

Universidade Federal de Minas Gerais

Faculdade de Letras

Curso de Especialização em Inglês

## **TCC**

Friend and Family Relationships

Tânia da Consolação Martins Pereira

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Level: Pre-Intermediate at a private language center.

Aims: Introduce will for future intentions or predictions

Communication: Unable students to talk about their future intentions and predictions.

Time: 90-minute class

## Unit 1: ABOUT FRIENDSHIP

### 1- Discuss the following questions.

Do you have many friends?

Is it easy to make friends where you live?

Do your friends live near you?

Where are they from?

How do you communicate with them?

How can you know that a friendship is forever?

### 2- Look at the picture and read the text printed on it.



Do you  
you  
are for  
How

have friends  
could say they  
lifetime?  
did you meet

your best friend?

**3- Listen and read the lyrics. Fill in the gaps with the following words.**

guide_stars _ always_ friendship (2x) _ Memories_ Together(2x) _ way
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True Friendship/Maria Arredondo

We pretended  
That our lives had ended  
And we played among the \_\_\_\_\_  
Let that playground, turn into a space crusader;  
Together we would save the world

Young children bonding into eternal \_\_\_\_\_

You will be my friend  
Nothing time can change  
\_\_\_\_\_ till the end  
Memories will bond us;  
Together all the way  
You're in my heart to stay,  
True friendship never dies

In my mind, I will have your picture painted  
Then I can \_\_\_\_\_ be with you  
Another time, another place, a new dimension  
We'll apart but never alone no no

Different places, Getting older, Far apart  
But you will always

You will be my friend  
Nothing time can change  
Together till the end  
\_\_\_\_\_ will bond us;  
Together all the way  
You're in my heart to stay,  
True friendship never dies

I'll be there  
Whenever you're in need  
I'll take you through the fear  
Like I know you would for me  
If you ever lose your way, I'll be your \_\_\_\_\_  
Coz I'm your friend forever

You will be my friend

Nothing time can change  
Together till the end  
Memories will bond us;  
Together all the \_\_\_\_\_  
You're in my heart to stay,  
True friendship never dies

Nothing time can change  
Together till the end  
Memories will bond us;  
\_\_\_\_\_ all the way  
You're in my heart to stay,  
True friendship never dies

Nothing time can change  
Together till the end  
Memories will bond us;  
Together all the way  
You're in my heart to stay,  
True \_\_\_\_\_ never dies

#### 4- Find words in the song that rhyme with these words.

- 1- Way /weɪ/ \_\_\_\_\_      2-change/tʃeɪndʒ/ \_\_\_\_\_  
3- Till /tɪl/ \_\_\_\_\_      4- ended /en.dɪd/ \_\_\_\_\_

#### 5\_ HELP WITH GRAMMAR.

**TIP: *Will is used to express future intention or prediction.***

**Study the following sentences. Then complete the rule.**

a\_ **You will** be my friend.

b\_ **Will you** be my friend forever?

c\_ **Our friendship won't** end.

D\_ what **will you** do tomorrow?

1\_ You use subject+ \_\_\_\_\_ +verb to make affirmative sentences in the Simple Future.

2\_ You use \_\_\_\_\_ +subject+verb to make yes/no questions in the Simple Future.

3\_ You use subject+ \_\_\_\_\_ (or) will not+verb to make negative sentences in the Simple Future.

4\_ You use wh-word+\_\_\_\_\_+subject+verb to make wh-questions in the Simple Future.

TIP: *Will is used to express future intention or prediction.*

**Fill in the table.**

QUESTIONS	SHORT ANSWERS
<div><div><div>You</div><div>they</div><div>Will he</div><div>she</div><div>she</div><div>it</div></div><div>be my friend forever?</div></div>	<div><div><div>You</div><div>they</div><div>Yes, he</div><div>No, she</div><div>it</div></div><div><div>_____</div><div>_____</div></div></div>

## 6\_ Write about your future intentions.

1- What will you do when you graduate?

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2-Do you intend to study abroad? If yes, say where and when. If no say about your plans.

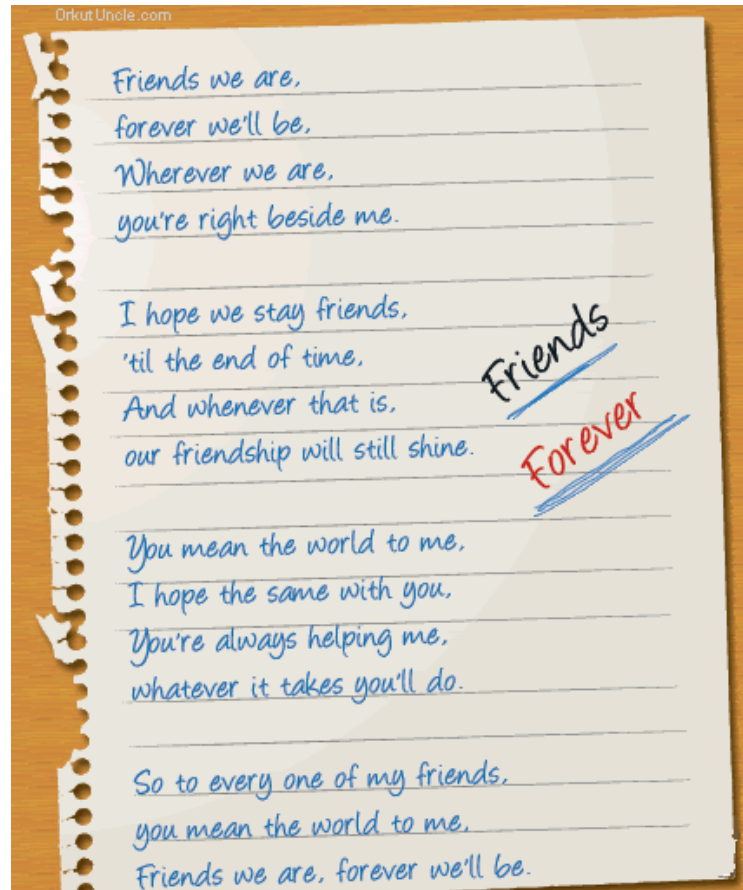
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3- What are your plans for your next holiday?

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## Reading and writing

<http://www.google.com.br/search?tbm=isch&hl=pt-BR&source=hp&biw=1366&bih=503&q=friends+forever>



## 7-Text

### comprehension:

1- What is the main idea of the first stanza?

- A) They promise to be side by side forever.
- B) They intend to be friends even if they are far from each other.
- C) They will stop being friends if one of them moves away.

2- In stanza 3, the writer says: "You mean the world to me, I hope the same with you...". It means...

- A) there is nobody else in the world.
- B) everybody is his/her friend.
- C) the friend is very important for him/her.

## 8\_ Describe what a good friendship is.

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UNIVERSIDADE FEDERAL DE MINAS GERAIS – FACULDADE DE LETRAS  
TÂNIA DA CONSOLAÇÃO MARTINS PEREIRA  
OCTOBER, 2011

## Teacher's guide

Unit's objectives:

Introduce the topic of friendship and how people keep good relationship.

Introduce will to talk about future intentions and predictions.

Enable the students to talk and write about their future plans.

### Introduction

This unit is designed for pre-intermediate students and comprehends speaking, reading, listening and writing. At speaking part the students will have a chance to interact with others expressing themselves and knowing about people in the class. At reading part they will read a poem and then do the exercise to show their understanding. At listening part they will listen to a song that says about friendship, have fun, talk about it and then do the listening exercise. Finally at the writing part the students will use the knowledge acquired during the lesson to produce a small text to describe what a good friendship is in their opinion.

Procedures:

#### Exercise 1:

The teacher is supposed to present the title of the unit and elicit the students to discuss the proposed questions in a way to prepare them to listen to the song. According to what the students' answers the teacher can do more questions to develop a real conversation.

#### Exercise 2:

The teacher can explore the picture and ask the students to describe it. Then they can read the small text printed on it and talk about their good friendship. There are two questions to help the teacher to conduct the conversation about the picture. But many others can be done according to the class atmosphere.

#### Exercise 3:

Books closed. The teacher should show the video.



(<http://www.youtube.com/watch?v=bt0YMoEdC5U>) There are no slides because it is just to listen and discuss. The teacher can conduct the conversation to check if the students have understood the song lyrics. If necessary they can listen more than once.

Books opened. The teacher should explain that they are supposed to listen again and use the words from the box to fill in the gaps.

Finally, the teacher should correct and give the students the chance to read aloud, sing the song and have fun with this activity.

#### Exercise 4:

The teacher should call the attention to what a rhyme is. Then ask the students to read the lyrics again and find the words that rhyme with those from the list. The teacher can also show the phonetic listed next to the words, explain and ask the students to look for the phonetic for the other words in a dictionary.

#### Exercise 5:

Help with grammar.

The teacher should help the students to understand the grammar points inductively. So, they have to study the sentences and deduce the use of will by observing the position of words in bold. After that the students complete the rules and the table in exercise 6. The teacher can take some doubts out if the students have.

#### Exercise 6:

Now the students have the chance to write about their future plans. The teacher should use the opportunity to teach them that there are some words that can be used to describe future intentions. Such as I THINK/ I INTEND/ I HOPE. While the students do the exercise the teacher should walk around the class and help those who have some difficulties. If it is for a small number of students the teacher can correct the exercise in class and individually. On the contrary the teacher can correct on the board.

#### Exercise 7:

The students should read the poem and do the exercise. The teacher should tell the students that they have to read it very carefully because they are supposed to infer the answers which are not explicitly shown in the poem.

#### Exercise 8:

In this written production the teacher should explain that the students can use what they learned in the unit to produce their text. It is to be done at home and brought to the next class. The teacher collects and corrects at home. The common mistakes can be explained on the board and the individual ones can be treated individually.

#### Referencie:

<http://www.youtube.com/watch?v=IF9tsratPeo&NR=1> (Maria Arredondo /vídeo completo)  
<http://www.allaboutgod.com/true-friendship.htm>  
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## Evaluation and further activity

1-Look at the Picture and read the text. Mark (F) false or (T) true.



- a) (    ) The writer wants to tie his best friend so that he will never apart from him.
- b) (    ) The writer says that friends are as light as the balloons.
- c) (    ) The writer says that it is important to always be in touch with friends.
- d) (    ) The writer says he will keep his friend in his heart, so that even if his friend is far he will feel him close.
- e) (    ) The writer says that if your friends move away your friendship ends.

2\_ Imagine you have to move to another place. You will probably miss your friends. Write a funny card about your friendship.

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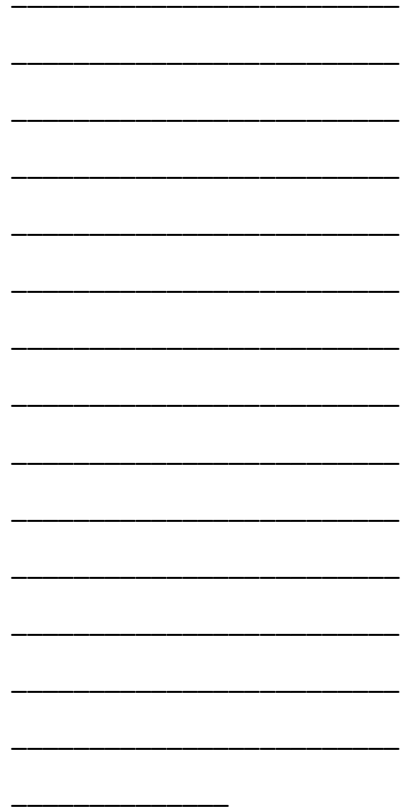
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Remember: ***Will is used to express future intention or prediction.***



## 1\_How can we find true friendship in this often phony, temporary world?

**A\_**

**B\_** Friendship involves recognition or familiarity with another's personality. Friends often share likes and dislikes, interests, pursuits, and passion.

### Exercise 2 part A

The students should do on their own. The teacher goes around the class and give individual attention to those who have problems. If the teacher knows that many students are having problems she/he can go to the board and remember them that the right way to form questions like those is:

Wh-word	auxiliary	subject	verb	complement
What	do	they	do	in their free time?

### Part B

Students work in pairs and take turns to ask and answer the questions. Encourage students to give more information and ask more questions if possible. Ask students to share interesting information with the class.

### Part C

Ask students to share interesting information with the class.

### Exercise 3 Part A

Tell the students they are going to listen to a dialogue between Pancho and Carl. Point out that the words they will use to fill in the gaps are all about family vocabulary. Also tell the students they will listen twice so that they don't need to worry about those they can't do for the first time. Play the recording the third time and stop as soon as they hear a word that fills a gap. Ask one student to say the word and write it on the board. Continue doing this way up to the end.

### Part B

Elicit the students to talk about Pancho's family. The teacher can help them by asking questions like:

How many brothers or sisters does Pancho have?

What does his father/ mother do?

### Part C

If you have a small group you can ask them to tell the class about their families. If it's a big group you can ask them to form small groups and tell each other about their families.

### Exercise 4 Part A

### Part B

Model and drill what comparative is. Pictures or students can be used to show the class how we can compare people and things.

Eg: Paulo is tall. Pedro is taller

Ask students to read the article again and fill in the table with the words in bold from the article.

The Simpsons are a very big family. Abraham is Homer and Herb's \_\_\_\_\_. Mona is their \_\_\_\_\_. Clancy and Jackie are husband and wife. They have three \_\_\_\_\_. Marge, Patty and Selma. Selma has a \_\_\_\_\_. His name is Ling. Marge is Homer's wife and they have three children. One \_\_\_\_\_ and two \_\_\_\_\_. Bart is Lisa and Maggie's \_\_\_\_\_ and they are his \_\_\_\_\_. Patty doesn't have any kids but she's very happy because she has two nieces and two nephews. Ling doesn't have any \_\_\_\_\_ or \_\_\_\_\_ but he has three cousins. They are all easygoing and noisy and love being together.

3\_ Look at the family tree and answer the following questions.

1-How many people are there in the Simpsons' family?

\_\_\_\_\_

2-How many sisters has Bart got?

\_\_\_\_\_


3-Who is older Abraham or Homer?

\_\_\_\_\_

4\_ Use your acquired knowledge and write a small text about your family. Use family words and comparative forms.


The picture is a hint to help you.


-  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




**#13**

**Grandfather is a  
good bowler.**





**Uncle Tom is a  
better bowler than  
Grandfather.**



**Dad is the  
best bowler of all.**

**best**

<http://melhoreseuingles.files.wordpress.com/2012/08/busybeepowerpointanswerslideforstudents.jpg>



### **Theoretical support and Teacher's guide**

The material was prepared considering the communicative approach because the students are provided real life situations in which they don't need to use imaginary situations to produce false conversations. In hope of having the students acquire the language, I considered what STEPHEN KRASHEN said. "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

The new directions in the theory of language aired by Chomsky who said that behind this methodology the basic unit of language became not the sentence, but the communicative act. Function rather than form, and meaning rather than pattern determine the designing of materials. Communicative competence rather than grammatical competence is the goal.

Language is tentatively subdivided in areas according to functionality.

The grammar task proposed by those activities, were intended to connect form, meaning and use of the language in the form of the use of will for prediction and future intentions and comparatives. To explain it better, we will quote Larsen-Freeman (2003). According to her, its useful to have a frame of reference when teaching grammar, and the dimensions are: form that consists of the visible or audible units- the sounds, written symbols, inflectional morphemes, function words and syntactic structures; meaning that is the grammar item in isolation, the semantic structure of the language; and pragmatics is the use of the language in real life that reflects the intention of the speaker, it varies according to the social context. The illustration, induction and interaction (I.I.I.) were used in hope to develop activities that could connect the use of the language, to semantic and pragmatics. Most activities proposed in this work, are trying to teach grammar inductively, in which students study grammar without explaining any rules. Although I also propose some exercises which focus on the practice of applying will and comparatives. When we have proposed a role play activity, we expect students to interact giving meaning to the use of language. The aim of those activities is to focus on form to induct and to promote the comprehension of the linguistic rule.

Another important point to consider nowadays is the Critical Literacy. Paulo Freire who is described in *Education as the Practice of Freedom* points out that Critical Literacy practices grew out of the social justice pedagogy of Brazilian educator and also shows that critical literacy is conceived as a means of empowering underpowered populations against oppression and coercion, frequently seen as enacted by corporate and/or government entities. It starts with the desire to balance social inequities and address societal problems caused by abuse of power. It proceeds from this philosophical basis to examine, analyze, and deconstruct texts. Critical Literacy helps teachers as well as students to explore the relationship between theoretical framework and its practical implications.

Critical literacy is an instructional approach that advocates the adoption of critical perspectives toward text. It encourages readers to actively analyze texts and it offers strategies for uncovering underlying messages. There are several different theoretical perspectives on critical literacy that have produced different pedagogical approaches that share the basic premise that literacy requires the literate consumers of text to adopt a critical and questioning approach. Critical literacy will empower the students to understand how texts are trying to influence and change them as members of society.

## **Teacher's guide for Unit 1**

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## **Teacher's guide for Unit 2**

### **Unit's objectives:**

Introduce the topic of family members and how people keep good relationship.

Introduce adjectives to form comparatives.

Enable the students to talk and write about their families and be able to make comparisons among them.

### **Introduction**

This unit is designed for pre-intermediate students and comprehends speaking, reading, listening and writing. At speaking part the students will have a chance to interact with others expressing themselves and knowing about people in their families. At reading part they will read a text and fill in the gaps to show their knowledge and understanding. They will also read the text that will be used to introduce the comparatives by eliciting the students to infer how the comparative rules are. At listening part they will listen to a conversation between Pancho and Carl that says about family relationship fill in the gaps using the vocabulary presented in unit 2. Finally at the writing part the students will use the knowledge acquired during the lesson to produce a small text to describe their families or a family they know in case of having a small family. They are supposed to make some comparisons among the members, too.

### **Procedures:**

#### **Exercise 1: part A**

To teach the vocabulary in the box. Model and drill the words by using one of the student's family and drawing a family tree on the board. The teacher can write the people's names and then present some sentences using the names and vocabulary.

Eg: Tânia is Sara's daughter.

#### **Part C**

Focus students on the photo. Elicit who the people are. (father, mother, son, etc) Give students time to read the text and fill in the gaps. Students do the exercise on their own before checking answers with the whole class.

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### Exercise 2 part A

The students should do on their own. The teacher goes around the class and give individual attention to those who have problems. If the teacher knows that many students are having problems she/he can go to the board and remember them that the right way to form questions like those is:

Wh-word	auxiliary	subject	verb	complement
What	do	they	do	in their free time?

### Part B

Students work in pairs and take turns to ask and answer the questions. Encourage students to give more information and ask more questions if possible. Ask students to share interesting information with the class.

### Part C

Ask students to share interesting information with the class.

### Exercise 3 Part A

Tell the students they are going to listen to a dialogue between Pancho and Carl. Point out that the words they will use to fill in the gaps are all about family vocabulary. Also tell the students they will listen twice so that they don't need to worry about those they can't do for the first time. Play the recording the third time and stop as soon as they hear a word that fills a gap. Ask one student to say the word and write it on the board. Continue doing this way up to the end.

### Part B

Elicit the students to talk about Pancho's family. The teacher can help them by asking questions like:

How many brothers or sisters does Pancho have?

What does his father/ mother do?

### Part C

If you have a small group you can ask them to tell the class about their families. If it's a big group you can ask them to form small groups and tell each other about their families.

### Exercise 4 Part A

### Part B

Model and drill what comparative is. Pictures or students can be used to show the class how we can compare people and things.

Eg: Paulo is tall. Pedro is taller

Ask students to read the article again and fill in the table with the words in bold from the article.

## **Answer key**

### **Unit 1**

#### **Exercise 1**

The answers will vary.

#### **Exercise 2**

The answers will vary.

#### **Exercise 3**

Stars – friendship – together – always – memories – guide – way – together – friendship.

#### **Exercise 4**

1\_ stay

2\_ end

3\_ will

4\_ pretended

#### **Exercise 5**

1\_ will

2\_ will

3\_ won't

4\_ will

#### **Short answers**

Yes, he/she/they/ etc will

No, he/she/they/ etc won't

#### **Exercise 6**

The answers will vary.

#### **Exercise 7**

1- B) They intend to be friends even if they are far from each other.

2- C) the friend is very important for him/her.

The answers will vary.

## **Unit 2**

### **Exercise 1**

A-The answers will vary.

B- husband – sons – daughter – sister – uncle – aunt – mother – father

### **Exercise 2**

A-

1- What are your parents' names?

2- Do you live together?

3- How many brothers and sisters have you got?

4- What are they like?

5- Are they older than you?

6- What do they do in their free time?

B\_ The answers will vary.

C\_ The answers will vary.

### **Exercise 3**

A\_ brother – sister – parents – father – mother – brothers – sisters

B\_ The answers will vary.

C\_ The answers will vary.

### **Exercise 4**

A\_ 1\_ It consists of parents and two kids.

2\_ She can help with the homework.

3\_ No, they aren't.

### **Exercise 4**

A\_ The answers will vary.



B\_ nicer

Bigger

More sociable

Calmer

Better

Brighter

Older

Younger

C\_ • For one syllable adjectives we add er

• For one syllable adjectives ending with e we add r

• For one syllable adjectives ending with a consonant, a vowel and a consonant we double the last consonant and add er

• Two syllable adjectives ending with a **consonant plus y** we drop (-) y and add ies

• Other long adjectives we add more before the adjective.

• good/better; bad/worse; far/further. ***These adjectives are irregular***

Exercise 5

A\_ My father is older than my mom. (old)

B\_ My sister is more intelligent than her classmates. (intelligent)

C\_ My hometown is further from São Paulo than Belo Horizonte. (far)

D\_ I work harder than my brother. (hard)

E\_ I think English is easier than Italian. (easy)

F\_ I think orange juice is better than soda. (good)

Exercise 6

A\_ The answers will vary.

**Evaluation answer key.**

**Unit 1**

**Exercise 1**



D\_ ( ) The writer says he will keep his friend in his heart, so that even if his friend is far he will feel him close.

### **Exercise 2**

The answers will vary.

### **Exercise 3**

The answers will vary.

### **Exercise 4**

1\_ B

2\_ A

## **Unit 2**

### **Exercise 1**

The answers will vary.

### **Exercise 2**

father – mother – daughters – son – son – daughters – brother - sisters – brother – sisters

### **Exercise 3**

1\_ There are thirteen people.

2\_ He has got two.

3\_ Abraham is older than Holmer.

### **Exercise 4**

The answers will vary.

## REFERENCES

<http://www.youtube.com/watch?v=IF9tsratPeo&NR=1> (Maria Arredondo /vídeo completo)

<http://www.allaboutgod.com/true-friendship.htm>

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<http://www.esl-lab.com/family1/fam1.htm#pre>

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