



Personalization in an impersonal world



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He lives near Oxford and writes the blog www.elteachertrainer.com and is a contributor to the National Geographic Learning [In Focus Blog](#).

1 "How many languages do you speak?"

2 "Why are some languages spoken more than others?"

3 "Which languages are spoken in your country?"

4 "Why are some language disappearing? How can languages be saved?"

5 "Which is your favourite word in English? Why?"

6 "Is it a good thing to have a one global language?"

Personal

Impersonal



Concrete

Abstract

Known

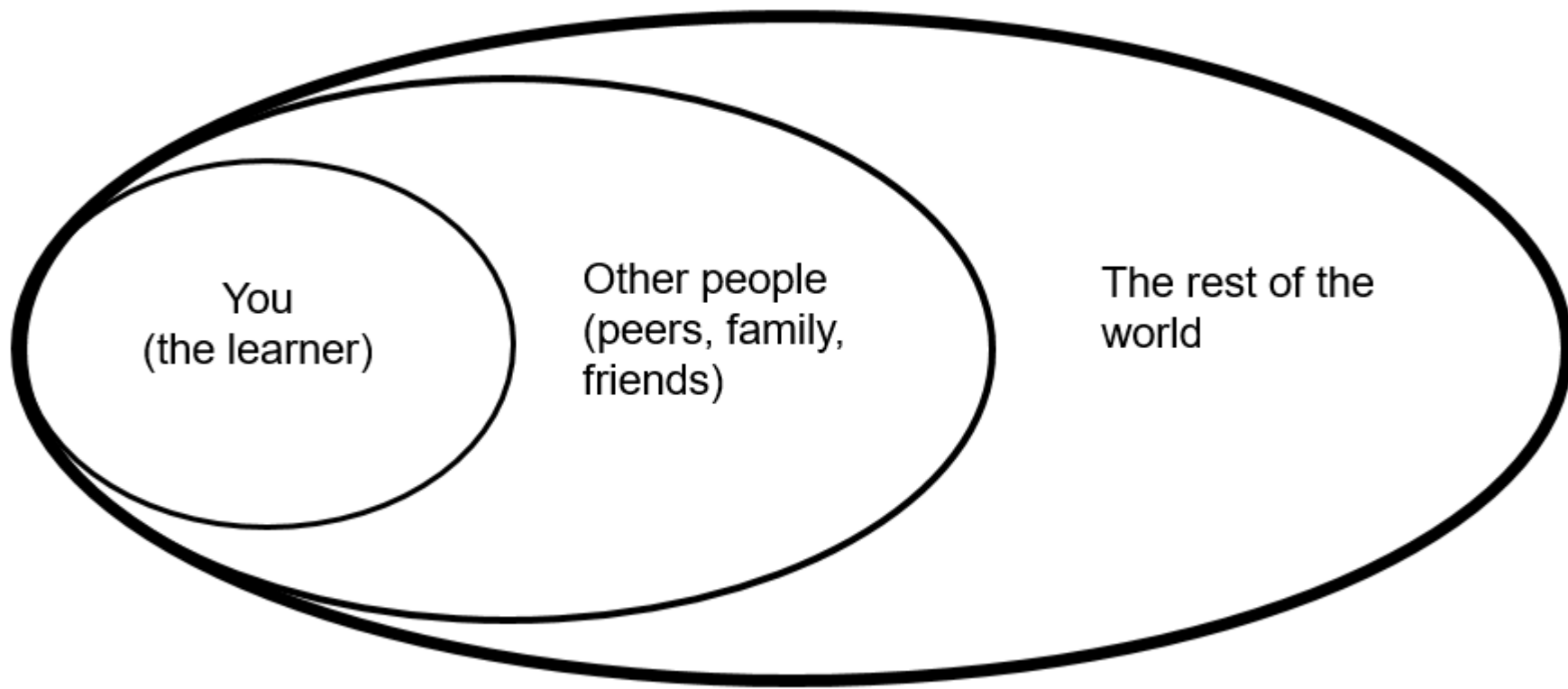
Unknown

Low-risk

Higher-risk

Personal

Impersonal



You
(the learner)

Other people
(peers, family,
friends)

The rest of the
world

Building rapport

“Hi [name], how are you?”

“How was your weekend [name]?”

“Are you feeling better today?”

“How did your match go [name]? Did you win?”

“So? Tell me about your interview?”

“I really enjoyed reading your blog! I didn’t know you took photographs.”

“That’s a real interesting hobby. Why don’t you give a short presentation about it at the next lesson?”

Lead-in activities

“Look at these pictures of different sports. Which do you play?
Which do you like watching?”

“The topic of today’s lesson is technology so, working in pairs,
write down the different types of technology you use everyday.”

“Write down three important years in your life. Then tell your
partner the years. Can they guess why the years are important?”

Memorizing new language

Vocabulary food

1 Match the words with the pictures (1–20).

cheese chicken chips eggs fish juice lamb
lemons lentils nuts onions oranges pasta pepper
peppers potatoes prawns raisins rice salt



2 Work in pairs. Complete these sentences so they are true for you. Use the food words from Exercise 1. Compare your sentences with your partner.

- 1 I really like _____, but I don't like _____.
- 2 I often eat _____, but I don't often eat _____.
- 3 I sometimes cook _____, but I never cook _____.
- 4 I know what _____ taste(s) like, but I don't know what _____ taste(s) like.

**“When you personalize language
you use it to talk about your knowledge,
experience and feelings.” Thornbury**







Teacher: Have you ever been to Paris?

Student: Yes, I have.

Teacher: Oh really? When did you go there?

Student: Last year.

Teacher: Who did you go with?

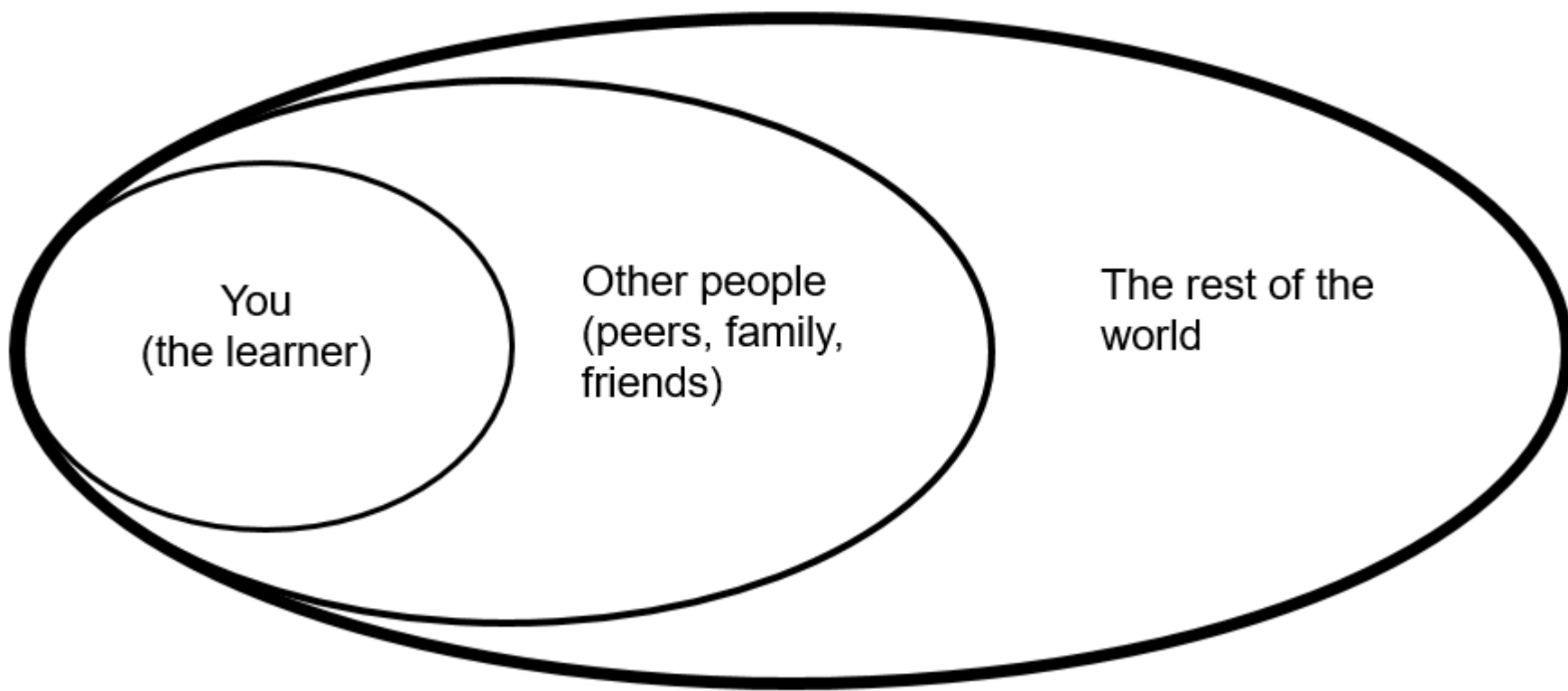
Student: A friend.

Teacher: What did you do?

Student: Err...

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'Finding out about others' activities

Speaking

- 10** Write six questions to ask your partner about the past. Use some of these ideas.

where / be / born? where / grow up?
when / learn / to ride a bike?
when / start / studying English?
where / go / holiday / last year?
go / abroad / last year? go / university?
what / be / first job?

- 11** Work in pairs. Take turns to ask and answer your questions. Make notes about your partner.
- 12** Work with a new partner. Describe your first partner's life.

'Making connections activities'

Work in pairs. Tell each other about your weekend and try to find things that you both did.

For example:

- have a meal with the rest of your family
- watch the same TV program
- stay in bed until the same time of day
- meet up with friends and go out somewhere
- do some exercise

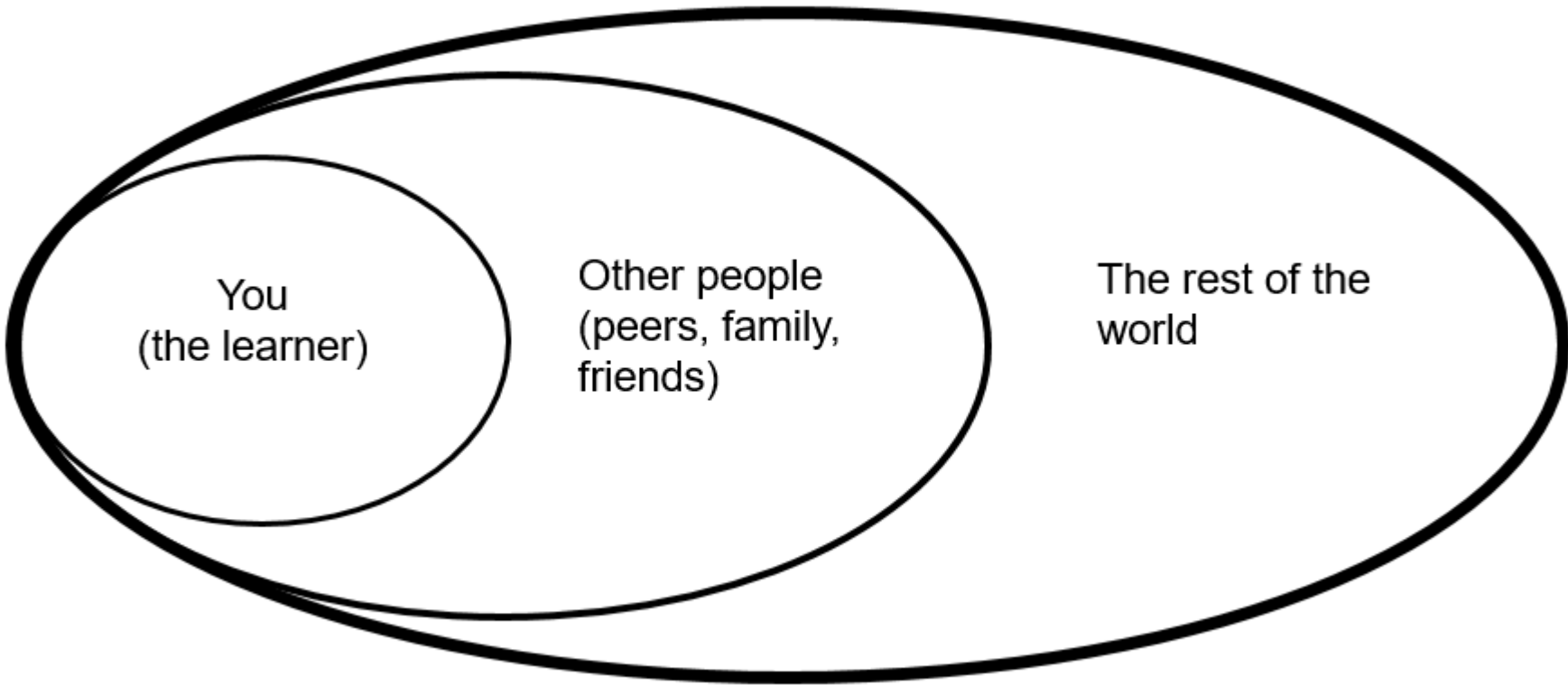
Afterwards, report back to the class and say which things you both did.

'Show and tell'

Video of Russian speaker presenting her dress in Life Video Elementary Unit 6 Part 1

Personal

Impersonal



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Grammar articles

► Articles

Definite article

We use *the* with:

- the names of deserts, seas, oceans and rivers: *the Gobi Desert, the North Sea, the Pacific Ocean, the River Amazon.*
- plural names or place names with words like *kingdom, states, east/west: the Alps, the Maldives, the United States of America, the United Kingdom, the Far East.*

No article

We use no article with the names of continents, countries, lakes or a single mountain: *Europe, Brazil, Lake Como, Mount Kilimanjaro.*

For further information and practice, see page 178.

- 8 Look at the grammar box. Match the places (1–8) with the categories (a–h). Then write *the* or – (no article) for each place.

- 1 the Bahamas
- 2 --- Mount Kilimanjaro
- 3 --- Pacific Ocean
- 4 --- Africa
- 5 --- River Nile
- 6 --- Merume Mountains
- 7 --- Peru
- 8 --- Lake Titicaca

- a group of mountains
- b name of a country
- c name of a continent
- d name of a mountain 2
- e name of a river
- f group of islands 1
- g name of a lake
- h name of an ocean

- 9 Complete the text with *the* or – (no article).

- 10 Turn your book around and look at Al-Idrisi's map ~~with~~ north at the top and south at the bottom. Which continents and countries can you see? Which parts of the world are not on his map?

Speaking my life

- 11 Work in pairs. Play this guessing game. Think of a place, or choose one from Units 1–12 of this book (e.g. an ocean). Your partner guesses the place by asking *yes/no* questions only. The winner is the person who guesses with the lowest number of questions.

A: Is it a continent? B: No.
A: Is it in Asia? B: Yes.
A: Is it a desert? B: No...



This map of ¹_____ Earth is from the 12th century. At the time, the king of ²_____ Sicily wanted a map of the countries around ³_____ Mediterranean Sea. He paid a man called Al-Idrisi. Al-Idrisi was from ⁴_____ Morocco but he lived in ⁵_____ Spain. Al-Idrisi interviewed thousands of travellers for information about the sea and the continents, including Arabia (now ⁶_____ Middle East), and ⁷_____ Asia. The map is difficult to understand because old maps used to put south at the top and north at the bottom. So this map shows ⁸_____ North Africa at the top and ⁹_____ Europe at the bottom.

A timeline of VIDEO GAMING



1970

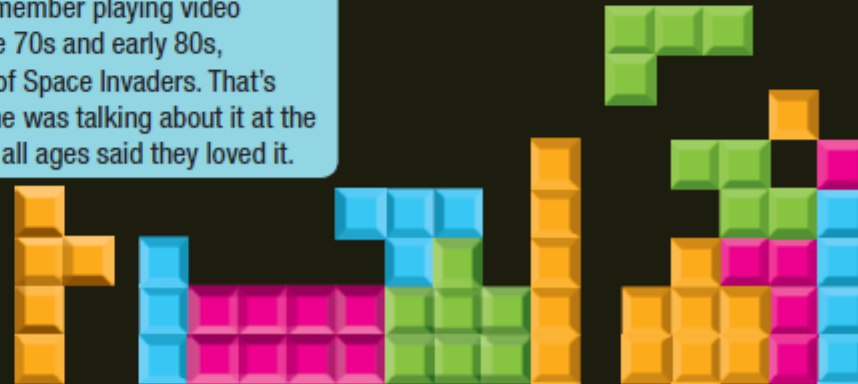
The first video games appeared in the 50s and 60s but the first really successful game was 'Pong', which came out in 1972. People said that they had never seen anything like it before. It was one of the first home video games that you played against another person for points.

1980

When people remember playing video games in the late 70s and early 80s, they often think of Space Invaders. That's because everyone was talking about it at the time – people of all ages said they loved it.

1990

Much smaller video game devices became available in the 90s. For example, you could take the Game Boy with you anywhere. It had lots of different games, including Tetris, which was the most popular. Many gamers said they played Tetris for hours and weren't able to stop!



11c Stealing history

Vocabulary ancient history

- 1 You are going to read an article which includes these words. Match the people (1–4) with the definitions (a–d) and the objects (5–8) with the photos (e–h).

People	Objects
1 archaeologist	5 tomb
2 soldier	6 statue
3 robber	7 painting
4 collector	8 pot

- a someone who buys a certain type of object (e.g. coins, paintings)
 b someone who is in the army and wears a uniform
 c someone who steals from others (and breaks the law)
 d someone who studies the buildings and objects of people who lived in the past

Reading

- 2 Look at the title of the article. What do you think it is about? Why will it talk about the four types of people in Exercise 1?
- 3 Read the article and check your answers from Exercise 2. Then answer these questions.
- 1 What was the name of Abu Sir al Malaq in the past?
 - 2 Why was it famous?
 - 3 What sort of people work at Abu Sir al Malaq?
 - 4 Why do criminals come to Abu Sir al Malaq?
 - 5 What is Amal Farag trying to do?
 - 6 The robbers take some objects. What do they often do with the other objects?
 - 7 In the past, who else has stolen from Egypt?
 - 8 Why does the problem continue?

Critical thinking emotion words

- 4 Look at these sentences and compare them with the sentences in the article. What extra words does the author use in the article?
- 1 These people are here to discover more about Egypt's history. (paragraph 2)
 - 2 Her team are trying to save the history at Abu Sir al Malaq. (paragraph 3)
 - 3 It continues to be big business. (paragraph 4)
- 5 Why does the writer use these words? What do they tell us about the writer's opinion?

Word focus one

- 6 Read these sentences from the article. Match the use of *one* in the sentences to the explanations a–e.
- 1 Busiris was **one of** ancient Egypt's largest cities.
 - 2 There is only sand and stone, with **one or two** small villages nearby.
 - 3 They are moving the ancient objects **one by one** to museums and safe places.
 - 4 **One day** in 2012 she was working here.
 - 5 Maybe **one day** the problem will be solved.
- a to talk about a particular day in the past
 b to talk about a careful process
 c to talk about one in a group of people or things
 d to talk about a small number of people or things
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Speaking my life

- 7 Work in groups. You would like to open a new museum about your local town or city. Make notes about the following.
- what your town was famous for in the past
 - what historical objects you can show in the museum
 - what you can tell visitors about
- 8 Work with another group. Present your ideas and try to convince the other group that your idea is the best. Use emotion words.

This town desperately needs a new museum for a number of reasons. Firstly, ...



STEALING HISTORY

90

Abu Sir al Malaq is a place about one hundred kilometres south of Cairo in Egypt. In ancient times it was called Busiris. Busiris was one of ancient Egypt's largest cities and it was famous for its architecture and buildings. Nowadays, there is only sand and stone with one or two small villages nearby. But the area of Abu Sir al Malaq is still famous because of its history.

When you arrive at Abu Sir al Malaq you meet a lot of archaeologists from museums. These hard-working people are here to discover more about Egypt's history. Inside the old tombs they can find pots and paintings which tell us more about this period of history. Surprisingly, there are also soldiers with guns, who protect the archaeologists and the ancient tombs. That's because robbers often come to Abu Sir al Malaq and try to steal things. They can sell these historical items for large amounts of money to collectors around the world.

Amal Farag is one person who wants to protect the area from the robbers. She works for the government and her team are desperately trying to save the ancient objects at

Abu Sir al Malaq. They are moving them one by one to museums and safe places. However, it's almost impossible to save everything. She shows me a tomb on the hillside. One day in 2012 she was working here with a colleague when she suddenly met three men. They were stealing some historical objects from a tomb. When they saw Amal and her colleague, they quickly ran away. Typically, robbers take the good pieces and throw away the rest. 'For every nice piece', says Amal, 'they destroy hundreds.'

It's wrong to think that stealing historical objects is a modern problem in Egypt. History books describe how people stole from tombs over three thousand years ago. When Roman armies arrived in Egypt, they took gold and valuable objects back to Rome on their ships. And from the 16th to the mid-20th century, different countries controlled Egypt and took away statues and beautiful art. Nowadays, there are laws controlling the movement of historical objects to and from Egypt. Maybe one day the problem will be solved, but in the meantime, it continues – sadly – to be big business.

desperately (adv) /ˈdesp(ə)rət(ə)li without thinking about your own safety

my life ▶ OPINIONS ABOUT GAMES ▶ A PERSONAL MESSAGE ▶ LOCAL HISTORY ▶ A HISTORICAL PLACE
▶ A BIOGRAPHY

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Personalization is also about...

- increasing your own personal KNOWLEDGE
- having FEELINGS and opinions about a topic
- relating a topic to your own EXPERIENCE

Personal

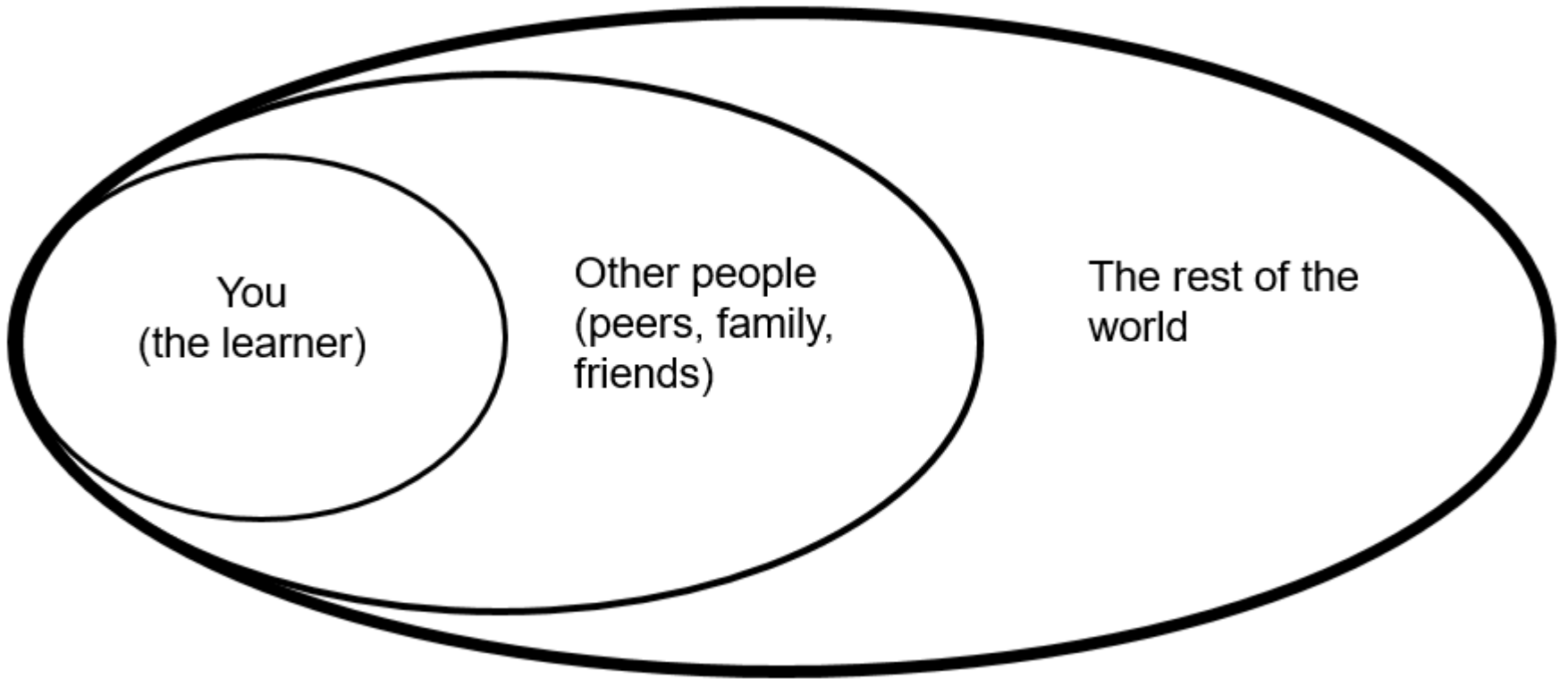
Impersonal



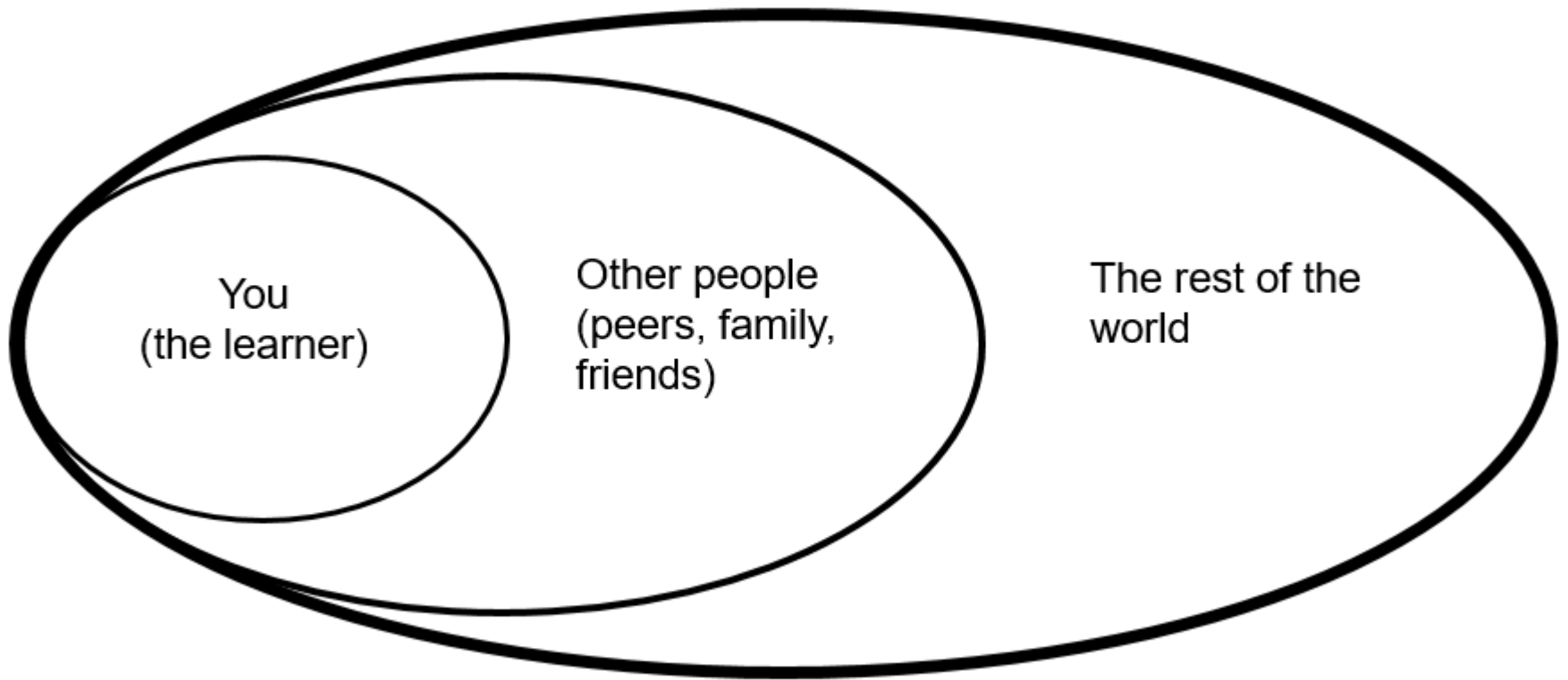
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Other people
(peers, family,
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The rest of the
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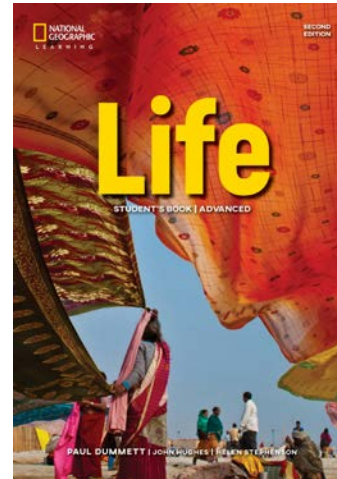
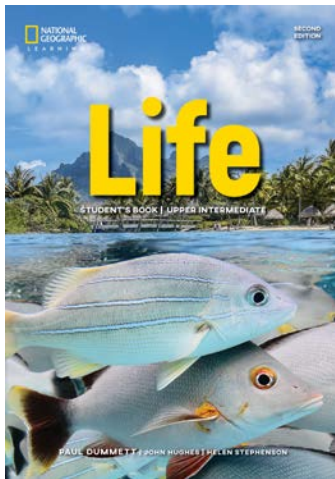
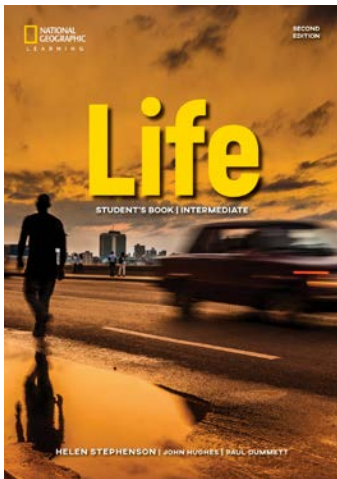
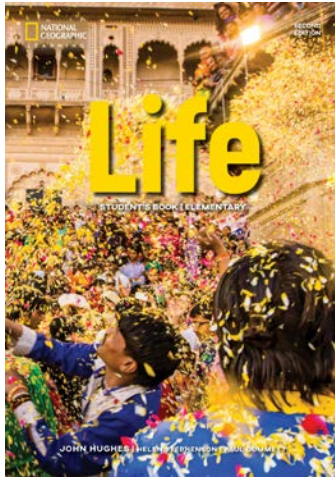
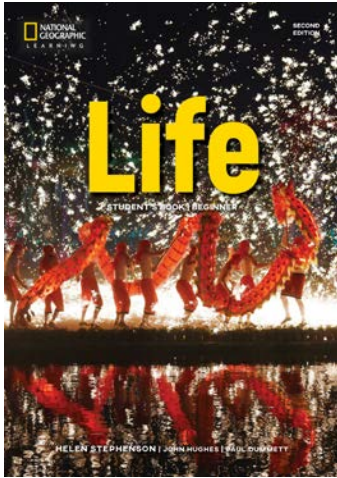
Personalization



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