

Words connected to me

This is a simple, paper-free activity which provides both receptive and productive practice of new words or expressions. First, learners' comprehension of the vocabulary is consolidated as they listen to the various items and reflect on how they're connected to their own lives. Thinking about the personal significance of new language in this way will help learners memorise it. Second, learners compare and discuss their ideas, and in so doing practise using the vocabulary in genuine communication.

- 1 You've just focused on and clarified the meaning of some words or expressions, for example those in exercises 1a and 1b below:

Transferable skills

VOCABULARY

Skills

- 1 a Look at the expressions from the recording in the box. Which group 1–3 describes:
 - a people skills? b physical abilities? c mental skills?

- 1 be **physically fit**, be **strong**, have plenty of **endurance**
 - 2 be **good with numbers**, be able to **think logically**, be **focused**
 - 3 be **a good listener**, be **an effective communicator**, have **the ability to compromise**

b Now add three more expressions from the box to each of the groups, 1–3.

be able to **delegate** have **good eyesight** have **a good sense of balance**
 be able to **manage groups** have a lot of **self-discipline** have **quick reflexes**
 have plenty of **imagination** be **sensitive to** people's feelings be **well organised**
- 2 Talk together. Which skills do you think Darya, Cian and Hyun-Ae probably have?

Well, Cian's physically fit ... And he must have a good sense of balance.

English Unlimited Upper Intermediate, Unit 1

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

- 2 Ask learners to close their coursebooks. Draw this table on the board and have learners copy it.

<i>Connected to me</i>	<i>Not connected</i>

- 3 Say the vocabulary expressions. The learners' task is to listen and write the expressions in the table: in the left-hand column if they feel the expression is connected to them, and in the right-hand column if they feel it isn't. You can use all the expressions or just a selection if you feel there are too many.

Encourage learners not to think too much and to go with their immediate reactions. Total honesty isn't required, and they can always change their ideas later if they want. If they're really not sure, they can write the expression in the middle of the table.

- 4 Put learners in pairs or small groups to compare their tables and discuss what they've written. The idea of this stage is to generate lots of speaking – and practice of the target vocabulary – as learners explain their reasons for categorising the expressions as they have.

It's a good idea to demonstrate this stage with the class first by choosing one of your more confident learners and quizzing them about a couple of their answers.

