

Background Information		
<b>Institution:</b> Niagara College	<b>Course Name/Description:</b> EAP Reading-Level 4	<b>Lesson Length (mins):</b> 100 minutes
<b>Level:</b> Level 4(Reading scored average) Flesh Reading ease scale- 61.5 Gunning Fog-12.1	<b>Description of Students:</b> Various Backgrounds (Canadian ESL-post secondary)  Approaching High intermediate/ Low-advanced  Motivated for academic reasons	<b>Number of Students:</b> 10- 15 (attendance considerations)
Lesson Information		
<b>Lesson Objectives:</b> By the end of this lesson, students will be able to ...  -Describe different levels of friendship in English -Apply and construct sentences using information from reading and activities -Identify and locate main ideas on relationship at a high level -Produce, sketch, and report by combining intrinsic schemata with the reading in target language. -Write/list idea of good friendship/personal relationships in language. -Paraphrase by creating charts and reading together to describe main theme of reading.		<b>How will these be presented to Ss?</b> Lesson Setting will take place in person (Covid will calm down eventually)  Students will read materials, work as a group on small follow-up activities  Teacher will guide and assist student led pair reading, section reading, and ask students to read the whole  Charting, collaboratives board work (Shared online for permanence following lesson)  Reading provided via printed copy-in person and shared on blackboard in weekly content folder.
<b>Specific Skills / Content Focus:</b> Reading Comprehension (Main focus) Content focus: Using the English language for interpersonal relationships (Friendship)	-Content is focused on reading comprehension and application throughout lesson -Due to the nature of reading lesson the activities involve discussion, writing and listen practice and use of grammar.	
<b>How does this lesson fit in with the previous and next lessons?</b> N/A (Hypothetical-not actually carried out)	-Unit on interaction types/ personal relationships  -Expand on vocabulary	

LESSON PLAN			
Time	Element	Materials and Rationale	Type of Interactions (** see below)
Step1)	Bridge-In Procedure:		Step 1) TL

<p><b>7 minutes</b></p> <p><b>Step 2)</b></p> <p><b>8 Minutes</b></p> <p><b>Step 3)</b></p> <p><b>5 Minutes</b></p>	<p><b>Step 1)</b></p> <p><b>Introduce idea of friendship reading with sheet of friendship idioms:</b></p> <p>Can project sheet onto overhead with projector device.</p> <p>Idea is to get students reading useful phrases right away before getting into deeper level reading.</p> <p>Students can read each idiom as a class Teacher reads idiom-&gt; students follow</p> <p><b>Step 2:</b></p> <p>Teacher then writes on board:</p> <p>Hit it off--&gt;</p> <p>A Soulmate-&gt; repeat</p> <p>Struck up a friendship -&gt; repeat</p> <p>Keeping in touch -&gt;</p> <p>Asks students to find and read idiom associated and also read the definition - Teacher inputs answer</p> <p><b>Step 3:</b></p> <p><b>Ask students if they can think of antonyms to the idioms presented</b></p> <p>Can be meanings, or actual opposite idioms.</p>		<p><b>Step2) GR</b> <b>Step3) TI</b></p>
<p><b>Step1) 10 minutes</b></p> <p><b>Step2) 10 minutes</b></p>	<p><b>Pre-Assessment Procedure:</b></p> <p><b>Step 1)</b></p> <p><b>Friendship written on board.</b> Teacher introduces the topic of the day/week as friendship Teacher asks students if they have ever read any online articles about friendship in English before. Elicit feedback.</p> <p>If sources are given by students, can write them down and suggest them to other students.</p> <p>Teacher will take picture of board and post to blackboard in announcements following class.</p> <p><b>Step 2)</b></p> <p><b>Handout second word match and main reading.</b></p> <p>Before deep reading, have students work in small groups of 3 to scan information to answer the work sheet.</p> <p>Briefly explain the instructions, showing the student the section</p>	<p>See appendix below (Not enough space, cropping issues)</p>	<p><b>Step 1) GR</b> <b>Step 2) PS</b></p>

	<p>where they can find information to answer.</p> <p>Ask students to read together while completing the sheet to match the vocabulary and information contained with the lessons primary lesson</p> <p>To complete the exercise, have and out displayed on overhead.</p> <ul style="list-style-type: none"> <li>- Ask students if the located each of the 6 vocab to the in-text meaning</li> <li>- Read together as a class.</li> </ul>		
<b>Participatory Learning</b>			
<b>25 minutes total- Lots of time read as a whole</b>	<p><b>Presentation/Introduction:</b></p> <p>Ask students to read the different Subheadings</p> <p>*(Good way to introduce the idea of micro themes within readings, academic/apa)</p> <p>Create a chart on board and have students give initial ideas to what those may mean (<b>Acquaintances, Close friends, best friends, Virtual Friends</b>)</p> <p><b>*Keep on Board as a reference</b></p> <p><b>Read the story as a class assigning sentence-&gt; next student and so on.</b></p>	See appendix below (Not enough space, cropping issues)	<b>Gr</b>
<b>15 Minutes</b>	<p><b>Task/Activity:</b></p> <p>Group class into 5 groups of 3</p> <p>Assign sections to each group to read in focus group circles:</p> <ol style="list-style-type: none"> <li>1) Introduction-</li> <li>2) Acquaintances</li> <li>3) Best friends</li> <li>4) Close friends</li> <li>5) Virtual Friends</li> </ol> <p>Students must read the section and create a chart from discussing the main point of the section assigned. Students can add some points from prior learning experience to use the language gained from the reading in a more expansive way.</p> <p>Students will read and present their findings to the rest of the class and briefly discuss their experiences and thoughts as a larger group.</p>	<b>Student created work-posted after class</b>	<b>Ps</b>
<b>15 minutes</b>	<p><b>Task/Activity: Characteristics of Good Friends (Adjective focus)</b></p> <p><b>Ed-tech introduced: Padlet sign in (See appendix for QR Code)</b></p> <p>Ask students to read section sentence by sentence</p> <p>Ask students:</p> <p>From the list: what qualities they look for in a friend</p>	See appendix below (Not enough space, cropping issues)	<b>T1</b>

	<p>Step 1) Complete the model as a text post on Padlet.</p> <p>Provide model- In friendship, I Appreciate _____ and _____ in a friend.</p> <p>If students wish to expand and practice using other ways to use the adjectives, encourage them to do so.</p> <p>Step2)</p> <p>Please post an audio/video clip reading the 2 qualities from the reading provided.</p> <p>Step 3)</p> <p>---- Please provide an image or Gif of one the emotions/quality characteristics in your post.</p> <p>Teacher will post onto Blackboard announcements for all students to see and allow absent students to participate.</p>		
<b>5-10 minutes</b>	<p><b>Post-Assessment Procedure:</b></p> <p><b>Briefly Use overhead to show the results of the padlet.</b></p> <p><b>Ask students for their 3 key-takeaways from the reading before ending the class.</b></p> <ul style="list-style-type: none"> <li>• <b>Following class review and provide feedback from teacher observations.</b></li> <li>• <b>Post onto Blackboard, and e-mail students, thanking them for their participating and further steps into the next lesson.</b></li> </ul>	---	<p><b>Gr</b></p> <p><b>Tl:</b></p> <p><b>Blackboard post assessment feedback</b></p>
	<p><b>Summary:</b></p> <p><b>Pre-Reading Summary</b></p> <p>Introduce idea/theme of friendship with idiom reading copy (pre-reading)</p> <ul style="list-style-type: none"> <li>- Teacher guided text matching game (comprehension check in)</li> <li>- Antonym creation-thinking more critically/ attaching more language to the theme of the lesson</li> <li>- Concept map- "friendship"- initial brainstorming</li> </ul> <p><b>During:</b></p> <p><b>Read Subheadings</b></p> <ul style="list-style-type: none"> <li>- Introduce sub-headings strategy and apa relationship</li> </ul> <p><b>Class reading</b></p> <ul style="list-style-type: none"> <li>- Read as class</li> <li>- Repetition, if necessary, attention to pronunciation and fluency</li> </ul> <p><b>Post-(Activities)</b></p> <ul style="list-style-type: none"> <li>- Group- Read each section-plot main ideas of section.</li> <li>- Reading to application-Padlet activities- Grammar point-adjectives, word order, sentence structure</li> </ul>	N/A	N/A

	Group conclusion-share ideas as a class  Post photos from board on Blackboard General thank you Link lesson to next week's plans		
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### Types of Interactions

These types of interactions could be Face-to-Face “live” in physical classrooms, with technology assistance (projectors, devices, etc) either present or remotely, or synchronous online only, asynchronous online only.

**TL:** Teacher-lead–Teacher lectures/gives instructions to whole class, students listen/take notes

**GR:** Group– Teacher gives instructions, monitors, keeps on track, assesses; students work on task(s)/skill(s)

**TI:** Teacher to individual–Teacher gives instructions, clarifies/reviews material/skill, monitors, keeps on track, assesses; student works on task/skill

**PS:** Pairs of students–Students work on task, teacher gives instructions, monitors, keeps on track, assesses.

### Appendix of Materials/Sources

- 1) Reading: Source (<https://www.myenglishpages.com/english/reading-what-is-friendship-in-simple-words.php>)

## What is friendship in simple words?



Friendship is defined as a bond of affection between two people. People are referred to as best friends if the friendship is really strong. This relationship is characterized by positive interpersonal qualities such as kindness, generosity, loyalty, and honesty. True friends choose to be with one another, enjoy time spent together, and can engage in a positive and supportive role to one another.

## What are the different types of friends?

As reciprocity, mutual respect, and affection rise, so does the depth of friendship. Consequently, [different levels of friendship](#) emerge according to the depth of the relationship.

### Aquaintances

It's easy to classify acquaintances. They're the people you meet frequently at casual places but don't truly know each other. These are people we know well enough to strike up a conversation with from time to time, but not people we'd ask to a dinner party or contact for help.

### Close friends

You're more inclined to seek help or support from a close buddy. There is not only a high level of trust amongst close friends but also a great deal of genuine love and affection. Even if you disagree with a close friend's decisions, you would protect his or her freedom to make them.

### Best friends

Although best friends are quite rare, they are people whom we need in our lives. Your best friend understands you without much explanation and is always there for you. Your relationship with your best friend is not dependent on the time you spend together. You may not meet your best friends for a long time. But once you get in touch with them, you feel as if nothing has changed in your friendship. These connections are distinct in their ability to adapt to the environment and endure despite the vagaries of life.

### Virtual friends

[Virtual friendship](#) is a relatively new type of friendship. It refers to friendship that takes place on the internet and is unlikely to be connected to real-life interaction. It is contrasted with the traditional friendships that we have listed above. The latter is a form of relationship that requires a lot of face-to-face connection.

This type of friendship developed as a result of advances in technology. The internet, especially social media, played an undeniable role in connecting people worldwide.

## Characteristics of good friends

According to Doctor [Suzanne Degges-White](#), there are 13 essential traits of good friends:

1. **Trustworthy:**  
This is the most important characteristic of true friendship. It englobes all the other traits. It is the ability to be relied on as honest or truthful.
2. **Honest:**  
Honest friends are free of deceit. They are truthful, sincere, and morally correct or virtuous.
3. **Dependable:**  
You can count on dependable friends.
4. **Loyal:**  
A loyal friend shows firm and constant support to you.
5. **Trust:**  
Friends trust each other because they are comfortable with vulnerability.
6. **Empathetic:**  
If you are empathetic, you show an ability to understand and share the feelings of your friend.
7. **Non-judgemental:**  
Good friends are non-judgmental. They are tolerant and refrain from judgment based on personal ethical standards and accept their friends' choices.
8. **Good listener:**  
To be a good friend you have to listen carefully, attentively, and sympathetically to your friend.
9. **Supportive in good times:**  
You have to be supportive of your friends in their good times, for example by assisting them in developing their potential and celebrating their success.
10. **Supportive in bad times:**  
You have to be supportive of your friends in their bad times. Real friends make your problems their problems.
11. **Self-confident:**  
Self-confidence is a feeling of trust in one's abilities, qualities, and judgment. If you are self-confident, you impart this quality to your friends.
12. **Funny:**  
If you are a person who is fun to be around, you are in a better position to be a good company to your friends.
13. **Able to see the humor in life:**  
The responsibility and seriousness of life can weigh people down, but being a friend who sees the humor in life can make a world of difference in a friendship.

As Doctor [Suzanne Degges-White](#) says, it is probably difficult to find friends endowed with all these thirteen qualities. But as a friend, you have to try to examine your personal habits to discover if you need to improve your friendship.

## Teacher Created Worksheet:

### Characteristics of a Good Friend:

*Please match the Vocabulary below with the characteristic description. You can write the letter beside the characteristic or write the word in full.*

*Work in groups of 3 to complete this task.*

*We will read the answers together as a class upon completion.*

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#### Vocabulary:

A) Good listener 4   B) Loyal 5   C) Trustworthy 2   D) Supportive 1   E) Friendship 3   F) Non-Judgemental 6  
(Number would be erased for student copy.)

\_\_\_\_\_ - Assisting them in developing their potential and celebrating their success.

\_\_\_\_\_ - Ability to be relied on as honest or truthful. Friends trust each other because they are comfortable with vulnerability.

\_\_\_\_\_ - Bond of affection between two people.

\_\_\_\_\_ - To be a good friend you must listen carefully, attentively, and sympathetically to your friend.

\_\_\_\_\_ - Shows firm and constant support to you in good and bad times.

\_\_\_\_\_ - Tolerant and refrain from judgment based on personal ethical standards and accept their friends' choices



## 02 Friends and family

### 2.1 FRIENDSHIP

Harper regrets losing touch with all her old school friends.

*no longer being in contact with*



I think Claire's found a soulmate. Both she and Dan love reading.

*the perfect person to be a friend or partner*



I've kept in touch with Lin since we left college 25 years ago.

*continued to be in contact with*



Marie and Pierre met through Isaac, a mutual friend of theirs.

*a shared friend of two people*



Ramón and Tara get on like a house on fire. They're always talking and laughing.

*get along extremely well; have a very good relationship*



Mia and I have drifted apart since she left our choir and started boxing instead.

*slowly become less friendly or close to each other*



I struck up a friendship with Pete while we were in cooking class last year.

*became friends with*



My wife and I hit it off immediately when we first met at a country music concert.

*became friends very quickly*



Donna was a fair-weather friend. She wouldn't help when my house flooded.

*a friend who deserts you when you have difficulties*



Cy and I got off on the wrong foot on our date. He was an hour late and forgot my name.

*started our relationship badly*



#### 4) Padlet Activity

Url: <https://padlet.com/BrianBlais/Friendship>

Students can also use QR Code-Displayed on overhead- added in post class feedback on blackboard.

QR Code:

