

## Five intimate friendships is the optimal number – I scrape two

### Level 2: Intermediate – Teacher's notes

**Article summary:** The writer examines the state of her friendships and reflects on research that suggests we should have five close friends and the endorphin-firing activities that create closeness between friends.

**Time:** 90 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Phrasal verbs

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to introduce the topic of friendship and help prepare students for reading. Make notes on the board and ask students to skim the article to see if they can find any of the answers mentioned.

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups.

**Key:**

- |                            |                        |
|----------------------------|------------------------|
| 1. <i>sensation</i>        | 6. <i>disorganised</i> |
| 2. <i>ideal</i>            | 7. <i>thoughtless</i>  |
| 3. <i>awkward</i>          | 8. <i>spontaneous</i>  |
| 4. <i>inadequate</i>       | 9. <i>slump</i>        |
| 5. <i>betray, betrayed</i> | 10. <i>proximity</i>   |

As an extension, you could ask students to scan the article and check what other words form word pairs (collocations) with these vocabulary items.

E.g., *get a sensation, ideal number, be awkward, feel inadequate, betray someone's trust, thoughtless and careless, spontaneous visits, side-by-side slumping, simple proximity, etc.*

#### 3. Comprehension check

- a. Ask students to complete the activity individually before comparing their answers with a classmate.

**Key:**

1. *False. She describes the problem of having too many friends.*
2. *True*
3. *True*
4. *True*
5. *True*
6. *False. She wants to, but it is impossible because they all live far away and seeing each other is difficult and expensive.*
7. *True*
8. *False. It is what makes friendship.*
9. *True*

#### 4. Key language

- a. Students could be asked to do this exercise in pairs. Encourage them to scan the text to find the answers. Check answers with the class and go over the meanings.

**Key:**

1. *up*
2. *up*
3. *on*
4. *up*

**Key:**

1. *showed up*
2. *grow on*
3. *shows up*
4. *meet up*

#### 5. Discussion

- a. Allow students time to note their ideas about each statement individually and then discuss them in small groups. Invite someone from each group to share their main idea(s).

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#### 6. In your own words

- a. This task can be done individually or in pairs. It could also be done as a homework task if needed. You could show students examples of infographics, TikTok or YouTube videos, or blog posts (e.g., do an online search for “how to communicate better”) and get students to analyse the clearest ones.

Encourage students to do some research and include new information in their materials. They can use an online tool or app to create the final product. If the task is done for homework, save a few minutes at the start of the following class for students to present.