Module 9 Friendship

Module task: Making a poster about friendship

Unit 1 Could I ask if you've mentioned this to her?

Listening and vocabulary



1 **Listen and choose the correct answer.**

1 Lingling wants to speak to Betty / Mrs King.
2 Betty is in / out.
3 Betty's friend / Mrs King's friend works on the Friendship Helpline.

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

a) I'm sorry, she's not in at the moment. ☐
b) Is that Mrs King? ☐
c) Could I speak to Betty, please? ☐
d) May I have the number? ☐
e) Can I take a message? ☐
f) Thanks so much. ☐

Now listen again and check.

3 **Listen and read.**

Helpline: Hello, Friendship Helpline. Who's calling, please?
Lingling: Hello. This is Lingling speaking.
Helpline: Hi, Lingling! How can I help you?
Lingling: I have a problem with my best friend. She's called…
Helpline: No, don't tell me who she is. Tell me when the problem started.
Lingling: Yes. Well, we've been friends for five years. We got separated when we went to different schools last term, but we stayed in touch.
Helpline: So could you explain what happened then?
Lingling: This term, she came to study at my school. I was so happy at first. But she's so different.
Helpline: Can you tell me how she's different?
Lingling: She doesn't like me to see my other friends.
Helpline: Could I ask if you've mentioned this to her?
Lingling: Yes, but she refused to listen.
Helpline: OK. Do you know why she treats you like that?
Lingling: No. I don't know.
Helpline: Maybe she doesn't feel very sure of herself in her new school.
Lingling: Maybe.
Helpline: Try to find out whether she feels lonely without you. I'm sure she regrets hurting you. So be patient with her and explain to her that she can make friends with your other friends too. Try to introduce her to them.
Lingling: I see. I'll encourage her to join in more. Thanks.
Helpline: No problem, Lingling. You're welcome!

Everyday English

- Who's calling, please?
- This is... speaking.

Now check (√) the true sentences.

1 Lingling called to ask for advice about her schoolwork. ☐
2 Lingling and her best friend are now in the same school. ☐
3 Lingling is happy to see her best friend at the same school. ☐
4 Lingling is having a hard time in the new school. ☐
5 Lingling gets help from the helpline. ☐

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

encourage herself introduce lonely
patient regret separate treat

When you get (1) _____ from a friend, it may create problems for your friendship. She may not want you to see your other friends. If this is the case, she probably (2) _____ you like that because she does not feel sure of (3) _____. Try to find out whether she feels (4) _____ without you. It is natural to feel like that. She probably (5) _____ hurting you. Be (6) _____ with her, (7) _____ her to your other friends and (8) _____ her to join in more.

Pronunciation and speaking

5 Listen and underline the words the speaker stresses.

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.

Now listen again and repeat.

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

Student A: You call the helpline to ask for advice on your problems:

- I'm shy and I haven't had many friends.
- I had a big fight with my best friend and we don't talk to each other now.
- I have to go to a new school, but I don't want to leave my friends.

Student B: You work on the helpline. Listen to Student A's problems and try to help.

— *This is... on the helpline. How can I help you?*
— *This is... speaking. I have a problem...*

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Unit 2 I believe that the world is what you think it is.

Reading and vocabulary

1 **Work in pairs and answer the questions.**

1 When was the last time you felt sad?
2 Who did you tell that you were sad?
3 What did you do to feel better?
4 How can you make other people feel happy?

2 **Read the passage and answer the questions.** 🎧

Learning to learn

When you read a story, focus on the five *wh*-questions:
Who is the main character?
What happens?
When does the main event or story take place?
Where does it take place?
Why?

A beautiful smile

By Zhang Bei

1 When I was thirteen years old, a girl gave me an important gift. It was a smile.

2 It was the early autumn of my first year at a new school. No one knew me. I was very lonely, and afraid to make friends with anyone.

3 Every time I heard the other students talking and laughing, I felt even more lonely. I could not talk to anyone about my problem, and I did not want my parents to worry about me.



4 One day, my classmates were talking with their friends, but I sat in silence. At that moment, a girl entered the classroom. I did not know who she was. She passed me and then turned back. She looked at me and, without a word, smiled.

5 Suddenly, I felt the touch of something bright and friendly. It made me feel happy, lively and warm. It was like a hidden treasure.

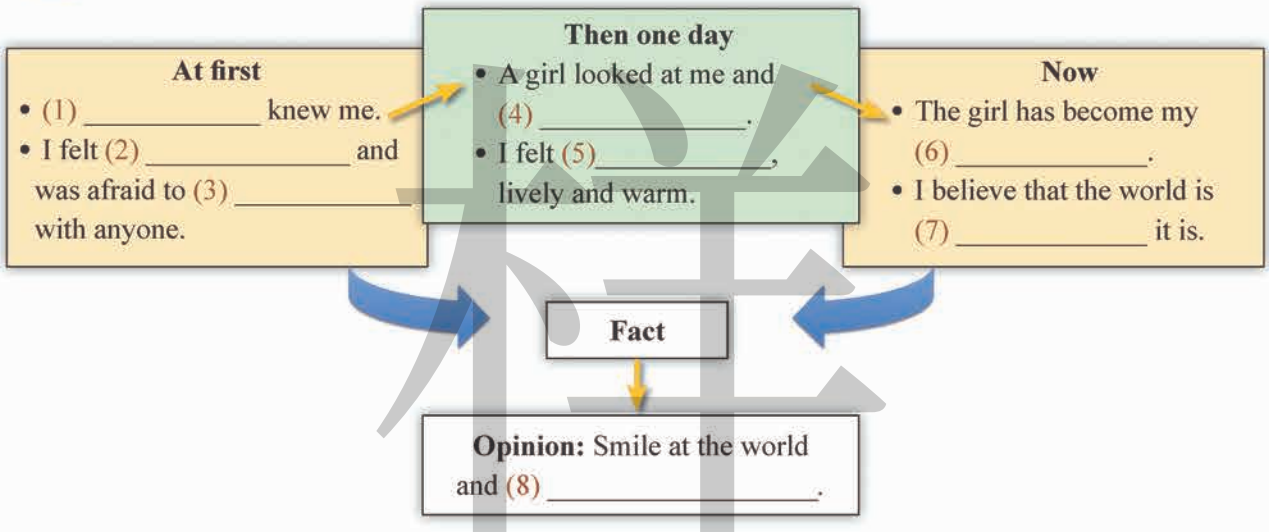
6 That smile changed my life. I started to talk with the other students. Day by day, I learnt to trust people, and they included me in their circle of friends. The girl with the bright smile has become my best friend now, and we stick together like glue.

7 One day, I asked her why she smiled at me that day. She said she could not remember!

8 Now I believe that the world is what you think it is. If you think you are lonely, you might always be alone. My suggestion is: smile at the world and it will smile back.

1 Does the beginning of the passage surprise you? Why?
2 How did the writer feel in the past?
3 How does the writer feel now?
4 What advice does she give?

3 Complete the sentences.



4 Complete the sentences with the words in the box.

circle glue silence stick suggestion treasure trust

1 My father made the _____ that I should find a hobby.
2 Even today, some people search for _____ under the sea.
3 You can _____ them to look after the house.
4 You must make the stamp wet before you _____ it to the letter.
5 Have you got any _____? I want to stick these pieces of paper together.
6 John's _____ of friends includes some students from the UK.
7 I like the _____ in the countryside. The city is too noisy for me!

Writing

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

- What happened and when.
- Where she was and how she felt.
- Why she felt that way.
- What happened one day.
- What happened suddenly.
- What happened after this.
- What happened later.
- What she thinks now.

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

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Unit 3 Language in use

Language practice

Could you explain **what happened then**?
Can you tell me **how she's different**?
Could I ask **if you've mentioned this to her**?
Do you know **why she treats you like that**?
I did not know **who she was**.
I asked her **why she smiled at me that day**.

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

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

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

Jo: Hi, Anna. Did you get the invitation to the end-of-term concert?
Anna: Yes, I did.
Jo: Could you tell me (1) _____ you're going to come?
Anna: Yes, I'd love to.
Jo: That's great. What about Tony? Do you know (2) _____ he's coming?
Anna: Yes, he's coming. Don't forget, he's in the school band.
Jo: So do you know (3) _____ the band will play at the concert?
Anna: Of course! But I don't know (4) _____ they will play.
Jo: I think they'll play first.
Anna: Do you know (5) _____ Tony has written a new song for the concert?
Jo: Yes, he told me that he had, but I think it's a surprise.
Anna: I've heard that Arthur isn't going to play the piano at the concert. Do you know (6) _____?
Jo: Yes. He's broken his arm.
Anna: Oh dear, that's terrible!

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

1 I do not remember who _____.
2 I do not understand why _____.
3 I cannot decide where _____.
4 I want to know when _____.
5 I asked him whether _____.

4 Complete the conversations with the sentences in the box.

a) I'm afraid you have the wrong number.
b) Can I help you?
c) I'll call back later.
d) Jack isn't here right now.
e) Who's calling, please?

A: Good morning. This is 23456789. (1) _____
B: Hello. May I speak to Jack?
A: Jack? (2) _____
B: Oh, sorry.
A: That's OK.
…
B: Hello. May I speak to Jack, please?
C: (3) _____
B: It's Sally.
C: Just hold the line, please.
(*A moment later.*)
Sorry, (4) _____ Can I take a message?
B: No, thanks. (5) _____

Now work in pairs. Act out the conversations.

5 Complete the conversation with the words in the box.

include lonely suggestion trust worried

A: Why are you so (1) _____?
B: I'm new here and the students in my class don't (2) _____ me. I feel so (3) _____. Can you help me?
A: I see. It takes some time before they (4) _____ new students in their circle of friends. My (5) _____ is: keep trying to make friends.
B: OK. I'll try.

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

circle of friends follow treasure stay in touch

When my grandmother died, I felt my heart break. Many dark days (1) _____, and I missed her so much. She was full of love for everyone in the family and every piece of advice she gave me was a (2) _____. She had a wide (3) _____ and they often came to see her. She (4) _____ with them until her last days.

7 **Listen and choose the problem the speaker describes.**

a) My best friend has found a new best friend. ☐
b) My long-lasting friendship with someone is coming to an end. ☐
c) I have moved to a new school and I'm lonely. ☐
d) My best friend's parents don't like me. ☐

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

a) Talk about your feelings. ☐
b) Try to spend some time with your friend. Do something that is special to both of you. ☐
c) Forget about your friend. Nothing stays the same all the time. ☐

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

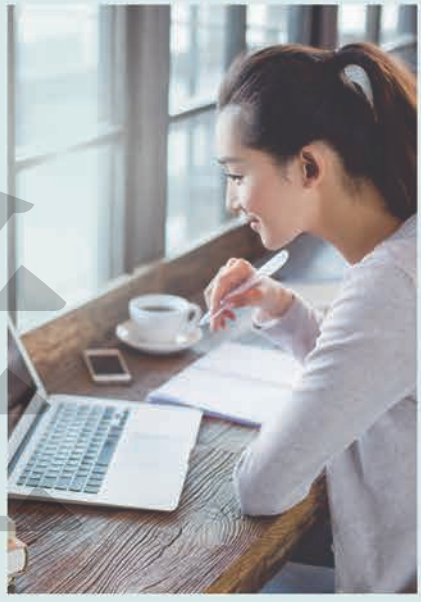
9 **Write about a friend.**

1 Describe your friend. How did your friendship start?
2 What makes your friend so special?
3 What do you do together to have fun?
4 Do you think your friendship will stay the same in the future? Why or why not?



Around the world

Pen friends



Many people make friends by writing letters. One way to find a pen friend is to join a club. International Pen Friends started in 1967 and has over 300,000 members in different countries. Their youngest member is eight years old, and their oldest member is over eighty. Some people write to find out about life in another country. Others want to practise their foreign languages or share their hobbies. Stamp collectors, for example, write to people in different countries so that they can collect the stamps on the letters they receive. Most people just enjoy making friends, and they invite their pen friends to visit them.



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.**

- always help each other
- be honest to each other
- be kind to each other
- go to school together
- share things with each other

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

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

kilometre /'kɪləˌmiːtə; kɪ'lɒmɪtə/ *n.* 千米；公里 (66)
shape /ʃeɪp/ *n.* 外形；形状 (66)
human /'hjuːmən/ *n.* 人 (66)
wake /weɪk/ *v.* (woke /wəʊk/, woken /'wəʊkən/) 唤醒；醒来 (66)
wake sb. up 唤醒某人 (66)
somebody /'sʌmbədi/ *pron.* 某人；有人 (66)
about /ə'baʊt/ *adv.* 向四周；向各处 (66)
path /pɑːθ/ *n.* 小路；路径 (66)
pull /pʊl/ *v.* (用手) 拉，牵，扯 (66)
freshwater /'freʃˌwɔːtə/ *adj.* 淡水的 (66)

Module 9

helpline /'helpˌlaɪn/ *n.* 服务热线 (72)
separate /'sepəˌreɪt/ *v.* 使分开；分隔 /'sepərət/ *adj.* 分开的；单独的 (72)
explain /ɪk'spleɪn/ *v.* 解释；说明 (72)
mention /'menʃn/ *v.* 提及；谈到 (72)
refuse /rɪ'fjuːz/ *v.* 拒绝 (72)
treat /triːt/ *v.* 对待；看待 (72)
herself /hə'self; ə'self/ *pron.* 她自己 (72)
whether /'weðə/ *conj.* 是否 (72)
lonely /'ləʊnli/ *adj.* 孤独的；寂寞的 (72)
regret /rɪ'gret/ *v.* 懊悔；遗憾 (72)
patient /'peɪʃnt/ *adj.* 有耐心的；能忍耐的 (72)
introduce /ˌɪntrə'djuːs/ *v.* 介绍；引见 (72)
join in 参加 (72)
no problem 没什么，没关系（用于礼貌地回答某人的感谢或道歉） (72)
silence /'saɪləns/ *n.* 寂静；无声 (74)
in silence 安静地；沉默地 (74)
pass /pɑːs/ *v.* 经过；通过 (74)
bright /braɪt/ *adj.* 欢快的；明亮的 (74)
treasure /'treʒə/ *n.* 珍宝；珍贵之物 (74)
day by day 一天天地；渐渐地 (74)
trust /trʌst/ *v.* 信任；信赖 *n.* 信任；信赖 (74)
include /ɪn'kluːd/ *v.* 包括；把……列为一部分 (74)
circle /'sɜːkl/ *n.* (熟悉的、相关的人形成的) 圈子 (74)
stick /stɪk/ *v.* (stuck /stʌk/, stuck) 粘；粘贴 (74)
glue /gluː/ *n.* 胶水 (74)
suggestion /sə'dʒestʃən/ *n.* 提议；建议 (74)

Module 10

director /də'rektə; daɪ'rektə/ *n.* 导演；主管；经理 (80)
show /ʃəʊ/ *v.* 引领；带领 (80)
around /ə'raʊnd/ *adv.* 到处；向各处 (80)
show sb. around 带某人参观；给某人做向导 (80)
on air (广播或电视) 播出 (80)
avoid /ə'vɔɪd/ *v.* 避免；防止 (80)
background /'bækˌgraʊnd/ *n.* 背景；后景 (80)
national /'næʃnəl/ *adj.* 国家的；国内的 (80)
international /ˌɪntə'næʃnəl/ *adj.* 国际的；世界的 (80)
presenter /prɪ'zentə/ *n.* 主持人 (80)
interview /'ɪntəˌvjuː/ *n.* 采访；访谈 *v.* 采访；访问 (80)
seem /siːm/ *v.* 看来；似乎 (82)
listener /'lɪsnə/ *n.* 听众；听者 (82)
in person 亲自；本人 (82)
part-time /ˌpɑːt'taɪm/ *adj.* 兼职的 (82)
article /'ɑːtɪkl/ *n.* 文章；报道 (82)
studio /'stjuːdiəʊ/ *n.* 录制室；录音室 (82)
purpose /'pɜːpəs/ *n.* 意图；目的 (82)

样书