

MODULE 9 Friendship

Unit 1

Could I ask if you've mentioned this to her?

Listening and vocabulary

Preparation

- Ask students to imagine they are going to contribute to a website on friendship. Tell them they should think of something they can add: a saying, a little story, an example, an illustrated dialogue, a short sketch, a comment on the joys and problems of friendship and so on.
- Give them time to think of their contribution and put it in English in their minds, or take notes and plan it.
- Invite students one by one to tell the class what they want to say on the website.

1. Listen and choose the correct answer.

- Read the questions with the class so they know what they are going to listen for.
- Ask students to suggest what the Friendship Helpline would do and what sort of things people would call it about. Ask students to guess what Lingling is calling about.
- Play the recording and ask students to tell you if they were correct when they guessed why Lingling was calling.
- Play the recording again while students choose the correct answer.
- Check answers as a class.

Answers

1. Betty 2. out 3. Mrs King's friend

Tapescript

Mrs King: Hello!

Lingling: Hello! Could I speak to Betty, please?

Mrs King: I'm sorry, she's not in at the moment.

Lingling: Is that Mrs King?

Mrs King: Yes, this is Betty's mother. Is it important? Can I take a message?

Lingling: Yes, please. This is Lingling, Betty's classmate. I have a problem with my best friend and I need her help.

Mrs King: Oh, I'm sorry to hear that, Lingling. But Betty is visiting her grandmother. She won't be back until tomorrow. Maybe you can try calling my friend, Jane. She works on the Friendship Helpline at school.

Lingling: Thanks so much, Mrs King. May I have the number?

Mrs King: You can call her on 58590808.

Lingling: Thank you, Mrs King.

Mrs King: You're welcome, Lingling. I hope my friend can help you.

2. Number the sentences in the order you hear them.

- Ask students to read the sentences and guess the answers from memory.

Now listen again and check.

- Play the recording once more for students to listen to, check and correct their answers.
- Check answers as a class.

Answers

a) — 2; b) — 3; c) — 1; d) — 5; e) — 4; f) — 6

Extension 1

- Ask students to take on the roles of Lingling and Mrs King and improvise the conversation, using the sentences as cues.
- Ask students to write down the complete conversation from memory, using the sentences as cues. Then play the recording again to compare ideas.

Extension 2

- Practise writing down telephone numbers. Read out telephone numbers for the class to copy down.

Include combinations such as “double two double three”, “five five five zero eight seven three four” and so on.

- Invite individual students to come to the board and ask their classmates to dictate the numbers to them to write on the board.
- Check the numbers as a class.

3. Listen and read. Now check (✓) the true sentences.

- Ask students to read the sentences after the conversation and predict what it may be about.
- Play the recording and tell students to listen to and decide if their prediction was correct. Compare ideas as a class.
- Ask students to listen to the conversation again and read at the same time. Then check which sentences are true.
- Check answers around the whole class.
- Ask students to read and practise the conversation in different roles.

Answers

2 (✓) 3 (✓) 5 (✓)

Extension

- Ask students their views on the advice given. Could there be other reasons for the friend’s behaviour? Are there other ways to handle the issue? Discuss as a class.

Language point: Notes on the conversation

- *(we stayed) in touch* — in contact; we still called, sent messages and met sometimes
- *feel very sure of herself* — feel confident, safe and happy
- *join in more* — speak to more people and do more activities with other people

Everyday English

- *Who’s calling, please?* — Who am I speaking to?
- *This is... speaking.* — a way a caller identifies himself/herself. Also “It’s... speaking.”/“It’s...”/

“It’s...here.” If the caller asks, “Is that...?” the other person would reply, “(Yes,) Speaking.”

- Tell students these sentences are standard for telephone conversations, but are not used in other situations. For example, instead of saying “This is Lingling speaking.” when she meets someone face to face, Lingling would say, “Hi, my name’s Lingling./I’m Lingling.”
- Tell students to find the sentences in the conversation and write a four-line telephone dialogue, using the sentences.

4. Complete the passage with the correct form of the words in the box.

- Ask students to read the words in the box and check students know their meanings.
- Tell them that they might need to decide if a word should be in a different form, e.g. plural or singular. Then ask them to complete the passage with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

Answers

- | | |
|--------------|--------------|
| 1. separated | 2. treats |
| 3. herself | 4. lonely |
| 5. regrets | 6. patient |
| 7. introduce | 8. encourage |

Pronunciation and speaking

5. Listen and underline the words the speaker stresses.

- Read the sentences with students and ask them to guess which words may be stressed.
- Play the recording for students to check whether their guess was correct and underline the words the speaker stresses.
- Ask students to compare which words they have underlined with their desk partner. Then check answers as a class.

Now listen again and repeat.

- Play the recording again and tell students to listen and repeat chorally. Encourage them to stress the words in the same way as the speaker does.

Possible answers

1. Don't tell me who she is.
2. Tell me when the problem started.
3. Can you tell me how she's different?
4. Maybe she doesn't feel very sure of herself in her new school.
5. I'll encourage her to join in more.

6. Work in pairs. Talk about your problems with friendship.

- Ask students to work with their desk partner or in small groups and discuss the solutions to the three problems.
- As a class, brainstorm ideas and write them on the board.
- Tell students to read the roles for the activity. Then ask a volunteer to say how the conversation will start and write his/her idea on the board. Then ask another volunteer to say how to continue the conversation.
- Use the solutions that the class has discussed and the students' ideas about the conversation to build up an example conversation on the board.
- Put students in pairs and tell them to practise the conversation on the board. When they have finished, ask them to improvise/role-play the other two conversations, using the two problems and solutions discussed.
- Ask students to think of more typical problems they may have with friendship. For example:
 - My friend tells lies.
 - My friend is always asking to borrow money.
 - My friend wants to copy my homework.
 - My friend often criticizes me.
 - My friend is always late.
- Ask students to think of solutions to each problem in pairs or small groups.
- Ask them to talk about the problems they have raised, following the example conversation.

Unit 2

I believe that the world is what you think it is.

Reading and vocabulary

Preparation

- Ask students to think of what a real friend does/does not do, and what makes a friend special.
- Make a list and ask students to copy and decorate or illustrate it. Suggestions:
 - A friend listens.
 - A friend tells you the truth.
 - A friend is there for you when you feel bad, as well as when you feel good.
 - A friend does not break their promises.
 - A friend does not tell anyone else your secrets.

1. Work in pairs and answer the questions.

- Ask students to read the questions and think about their answers. Allow them to take notes, if you wish.
- Put students in pairs to take turns asking and answering the questions.
- Invite some students to tell the class about their partner's answers to the questions.

2. Read the passage and answer the questions.

- Tell students to read the title of the passage and look at the photo. Ask them who they think is in the photo and what the connection with the title will be.
- Ask students to read the story quickly and tell you if their ideas were correct.
- Ask students to read the questions and think about their answers. Allow them to take notes, if you wish.
- Put students in small groups and ask them to discuss their answers and decide on their group's answer to each question.
- Ask one person from each group to tell the class what their answers are. Discuss as a class.

Answers

1. (Possible answer) Yes, it does. Because I don't think a smile can be an important gift.
2. She felt very lonely.
3. She feels happy.
4. Smile at the world and it will smile back.

Learning to learn

- Draw students' attention to the questions in the box. Ask them if they remember reading the answers to these questions in "A beautiful smile".
- Tell them to read the story again and find the answers. Then discuss as a class.
- Point out that these questions are very useful both for understanding and focusing on events in a story, and also for writing stories that will be interesting to read.

3. Complete the sentences.

- Ask students to tell you what they think the message of the story "A beautiful smile" is. Compare ideas as a class.
- Tell them they are going to complete sentences to create a summary of the story. Ask them to look at the diagram and check they understand what they have to do.
- Ask students to read the passage again in detail and complete the sentences with information from it. Do the first sentence as a class, if necessary.
- Ask students to compare their completed diagrams with their desk partner, and then check answers as a class.

Answers

- | | |
|-------------------|----------------------------|
| 1. No one | 2. very lonely |
| 3. make friends | 4. (without a word) smiled |
| 5. happy | 6. best friend |
| 7. what you think | 8. it will smile back |

Language point: Notes on the passage

- *without a word* — without speaking
- *circle of friends* — a group of friends

4. Complete the sentences with the words in the box.

- Read the words in the box and check their meanings with the class.
- Ask students to complete the sentences on their own and then discuss the answers with their desk partner.
- Check answers as a class.

Answers

- | | | |
|---------------|-------------|-----------|
| 1. suggestion | 2. treasure | 3. trust |
| 4. stick | 5. glue | 6. circle |
| 7. silence | | |

Writing

5. Read the passage again. Find the paragraphs that describe the following stages.

- Ask students to read the stages and match them to paragraphs in the passage.
- Ask them to compare answers in pairs.
- Check answers as a class.

Answers

What happened and when. — Paragraph 1
Where she was and how she felt. — Paragraph 2
Why she felt that way. — Paragraph 3
What happened one day. — Paragraph 4
What happened suddenly. — Paragraph 5
What happened after this. — Paragraph 6
What happened later. — Paragraph 7
What she thinks now. — Paragraph 8

6. Write a passage about someone or something that changed your life. Use the stages in Activity 5 to help you.

- Ask students to think of an event that changed their life, or make one up. For example:
A new teacher makes a subject easy.
A letter arrives from a forgotten relative.
Someone always full of fun and kindness moves into their building.
- Ask them to make notes about their stories, using the stages in Activity 5.
- Tell them to use their notes to write a passage or a story. Remind them to check their spelling and

make sure that all their words are in the correct form.

- Nominate some students to share their passages or stories with the class.

Possible answer

Mum and Dad walked in with a big box. They put it down on the floor and said “Happy Birthday”, and then your nose came over the side and I saw you for the first time.

I was ten and we had moved to a new town. It was a nice town, but I didn’t know anyone and the places in the town did not feel familiar. I stayed indoors a lot. I told people I liked being alone. I did not do any exercise. I became quite lazy.

But then you came along — my dear friend and pet, Spot. From the moment you came out of your box and I saw you, my new dog, white with black spots, a cute face and a tail that never stopped moving, my life changed.

I became noisy again and we were always going out for walks and runs in the park. Before you came into my life, I did not make friends because I often sat at home alone. But when people saw me going out every day with my lovely dog, they started smiling and saying hello to me. The whole town seemed to be my friend.

Thank you, Spot — you have brought me many new friends. But don’t worry, you’ll always be my favourite!

made into a question. Tell students they can use the normal sentence order (“how she’s different”, NOT “how is she different”).

- Point out that if the normal question doesn’t have a *wh-* word (e.g. Do you live here? Is she different? etc.), and it is used after one of these phrases, we need to add “if” after the phrase, to introduce the question. Ask students to find an example in the language box (e.g. “Could I ask if you’ve mentioned this to her?”)

1. Match the two parts of the sentences. There may be more than one possibility.

- Tell students to read the sentence halves and match them to make complete sentences.
- Put students into pairs to compare their answers and find as many combinations as possible.
- Check answers as a class.

Possible answers

1. I asked her when I should call her/why he looks worried/if she would like to go with me/how long he would be away/where I met her for the first time.
2. I do not remember when I should call her/where I met her for the first time.
3. I cannot find out why he looks worried.
4. I do not understand why he looks worried.
5. I could not decide when I should call her.

Unit 3

Language in use

Language practice

Preparation

- Ask students to read the sentences in the box and tell you what they notice about the “questions” in the second part of each sentence (in bold).
- Point out that when the phrases in the first part of each sentence are used (“Could you explain”, “Can you tell”, “Could I ask”, “Do you know”, “I did not know”, “I asked”), the second part needs not be

2. Complete the conversation with *if, what, when, whether, or why*.

- Review the use of these words with the class. Point out that “if” can be substituted by “whether” in this type of sentence, particularly in more formal contexts, although the meaning is the same.
- Ask students to read the conversation quickly and say what Jo and Anna are talking about (a concert and who is going to it).
- Tell them to complete the conversation on their own. Remind them to look at the replies if they need a clue.
- Put students in pairs to compare their answers and then check answers as a class.
- Ask students to practise the conversation in pairs.

- Invite volunteers to role-play the conversation for the class.

Answers

- | | | |
|---------------|---------------|---------|
| 1. if/whether | 2. if/whether | 3. what |
| 4. when | 5. if/whether | 6. why |

3. Complete the sentences so that they are true for you.

- Ask students to complete the sentences with their own ideas.
- Remind them to check they have put the words in the correct order and then tell them to compare answers with a partner.
- Ask students to read out some of their answers and check them.

Possible answers

1. he is
2. he is not playing today
3. to put this
4. the basketball match starts
5. the teacher was coming today or not

4. Complete the conversations with the sentences in the box.

- Ask students to look at the sentences in the box and say when they might hear these sentences (during a telephone call).
- Ask them to complete the conversations on their own. Remind them to choose the correct sentences according to the context.
- Check answers as a class.

Now work in pairs. Act out the conversations.

- Put students in pairs to practise the conversations.
- Invite volunteers to perform the conversations for the class. Asking them to stand back-to-back and imagine they are speaking on the phone.

Answers

- | | | |
|-------|-------|-------|
| 1. b) | 2. a) | 3. e) |
| 4. d) | 5. c) | |

5. Complete the conversation with the words in the box.

- Ask students to read the words in the box and check the meanings.
- Tell them to read the conversation and complete it on their own.
- Tell them to check they have used the correct words by noticing if they need an adjective, a verb or a noun in each gap.
- Allow them to compare answers with their desk partner before checking as a class.

Answers

- | | | |
|------------|---------------|-----------|
| 1. worried | 2. trust | 3. lonely |
| 4. include | 5. suggestion | |

6. Complete the passage with the correct form of the words and expressions in the box.

- Read the words and expressions in the box as a class and check that students know the meanings.
- Put students in pairs to complete the passage.
- Check answers as a class.

Answers

- | | |
|----------------------|--------------------|
| 1. followed | 2. treasure |
| 3. circle of friends | 4. stayed in touch |

7. Listen and choose the problem the speaker describes.

- Tell students to read the different problems and check that they understand them.
- Tell them they are going to listen to a recording and should choose which of the problems is being spoken about.
- Play the recording for the students to listen to and choose the correct answer. Play the recording twice if necessary.
- Check answers as a class.
- Ask students how they chose the correct answer, and what words and phrases have helped them.

Answer

b)

Tapescript

I'm Charlie. I've been best friends with Sam for over ten years — since we were young children. But now that we are older, we seem to be changing. We don't have the same friendship any more, and I miss it. I want to stay friends with Sam, but I'm not sure it's going to work. What should I do? Should I make new friends? Or should I try to get our friendship back again?

8. Work in pairs. Choose the best piece of advice in your opinion for the problem in Activity 7.

- Ask students to read the three pieces of advice and check their understanding.
- Put students in pairs or threes to decide which is the best advice for the problem in Activity 7.
- Discuss as a class.

Now listen and number the pieces of advice in the order you hear them.

- Play the recording for students to listen to and put the three pieces of advice in the order they hear them.
- Check answers as a class.
- Ask students to listen to the recording again and decide if they agree with any of the advice.
- Discuss as a class.

Answers

a) — 2; b) — 3; c) — 1

Tapescript

1

Boy 1: I just want to say to Charlie, best friends come and go, you know. Nothing can stay the same all the time, not even a long friendship of ten years. When you grow up, you change. You want different things. You are not the same as you were ten years ago, and your friend isn't the same either. Don't think about the past so much.

2

Girl: When I was ten, my best friend moved away to another town. Our friendship nearly ended, but then I called her and told her how I felt. You need to make sure Sam knows how you feel, and if you are really good friends, then your friendship will not end.

3

Boy 2: Do something special together, just you and Sam. Plan a day to do something interesting. Or just do things together that you enjoyed in the past. You'll see if there's still some of that old friendship left.

9. Write about a friend.

- Ask students to choose three of their friends and write down their names.
- Tell them to read the questions and think about the answers.
- Ask students to write notes answering the questions about their three friends.
- Put students in pairs to take turns asking and answering the questions and talking about their three friends. This will give them practice and help them express themselves when they are writing.
- Ask students to choose one of the three friends to write about, using their notes.
- Tell them to exchange their writings with their desk partner to check each other's spelling.
- Nominate some students to share their texts.
- Ask students to draw a picture or add a photo of their friend to illustrate and make a wall display.

Around the world: Pen friends

- Read the article as a class.
- Tell students to read the article a second time for two minutes and then close their books.
- Put students in pairs to remember and write down as much of the article as possible.
- Write the numbers 1967, 300,000, 8 and 80 on the board, and remind students to include this information.
- Monitor and help as necessary.

- When students have finished, allow them to compare their information with the information in the text by re-reading the article.

- Ask students to write at least four questions about pen pals to ask a partner. For example:

Have you ever had a pen pal?

Are e-pals the same as pen pals?

Would you like to meet pen pals or e-pals, or would you be worried you wouldn't get on in person?

Do you know anyone who collects stamps or postcards?

Is this a good way to collect stamps or postcards?

- Put students in pairs to take turns asking and answering their questions.

- Ask volunteers to report back to the class about their partner's answers.

Module task: Making a poster about friendship

10. Work in groups. Read the list. Discuss what is important about friendship. Make choices and give reasons why you choose them.

- Ask students to read the ideas and think about which ones are important about friendship. Tell them to put the ideas in an approximate order.

- Put students in pairs or threes to compare their ideas.

- Ask students to work in their small groups to add two or three things they consider important about friendship.

- Discuss as a class and write each group's additional ideas on the board.

- Ask students to work individually. Have them read the ideas in the book and on the board, and choose the three they think are the most important and the one they think is the least important.

- On the board write:

I think... is important about friendship because...

... is also important, in my opinion, because...

I also think that... is important because...

On the other hand, I don't think that... is very important because...

Ask students to think about their reasons and complete the sentences with their choices and reasons. Encourage them to give a personal experience to back up each reason.

- Put students in small groups to read their sentences to each other and discuss as a group.

- Invite a member of each group to give the class a summary of their discussion.

11. Make your poster with your group members. Write about your own experience and draw some pictures.

- Ask each student to write their personal experience regarding friendship on a separate piece of paper and draw pictures or find photographs to decorate it. Encourage them to relate their experiences to the choices of things they think are important about friendship, which they discussed in Activity 10. For example:

I think being honest to each other is important about friendship because if you are always honest, your friend can trust you. My best friend always tells me when I do something wrong. It hurts sometimes, but it makes me a better person too.

- Ask each group to bring each member's work together to make their poster.

- Tell students to revise and improve their posters if necessary.

12. Present your poster to the rest of the class.

- Use the posters to decorate the classroom.

- Tell students to read all the posters and vote for the most interesting poster, the funniest poster, the most attractive poster, etc.