

Getting along



No one is an island. In this unit, let's explore the secret of good relationships. How do people get along with each other? What do you think is the most important thing when making friends? By the end of this unit, you will create a guide for getting along with others.

After completing the unit, you will be able to:

- ▶ use words and expressions in the unit to talk about relationships.
- ▶ use the present perfect tense to tell stories of sharing.
- ▶ share your thoughts on how to get along with others.

3  Listen to the conversation and complete the notes.



Paul's worries

My friends were so excited about riding the roller coaster. I didn't want to make them ¹_____.



Ms Thomson's suggestions

- You should tell your friends that you're afraid of ²_____.
- They'll understand you.
- You can't always hide your ³_____ to please others.

What if they never ⁴_____ me again?

- You can still do ⁵_____ together.
- Just say ⁶"_____ " and explain why.
- True friends will respect your feelings.

Learning to learn

Offering comfort When someone is unhappy, it's important to comfort them. It shows that you understand how they feel. Helpful expressions include *I'm sorry to hear that*, *That sounds difficult* and *I see*.

 Listen again. Then talk about how the teacher offers comfort.

4 Work in pairs. Choose a situation and act out a conversation.

Situation 1 I'm busy with my homework but my best friend keeps texting me!



- A I have a problem with my friends.
B It sounds... Why not try...?
A I am afraid of...
B Don't worry. You'll be fine.

Situation 2 I really want to join the dance club, but all my friends want me to join the skating club with them.

Situation...

Useful expressions → p101

Talk about what you have learnt about expressing your thoughts in this section.

Reading for writing

1 Look at the picture and answer the questions. Use the words and expressions to help you.

- 1 What can you see in the picture?
- 2 What do you think the story is about?

reach agreement

argue over **dividing line**

neighbour **give up** **kindness**

2 Read the story and check your answers.

1 Narrow lanes are very common in China. They are usually about two metres wide, or six *chi* in traditional Chinese units. Most of them are nothing special. But Liuchixiang (Six-*chi* Lane) in Tongcheng, Anhui, is perhaps the most famous one.

2 Its story started back in the Qing Dynasty. Two local families, the Zhangs and the Wus, argued over the dividing line between their houses. They couldn't reach agreement. The Zhang family was angry. Their relative, Zhang Ying, had a position high up in the government. They wrote him a letter, asking for advice. When his reply came, they opened it to find a poem inside.

Six *chi* away,



A letter from far away just for a wall

Is not right or good at all.

Three chi to your neighbour as a gift

Is nothing as time continues to drift.

- ³ After reading it, the Zhang family felt ashamed. They stepped back three *chi* for their neighbour. This act deeply moved the Wu family. In return, they decided to do the same thing. They gave up another three *chi*. And so came the six-*chi*-wide lane between the two houses.
- ⁴ Hundreds of years have passed since then, and the lane is still there. The people of Tongcheng still keep the poem in mind. Whenever they walk down the lane, they remember how kindness encourages more kindness.

一纸书来只为墙，
让他三尺又何妨。
长城万里今犹在，
不见当年秦始皇。

but closer together



Think and share

3 Answer the questions about the story.

Six *chi* away, but closer together

- 1 What do you think the title means?
- 2 Why does the writer use the poem in this story?
- 3 What have you learnt from the story?

Learning to think for question 2 Writers may use other people's words to make their ideas stronger and more believable. Understanding them helps us know the theme better.

▶ Introduction

- 1 Where is Liuchixiang in the story?
- 2 What's special about it?

▶ The problem

- 3 What did the two families argue about?
- 4 Who did the Zhang family ask for advice?

▶ The solution

- 5 What suggestion did the Zhang family receive?
- 6 What did the Zhang family do then?
- 7 How did the Wu family behave?

▶ The influence

- 8 What do the people of Tongcheng remember as they walk down the lane?



4 Answer the questions.

- 1 How do you understand "as a gift" and "as time continues to drift" in the poem?
- 2 What rhymes can you find in the poem?
- 3 What's the effect of these rhymes?

5 Write a short story about understanding between people.

Step 1

Organise your ideas by answering the following questions.

1 When did
the story happen?

2 Where did
the story happen?

3 Who were
in the story?

4 What problem did they face?

5 How did they solve the problem?

6 What does the story teach us about relationships?

Step 2

Write about your story with the help of the chart.

Step 3

Check. Did you: include people, a setting and events?

use the words and expressions from the reading passage?

give your opinion about the importance of understanding
others?

Step 4

Share your story with the class.

Presenting ideas

Create a guide for getting along with others.

Step 1

Work in groups, and list common problems in getting along with others. Think about possible solutions. Then take a group vote to decide on one problem to focus on.

Step 2

Create a guide with the help of the outline below. You can use the language tips in the outline or find useful expressions or sentences from this unit.

Introduction *Stating the importance of getting along with others*

- Getting along with others is important because...
- You will always live / study / work with others, so...

Body

Describing one common problem

- A common problem is...
- Sometimes you may argue over...
- Perhaps you can't reach agreement on...
- I can't understand why...
- ... has been... for a long time.

Explaining solutions to the problem

- The most important thing is...
- When having an argument about..., we need to...
- If you disagree about..., you should...
- We could choose to step back and...

Conclusion *Mentioning how good relationships can change your life*

- Better relationships will help you...
- It's good to see how kindness encourages more kindness.

Step 3

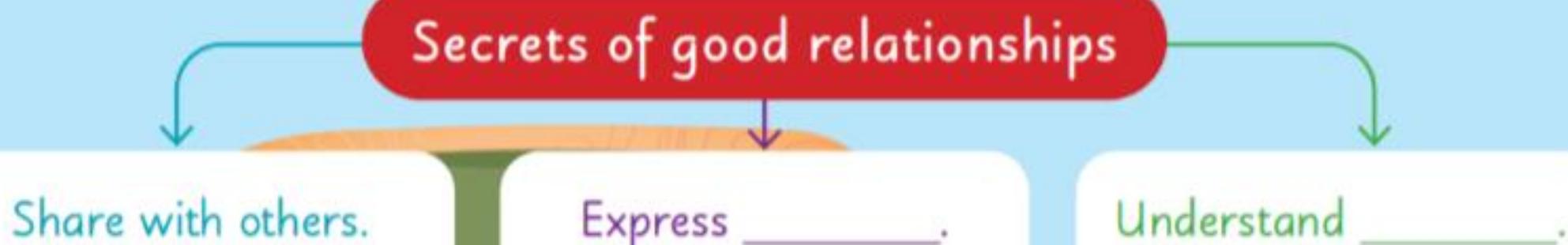
Practise and present your guide to the class.

Step 4

Vote on the best three guides and the best three presentations.

Reflection

- 1 After completing this unit, I understand more about getting along with others.



- 2 To express my understanding, I can...

- use words and expressions in the unit to talk about relationships:
- use the present perfect tense to tell stories of sharing.
- share my thoughts on how to get along with others.

*1 = excellent, 2 = good, 3 = not yet

- 3 I still need to improve:

What do you think this picture shows?

Starting out

- 1 Read the quotes and answer the questions.

Do not do to others what you do not want others to do to you.

Confucius

己所不欲，勿施于人。

孔子

Not everyone thinks the way you think, knows the things you know, believes the things you believe, nor acts the way you would act. Remember this and you will go a long way in getting along with people.

Arthur Forman

We need people, we need the cooperation of others.

There is very little we can do alone.

Earl Nightingale

- 1 What are the quotes about?
- 2 Which quote do you agree with most? Why?

- 2 Look at the picture and answer the questions.

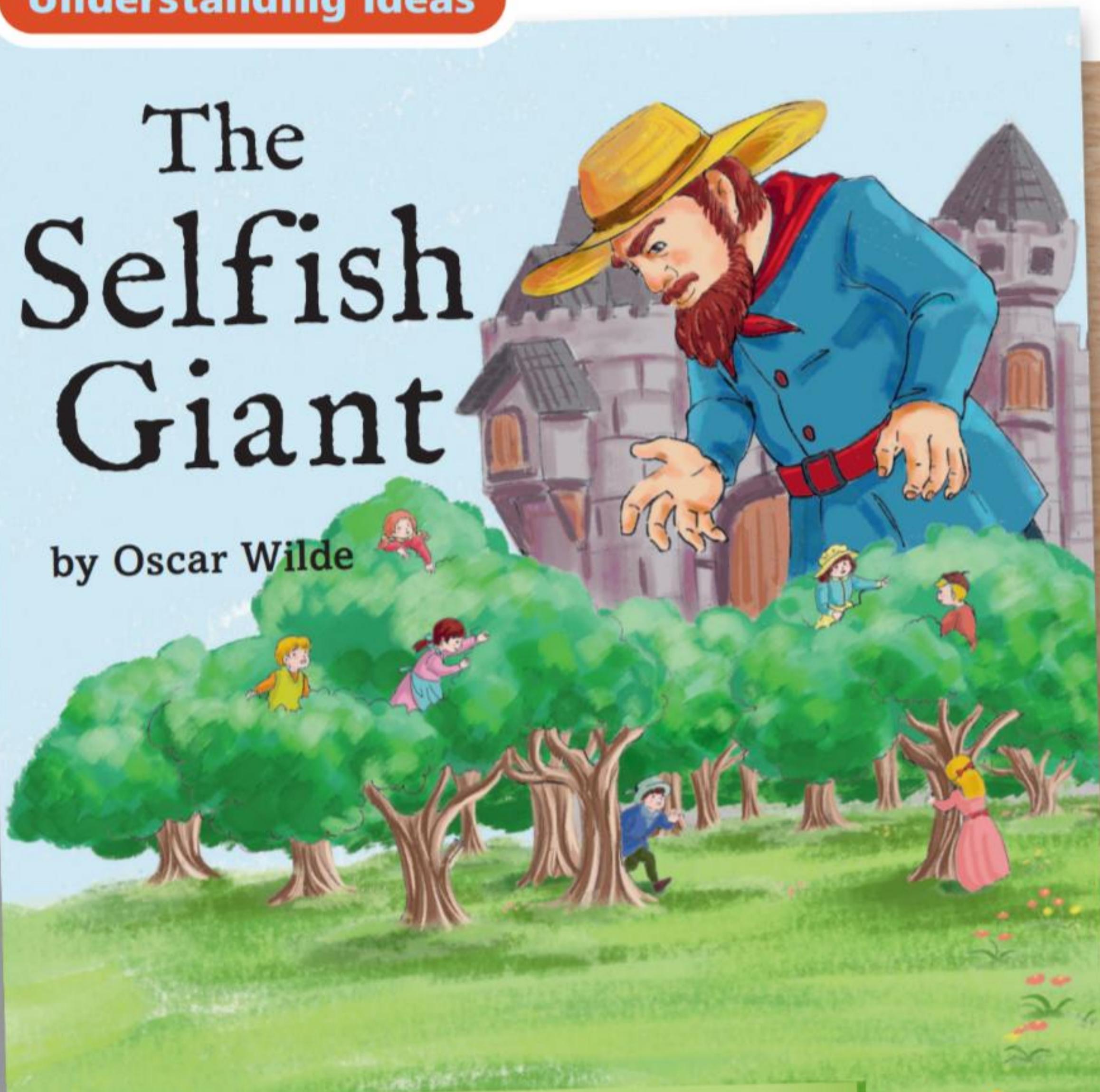


- 1 Do you have any problems in getting along with others?
- 2 Can you share one with the class?

Understanding ideas

The Selfish Giant

by Oscar Wilde



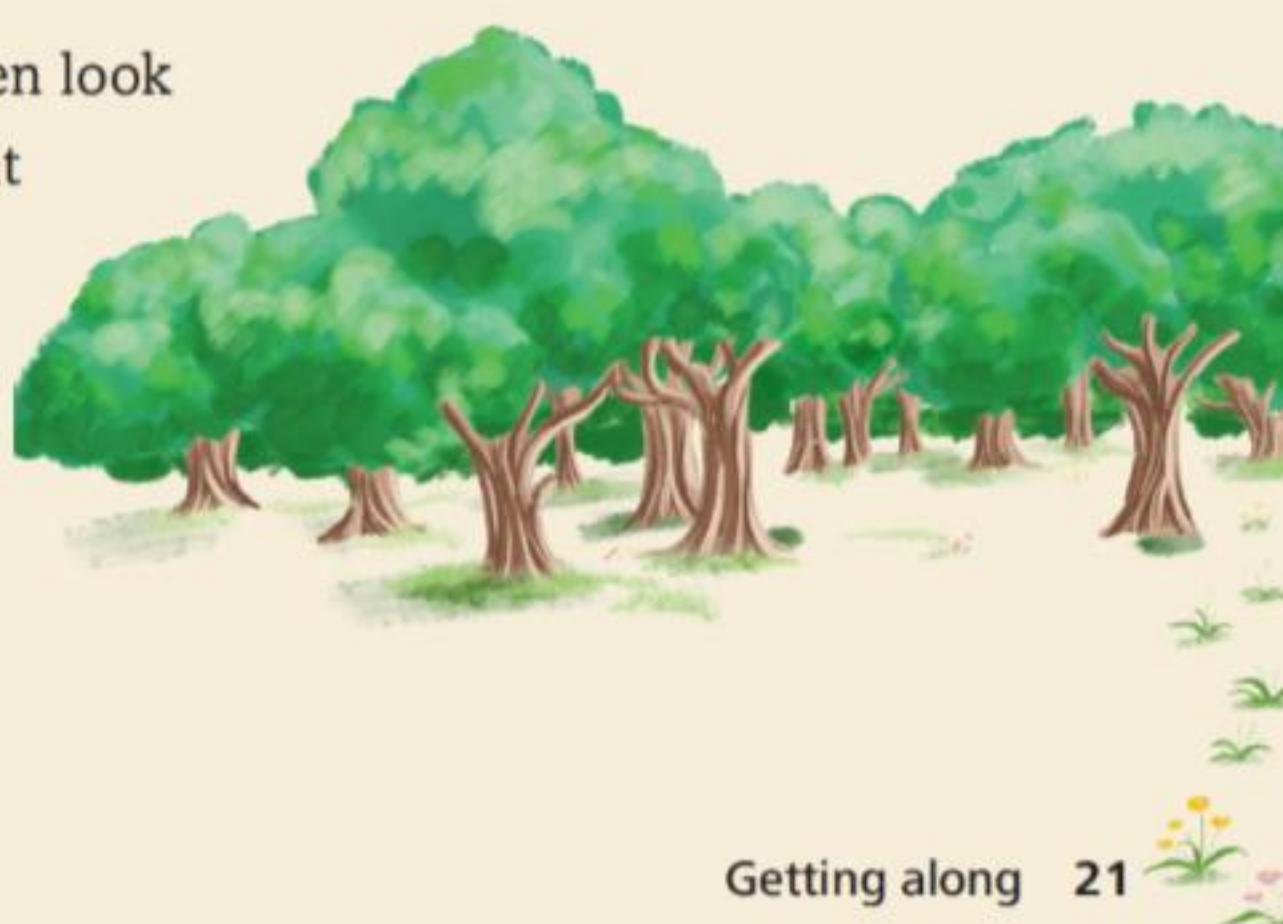
- 1 Look at the title and the picture. Then predict what the passage is about. Use the words to help you.

garden selfish play children angry spring

- 2 Read the passage. What does the Giant do to his garden?

- ¹ Every afternoon, the children play in the Giant's garden. It is a large garden with soft, green grass. Here and there, over the grass, stand beautiful flowers, like stars.
- ² The Giant has been away for a long time. One day, he comes back and sees the children in his garden. "What are you doing here?" he shouts in a very angry voice.
- ³ The children run away. The Giant closes the gate and builds a high wall around the garden. Since then, he hasn't seen a child there.
- ⁴ Then spring comes. But in the Giant's garden, it is still winter. There are no birds or flowers. "I cannot understand why spring has not come since last year," says the Giant. "I hope the weather changes soon."
- ⁵ But spring never comes, nor summer. Autumn gives golden fruit to every other garden. But it gives none to the Giant's garden.
- ⁶ One morning, the Giant suddenly hears birds singing. "I haven't heard that beautiful birdsong for a while. I believe spring has come at last." The Giant jumps out of bed and looks outside.
- ⁷ The Giant sees a hole in the wall. Also, there is a little child in every tree. And the trees are so glad that they have covered themselves with flowers. The birds fly about and sing with joy. "How selfish I've been!" he says. "Now I know why spring wouldn't come here."
- ⁸ He knocks down the wall. The children look afraid. "Fear not, little ones," the Giant says. "It's your garden now."

*Adaptation from "The Selfish Giant"
by Oscar Wilde*



3 Choose the message of the passage.

- a Never make friends with selfish people.
- b Anger leads to unhappiness.
- c Shared joy is a double joy.

4 Complete the reading chart with the words and expressions from the passage.



Think and share

- 1 Why doesn't spring come to the Giant's garden?
- 2 Why do you think the Giant changes his mind?
- 3 Do you know a story with a similar message, either from a book or from your own life? Share it with the class.

Learning to think for question 3

It's important to compare different stories before forming your understanding.

Climax

One morning, the Giant hears birds singing. He jumps out of bed and ⁵ _____. The children have returned, and the garden is lively again. He thinks he has been ⁶ _____.

Rising action

The Giant finds the children in his garden. He shouts at them in a very ³ _____ voice. The children run away. Since then, ⁴ _____ has not come to his garden.

Beginning

The Giant has a large ¹ _____ and the children ² _____ in it every afternoon.

Ending

The Giant ⁷ _____ the wall and tells ⁸ _____ the garden is theirs.

5 Read the sentences from the reading passage and summarise the grammar rules.

- (a) The Giant has been away **for** a long time.
- (b) Since then, he hasn't seen a child there.

Now find more sentences with these structures in the reading passage.

6 Complete the sentences with **for** or **since**.

- 1 We have been friends _____ Grade 3.
- 2 They have been together _____ three years.
- 3 _____ last year, we've shared a lot of happy moments.

7 Complete the news article with **for**, **since** or the correct form of the words in brackets.

Free ice creams, priceless gifts



Most people hope to receive birthday gifts. But Jimmy Teng, or "Uncle Jimmy", does things differently.

The 74-year-old man has sold ice creams ¹ _____ the past 17 years in Singapore.

Every year, on 22 March – his birthday – he ² _____ (offer) free ice creams. He has done this ³ _____ his 70th birthday.

This year, Uncle Jimmy plans to give away 800 ice creams. "People ⁴ _____ (be) quite stressed recently and I want to help," he said. "Sharing has made me feel happy ⁵ _____ the past four years."

He ⁶ _____ (enjoy) talking with his customers. Many of them have become his friends ⁷ _____ they first met. Some students helped him set up social media pages. He has made many friends online ⁸ _____ then.

B Work in pairs. Discuss your experience of sharing. Use the words and expressions from the reading passage and the *Useful expressions* to help you.

Example

When did it happen?

What happened?

How did you feel about it?

What have you learnt from it?

► **Useful expressions**

- I have shared... with... for / since...
- Sharing really brings...
- Sharing has allowed / shown / taught me...
- One day, ...
- How does sharing make you feel?
- It makes me feel...

Developing ideas

What kind of fear does the girl on the right in the picture have?



DID YOU KNOW?

Many people have some kind of fear. Examples include a fear of heights and a fear of attending social events. It is often difficult for people to talk about their fears with others. This sometimes influences their personal relationships.

1 Listen to the conversation and choose the main idea.

- a Three friends are researching the highest roller coaster in the city.
- b Three friends are discussing going on a roller coaster at the weekend.
- c Three friends are trying to find out the bravest one among them.

Phonetics in use

Pronunciation:

/h/ hear who whom

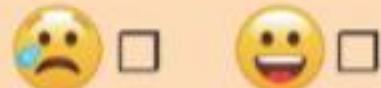
Practise more ... p99

2  Listen again. Complete the students' thoughts about the roller coaster and choose the correct feelings.

The new park is open. The Cloud Coaster sounds ¹ _____!



Linda



I guess I'm just ⁴ _____...
⁵ _____, I'll come.



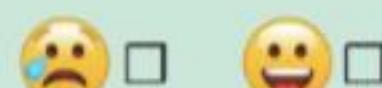
Paul



It has the ² _____ roller coaster in our city, and it can make you feel like you're ³ _____ the clouds! Let's buy our tickets now.



Tom



Learning to learn

Listening for tone The tone of a speaker's voice can tell us how they feel. For example, when someone says "fine" with a cheerful tone, it means they are happy. However, an uncertain tone might show doubt.

