photos A and B in exercise 5 below. Complete these sentences with your own ideas.

**Photo A**

Judging by the mother's expression, I'd say \_\_\_\_\_.

It looks as if the daughter is \_\_\_\_\_.

I might be wrong, but I think the father is

\_\_\_\_\_.

**Photo B**

The photo seems to show \_\_\_\_\_.

I can't be certain, but I don't think the daughter

\_\_\_\_\_.

The son looks \_\_\_\_\_.

5 Look at the task and the photos below. Then read the questions (1–5) and write answers.

Compare the photos. Then say whether you think arguments between family members are more or less serious than arguments between friends. Give reasons.



1 What is the common theme of the photos?

\_\_\_\_\_

2 What can you see in both photos?

\_\_\_\_\_

3 What is the main difference between the photos?

\_\_\_\_\_

4 Which are more serious: family arguments or arguments between friends?

\_\_\_\_\_

5 What are the reasons for your answer to question 4?

\_\_\_\_\_

\_\_\_\_\_

6 Now do the task using your notes from exercise 5.



**FRIENDS CAN SHARE  
SIMILAR BRAIN  
WAVES, GENETICS,  
AND PERSONALITY  
TRAITS!**

# FRIENDS SHARE SIMILAR BRAINWAVES!

- A recent study found how neural responses could factor into our friendships.

# THEY ARE ALSO LIKELY TO BE GENETICALLY SIMILAR!

- The sign of a strong friendship could also lie in your DNA. According to a study, friends tend to be more genetically similar than strangers.

# FRIENDS SHARE PERSONALITY TRAITS!

- A study that looked at behavioural data from social media found that people are more like their friends than research previously thought.





**1 SPEAKING** Work in pairs. Discuss the questions below.

- 1 Who are the people you are closest to?
- 2 What qualities do you look for in a friend?

**2** Read the task and the essay. In which paragraphs does the writer cover each element of the task?


It is sometimes claimed that 'opposites attract' when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think that people pick friends with the same interests as them. That extends to physical appearance – if you have similar tastes, you're likely to appreciate similar clothes and hairstyles. Personally, I think that you are more likely to be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but I don't think it lasts as those different qualities that attracted you at first can annoy you later!


My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common – in fact, the differences keep our friendship interesting. However, our broad interests and personalities do resemble each other's and so it is easy to spend a lot of time together. It's in the details that we differ. For example, we both love sport, but we don't support the same teams. And although we're both sociable, Helen is more outgoing than me.

When it comes to appearance, a similar appearance can lead to attraction. Helen and I both have similar taste in clothes. We enjoy shopping together and swapping clothes. If we had different interests, we wouldn't be able to enjoy these activities together.


So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a long time.




**ALTHOUGH HE  
WAS IN SHORT  
OF MONEY, HE  
DID SPEND A LOT  
OF MONEY!**



**ALTHOUGH HE  
WAS IN SHORT  
OF MONEY, HE  
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OF MONEY!**



**SHE THINKS HE  
DOESN'T LOVE  
HER, BUT HE DOES  
LOVE HER.**



**SHE THINKS HE  
DOESN'T LOVE  
HER, BUT HE DOES  
LOVE HER.**

3 Read the **Learn this!** box. Then find two examples of *do / did* for emphasis in the essay.

**LEARN THIS!** *do / did* for emphasis



We can use *do / did* for emphasis:

- a** after a concession: *Although we're very different, we do get on well.*
- b** to clarify or correct: *'Why didn't you do your homework?'  
'I did do my homework! But I've lost it.'*



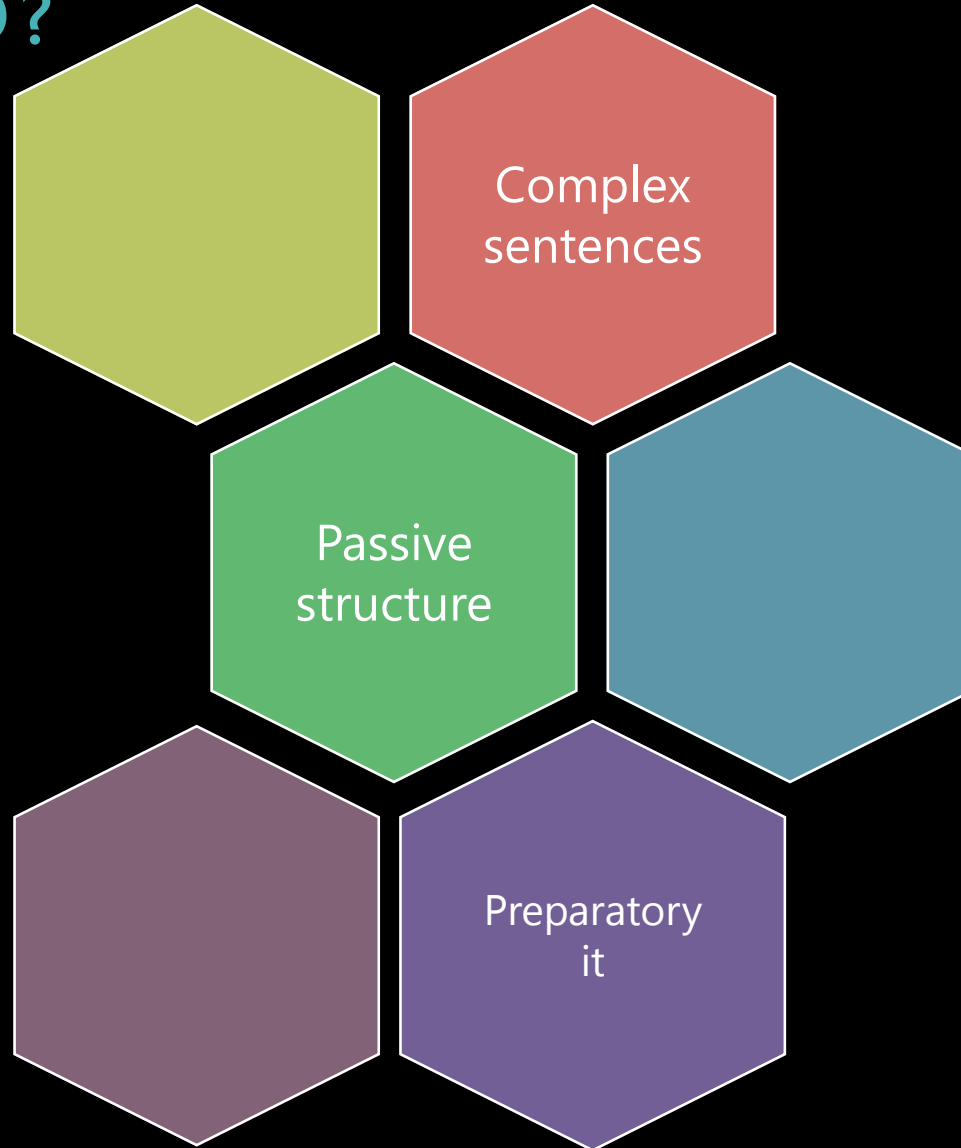


**HOW DO YOU  
MAKE YOUR ESSAY  
MORE ADVANCED?**

- When you're very young, of course, your primary social relationship is with your parents or caregivers. But when kids go to school, deeper friendship that involves, first, doing things together, and then a deeper, shared emotional element is started. Then it is in adolescence that friendship becomes even more abstract and relational.

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# HOW DO YOU MAKE YOUR ESSAY MORE ADVANCED?



## **LEARN THIS!** Structures and features to use in essays



- 1 Join clauses with linkers to make longer, more complex sentences.

*I like him. But he can be a bit mean. → I like him, although he can be a bit mean.*

- 2 Passive structures. These can create a sense of objectivity and authority.

*People often say that ... → It is often said that ...*

- 3 Preparatory *it*. We can use *it* in a cleft sentence to emphasise a particular part of a sentence.

*Honesty is important. → It is honesty that is important.*

### **Writing Strategy**

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

4 Read the **Learn this!** box and the **Writing Strategy**. Then underline an example of each of the structures below in the essay.

1 contrasting clauses with  
*but* and *although*

3 a passive form

4 an example of preparatory *it*

2 an example of another linker

**5 Rewrite the sentences using a structure from the [Learn this!](#) box. Start with the words in brackets.**

1 Online conversations are quick and easy. They are often superficial. (Although ...)

2 The non-verbal aspects of conversations are really important. (It is ...)

3 A lot of people believe that you only need a few close friends. (It is ...)

4 People are busy. They can still keep in touch using social media. (Even if ...)

5 Sometimes people say that today, we live our lives through our phones. (It is ...)



7 Write your essay using your notes in exercise 6.

### **CHECK YOUR WORK**



Have you ...

- structured your essay?
- used a range of more complex grammatical structures?
- checked the spelling and grammar?

# 5

## Functional Language Practice: Speculating and deducing

1 Complete the description of the photo.



This photo <sup>1</sup>s \_\_\_\_\_ s to show a teacher and a student at a school or college. They're standing by some lockers. The boy's holding something – I can't be <sup>2</sup>c \_\_\_\_\_ n, but it <sup>3</sup>c \_\_\_\_\_ d be a book, or maybe a folder. Judging by their <sup>4</sup>e \_\_\_\_\_ s, I'd say that the teacher is probably telling the student off. She's frowning, so she <sup>5</sup>m \_\_\_\_\_ be quite annoyed. He <sup>6</sup>m \_\_\_\_\_ t be apologising, or he could be making an excuse. In the background, two other boys <sup>7</sup>a \_\_\_\_\_ r to be smiling. They're looking at the teacher and the student with the book, so I might be <sup>8</sup>w \_\_\_\_\_ g, but I think they're laughing at him.

**2 SPEAKING** Work in pairs.

**Student A** Look at the photo below. Think of words for each category below to describe it. Then talk to Student B about your photo.



Appearance	Location	Emotions	Actions

**Student B** Look at the photo below. Think of words for each category below to describe it. Then talk to Student A about your photo.



Appearance	Location	Emotions	Actions

**ASSIGNMENT:**  
**WORKBOOK 5H**  
**WRITING PART PAMPHLET**  
**GRAMMAR BUILDER**

**DEADLINE: SUNDAY**