

flooding. It will also enhance their involvement and engagement with the learning process. It is also interesting or fun for the students to know about what their friends and classmates 'can do' or 'can't do'.

References

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Appendix

Name:

1. play football
2. ride a horse
3. make a cake
4. speaking French

Name:

1. play football
2. ride a horse

Name:

1. play football
2. ride a horse

Name:

1. play football
2. ride a horse



for the students to use while doing the pair work. The students have to use question forms in practice 1 ,2 and give short yes-no answers. In this activity they can talk to and about each other.

This activity can be done even in schools with lack or shortage of technical teaching aids like computers and so on.

Procedure

Step 1: To prepare your students for doing the activity, it's better to first demonstrate the activity and practice the key words referring to abilities using the cards you have already prepared. If you have not prepared cards in advance you can first write four abilities on the board (e.g.: play football/make tea/...). Draw a small circle in front of each ability to put a check mark (√) or an X. This is a sample of cards which the students should make in the classroom.

Step 2: Demonstrate the activity with a student. Ask one of the students to come and stand beside you. Ask four questions about his/her abilities using the abilities you have listed on the board. For example ask the following questions:

Can you play football? or Are you good at playing football?

According to his/her answers, put a check mark (√) for positive and an X for negative answers in front of each ability listed on the board

Then to the class, talk about his/her abilities according to the information you have elicited through previous questions using the following sentences:

She/ He can but she/he can't

She/ He is good at /She/ He isn't good at

Step 3: Arrange for pair work: student A and student B (Let them walk in the classroom and choose their partner freely). Ask your students to take a piece of paper and make a card like what you've shown on the board. Explain that they shouldn't show their cards to each other. If they face a problem in writing, they can consult you or their books.

Step 4: Then ask student A (in all pairs) to ask questions about student B's abilities using

Can you?/Are you good at? and put (√) for positive answers , (X) for negative ones in their cards. You should go around to monitor while students are doing the activity. Then they should change their roles and now it is students B's turn to ask questions about student A's abilities.

Step 5: When they finish asking questions, student A come to the board or stand up in his/her place and talk about his/her partner (student B) using sentences like: She/ He canandbut she /he can't or She/ He is good at

Conclusion

This activity is one way through which a teacher can help students talk about their abilities. It is a multiple skills and systems activity through which learners can practice speaking, listening, reading and writing in order to complete the task. To do the activity the students will have to make efforts to pronounce the words correctly and write them with correct spelling. They would also have to read when they asking questions using the ability cards. While doing the activity, they also hear the sentences about abilities several times. This would lead to input

Talking about One's Abilities

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اشاره

ستون «My Contribution» که از شماره پیش در مجله رشد آموزش زبان‌های خارجی قرار گرفت، با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پست الکترونیک مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide

Key Words: pair work, ability, input, integrated skills, input flooding (Key words are supposed to be the ones used in the lesson and are considered important for task completion: in this lesson the key words seems to be: play football, make tea, etc. All the abilities introduced in the book can be listed here. The purpose is to remind teachers that these are the key words that the students are supposed to work with.)

Proficiency level: Beginners

Preparation time: 10 minutes

Activity time: 30 minutes, depending on class size

Materials: Blackboard, chalk, marker, paper, cards

Introduction

The major focus of this activity is on speaking but it also provides opportunities for practicing listening, reading and writing. As the activity is supposed to be done co-operatively, it is challenging without being threatening and gives learners a chance to use language and learn from each other. It is intended to be used in teaching lesson 2 in grade 8. Each student should name four (or more, depending on your time and class size) abilities on a piece of paper and ask his/her partner about his/her abilities. The alternative is that teacher can prepare some cards with pictures on one side and the ability related to that picture on the other side to demonstrate the range of abilities and to provide models



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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in the box below.

Your "My Contribution" should include:

- a title, your name, affiliation, and email address;
- a "Quick guide" to the activity or teaching technique;
- no more than 700 words excluding the appendixes;
- an introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.

- It should be:
 - in Microsoft Word format;
 - double-spaced with an extra space between sections.