

## Lesson Three

# My Abilities

### Sessions Snapshot

Session	Content	Activities
1	Objectives	To talk about abilities using “be good at”, “can”, “Are you/Is s/he good at...?”, “Can you/she/he...?”, “Who is good at...?”, “Who can...?”
	Warm up	I’m not good at drawing! ☹ Who can draw a calendar on the board?
	Conversation	Focus on abilities: (not good at) drawing, can take good photos,...
	Practice (1)	Are you / Is s/he good at...? – Yes/No, ....
	Practice (2)	Can you/she/he...? Yes/No, ....
	Practice (3)	Who can...? Who is good at ...?
2	Literacy skills: spelling & pronunciation;	Spelling activities, pronunciation: [oo], [ll], [pl], [sw] Sight Word Reading Talk to Your Teacher: Excuse me, I have a question. How do you say...?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing
		Role play; Class Project: Students’ Ability Cards

**NOTE:** This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

## The First Session      Teaching & Practicing Language Functions

- Materials:**      Poster and flash cards for abilities in the lesson:  
Drawing, taking photos, cooking, playing football/basketball/  
tennis, searching the Web, swimming, making cake, riding a  
bike, doing puzzles, working with the computer
- Interaction:**    Teacher–Student(s); Students–Students (pairs/groups)
- Time:**            50 minutes (*30 mins. for warm up and conversation; 20 mins. for  
Practice sections*)



### 1. Warm up

**Greeting:** Greet the students warmly.

- 1.1 When you are finished, go to the board and pretend you are drawing a calendar. Draw an awful calendar, stare at your drawing, look back at students, and show that you are not happy with your drawing. Then say,

**“Sorry, I’m not good at drawing ☹️. Can anyone draw a calendar on the board?”**

Make sure they understand you: چی شد؟ من چی گفتم الان؟ Elicit the meaning of all you said from the students.

1.2 Then ask a volunteer to come to the board, or, if there are no volunteers, ask a fast student to draw a calendar on the board. Tell him/her that it’s enough to write the days of the week on the calendar. Now ask, **“All right, what day is today?”** as a review of the previous lesson, and elicit the correct answer. Then compliment on the student’s drawing: “Well done! You are good at drawing!”؟..... یعنی Elicit, “نقاشی ات خوبه!” and tell the student to go back to his/her seat.

1.3 Write “drawing” on the board. Then, depending on the gender of your students, ask, “Who is good at playing football/volleyball/cooking?” Elicit answers. If they look puzzled, say, “چه کسی در فوتبال/والیبال/آشپزی... مهارت دارد؟ / کی فوتبالش/آشپزش خوبه؟” and write “football”, “volleyball” or “cooking” under “drawing” on the board, and elicit answers. If you are not happy with their answering, give an example of your own abilities, e.g., say, “I am good at cooking/playing football.” Then write “Abilities” as the label for the category of abilities you wrote on the board, and say **“Abilities... یعنی؟... ”** and either elicit the Persian meaning from the students, or say “توانایی ها” yourself.

1.4 Now show the flash cards for “drawing”, “taking photos”, “playing football”, and “cooking” at this stage, and elicit the English words for these activities from the students. Pronounce the words yourself and make sure the **oo** in “football” and “cooking” is a short sound, i.e., [ʊ]. Get students to repeat

“cooking”, “football”, “good at cooking”, and draw their attention to the short sound [ʊ].

- 1.5 In the meantime, attend to their pronunciation of [ɪ] in “football” or “volleyball.” Make sure they WILL NOT pronounce clear ‘L’ sound for the final ‘ll’. The pronunciation of [ɪ] and [oo] will be more emphasized in the Practice and Spelling and Pronunciation sections.

## 2. Conversation

Tell them they are going to listen to a conversation between Sara and Elham. Remind them that Sara is Sam’s sister and that these two have come to Iran with their family and will stay for a while. Explain that Sara, like her brother Sam, is good at English, and in fact, they can speak English only.

Tell them that Sara and Elham are talking about their abilities. Ask if they can understand “who is good at what / who can do what.” Write this phrase on the board and elicit the meaning:

“چه کسی در چه کاری مهارت دارد / کی در چی مهارت داره”

Underline “is good at” and “can do” on the board, and tell them that they mean the same thing.

- 2.1 Play the CD once and repeat your question. Elicit, “Sara is good at drawing,” “Elham can take photos”. Now ask, “Is Elham good at drawing?” Elicit “No, (she’s not)”.

- 2.2 Say, “Listen once more, and say when they are going to meet again”. In case your students cannot follow you, say in Persian:

“یکبار دیگر گوش کنید و بگویید قرار است دفعه بعد کجا و چه روزی همدیگر را ببینند”

Play the CD for the second time and repeat your question . Elicit “In Elham’s house, Thursday afternoon.”

2.3 Now say, “And Sara can bring what?” Elicit, “Her drawing book.”

2.4 Divide the class into two groups, one group repeats Sara and another group repeats Elham. Play the CD again, pause after each turn, and get them to repeat. Attend to their pronunciation of [oo] and [II].

### 3. Practice 1–2–3

3.1 Ask them about their abilities: “Now tell me about yourself: who is good at what?” Show them the flash cards for the activities in Practice 1–2–3. Elicit the meaning of each activity on the flash card, then show the word for that activity on the back of the card, and pronounce the word.

3.2 Show the cards one by one again, and address a fast student: “**Zahra/Amin/ etc./, are you good at....** (the activity on the card)?” Elicit “Yes” or “No.” If the student says No about that ability, address the whole class and ask, “**Who is good at...(the same activity)?**” Elicit “Me” if some students raise their hands for a Yes answer. If no one raises their hand, say, “No one. Okay, next,....”

3.3 **Pair/group work:** Now give the activity cards to 3–4 students and have them ask one of their classmates the same question. Guide the interactions in the way you first did yourself.

3.4 Play the CD for **Practice 1**. Tell them just to listen and follow the written prompts in the box.

3.5 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.6 For the last dialog in Practice 1, show the “swimming” picture again, write it on the board, and underline [sw]. Also, show the [sw] flash card to the students. Get them to repeat “swimming” and other words on the flash cards, and make sure their pronunciation of [sw] and [ing] is correct.

**WARNING:** Some students may pronounce “swim” as /sevim/ or /svim/! CORRECT IMMEDIATELY.

3.7 Play the CD for **Practice 2**. Tell them just to listen and follow the written prompts in the box.

3.8 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

3.9 For the last dialog in Practice 2, show the “playing basketball” picture again, write it on the board, and underline [ll]. Also, show the [ll] flash card to the students. Get them to repeat “basketball” and other words on the flash cards, and make sure their pronunciation of [ll] is correct.

3.10 Play the CD for **Practice 3**. Tell them just to listen and follow the written prompts in the box.

3.11 Play the CD for the second time, show the flash cards for each turn, and ask for group repetition.

#### 4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

- 4.1 Before you finish the class, summarize the main teaching points of the session, e.g., Are you good at...?, Who is good at...?, Who can...? , and the abilities. Tell them you will check their homework assignments, and work on the Spelling/Pronunciation in the next session.
- 4.2 Finally, inform them that for the Class Project next session, they will need pictures of the abilities they have, i.e., what they are good at. They can search the Web and find the relevant pictures, or draw even if their drawing is not good. Ask them to prepare “Flash card size” (the same size you use in class). Remind them that they should write their names in English under the picture on the flash card. Assure them that you will help them if they need.

**NOTE 1:** You may bring some (5–6) large sheets (A3 paper sheets) next session to glue students’ ability cards on them and install the A3 sheets on the classroom walls.

**NOTE 2:** You’d better have a Persian–English–Persian dictionary with you (either on your mobile phone/tablet/iPad, or a hard copy of a Persian–English–Persian pocket dictionary) just in case your students ask you words or phrases that you may not know.

☺ It may be a good idea if you inform them about dictionary use, and that you enjoy looking for words and examples in the dictionary depending on the context of your class.

## The Second Session      Teaching Literacy Skills

Materials:      Flash cards for words “Football”, “3 o’clock in the afternoon”, “Play”, “Plant”, “Swim”, “Swan”; scissors, glue/tape, some A3 paper sheets, and pins for class project;

Interaction:    T-S, Ss-Ss

Time:            50 minutes

### 1. Greeting and checking homework assignments

Greet the students and call the roll. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 2.

### 2. Spelling & Pronunciation: Literacy Skills

In this section, you will focus more on [oo] sound in “football” and “afternoon” in the context.

2.1 Show the flash card for [oo] in “afternoon” and “football.” Ask them to read the words and recall both the meaning and pronunciation of “afternoon” which they learned in Lesson 2. Elicit /afternoon/ with long u: and /football/ with short Ū.

2.2 Now ask them to listen to a conversation between a teacher and a student who has a question about these two sounds. Say, “Listen to the CD and tell me what the student’s question is.” Ask your question in Persian if necessary:

به سی دی گوش کنید و بگویید این دانش آموز در چه موردی سؤال می کند.

2.3 Stop the CD player and repeat your question. You may elicit the correct answer in English or Persian depending on your students' English background. Then ask,

دانش آموز سؤال خود را با چه عبارتی شروع می کند؟

Elicit: "Excuse me, I have a question."

Now ask, "How do we say O-O"? Elicit, "Double O." Make sure they pronounce the ou in "double" as /dʌbl/.

**NOTE:** You needn't show or teach them the ʌ sound at this stage unless you have a highly proficient class.

Ask, "What's the second student's question?"

سؤال دانش آموز دوم چیست؟

Elicit "[pl]" in "play."

2.4 Play the CD again, and pause at the end of each turn (if your students are highly proficient) or each sentence (if your students have no background in English), and get them to repeat. When they are repeating the turns, show them the flash cards for [oo] and [pl] and make sure they say the words correctly.

2.5 Divide them into groups. Give them 3–4 minutes to find/recall words with [oo], [pl], [ee] and [sw]. When time is up, ask each group to say one word for one of the digraphs, write their examples on the board, and repeat the correct pronunciations yourself.



### 3 Spelling & Pronunciation: Sight Word Reading

Refer the students to this section in their Student Book.

**Note that the new words and phrases are not for classroom quizzes or translation or end-of-the-year examinations. Treat this section as a consolidation practice on pronunciation and reading.**

zoo, kangaroo, good, foot, call, small, still, spell, million, roller,  
plural, play, plant, plastic, play, swim, swan, sweet, swing, switch

- 3.1 Write the words on the board, and play the CD for **Sight Words** section. While the words are pronounced by the speakers, point to the same words on the board, and ask them to repeat. Make sure they learn the correct pronunciation of the sight words.
- 3.2 Now ask a strong student to read the words from Sight Word Reading in the book, then practice with an average student, and then ask the whole class to read the words together.
- 3.3 If you consider it necessary, play the CD one more time and get them to repeat to make sure each and every student reads fluently and pronounces correctly.

## 4 Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., words with [oo] (both long and short) and [pl] sounds in the word's middle and initial positions respectively, and the expression "Excuse me, I have a question".

4.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.

### The Third Session      Communicative Activities

Materials:      Ability flash cards; Ability Form on Page 31 of the Student Book

Interaction:    T-S, Ss-Ss: groups

Time:            50 minutes

#### 1. Greeting and checking homework

Greet the students. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed. Use group checking as suggested in Session 2 above.

## 2. Listening and Writing

- Tell them they are going to listen to two conversations about daily activities. Explain that they should fill out the boxes in “When” column by day and time, and in “What” column by activity.
- Play the CD once and monitor their performance. This is an individual practice, so they should not ask each other for help.
- Play the CD once more to check their answers.

## 3. Reading, Speaking, and Writing

Review your students’ abilities that they shared with each other in the Class Project in Session 2. You can refer to their art works they produced last session. Now tell them that in this session, they should “write” the abilities in the Ability Form on Page 31.

3.1 Divide them into 3–4 (for average class size) or 5–6 groups (for large class size). Appoint a group coordinator for each group, or, if groups are fixed from the beginning of the year, ask the group coordinators to fill out the Ability Form in their books together with their group members. Group Coordinators should check the correct spelling of the abilities that the group members write in their form. **Give them 10 minutes.** Monitor their interactions and check the spellings.

3.2 Stop them when time is up. Now swap the group coordinators in the following order:

Group 1 Coordinator	sits with	Group 2
Group 2 Coordinator	sits with	Group 1
Group 3 Coordinator	sits with	Group 4

Group 4 Coordinator	sits with	Group 3
Group 5 Coordinator	sits with	Group 5
Group 6 Coordinator	sits with	Group 6

Tell each group to report what they have written in the form to the Guest Coordinator. Depending on the number of students in the groups, each group member will talk about his/her group member's ability sitting on their left side using the construction **"Zahra/Amin/etc. is good at / can ...."**



When all members of the group report on each other's ability, the Guest Coordinator may ask, "Who is good at / Who can ...?" using an ability not mentioned by the group. The Guest Coordinator should write down the ability s/he asks to report to you when you call on them.

#### 4. Role Play

This is an activity to be done in pairs. Pair them up, or ask them to work with their neighbor. In case there are 3 students on each bench in crowded classes, pair up two students on the same bench, and pair up the left one with a student sitting in the front/back bench.

Give them time to practice the interview using the cards on pages 64 and 88 . Monitor their interaction. When the majority of the pairs are done with completing the cards, call on 2–3 pairs to come to the front of the class OR stand up in their place, and play the interview .

### 5. Class Project: Students' Ability Cards

Students have already been briefed about the class project last session (see Session 1, 4.2 above). Check their ability cards one by one and give positive feedback on their performance. Divide them into 3–4 (for average–size classes) or 5–6 groups (for large–size classes). Give one A3 sheet of paper to each group and, depending on the ability card sizes, ask them to glue 4, 5, or 6 ability cards on it. Then, with your students, decide about the best design you can choose to install the A3 sheets on the walls .

**NOTE 1:** If you are not allowed to use the classroom walls to install students' art works, just collect their ability cards and acknowledge that you will add them to your own package of flash cards, and will show them to other students in other schools, or to the second graders next year .

**NOTE 2:** In case you come up with a better idea to use students' ability cards, you are most welcome! What matters is how you reinforce their active participation in the classroom .

## 6. Finishing the lesson

Recapitulate the main teaching points in Lesson 3 (abilities, question forms to ask about people's abilities, the digraphs, etc.). Ask if they have any questions about the lesson, and explain problem areas.

## 7. Your thoughts about Lesson 3

- 7.1 How did your students perform the class activities?
- 7.2 Could you budget your time to follow all the steps suggested in this lesson?
- 7.3 What other activities would you design to maximize students' interaction and minimize TTT?