

## Intermediate – Recognise what you and others are good at

**Aim:** To help students learn to recognise their likes strengths, and skills.

**Lead-in:** Put students into pairs, ideally with friends. Write on the board two column headings: *Me* and *My classmate*.

Ask students to copy these in their notebooks, and elicit some positive adjectives to describe people's personalities (calm, friendly, serious, funny, shy, creative, competitive, ambitious, confident, patient, kind, generous, brave, etc.) and write some on the board. Then have them write five of these articles under each of the columns. When they have finished, ask them to swap notebooks and compare their adjective choices. Elicit from students some of the adjectives they chose. Encourage them to come up with some of the following adjectives from Unit 5, and write them on the left-hand side of the board: *calm, friendly, serious, funny, shy, creative, competitive, ambitious, confident, patient, kind, generous, brave*, etc. Discuss with students why they made those choices, e.g., *I think [Marita] is kind because she listens to other people's problems.*

Ask students if their partners used any adjectives to describe them that were surprising and why. Now encourage students, in their pairs, to write one thing they are good at and one thing their friend is good at and swap. See how many of the suggestions matched.

Ask pairs of students to tell you the different things they are good at and write them on the right-hand side of the board. *You can also have a larger group activity, Find someone who... style (Find someone who is good at ... making people laugh, using computers, remembering things, organising parties, etc.)*

Lastly, ask students if they can match any of the personality adjectives to the things that people are good at, e.g., *kind, generous* → *helping people*. Explain to students that they have compiled a list of skills. Invite students to read through the skills they have and consider whether they have more or fewer skills on the list than they thought they had before the activity.

**Choose A Scenario:** Ask students to work in the same pairs as the Lead-in and choose one of the three scenarios (A–C). First, encourage students to work individually to think about the kinds of things they would need to be able to do for the scenario.

Then, ask students to work in pairs to help identify each other's strengths and try to think about how these could be useful for the real-life skills needed in the scenario described. Remind them that although they are working together, they should put their own strengths. Encourage students to refer to the Reflection Point while they are working.

**Reflection Point:** Remind students that the best way to spot skills is by thinking about what they are good at. Explain that telling people they've done something well is helpful because often we don't even realise we are good at something and therefore have a skill.

**Class discussion:** Put each pair with another pair that chose the same scenario and ask them to compare their lists of skills. Once they have seen other students' lists, find out if they think they identified all the things they are good at or if they missed some.

Discuss with students which skills they saw listed that were different to their skills lists and how they could be linked to personality. Ask students the following questions:

- How difficult was it to think of things you were good at?
- Did working with a partner help you? Why (not)?
- Were you too confident or not confident enough about the things you are good at?
- During the activity, did you discover new skills that you didn't know you had?
- How do you think you could build more skills or improve the ones you have?

**Work alone:** Now ask students to choose a second scenario from A–C, and approach the scenario individually, following the same steps as in section 2. Go around checking students' progress and encouraging them. When students have finished, invite some of them to present their skills list.

**Extension:** Ask students to work in pairs and swap the lists they made when they approached the scenario alone. Explain to students that they are going to pretend to be teachers.

They are going to use their partner's list and write them a short school personality and skills report. The list will be helpful for explaining to parents what the students are good at (it doesn't just have to be school work).

Encourage students to use the personality words and the skills in their lists. Write the following example on the board:

*[Basia] is really kind and helpful because ,at summer camp, she helped all the children climb a wall.*

Ask students to think of a new skill they would like to learn and what things they can do at school or home to get good at this.