

**Friendships**

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**Topic**

Friends

**Aims**

- To raise awareness of long term and short term friendship
- To develop reading and speaking skills
- To build learners' vocabulary related to social life.
- To use the expression of comparing and contrast correctly.
- To build learners' ability in expressing (comparing and contrasting) information.

**Age / level**

Young adults, Intermediate +

**Time**

90-100 minutes

**Materials**

- Worksheet 1: one per student or project it on the board.
- Worksheet 2: one per student or project it on the board.
- Worksheet 3: one per student or project it on the board.
- Worksheet 4: one per student or project it on the board.

**Introduction**

This lesson focuses on the topic of friendship with the inclusion of short-term and long-term orientation. In different cultures, the concept of friendship may differ. Students discuss different types of friendship and the importance of friendship across cultures. Here the focus of the linguistic aspect would be words or connecting phrases to compare and contrast information.

Students also explore about “pen pal” and how this type of relationship differs in different generation. Students explore reasons why choose friends and stay friends with someone. This is to give brief exposure to the structures of causes and effects.

Further activity is watching a video about a true friend. Students could write or speak about their true friends in class or record it in a video format.

**Procedure**

<p><b>1. Lead in (5–10 minutes)</b></p>	<p>Write the words “best friend” on the board. Ask the class to discuss the definition of best friend. Set a time limit of 3–5 minutes, and ask students to tell their experience in making friends.</p> <p>Then, list down several adjectives that students have used when describing their friends.</p>
<p><b>2. Main Activity: Reading Comprehension &amp; Vocabulary Exploration (15-30 minutes)</b></p>	<p>Hand out <b>Worksheet 1</b> (or project it on the board). Make sure the students copy down the table on their notes.</p> <p>You can read aloud the text or have a student read aloud the text. Alternatively, you can copy the text and distribute it to the students.</p> <p>Introduce or remind the students about the words that signal comparison and contrast. Have them filled in the table and share the answers with the class. Highlight common phrases used to describe a friend.</p> <p>Then, students will discuss further about their ideas and concepts on best friend.</p>
<p><b>3. Main Activity Discussion: Speaking (10-15 minutes)</b></p>	<p>Hand out <b>Worksheet 2</b> (or project it on the board). Make sure you write down “pen pal” on the board. Elicit some answers from the students. List down other terms related to friendship based on the students’ answers.</p> <p>Read the text about long-time friend via writing letter. Bring up the topic of long time and short time friend. Explore the quote “friends for reason, and friends for a season.”</p> <p>Create a lively discussion on friendship. Discover various ways the students make and keep friends.</p> <p>Do the exercises to sharpen the students’ reading skills. Ask the students questions based on the exercises to provide exposure of planned speaking.</p>

<b>4. Main Activity: Vocabulary Exploration (10-15 minutes)</b>	<p>Hand out <b>Worksheet 3</b> (or project it on the board). Make sure you write down “acquaintance, casual friend, close friend, intimate friend”. Ask students which one is more familiar to them. Add other terms that have similar meanings to these types.</p> <p>Put students in pairs or small groups and ask them to discuss various types of friendship. Then either discuss as a class or put two smaller groups together to repeat the task before discussing as a whole class. Encourage students to use the vocabulary from the previous stage where appropriate.</p>
<b>5. Speaking or Writing (10-15 minutes)</b>	<p>Display <b>Worksheet 4</b>. Make sure the students copy down the questions. Play a movie once or twice. Have the students discuss with a partner or in a small group the answers to the questions based on the movie. Check the answers with the class.</p> <p>Assign the students to describe about their best friend. They should use several words from the lesson. They can describe their friends in written or spoken form.</p> <p>You can have this done in the classroom or as homework.</p>

**Contributed by**

Yelly L. Barlia and Ima N. Kusmayanti. The Lesson Plan was modified from Trowbridge, S. (2013). *Family and Friends*. Retrieved from [https://www.teachingenglish.org.uk/sites/teacheng/files/Lesson%20plan\\_Family%20and%20friends\\_0.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/Lesson%20plan_Family%20and%20friends_0.pdf)