

8. FRIENDS WILL BE THE LIGHT TO GUIDE YOU

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TEACHER'S NOTES

Text: Levine, A., Lawrence, P. & Mars, B. (2011). Count on me [Recorded by B. Mars]. On *Doo-Wops & Hooligans* [CD]. New York, NY: Atlantic. Warner Music Australia. (2010)

Language level: Elementary

Age: 8-12

Objectives:

- a) to help EFL learners understand the lyrics and message of the song
- b) to help learners identify and understand the selected formulaic sequences;
- c) To get learners to practise the target sequences through guided activities;
- d) to consolidate knowledge of the selected chunks through generative, productive practice.

Target FSs:

Teacher's resources:

FIND YOURSELF STUCK IN THE MIDDLE OF THE SEA, FIND YOURSELF LOST IN THE DARK, NEVER LET GO, COUNT ON ME, BE THE LIGHT TO GUIDE YOU, FRIENDS IN NEED

PowerPoint presentation:

Video (lyrics animation⁹)

⁹ Bruno Mars - Count on me (animation by Faloan) <https://www.youtube.com/watch?v=YWSvgVIoyC0>
10 ago 2012; Música en este vídeo: Canción Count on Me; Artista Bruno Mars; Álbum Count on Me Compositores Ari Levine, Philip Lawrence, Bruno Mars; Con licencia cedida a YouTube por

- <https://youtu.be/YWSvgVloyCo>
- <https://bibliotecadelenguas.uncoma.edu.ar/files/original/ecd98aa9b563c50145ac67f15bda7454.mp4>)

Video with pauses for chunks:

<https://bibliotecadelenguas.uncoma.edu.ar/files/original/bbaaf3ad3f4bc63df6a526143ab7e1f2.mp4>

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Flashcards chunks (Appendix A)

Lyrics (Appendix B)

Note:

The approach to the song is in phases, dealing with each stanza one at a time. It is suggested that once a stanza has been analysed and worked with in class, Ss are encouraged to sing to the YouTube version of the song, previously having repeated each of the lines following the rhythm of the song. (It may be useful to help Ss identify strong syllables around which the rest of the sounds are clustered). **This platform allows the song to be played at a slower pace than the original (“normal”), at a suggested 80% (settings).** Ss could listen to and sing the extent of the song they have worked with at the end of each lesson and begin the next recycling it.

Step 1

Divide Ss in groups and ask them to characterize Friendship, answering the question “What is friendship?” (**HANDOUT ACTIVITY 1A**). T will write answers on the board (in whichever language Ls answer) (Slide #1 in PowerPoint presentation).

Step 2

Show Slide #2 in PowerPoint presentation with some pictures related to friendship. Ss look at the pictures of friends together, friends in need, friends supporting one another, friends helping one another, etc. in **HANDOUT ACTIVITY 1B**. Ask Ss to discuss the following questions in their groups and then get them to share with the whole class.

1. Do these pictures reflect your ideas of friendship? Which?
2. What other aspects of friendship do these pictures reflect?
3. What will the song be about?

Invite SS to decide what this new song could be about.

Step 3

Show Slide #3 in PowerPoint presentation. Invite each group to write their definition of Friendship in the box in **HANDOUT ACTIVITY 1C** (in their mother tongue if necessary).

Answer key: (possible answers):

Friendship is having our friends by our side when we need them.

helping them when they need us.

building nice memories together.

Having fun with people we love.

Sharing time with people we love and who love us

Step 4

Watch the video (Teacher's Resources C) in class and get Ss to discuss what the song is about, checking their predictions and answers in Steps 2 and 3 (**HANDOUT ACTIVITY 2A**).

Encourage Ss to notice when the characters are happy or sad and what the other character does about it. Use questions like those below to guide Ss to the general meaning of the song, and to predict also the meanings of some of the target chunks. (If necessary, ask the questions in Spanish):

- a) What does the umbrella represent? What does the parcel (gift) represent?
- b) When is the girl sad? When does this change? Why?
- c) When is the boy sad? When does this change? Why?
- d) Why do the numbers appear? Relate this to one of the meanings of 'count'.

Answer key:

- a) Protection against difficulties / the parcel represents friendship
- b) The girl is sad when she is alone in the middle of the sea, and lost in the dark.
- c) The boy is sad when he is alone; their mood changes when they are together.
- d) Counting could be a mathematical operation but it also refers to being there for someone we love. And this love is as basic as counting in the mathematical sense. Numbers go up and down (1, 2, 3/ 4, 3, 2 for the sake of rhyme)

Step 5

Watch the video with the chunks (See Teacher's Resources d – video with pauses) with the Ss to check their answers. Notice that this video has been altered to allow Ss some extra time to pay close attention to the order of appearance of the target sequences. In **HANDOUT ACTIVITY 2B**, number the pictures according to the video. Do the checking with the class as a whole using Slide #4 in the PowerPoint presentation.

Answer Key:

a.5; b.3; c. 1.; d.2; e. 4; f.6

Step 6

Focus on the target sequences in **HANDOUT ACTIVITY 2C** and Slide #5 in the PowerPoint

presentation. Ask students to watch the video again and match the pictures in **ACTIVITY 2B** with the phrases in the table in **ACTIVITY 2C**. Make sure they understand they need to complete the column “PICTURE” with the picture letters. Then, check as a whole class with. To do this, T reads out one of chunks, Ss call out the corresponding picture letter and Ss repeat that chunk as a whole class. Repeat this procedure with each of the target sequences.

Answer Key:

c. Find yourself stuck in the middle of the sea; f. I’ll never let go; a. You can count on me; e. friends in need; b. I’ll be the light to guide you; d. find yourself lost in the dark

Step 7

Invite Ss to think of the equivalent in Spanish for the phrases and the pictures. Get learners to read out the MEANINGS in the box below the table in turns (**HANDOUT ACTIVITY 2C**). Remind them there is one that does not belong in the task. Ask them to decide which picture represents each meaning (picture letters a-f). Ask them to write the correct meaning for each phrase in the table (**HANDOUT ACTIVITY 2D**). Get them to identify the extra meaning. Check the answers with Slide #6 in the PowerPoint presentation

Answer key:

2C) Extra meaning: te hace llorar.

| PICTURE | PHRASE | MEANING |
|---------|---|---|
| c. | I. FIND YOURSELF STUCK IN THE MIDDLE OF THE SEA | Encontrarse perdido en el medio del mar |
| f. | II. I’LL NEVER LET GO | Nunca te dejaré ir |
| a. | III. YOU CAN COUNT ON ME | contar con otra persona para que te ayude |
| e. | IV. HELP YOUR FRIENDS IN NEED | Amigos que necesitan ayuda |
| b. | V. I’LL BE THE LIGHT TO GUIDE YOU | Seré la luz que te guíe |
| d. | VI. FIND YOURSELF LOST IN THE DARK | Encontrarse perdido en la oscuridad |

Additional task: If you feel your Ss are tired, bored, etc. and if they are into art, you could get them into groups and ask them to illustrate the phrase they have been assigned (from Appendix B) however they want. They should then present their pictures with the phrases to the rest of the class. The pictures could be posted on one of the walls in the room.

Step 8

Memory Game: Read out one phrase in English from the table (not in the order in which they appear) and ask Ss to identify the corresponding picture (letter) (PowerPoint presentation Slides

5-6). Read it out again and get them to mention the number in the table that corresponds to that phrase. After some repetitions, play the game focusing on the pictures. Mention one letter for one of the pictures (a-f) and get them to say the phrase (or the number in the table corresponding to the phrase). Use this opportunity again to practice the pronunciation of each of the target sequences.

Note:

This and any other format of this Memory game can be used **whenever T needs to resume lessons after a week without meeting learners in order to recycle the FSs and their meaning.**

Step 9

Get Ss to read the first stanza of the song in silence and underline what they recognize (**HANDOUT ACTIVITY 3A**). Check which words or phrases they are already familiar with. Make sure they repeat the pronunciation for these words and phrases after you.

Step 10

Ask Ss to b) read the stanza again and colour what is repeated in **HANDOUT ACTIVITY 3B**. Draw Ss' attention to the repeated 'If' and 'I'll' in Stanza 1 (lines 1 and 3, and 2 and 4). Remind them of the video for the meaning of 'if' in this first stanza. Help them notice that a) 'if' introduces a condition for a hypothetical situation in which a friend could be, and b) 'I'll' presents the actions (consequences) that you will do to help him or her. Check with the PowerPoint Presentation Slide #7.

Answer key:

First Stanza

- 1 If you ever find yourself stuck in the middle of the sea
- 2 I'll sail the world to find you
- 3 If you ever find yourself lost in the dark and you can't see
- 4 I'll be the light to guide you
- 5 (We'll) Find out what we're made of
- 6 When we are called to help our friends in need

Step 11

Draw Ss' attention to the labels "CONDITIONS/ CONSEQUENCES" in **HANDOUT ACTIVITY 4A**. Go over the pictures in the columns with Ss and help them understand the connections between the pictures for conditions and those for consequences. Ask Ss to match conditions and consequences in stanza one with an arrow. There is one extra consequence picture. Check with PowerPoint Presentation Slide #8.

Answer key:

- a. C. find yourself stuck in the middle of the sea

1. B. sail the world to find you
- b. A. find yourself lost in the dark
2. Extra picture: sing a song beside you
3. D. be the light to guide you

Step 12

In **HANDOUT ACTIVITY 4B** read out each phrase in the box under the table. Ask them to repeat after you in chorus. Play a short **memory game**, getting them to say which letter corresponds to the phrase you are calling out. Repeat with each of the chunks (in a different order from the one they have been presented in the task). After all the chunks have been called out at least twice, change the rules and call out each number for the pictures in **Handout Activity 4B**. Ask Ss to decide which of the phrases in the box expresses the conditions and which the consequences. Get Ss to complete the lines with the phrases (A-D). Also get them to reflect on who performs which activity (to show them the way one of the friends is ready to help the other). Check with PowerPoint Presentation Slide #9.

Answer key:

| | | | |
|--------|--|------|----------------------------------|
| IF you | a. D. find yourself stuck in the middle of the sea | I'll | 1.C. sail the world to find you. |
| | b. B. find yourself lost in the dark | | 3. A. be the light to guide you. |

Step 13

In **HANDOUT ACTIVITY 5**, for the following questions, ask Ss to revise lines 5 and 6 in the FIRST STANZA and find 'when'. Get Ss to read the questions and offer possible answers. Draw their attention to the picture and line of STANZA 1 on the right in order to answer the first three questions. Check with PowerPoint Presentation Slide #10. Get them to identify the situation ("when you are called to help your friends in need") and who is in need in the stanza, why and how he responds or helps (questions d and e). Encourage Ss to reflect on the order of the conditions and consequences in the lines in this song.

Answer key:

- a) 'When' se usa para **presentar situaciones que son más posibles que sucedan**. To present situations that are more likely to happen than hypothetical conditions.
- b) 'I'll + verb" se usa para para expresar las consecuencias futuras de esas situaciones/ To express the future consequences of those situations.
- c) La situación que 'when' presenta es ¿más o menos posible que la situación que presenta 'if'? Más posible

- d) Who may be **in need** in STANZA 1? **Is she in need** now? Why? The singer's friend may be in need. She's not in need of help right now. This last bit is important because it depends on the meaning of 'when'.
- e) How does he respond? How does he help? He will be ready to help her; this is shown by his promise to sail the world and be the light to guide her.

In *lines 5 and 6*, the consequence comes first. In lines 1-4 the conditions come first. The situation that 'when' is more/less possible than the situation that IF presents. / La situación que 'when' presenta es **más** posible que la situación que presenta IF.

Step 14

Ask Ss to decide whether the statements in **HANDOUT ACTIVITY 6** are TRUE or False for Stanza 1. Ask them to read the FIRST STANZA again and to use the lines to find evidence to justify their answers. Get them to spot the incorrect parts and ask them to correct them so that the 'false' statements become true for this stanza. Whenever possible, get them to use English to justify the answers. Revise with them conditionals and the use of the future tense for consequences. Check with PowerPoint Presentation Slides #11.

Answer key:

- a. T
- b. F (if s/he ever finds him/herself **in the middle of the sea**)
- c. T
- d. F (que los amigos ayudan a otro amigo que lo necesita/**help our friends in need**)
- e. T

Step 15

This task is meant to help Ss connect and explore the idea of friendship in terms of pairs of famous characters. Get Ss into pairs or groups of three. Ask them to choose from the pictures in PowerPoint Presentation Slide #12 or think of other pairs that could be in the "Count on me" music video. Invite them to explain why they have chosen those.

Step 16

Get Ss to read the Chorus and underline the words and phrases they recognize from previous knowledge (**HANDOUT ACTIVITY 7A**). Invite them to recall where they have read/heard these words/phrases. Check with PowerPoint Presentation Slide #13.

Answer key:

Numbers, I'll, you'll, friends, etc.

Step 17

Watch the video to help them understand the lyrics so far. Ask Ss to read the lyrics again and answer the questions in **HANDOUT ACTIVITY 7B**. Check with PowerPoint Presentation Slide #14.

Answer key:

- a. When you count on somebody you know they **are there for** you and they **will help you** (lines 7 and 11)
- b. Both the singer and his friend (I/ YOU) can count on each other. And both of **them will be there for** their friend (lines 9 and 13)
- c. Being able to count on your friends is what you need in life. Knowing they are there for you and so are you is what makes a friendship and a relationship healthy. Concrete actions and evidence of your love are necessary. They show you are ready to actually help them when they are in need (examples appear in Stanza 1).

Step 18

Get SS to match the phrases and pictures in **HANDOUT ACTIVITY 8**. Draw their attention to the fact that there are two extra pictures. Check with PowerPoint Presentation Slide #15.

Answer key:

A.3 B. 2, C.7, D.5, E.1.

Extra pictures: 4 y 6

Step 19

Ask Ss to get into groups of three to discuss the questions in **HANDOUT ACTIVITY 9**:

1. Can your friends count on you? Why (not)?
2. Can you count on your friends? Why (not)?
3. Write down the names of the friends you can count on.
4. Is your friendship unconditional? What conditions are there? (Ask them to try and formulate these the way they've learnt – If I..., she/he will/ If she/he ..., I'll)

As a closure of this activity, once Ss have had some time to discuss their opinions, give them the chance to share the answers they want to with the whole class. This task appears in Slide #16 in the PowerPoint presentation.

Step 20

Play a **Memory game** to practice the phrases in **HANDOUT ACTIVITY 8** (and their pronunciation). Arrange the set of Flashcards with pictures and phrases (See APPENDIX B) on the board to match the display in the handout. Call out each of the chunks and get Ss to shout out the correct number for the corresponding picture. Follow this procedure with each of the chunks (in a different order from the one they have been presented in the task). After all the chunks have been called out at

least twice, change the rules and call out each of the numbers for the pictures in the handout. Invite Ss to first answer by referring to the letter of the chunk (A - E). Make sure they correctly match phrase and picture. Once it is clear Ss identify the meaning-form link for each chunk, get Ss to call out the chunk itself when you mention a number for a picture. You can also play and/or check with PowerPoint Presentation Slides #15.

Step 23

Ask learners to read the version of the FIRST STANZA 1 and THE CHORUS in **HANDOUT ACTIVITY 10A**. Tell them there is one mistake in almost every line (not in lines 8 and 12). To find the mistake (one word), invite them to turn to page 2 (original version for the FIRST STANZA) and page 5 (original version of THE CHORUS) in their handouts and compare both versions. Go over each line with them in Slide #17 in the PowerPoint presentation to check they have spotted and crossed out the mistake. If necessary, revise the meaning of the line/s to help them understand the general meaning of the song so far. In **HANDOUT ACTIVITY 10B**, get them to write the correct word above the mistaken word.

Answer key:

1. EVER (not 'never'); 2. FIND (not 'fight'); 3. EVER (not 'never'); 4. I (not 'she'); 5. WE (not 'they'); 6. WHEN (not 'then'); 7. ME (not 'them'); 9. Omit 'not' 10. KNOW (not 'think') 11. I (not 'she') 13. THERE (not 'here')

Step 24

Extra task:

Game: Get Ss to connect to the following webpage and play Wordwall with songs about Friendship and a playlist. <https://wordwall.net/es/resource/111643781/ingl%C3%A9s/songs-about-friendship>. On Slide #18 in the PowerPoint presentation, they will find the QR-code to scan. They will need to slide the music file to the slot next to its singer/s. This activity is not meant to contribute to the learning of the chunks, but provides an interesting diversion, while still dealing with the topic of Friendship.

Step 25

In **HANDOUT ACTIVITY 11A**, get Ss to read **STANZA 2** and underline the words and phrases they recognize. Check with PowerPoint Presentation Slide #18.

Answer key:

14 If you're tossin' and you're turnin'
15 And you just can't fall asleep
16 I'll sing a song beside you
17 And if you ever forget how much you really mean to me
18 Every day I will remind you

19 We find out what we're made of

20 When we are called to help our friends in need

Step 26

In **HANDOUT ACTIVITY 11B**, get Ss to read **STANZA 2** again and focus on the words that introduce a condition (IF) and the verb tense that signals the consequence (future). These should help them to identify the conditions. Ask Ss to colour the new conditions. Check with Slide #18 in the PowerPoint presentation.

Answer key:

11A They will find that lines 19 and 20 are the same as lines 5 and 6 in **STANZA 1**.

11B The two new conditions (in yellow in Slide #18) are 14 **If you're tossin' and you're turnin'** and 17 **And if you ever forget how much you really mean to me**. The consequences (in green in Slide #18) are 15 **I will sing a song beside you** and 18 **Every day I will remind you**. They will realise because of the use of the future.

Step 27

Invite Ss to watch the video and match the images in **HANDOUT ACTIVITY 12A** to the corresponding phrases, writing the correct number next to the corresponding phrase. Check this activity with them (you could do so with Slide #19 in the PowerPoint presentation). Some words and expressions have been highlighted that should help Ss decide. Take this opportunity to make Ss reflect on 'can't fall asleep by focusing on the differences between pictures 3 and 4.

Answer key:

- a. **If you're tossin' and you're turnin'** And you just **can't fall asleep** ... 4...
- b. **I'll sing a song** beside you ...3,...
- c. **If you ever forget how much you really mean to me** ...2...
- d. **Every day I will** remind you ...1...

Step 28

Get Ss to focus on the ideas of reminding and forgetting by answering the questions in **HANDOUT ACTIVITY 12B**. Use Slide #20 in the PowerPoint presentation, where there are very nice phrases about his friend on each day in the calendar.

Answer key:

- a) FORGET
- b) REMIND

Ask them (some of) these questions in Slide #28 in the PowerPoint presentation to guide them:

Who forgets? *She does.*

What/Who do they forget? Whether the other person cares for her.

Who reminds them? He will, with the song

What will they remind them? That he cares for her; that she is special to him, how much she means to him.

- c) the question marks indicate her doubts as she wonders whether the other person actually cares for her. The image tries to illustrate the expression “how much you really mean to me”.

Step 29

Get Ss to recall the function of conditions and consequences and how they are expressed. Ask Ss to complete the chart (**HANDOUT ACTIVITY 13**) with the information from **HANDOUT ACTIVITIES 4** and **5**. Use the video to reinforce the meaning of condition-consequence. Help them reflect on the use of the future for consequences and the meaning of presenting POSSIBLE conditions (these events have not happened yet). Check with PowerPoint presentation Slide #21.

Answer key:

| | |
|--|--|
| 1. We present CONDITIONS with | <i>IF and WHEN</i> |
| 2. We express the future in the CONSEQUENCES with | <i>WILL</i> <i>'LL</i> |
| 3. Who are the participants in this song? Who is “I”? Who is “you”? | <i>I – YOU – WE</i> <i>I is the singer; YOU is his friend</i> |

Step 30

Get Ss to read another version of **STANZA 2** in **HANDOUT ACTIVITY 14A**. Show them that there are two options in each line (a. and b.) separated by a slant bar (/). Ask them to choose the correct option first without checking on the previous page. Then get them to listen to the stanza and check. Carry out the checking with Slide #23 in the PowerPoint presentation.

Answer key:

- 1 b. If (not ‘only’)
- 2 a. can’t (not ‘will’)
- 3 a. You (not ‘her’)
- 4 b. Ever (not ‘never’)
- 5 b. day (not ‘year’)
- 6 a. We (not ‘they’)
- 7 b. When (not ‘then’)

Step 31

In **HANDOUT ACTIVITY 14B**, get Ss to read the statements and decide if they are True or False for STANZA 2. Get them to discuss their answers in groups and justify them. Check using Slide #24 in the PPT presentation.

Answer key:

- 1 F- El autor dice que esta persona da vueltas en la cama y no se puede dormir.
- 2 F- En este caso, 17 quiere decir que no se puede dormir.
- 3 F- El autor promete que va a cantar una canción junto a él.
- 4 T- El autor le dice a su amigo que, si nuestro amigo alguna vez se olvida lo que significa para nosotros, estaremos allí para recordárselo cada día.
- 5 F- El autor subraya que descubrimos de qué estamos hechos cuando nuestros amigos necesitan ayuda, y allí debemos estar.

Step 32

Extra task: get Ss into groups and discuss the ingredients necessary for a good friendship (Slide # 25 in the PowerPoint presentation). Allow for this activity to be carried out in Ss' L1. An additional task could be to invite them to think of songs in L1 that refer to friendship and friends and their qualities.

Answer Key:

Ss' own answers (love, trust, support, time devoted, presence, interest, concern, help, laughter, fun, etc.)
Possible songs in L1 (Un millón de amigos, Mi persona favorita, etc.)

Step 33

In **HANDOUT ACTIVITY 15A**, ask Ss to read STANZA 3 and underline the parts that they recognize. This will contribute to a growing sense of familiarity with words in the foreign language. Check with Slide # 26 in the PowerPoint presentation.

Answer key:

never say goodbye, I'll, when

Step 34

In **HANDOUT ACTIVITY 15B**, draw Ss' attention to the highlighted phrases and ask them to guess which picture refers to which phrase. The meaning of each phrase will be explored in Spanish with Ss. Invite them to match the pictures to some phrases appearing in the stanza in red. To check the task, repeatedly call out the phrases getting Ss to identify them by referring to the corresponding letters. Then call out the letters for the pictures, expecting Ss to produce the corresponding phrase. Help them out modelling their pronunciation. You can carry out this task alternatively with Slide #27 in the PowerPoint presentation.

Answer key:

- a) I'll never let go, b) have my shoulder to cry on, c) say goodbye

Step 35

In **HANDOUT ACTIVITY 16A**, ask Ss to look at the adverbs of frequency and match them to the calendar pictures. Get them to decide to which actions they each refer. Check with Slide #27 in the PowerPoint presentation.

Step 36

In **HANDOUT ACTIVITY 16B**, Ss are invited to link the pictures from Stanza 3 in **HANDOUT ACTIVITY 15B**, and decide whether each action is done ALWAYS or NEVER according to the song, and according to what friends typically do for one another.

Answer key:

- 1) Never - Pictures: a) and c)
- Always – Picture b)

Step 37

Encourage Ss to answer the questions in **HANDOUT ACTIVITY 16C**, working on previous knowledge they have of adverbs of frequency. Draw their attention to ‘ever’. Which appears in the conditions in stanzas 1 and 2. Check with Slide #28 in the PowerPoint presentation.

Answer key:

- a. “ALWAYS” appears on line 22 and “NEVER” appears on line 23 twice
- b. “ALWAYS” means “SIEMPRE”.
- c. “NEVER” means “NUNCA”.
- d. “EVER” means “alguna vez” and it usually appears with if-clauses and in questions.

Step 38

Organize Ss for them to play a CHUNK-MATCHING RACE in which they will have to match the pictures for the target chunks to the chunks (APPENDIX A). Place all slips (maybe three sets of cards for three different groups?) for the chunks at the back of the classroom and project the pictures for the chunks on a beamer at the front of the classroom (Slide #29 in the PowerPoint presentation). Ss run to the front to label the picture being shown with the right chunk. Those who are fastest at this win.

Step 39

In **HANDOUT ACTIVITY 17A**, ask Ss to read the different fragments. Invite them to identify which one doesn’t belong to this song. Get them to recall which song it is part of. Ask Ss to hypothesize on the order of the fragments as a pre-listening activity. Get them to listen to the song and put the phrases in

order. Check the answers using Slide #30 in the PowerPoint presentation. Ask them to recall in which Stanza each of the phrases appear.

Answer key:

- _4__ WHEN WE ARE CALLED TO **HELP OUR FRIENDS IN NEED.**
- ~~_X__~~ **I'LL BE HERE FOR YOU** (belongs to “You’re not alone”)
- _2__ IF YOU EVER **FIND YOURSELF LOST IN THE DARK** AND YOU CAN'T SEE
- _3__ **I'LL BE THE LIGHT TO GUIDE YOU**
- _5__ **YOU CAN COUNT ON ME**
- _6__ **I'LL NEVER LET GO**
- _1__ IF YOU EVER **FIND YOURSELF STUCK IN THE MIDDLE OF THE SEA**

Step 40

Warn Ss that in **HANDOUT ACTIVITY 17B** there are a few pictures for **some of the fragments** in 17A and that they should decide which picture goes with which fragment. Get them to join them with arrows. One of the pictures (**sing a song beside you**) does not have an equivalent phrase in 17A. Check with Slide #30 in the PowerPoint presentation.

Answer key:

- 1 I'LL BE THE LIGHT TO GUIDE YOU
- 2 HELP YOUR FRIENDS IN NEED
- 3 xxx
- 4 YOU CAN COUNT ON ME

Step 41

Distribute a copy of the complete lyrics (Appendix B) among Ss, and invite them to read the lyrics of all the song while they listen to it. Encourage them to find the sequences in **HANDOUT ACTIVITY 17A** in the song and colour them.

Step 42

In **HANDOUT ACTIVITY 18A**, invite Ss to watch the video and listen to the song while reading the lyrics once again to discover that one (final) sentence in the song has not been discussed. Check using Slide #31 in the PowerPoint presentation.

Answer key:

“You can count on me ‘cause I can count on you.

Step 43

After finding that final sentence in the lyrics (**HANDOUT ACTIVITY 18A**), invite Ss to fill in the blanks with the correct pronouns in **HANDOUT ACTIVITY 18B**. The following task will help them reflect on the

reciprocity of the sentence and on what that implies for the concept of friendship and good friends. Check the answers using Slide #31 in the PowerPoint presentation.

Answer key:

YOU can count on **ME** 'cause I can count on **YOU**

Step 44

In **HANDOUT ACTIVITY 18C**, invite Ss to answer some questions that will help them become aware of the importance of the pronouns in **HANDOUT ACTIVITY 18B**. Draw their attention to Reason clauses introduced by “cause” and “because”. Get Ss to answer the questions in their mother tongue if necessary. The answers below are included in Spanish as an example.

Answer key:

- a. Se presenta la idea de que en la amistad existe una cierta reciprocidad: “vos podés contar conmigo porque yo también puedo contar con vos” y juntos/as nos ayudamos.
- b. ‘cause significa “porque”.
- c. La diferencia es que se invierten los pronombres.
- d. La importancia del mensaje radica en que, en cualquier amistad, se espera que los/las amigos/as puedan contar los unos con los otros en diferentes momentos.

Step 45

Get Ss to read the different options for each picture in **HANDOUT ACTIVITY 19**. Use Slide 32 in the PowerPoint presentation to help them recall from which stanza each phrase is from. Once they have all been revised (and pronounced), encourage Ss to choose the right phrase for the picture in the column on the right.

Answer key:

1.b; 2.c; 3.b; 4.a

Step 46

Get Ss to read each of the phrases on the left in **HANDOUT ACTIVITY 20** out loud. Help them with their pronunciation. Encourage them to find the right meaning for each phrase in groups. Present this task as a competition, where the group to complete if first wins, and the group with the higher number of correct answers wins as well. Check the answers using Slide #33 in the PowerPoint presentation.

Answer key:

a. 3; b.1; c.2; d. 3; e. 1; f. 3

Step 47

Make Ss aware that in the phrase snake in **HANDOUT ACTIVITY 21A**¹⁰, six phrases from this song have been included. But there are many more recycled phrases placed back to back and they will

need to remember where each ends and the next one begins. Draw their attention to the first one and help them realise where FIND YOURSELF STUCK IN THE MIDDLE OF THE SEA begins and ends using Slide #34 in the PowerPoint presentation. The coloured ones belong to “Count on me”. Ask Ss to separate the different words that make up each of the sequences and practice their pronunciation once again. Ask them to disregard those that are not highlighted (go to sleep/ make you cry/ you’re not alone/ to this day).

Answer key:

go to sleep find yourself stuck in the middle of the sea make you cry find yourself lost in the dark help your friends in need you’re not alone you can count on me to this day I’ll be the light to guide you I’ll never let go

Step 48

In **HANDOUT ACTIVITY 21B**, get Ss to identify the target sequences (highlighted in different colours above) and write them down. Check this activity with Slide #34, paying attention to where each word ends.

Answer key:

- a. Find yourself stuck in the middle of the sea
- b. Find yourself lost in the dark
- c. Help your friends in need
- d. You can count on me
- e. I’ll be the light to guide you
- f. I’ll never let go.

STEP 49

Get learners to read the whole lyrics of the song for this activity (Appendix B). Explain to Ss that in each line of each box in **HANDOUT ACTIVITY 22**, there is a question about which phrase does not belong to the song or stanza. Read with them the different sequences in line a) as an example. Invite them to find the ODD ONE OUT (only one is incorrect in each group). Invite Ss to work in pairs to find the ODD ONE OUT for b), c) and d). Give them the chance to go over their materials, and the lyrics of the song. Check the answers using Slide #35 in the PowerPoint presentation.

Answer key:

- a) I’LL NEVER LET GO (Stanza 3)
- b) I’LL BE THE LIGHT TO GUIDE YOU (stanza 1)
- c) All I need I know
- d) Remember me

STEP 50

In **HANDOUT ACTIVITY 23A**, ask Ss to match the beginnings of the sequences and the corresponding ends. Warn them there is an extra end. In Slide #36 in the PowerPoint presentation, show them how 1. can be done. Revise with them their meaning and pronunciation.

Answer key:

- 1 FIND YOURSELF LOST /IN THE DARK;
- 2 HELP OUR FRIENDS/ IN NEED;
- 3 I'LL BE THE LIGHT /TO GUIDE YOU
- 4 YOU CAN COUNT/ ON ME;

Step 51

Draw Ss' attention to the fact that the expressions in **HANDOUT ACTIVITY 23A** could be uttered by people in different situations. Get them to think which celebrities could actually utter any of these expressions, when and why. In **HANDOUT ACTIVITY 23B**, they reflect on those questions.

- a) ¿Qué celebridades podrían decir estas frases?
- b) ¿En qué momento?
- c) Compará un personaje de la canción con tus propios amigos. ¿Cuáles de estas frases te dirían tus amigos? ¿Cuáles dirías vos?
- d) ¿Cómo seguirá la amistad de los amigos en la canción?

Answer key:

Ss' own answers

Step 52

In **HANDOUT ACTIVITY 24**, play “Disappearing chunks”. Write the chunks in the Answer key below on the board, but in random order. Give learners oral prompts for a chunk: ¿Qué frase decís cuando...? Once a chunk has been correctly called out, erase it from the board. Encourage Ss to search their materials for the chunks. Warn them that there are two chunks that do not belong to “Count on me”. Continue with the procedure until there are no chunks on the board. Play again but this time without a list of chunks in display, only giving Ss the prompts in the column on the right of **HANDOUT ACTIVITY 24**. Get Ss to complete their charts on the handout and check with Slide #38 in the PowerPoint presentation.

Answer key:

- a. you can count on me;
- b. find yourself stuck in the middle of the sea;
- c. I'll be the light to guide you;
- d. I'll never let go;
- e. help your friends in need;

- f. xxx (you're not alone);
- g. find yourself lost in the dark;

Step 53

Get Ss to read the expressions 1-6 in **HANDOUT ACTIVITY 25**, and to find the right picture that goes with them. Draw their attention to the missing words in sentences a-f. Read each with the whole class and help them understand them. Encourage them to fill in the gaps with the missing word/s. Make them aware of the fact that the first letter of each missing word is there to help them and so are the pictures. Also help them realise that only some of the component words in the sequence are missing, while others are already there. Check with Slide #39 in the PowerPoint presentation. For real questions like d) and f), get them to share with the class their own answers.

Answer key:

- a. LET GO
- b. COUNT ON ME
- c. IN NEED
- d. YOURSELF LOST IN (THE) DARK
- e. THE LIGHT (to) GUIDE
- f. FIND (yourself) STUCK

Step 54

LIVE LISTENING: Give a short talk using the text below and get Ss to note down (**in the free- production pages in their diaries**) useful chunks while you are talking. Use “air quotes” every time you mention a chunk (in bold type below). When you finish, ask Ss to compare with a partner how many chunks they have spotted. Elicit them and write them on the board. Draw their attention to the fact that the phrases are variations of those in “Count on me”. Once you have finished collecting the diaries, check this activity with Slide #40 in the PowerPoint presentation. Use the line numbers and some general questions of your own to guide their understanding of the text.

Text:

This song is about friendship. Friends are important in our lives. In difficult times, they are always present. **If we ever find ourselves stuck (in the middle of the sea)**, they will help us. Situations may change, but our friendship will never change. **If we are lost in the dark**, friends **will be the light to guide us**. We will always **help our friends in need**. **They can count on us and we can count on them**. We will always be together and we will **never let go**. Friends are a nice present!

Step 55

Dictogloss (Wajnryb 1990): This technique consists of the dictation of a text– at normal speaking

speed while learners take notes. Before the dictation, if necessary, tell them that the text is about “FRIENDSHIP” (a word you could pre-teach, or remind them of, since it appears in **HANDOUT**

ACTIVITY 1A. Also help them recall the word ‘TOGETHER’, perhaps recycling some of the expressions so far in the course about friendship and what friends do for others. The procedure’s main goal – see PowerPoint presentation 1 for Capacitación, slides #24-26 is to get Ss to create a new text containing the same/similar information as the original one. The most important activity is not the dictation but the pooling of information and linguistic resources that takes place during the text reconstruction phase. Procedure: The text is read out three or four times but learners are not given enough time to take dictation. In the first reading, Ss cannot take notes. Every time you read after that, pause at slanting bars (//) and quickly count to three before you read what follows. During readings 2 and 3, Ss take notes in their diaries – spontaneous production section (at the middle of the diary). Finish reading the text and repeat the reading of the whole text twice. Read the text a fourth time without pausing, allowing Ss to check their notes.

Get Ss into groups and ask them to use their notes to write a new text that expresses the same meanings as the one you read in their diaries. Allow them 15 to 20 minutes. To check, show Slide #41 in the PowerPoint presentation with the original text and invite Ss to compare their versions to the original. If possible, type each group’s version and project them to decide which best conveys the ideas in the original text (this could take place the following lesson). Remember that what is important in this task is the effort they make to pool together their knowledge of the chunks and what little language they have to convey the message. Notice that this text is very similar to the one in Step 46, which has already given them some practice. Let Ss know that, if they need to use their mother tongue, they can, and if they don’t know how to spell a word, you will help them.

Original text:

This song is about friendship.// Friends are important// in our lives.// **If we ever find ourselves stuck// in the middle of the sea//**, they will help us//. **If we are lost in the dark//**, friends **will be the light to guide us.**// We will always //**help our friends in need.**// **They can count on us //and we can count on them.** //We will always be together //and we will **never let go.**

Step 56

In **HANDOUT ACTIVITY 26**, explain to Ss that they will read a text with mistakes in chunks or phrases they have worked on. Read the text with them and check they understand its general meaning. Ask them whether they need any help with some words or phrases. Ask them questions in their mother tongue to check their understanding:

- a) ¿De qué se trata el texto?
- b) ¿Qué cuenta la historia?

- c) ¿Qué pasó?
- d) ¿Quiénes son los protagonistas?
- e) ¿Cómo se dan cuenta?
- f) ¿Qué palabras y frases reconocen?

Once the text is quite clear to them, encourage Ss to correct the mistakes in the text where there are *numbers and phrases in italics*. As a clue, tell them that only one word in that phrase is wrong, and that, if they change it, they will find a phrase they know from the song. To check the task, use Slide #42 in the PowerPoint presentation.

Answer key:

- 1 In the **dark**;
- 2 To **guide** you;
- 3 Can **count** on me;
- 4 **Never** let go;

Step 57

In **HANDOUT ACTIVITY 27**, invite Ss to write down the most important message in “Count on me”, using phrases in the song. Let them know they can use their mother tongue if necessary.

(**Answer key:** Ss’ own answers)

Step 58

In **HANDOUT ACTIVITY 28**, get Ss to decide if the statements are True or false. Ask them to justify their answers by referring to the lyrics: in which stanza have they found the answer? Which expressions have helped them decide?

Notice that the statements appear in Spanish in Ss’ handouts. Below is a version in English, which also appears in Slide #43 in the PowerPoint presentation. Use this slide to get Ss to find the English version for each statement and foster better understanding of the statements.

- 1 Bruno knows he can help his friend in need.
- 2 He doesn’t know if his friend will be the light to guide him if he finds himself lost in the dark.
- 3 We can find what our friends are made of when they help us when we are in need.
- 4 Bruno will sing a song beside his friend for his/her birthday.
- 5 If Bruno’s friend is lost in the dark, Bruno will never let go.
- 6 Bruno will remind his friend how much he means to him.

Answer key:

- 1 True (Stanza 1)
- 2 False (Stanza 1);

- 3 True (Stanza 1);
- 4 False (Stanza 2);
- 5 False;
- 6 True (Stanza 2)

Step 59

In **HANDOUT ACTIVITY 29**, get Ss to read with you the different questions and make sure they understand them. Specifically make the distinction between b. and d. so that they realise the difference in pronouns and what this implies. Invite Ss to reflect on their relationships, their friends and what they do together. Encourage them to discuss the questions in small groups, answering the questions in the handout in “The Songs in my life” in Spanish. Allow for a moment where each group shares some of these reflections with the rest of the class.

Answer key:

Ss’ own answers.

Step 60

ANNEX ACTIVITY 4 is a less controlled writing activity where SS can put into practice some of the sequences they have learnt in more controlled contexts. Go through the two examples in the handout with them. Ask Ss to work in groups and ask them to create a story or post for their best friend’s birthday with a nice message for them. Get them to write the final outcome in their diaries, in the spontaneous-production section (the middle).

Answer key:

Ss’ own answers

Step 61

Encourage Ss to think of a very good friend of theirs. Ask them to imagine situations where both their friends or themselves might need help. Get them to write a FRIENDSHIP CONTRACT using the sentence frames in **ANNEX ACTIVITY 5.**, slide # 45 in the PowerPoint presentation. Discuss with them what a contract is, and what a friendship contract might contain. Remind them of the conditions and consequences seen in the stanzas, **and of the chunks they know from the song.** Perhaps you can illustrate how to go about this task with the class as a whole, giving an example of you and a friend of yours.

Prompts:

If I... you will ...

If you... I will...

When I ..., I need you to...

When you ..., I will

If you are in need of ..., I'll help you...

You can count on me when...

I'll never let go if/ when

I'll be the light to guide you when...

Answer key:

Ss' own answers

APPENDIX B

TARGET FORMULAIC SEQUENCES AND PICTURES

**FIND YOURSELF STUCK
IN THE MIDDLE OF THE
SEA**

**FIND YOURSELF LOST
IN THE DARK**

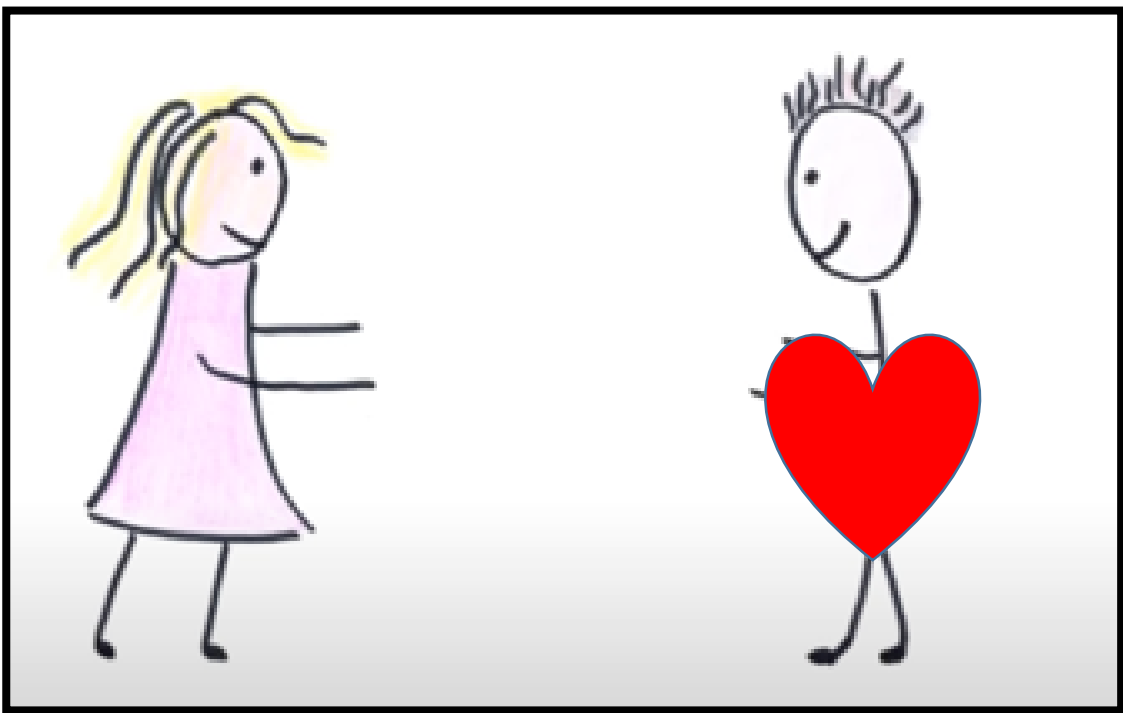
**I'LL BE THE LIGHT TO
GUIDE YOU**

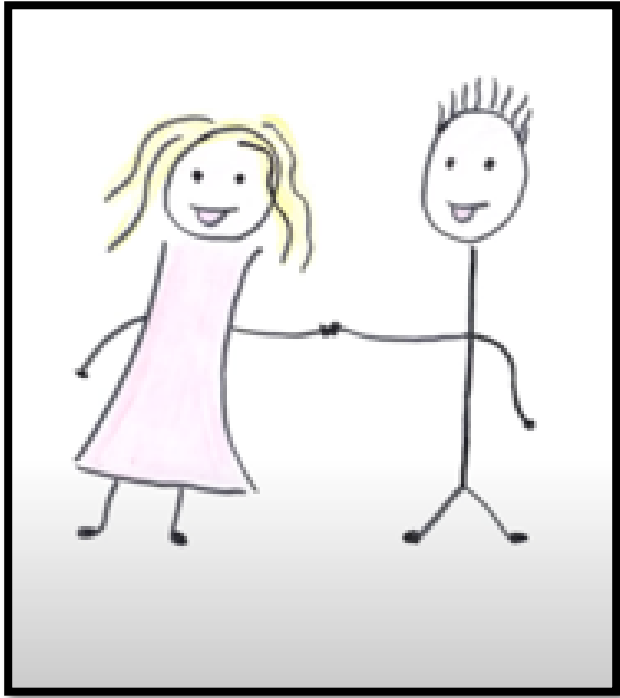
**HELP YOUR FRIENDS IN
NEED**

**YOU CAN COUNT ON
ME**

I'LL NEVER LET GO







APPENDIX C

LYRICS

[stanza 1]

1 If you ever **find yourself (stuck in the middle of the sea)**

2 I'll sail the world to find you

3 If you ever **find yourself lost in the dark** and you can't see

4 **I'll be the light to guide you**

5 We find out what we're made of

6 When we are called to **help our friends in need**

[CHORUS]

7 You can **count on me**

8 Like 1, 2, 3

9 I'll be there

10 And I know when I need it

11 I can **count on you**

12 Like 4, 3, 2

13 You'll be there

14 'Cause that's what friends are supposed to do

[stanza 2]

15 If you're tossin' and you're turnin'

16 And you just can't fall asleep

17 I'll sing a song beside you

18 And if you ever forget how much you really mean to me

19 Every day I will remind you

20 We find out what we're made of

21 When we are called to **help our friends in need**

You can **count on me**

Like 1, 2, 3

I'll be there

And I know when I need it

I **can count on you**

Like 4, 3, 2

You'll be there

'Cause that's what friends are supposed to do

[stanza 3]

22 You'll always have my shoulder when you cry

23 **I'll never let go**, never say goodbye

24 You know

You can **count on me**

Like 1, 2, 3

I'll be there

And I know when I need it

I **can count on you**

Like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to do

25 You can **count on me** 'cause I can **count on you**