

## E2L Unit: Friends

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will explore various aspects of friendship. Most of the activities concentrate on the nature of friendship between individuals, but other perspectives are considered: societies of friends, friends of the environment, etc. The unit does therefore seek to broaden students' understanding of friendship.

Matters of individual friendship dealt with include: the qualities that a good friend should possess, the end of a friendship and whether one should ever lie to protect a friend.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<b><u>The ABCs of friendship</u></b>					
<p>Sentence construction and vocabulary development (Usage)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>increased their vocabulary of personal characteristics and traits</li> <li>practised writing short and effective sentences</li> <li>engaged in a class discussion about friendship.</li> </ul>	<p>Usage</p> <ol style="list-style-type: none"> <li>exercise control of appropriate grammatical structures</li> <li>understand and employ a range of vocabulary</li> <li>demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> </ol>	<p>This is a straightforward introduction to the theme of friendship. The activity seeks to involve the students by asking them to consider the many qualities of friendship.</p>	<p>The <i>COLP</i> series includes an exercise based on the concept of personal qualities: making opposites with prefixes. This can be found in Module 3 of the series on pages 8-9 and contains some useful words which describe character traits</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Friends lesson 1&gt;</a></p> <p><a href="#">&lt;link to Friends Answer key 1&gt;</a></p> <p><a href="#">&lt;link to Friends practice card 1&gt;</a></p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<b><u>The art of being friendly</u></b>					
<p>Expressing your views after considering others (Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>considered a number of elements of friendship expressed in the form of quotation</li> <li>expressed their views on friendship by writing an extended article.</li> </ul>	<p>Reading</p> <ol style="list-style-type: none"> <li>understand and convey information</li> <li>understand, order and present facts, ideas and opinions</li> <li>evaluate information and select what is relevant to specific purpose</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>exercise control of appropriate grammatical structures</li> <li>understand and employ a range of vocabulary</li> <li>demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> <li>show an awareness of register in both formal and informal situations</li> </ol>	<p>This activity seeks to build on the introductory activity to this module by expanding the qualities of a good friend to include additional elements of friendship. Students respond to ten quotations by analysing what each has to say about friendship. They are then invited to produce an article in which they express their views on friendship.</p>	<p>Marion Barry's book <i>Success International</i> includes a short teaching scheme based on receiving a problem letter from a friend and responding to it appropriately. It incorporates work on advice phrases, suitable tone and register, and ways that choice of language often conveys the severity of a problem. See pages 119-121, sections 8 to 13 inclusive.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Friends lesson 2&gt;</a></p> <p><a href="#">&lt;link to Friends Answer key 2&gt;</a></p> <p><a href="#">&lt;link to Friends practice card 2&gt;</a></p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<b><u>The desirable qualities of a friend</u></b>					
<p>Development of conversational skills (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>developed their conversational skills</li> <li>focused on improving the concision of their contributions to a discussion</li> <li>refined the characteristics of a 'good' friend.</li> </ul>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>understand and convey information;</li> <li>understand, order and present facts, ideas and opinions;</li> <li>evaluate information and select what is relevant to specific purposes;</li> <li>articulate experience and express what is felt;</li> <li>communicate effectively and appropriately;</li> <li>recognise implicit attitudes.</li> </ol>	<p>The focus of this activity will be conversational skills with particular reference to:</p> <ul style="list-style-type: none"> <li>language accuracy</li> <li>concision of contribution</li> <li>listening to others.</li> </ul> <p>The topic being discussed is the desirable qualities that a friend should possess</p>		<p>A whole class discussion could be conducted on the qualities required for successfully chairing a meeting, and the skills required to become a useful member of a committee or a discussion group.</p>	<p><a href="#">&lt;link to Friends lesson 3&gt;</a></p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<b><u>Should we ever lie to help a friend?</u></b>					
<p>Development of arguing skills (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>developed their ability to argue soundly, employing relevant support.</li> </ul>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>understand and convey information;</li> <li>understand, order and present facts, ideas and opinions;</li> <li>evaluate information and select what is relevant to specific purposes;</li> <li>articulate experience and express what is felt;</li> <li>communicate effectively and appropriately;</li> <li>recognise implicit attitudes.</li> </ol>	<p>The focus of this activity is two-fold:</p> <ul style="list-style-type: none"> <li>the development of the ability to argue logically, soundly and concisely from clear premises</li> <li>to ensure that contributions remain relevant and persuasive.</li> </ul> <p>The topic of discussion is the telling of lies.</p>		<p>One of the groups (perhaps a particularly strong one) is asked to record its discussion. This is played to the whole class and assessed, using the examination assessment criteria. The fluency criteria are particularly important, but attention should also be given to the quality and structure of the language used.</p>	<p><a href="#">&lt;link to Friends lesson 4&gt;</a></p>

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<b><u>Dragons need friends too!</u></b>					
<p>Persuasive writing techniques; light satire (Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>considered devices employed in persuasive writing</li> <li>engaged with satire</li> <li>produced a piece of persuasive writing.</li> </ul>	<p>Writing</p> <ol style="list-style-type: none"> <li>exercise control of appropriate grammatical structures</li> <li>understand and employ a range of vocabulary</li> <li>demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> <li>show an awareness of register in both formal and informal situations</li> </ol>	<p>Students read an amusing account presenting the playful idea that dragons have been subjected to prejudice for too long (pre-supposing of course that they exist!). The argument acts as a stimulus for the students to produce a similar piece of persuasive writing and introduces more advanced students to satirical writing. The activity could function as an introduction to a scheme of work based around dragons or extended to include the analysis and/or production of the fantasy writing genre.</p>	<p>In connection with one of the extension work activities the <i>COLP</i> series includes a short scheme of work based on refugees. This can be found in Module 3 of the series on pages 74-78 and offers students a chance to understand and respond to the plight of many refugees and the prejudice that they often encounter.</p>	<p><u>A mulit-media project</u></p> <p>This activity could function as an introduction to multi-media work on the theme of prejudice. The class could be split up into working groups, each of which is responsible for researching and reporting upon a particular aspect of prejudice. For example:</p> <ul style="list-style-type: none"> <li>History - create a poster/display highlighting a social group of the past who suffered great prejudice.</li> <li>Satire - present and explain an extract from a well-known satire (e.g. Gulliver's Travels), and if possible, act it out. Some students may prefer to script their own one act satire.</li> <li>The art of persuasive</li> </ul>	<p><a href="#">&lt;link to Friends lesson 5&gt;</a></p>

				<p>speaking - present a paraphrased or shortened version of a famous speech (e.g. Mark Antony's funeral speech in <i>Julius Caesar</i>; Martin Luther King's <i>I have a dream</i> speech).</p> <ul style="list-style-type: none"><li>• The Internet - find a website which campaigns for a group suffering prejudice and use a computer program to run a short presentation.</li></ul> <p>Try to ensure a wide variety of approaches to the subject, presented using contrasting media forms.</p>	
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<b><u>Friends of the Ionian</u></b>					
<p>Reading an article and taking notes (Reading)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• gained a fuller understanding of societies of friends</li> <li>• practised reading for gist</li> <li>• practised note-taking</li> <li>• received advice about developing and recording new walks.</li> </ul>	<p>Reading</p> <ol style="list-style-type: none"> <li>1. understand and convey information</li> <li>2. understand, order and present facts, ideas and opinions</li> <li>3. evaluate information and select what is relevant to specific purposes</li> <li>4. articulate experience and express what is felt</li> <li>5. communicate effectively and appropriate</li> </ol>	<p>This activity introduces the concept of societies of friends. A real example is used - Friends of the Ionian - for illustrative purposes and students read about its aims and work that it has done. A gist comprehension exercise follows the introductory article.</p> <p>A second article focuses specifically on one aspect of the Friends' work: encouraging its members to develop new walks in the region. Students utilise this article as a stimulus for some note-taking.</p>		<p>There are many other friendly societies who have websites. You might like to ask students to form groups and research one of these, and organise an Internet-based presentation to the rest of the class. For reasons of consistency, you might like to restrict content to:</p> <ul style="list-style-type: none"> <li>• A general description of the society.</li> <li>• Its common aims.</li> <li>• Its achievements/work/projects etc.</li> <li>• Ways in which it promotes itself.</li> </ul> <p>Point out to students that there needs to be a common aim and that this is what draws the members of the society together as friends.</p>	<p><a href="#">&lt;link to Friends lesson 6&gt;</a></p> <p><a href="#">&lt;link to Friends Answer key 6&gt;</a></p>

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<b><u>Aboriginal friends</u></b>					
<p>General comprehension; presenting a radio report (Listening)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• listened to a radio report and completed a general comprehension exercise</li> <li>• written and presented a radio news report</li> <li>• heard about the plight of some of the native Alaskan people.</li> </ul>	<p>Listening</p> <ol style="list-style-type: none"> <li>1. understand and convey information</li> <li>2. understand, order and present facts, ideas and opinions</li> <li>3. evaluate information and select what is relevant to specific purposes</li> <li>4. communicate effectively and appropriately</li> <li>5. recognise implicit attitudes</li> </ol> <p>Usage</p> <ol style="list-style-type: none"> <li>1. exercise control of appropriate grammatical structures understand and employ a range of vocabulary</li> <li>2. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> </ol>	<p>Students listen to a radio news report in which the reporter presents a sympathetic view of the plight of some of the native Alaskan people. A general comprehension follows and the lesson is concluded as students attempt to write and present a similar report highlighting a group of people in their local region who may be suffering from a similar attack on their culture or way of life.</p> <p><b>Insert CD1, and play Track 2</b></p>	<p>Linda Alderson and Patricia Aspinall's <i>International English</i> contains a section which focuses on being friendly to the environment and to animals - see pages 46-50. The main skill tested in the section is reading comprehension.</p>	<p>You might like to use one or more of the more convincing news reports as the basis/bases for students to construct their own listening comprehension questions. Setting questions may give them some insight into the process and some confidence in answering questions themselves. It would certainly familiarise them with the examination format.</p>	<p><a href="#">&lt;link to Friends lesson 7&gt;</a></p> <p><a href="#">&lt;link to Friends Answer key 7&gt;</a></p>



	3. show an awareness of register in both formal and informal situations				
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<b><u>The end of a friendship</u></b>					
<p>Development of tone and structure (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>developed their structural and tonal skills</li> <li>discussed the various causes of the end of a friendship.</li> </ul>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>understand and convey information;</li> <li>understand, order and present facts, ideas and opinions;</li> <li>evaluate information and select what is relevant to specific purposes;</li> <li>articulate experience and express what is felt;</li> <li>communicate effectively and appropriately;</li> <li>recognise implicit attitudes.</li> </ol>	<p>The focus of this activity is on the development of linguistic structures and tone appropriate to conversation.</p> <p>The topic of discussion is the causes of the end of friendship</p>		<p>A possible further activity is to stage a 'trial' of one of the friends, providing the opportunity to practise concise, direct and clear questioning and answering. More advanced students may wish to watch videos of trials (many examples available from the USA) and to comment on the style and tone of language used.</p>	<p><a href="#">&lt;link to Friends lesson 8&gt;</a></p>