Types of friends

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| Textbook Title *(required if you use a textbook.):* | By the end of this lesson, students will be able to:   1. Identify and describe at least three types of friends using key vocabulary. 2. Classify different friends based on closeness and context. 3. Write a short paragraph comparing two friends from their real life. | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| Warm-Up Activity: “Friend Map” Time: 10 minutes Students brainstorm types of friends in groups (e.g. best friend, classmate, online friend). Teacher draws a simple “Friend Map” on the board with 3 circles: Close Friends, Everyday Friends, Acquaintances. Students then draw their own maps and place names or roles inside the circles. This gets them thinking about real relationships and introduces new vocabulary in a meaningful way.  Objective Discussion: Teacher explains: “Today we’ll talk about different kinds of friends in your life. Some are very close, and others we just see sometimes. You’ll learn to describe them and reflect on how each friendship is different.”  Checks for understanding:   * “Can someone tell me one type of friend we might talk about today?” * “Why is it useful to describe our friends clearly?”   Specifics: “We’ll organize types of friends, talk about them with classmates, and then write a short paragraph comparing two of them.”  Importance: “This helps you talk about relationships in English in a real, personal way.” | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| Teacher uses clear, simple examples to explain: best friend, childhood friend, colleague, online friend, acquaintance. A “Friendship Circle” diagram helps students understand relationship closeness visually. Instruction follows a deductive method: teach vocabulary, show examples, ask questions.  Sticky info (MUD):   * Memorable – real people from their lives * Usable – helps in real conversations * Durable – emotional = easy to remember   Modeling: Students first try to describe two of their friends in writing. Then, teacher shares two short models:  Model 1: “My best friend is Ana. We talk every day. My classmate Mila is nice, but we only talk in school.” Model 2: “Ana is my best friend. She helps me when I feel sad and listens to me. Mila is a classmate I like, but we only speak during break time.”  Teacher leads a short discussion: “Which model gave more details? Why?” | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| Materials: Pre-made cut-out cards with different types of friends (e.g. best friend, gym buddy, coworker, online friend, childhood friend, classmate, neighbor), large printed 3-circle Venn diagram per pair, optional PowerPoint slide with example.  Vocabulary Focus: best friend, acquaintance, online friend, classmate, childhood friend, gym buddy, coworker  Activity Type: Group-organized, less guided  Activity Description:  In pairs or small groups, students receive a set of cards with different types of friends. Each card includes the name of the friend type and a short definition/example sentence (e.g. “Gym buddy – someone you work out with regularly at the gym”).  First, students read the cards aloud and clarify any unfamiliar words using a class vocabulary board or mini glossary provided by the teacher.  Then, students work together to place each card into one of the three labeled areas of a large “Friendship Circle” diagram: Close Friends, Everyday Friends, or Acquaintances. They must discuss and justify each placement using personal logic or classroom vocabulary (e.g. “We put ‘coworker’ in Everyday Friends because we talk every day at work, but not outside of it”).  After sorting, each group chooses one card and presents to the class their reasoning (1–2 sentences per group), e.g. “We put ‘online friend’ in Acquaintances because we don’t know them in real life.”  Teacher Role: Circulates, asks prompting questions (“Why do you think this person belongs in this circle?”), helps with vocabulary, ensures students use target language.  Engagement Strategy: The use of real-life friend types and the chance to talk about their own relationships increases emotional connection and relevance. Visual and tactile elements (moving cards, using diagrams) keep students active and focused.  Optional Resource: Teacher may project a PowerPoint slide showing example placement of 1–2 friend types with reasons, to model expectations before group work begins. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| Time: 20 minutes Materials: Student notebook or worksheet, pencil/pen, optional writing frame (provided by the teacher)  Students will complete this task individually. They will write a short paragraph (5–7 sentences) comparing two friends from their own life. The goal is to apply vocabulary and ideas from the lesson to describe how the two friendships are different.  Students should focus on:   * Type of friend (e.g. best friend, classmate, childhood friend) * Closeness (e.g. very close, see each other sometimes) * How they interact (e.g. talk every day, only in school)   Instructions for students: “Think of two people you know. They can be your friends, classmates, or anyone you talk to regularly. Write about how each friendship is different. Use the words we practiced today. You can use this sentence frame if it helps: ‘My \_\_\_ is \_\_\_. We \_\_\_. My other friend is \_\_\_. We \_\_\_.’”  The teacher will collect the writing or ask a few volunteers to share if time allows. This task helps students reflect on real relationships while using new vocabulary and comparison language in a personal way. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| Time: 25 minutes  Grading: Summative (can be graded or ungraded, based on teacher’s decision)  Assessment Activity – Written Task with Two Parts  Part 1 – Friend Classification with Reasoning Students will receive a list of 10 different types of friends (e.g. best friend, coworker, classmate, online friend, neighbor, childhood friend). They will individually sort each friend type into one of the three categories:   * Close Friends * Everyday Friends * Acquaintances   For each one, students must write one sentence explaining why they placed it in that category. Example: “I put ‘coworker’ in Everyday Friends because we talk at work every day, but not outside the office.”  This shows understanding of vocabulary and social relationship contexts (Objective 1 and 2). It also requires basic analysis and personal reasoning.  Part 2 – Reflective Comparison Paragraph Students will write a short paragraph (6–8 sentences) comparing two real people in their life. They must:   * Describe the type of each friend * Explain how close they are * Compare how they interact with each one * Use vocabulary from the lesson   Example prompt: “Think of two people you know. How is your relationship with each of them different? Are they close or more distant? What do you usually do or talk about? Write a paragraph using the new words from today’s class.”  This task assesses:   * Application of vocabulary (Objective 1) * Ability to evaluate and describe social closeness (Objective 2) * Clear comparison writing with personal reflection (Objective 3) | | | | | |