

What sort of person are you?

Task type

Presentation and role play debate

Preparation

You will need one copy of the worksheet for each group of four to six students. Cut out the six 'type of person' cards on each worksheet before the lesson.

1 Lead in by writing 'Person of the Year Award' on the board. Ask students in pairs to think of a famous person who they think should be presented with an award for outstanding achievement or prominence this year.

2 Hand out the student cards. Once students have chosen a person, tell them to prepare notes on who the person is, what they have achieved, and why they should win the award.

Extra activity

Brainstorm possible criteria for selecting people of the year on the board first. Criteria might include: *making an important discovery or invention, helping world peace, producing an important work of art, being in the public eye, improving the lives of others.*

Then ask students to choose a person based on the criteria.

3 Tell students that they are now going to make a presentation using their notes to argue in favour of their nominee for the 'Person of the Year Award'.

Extra activity

Revise the language of 'keeping going' (*Life Advanced Student's Book* page 16).

Ask students to decide which 'keeping going' phrases they will use when making their presentation.

4 Divide the class into groups of four to six students, splitting up the pairs who previously worked together. Each student must make a one minute presentation on their person to their group. Tell other members of each group to listen and make notes during each presentation.

5 Hand out the six 'type of person' cards to each group. (You will need one set of cards, cut out along the scissor lines, for each group). Tell students to place them face down in the middle of the group. Each student selects a card at random from the pile and must keep it secret.

Tell the groups to discuss which of the nominees in the presentations they listened to should get the award. In the discussion, they must play the role on their card. For example, the student with the 'chatterbox' card must try to dominate the conversation, while the 'control freak' must tell others what to think. Refer to the types of people described in exercises 10 and 11 on page 13 of the Student's Book. Set a time limit of five to ten minutes.

6 Once students have completed their discussion, ask groups to agree on a 'person of the year'. In feedback, ask students to say which role they think other members of their group were playing in the discussion.

Extra activity

Each group presents their person of the year to the class, giving the reasons why they selected that person.