

Personalised sentences

These activities provide personalised practice of new vocabulary or grammar while engaging all four skills of writing, reading, speaking and listening. The only material that's required is some blank paper!

Who's the writer?

- You've just focused on and clarified the meaning of some new words or expressions, for example those in exercise 3a below:

Roles

LISTENING

-  Listen to Josette talking about the different roles she has in her life.
 - What's her connection with the film industry?
 - What other life roles does she mention?
-  What details did Josette give about each role? Talk together, then listen again to check.

VOCABULARY

Describing roles

- a** Here are some expressions from Josette's talk. What's the next word?

1 I work <i>for</i> ,	5 I act <i>as</i> ,
2 I've taken on the role <i>of</i> ,	6 I belong <i>to</i> ,
3 I'm a member <i>of</i> ,	7 I do voluntary work <i>for</i> ,
4 I play an active part <i>in</i> ,	8 I'm a supporter <i>of</i> ,
- b** Look at the script on p152 to check.



Josette

English Unlimited Upper Intermediate, Unit 9

Now you want to provide learners with some personalised practice of the vocabulary.

- Give each learner five or six slips of paper. On each slip, they write a true sentence about themselves using one of the target expressions:

I'm a supporter of Newcastle United football club.

- Ask learners to fold up each slip of paper. Collect in all the folded slips and put them on a chair in the middle of the room.
- Tell learners to stand up. Each learner takes one slip of paper and reads what it says in silence. Then they move around the room and ask the other learners questions to find out who wrote the sentence.

It's a good idea to demonstrate this first while all the learners are standing up:

- T:** Marek, do you like football?
S1: Yes, I do.
T: Are you a supporter of Newcastle United?
S1: No! I support Barcelona.
T: OK. Ania, what about you? Do you support Newcastle?
S2: Yes, they're my favourite team.
T: Did you write this sentence?
S2: Yes!

- 5 When a learner finds the writer of a sentence, they put it to one side (e.g. put it in their pocket), take another sentence from the chair and continue. Their goal is to find the writers of as many sentences as they can.
- 6 When all the sentences are gone, ask learners to sit down. Find out who collected the most sentences.
- 7 In pairs or small groups, learners show each other the sentences they collected and say who wrote them.
- 8 To round off the activity, ask one or two learners to tell the class some of the most interesting things they found out about their colleagues.

There are a number of ways of varying or extending this activity:

- Give each learner a single sheet of paper with a number on it. Working alone, learners write all their sentences on the sheet. Collect in the sheets and stick them on the walls around the room. Learners stand up, read the sentences and note down who they think wrote each numbered sheet. Then ask learners to sit down and tell you who they think wrote each sheet. Finally ask the writer to reveal their identity.
- Instead of having learners move around the room, simply collect in the learners' sentences (either on separate slips of paper or on single sheets). Say the sentences while the learners listen and shout out who they think the writers are.
- After any of the activities above, you can return the sentences to the people who originally wrote them and then ask learners, in pairs or small groups, to listen to one another's sentences and use them as a basis for deeper discussion :

'Why Newcastle?' 'How long have you been a supporter?' 'Have you ever seen them play?'

True or false?

- 1 On the board, display some sentences about yourself incorporating the new vocabulary. Tell the learners that some of the sentences are true while others are false. In pairs or small groups, ask learners to discuss your sentences and decide which they think are true or false. This will of course be more interesting if the answers are not obvious!
- 2 Discuss as a class. Ask learners to tell you which sentences they think are true or false, and why. Then tell them the answers, adding a bit of explanation where necessary.
- 3 Now ask learners to do the same. Working alone, ask them to write their own sentences using the new words or expressions from the lesson, some true and some false. You may want to specify an exact number, e.g. four true and two false. While learners are writing, monitor to check that they're using the vocabulary correctly and be ready to help with any extra language they might need.
- 4 In pairs or small groups, ask learners to take turns to listen to each other's sentences and guess whether they're true or false. For each sentence, they should try to give reasons for their guesses before the writer reveals the answer.
- 5 Round off the activity by asking a few groups to tell the class some of the most surprising things they discovered about their colleagues.