



**PERSONALIZING THE  
IMPERSONAL**

JohnHughes  
[www.johnhugheselt.com](http://www.johnhugheselt.com)

ELTNGL.COM

A part of Cengage

WHAT is personalization (and why)?

WHEN do we personalize?

HOW do we personalize the impersonal?

Myself from A-Z

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z

Myself from A-Z

B is for Brill. It's where I live.

E is for Eleanor. It's my favourite Beatles Song and the name of my daughter.

H is a silent letter in my first name and surname.

P is for puppets. I used to make them.

Q is for Queen. My country has one but I've never met her!

- 
- A blue-tinted photograph of a rocky coastline. The image shows waves crashing against a dark, jagged rock formation. The water is a deep blue, and the sky is a lighter, hazy blue. The overall mood is serene and powerful.
- Knowledge
  - Experience
  - Feelings

Why Personalize?

Humanistic

Interest and relevance

Memory

Agency

Authenticity



# At the beginning of a lesson



1. What do you like doing in your free time?
2. Why do you like it?

## **Before the lesson starts**

“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?”

## After presenting grammar

Write down three important years in your life.

Then tell your partner the years.

Can they guess why the years are important?



# After presenting vocabulary

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



I really like \_\_\_\_\_, but I don't like \_\_\_\_\_.

I often eat \_\_\_\_\_ for breakfast, but I never eat \_\_\_\_\_.

I've never tried to cook \_\_\_\_\_, but one day I'd like to.

# 11a The history of video gaming

## Reading

- 1 Work in pairs. Look at the photo in the timeline of video gaming and discuss the questions.
- 1 What can you see in the photo?
  - 2 When do you think it was taken?
  - 3 How many differences can you think of between the game in the photo and modern video games?

The game in the photo is black and white ...

- 2 Read the text about the history of video gaming. Answer the questions.
- 1 Which video games does it mention?
  - 2 When was the first one made? Do you remember or know about any of these games?
  - 3 Which games are still popular today? Do you think anyone still plays these games today?
  - 4 Which sentence is true (T) or false (F)?
    - 1 When Pong came out, it was a new kind of game.
    - 2 Pong was a competitive game.
    - 3 Only boys enjoyed playing Space Invaders.
    - 4 A Game Boy only had one type of game.
    - 5 People couldn't stop playing Tetris.
    - 6 The Wii had a different type of game and attracted new players.

## Wordbuilding verb + preposition

### WORDBUILDING verb + preposition

Many verbs are often used with a preposition. When you learn a new verb, try to also learn the different prepositions you can use with it.

play with (someone), play against (someone), play for (a team), play in (teams)

For further practice, see Workbook page 91.

- 4 Complete the questions with these prepositions.

about for on with (x3)

- 1 Do you often play video games with friends?
  - 2 Which video games are most people talking about these days?
  - 3 How much do you normally pay for a video game on your phone?
  - 4 How much do you spend on video games every month?
  - 5 When you leave the house, what do you always take with you?
  - 6 Some people think video games are bad for you. Do you agree with them?
- 5 Work in pairs. Take turns to ask and answer the questions in Exercise 4.

## Grammar reported speech

### REPORTED SPEECH

We use reported speech to report what someone said in the past.

- 1 People said that they had never seen anything like it.
  - 2 People of all ages said they loved it.
  - 3 Nintendo said they were working on a new type of gaming device.
  - 4 They said they would produce games for the whole family to play.
- Note: After the reporting verb said, you can use that but you don't have to.

For further information and practice, see page 176.

- 6 Match the sentences in the box with the reported speech (1-4) to these sentences with direct speech (a-d).
- a 'People of all ages said, 'We love it.'
  - b 'Nintendo said, 'We are working on a new type of gaming device.'
  - c 'Nintendo said, 'We will produce games for the whole family to play.'
  - d 'People said, 'We've never seen anything like it.'
- 7 Underline the verbs in the direct speech in Exercise 6 and in the reported speech in the grammar box. Then complete this table.

Direct speech	Reported speech
Present simple	1 _____
2 _____	Past continuous
Present perfect or past simple	3 _____
4 _____	Would

## 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!

**2000**

At the beginning of the 21st century, Nintendo said they were working on a new type of gaming device and that they would produce games for the whole family to play. The device was called a 'Wii' and – unlike other video games – the games were active, and you could do exercise in your living room. The Wii became popular with a new group of people – the over fifties.

- 8 Read the first sentence and complete the second sentence with the correct verb form.

- 1 The boy said, 'I love the game Super Mario.'  
The boy said that he \_\_\_\_\_ the game Super Mario.
- 2 She said that she wanted a new Xbox.  
She said, 'I \_\_\_\_\_ a new Xbox.'
- 3 When I phoned, Mum said the children were playing tennis on the Wii.  
When I phoned, Mum said, 'The children \_\_\_\_\_ tennis on the Wii.'
- 4 The company said, 'We are planning a new version of the game.'  
The company said they \_\_\_\_\_ a new version of the game.
- 5 Their message said they had gone to the cinema.  
Their message said, 'We \_\_\_\_\_ to the cinema.'
- 6 My father said, 'I bought my first Game Boy in 1990.'  
My father said he \_\_\_\_\_ his first Game Boy in 1990.
- 7 Julian said he would play against us later.  
Julian said, 'I \_\_\_\_\_ against you later.'
- 8 One scientist said, 'Computer games will change people's brains.'  
One scientist said that computer games \_\_\_\_\_ people's brains.'

- 9 Listen to a short conversation between Jack and Sonia. Write down what they say.

- 1 Jack: I need the TV for my game.
- 2 Sonia: \_\_\_\_\_
- 3 Jack: \_\_\_\_\_
- 4 Sonia: \_\_\_\_\_
- 5 Jack: \_\_\_\_\_

- 10 Rewrite the conversation from Exercise 9 as reported speech.

- 1 Jack said that he needed the TV for his game.
- 2 Sonia said that she \_\_\_\_\_
- 3 Jack said that he \_\_\_\_\_
- 4 Sonia said that he \_\_\_\_\_ and that she \_\_\_\_\_
- 5 Jack said that \_\_\_\_\_

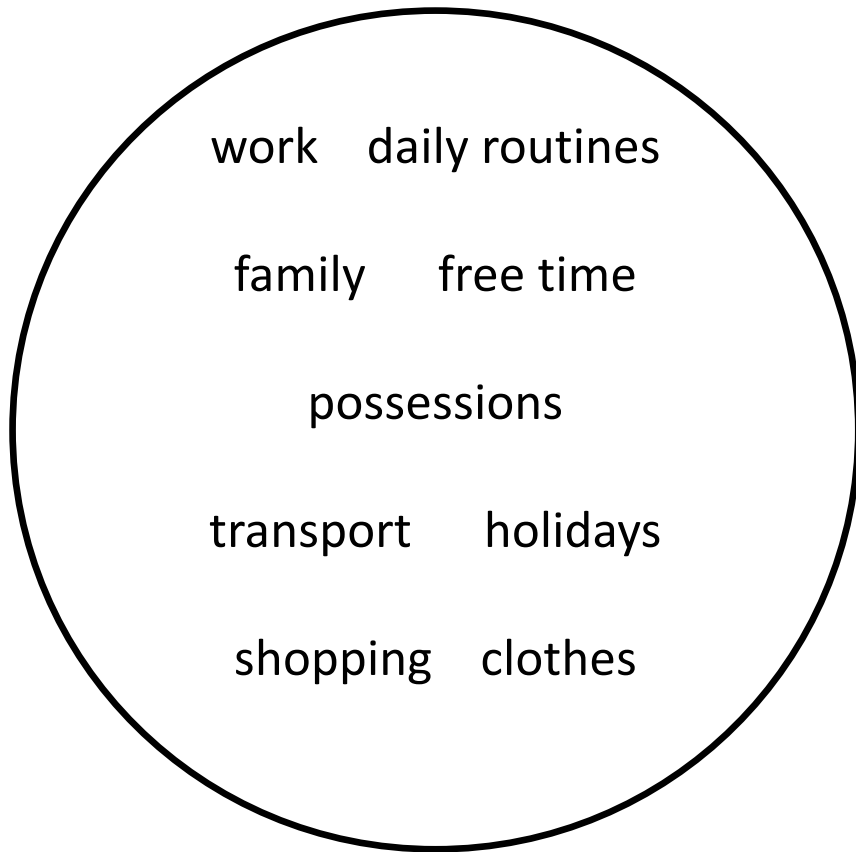
## Speaking my life

- 11 Work in pairs. Ask and answer these questions. Write your partner's answers.

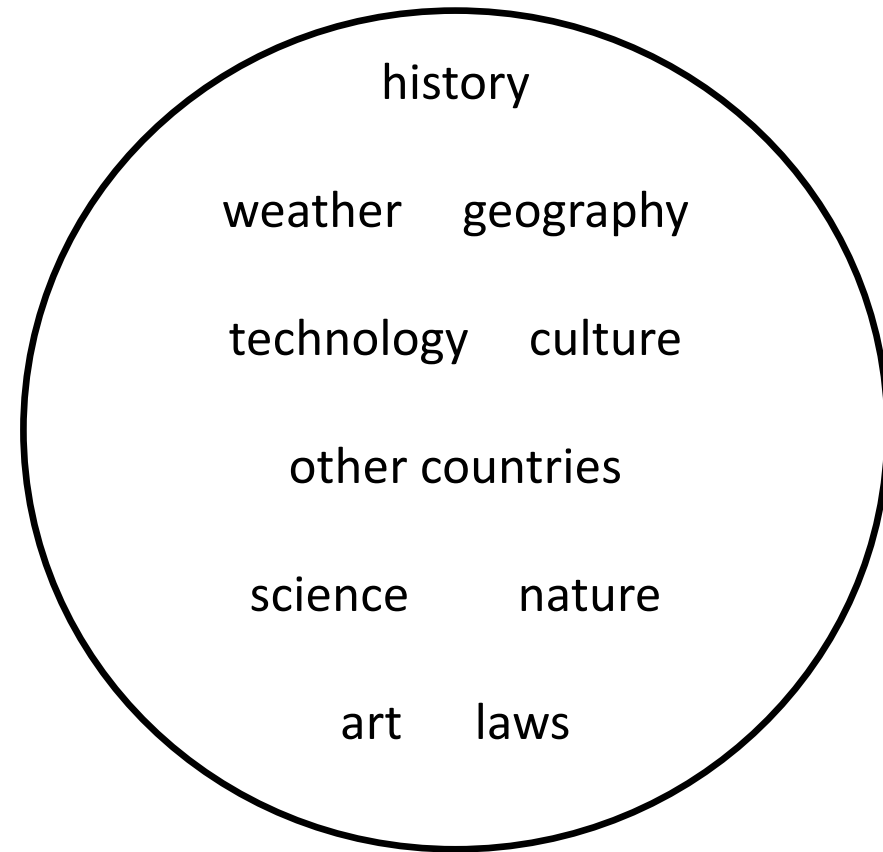
- 1 What sort of games (e.g. board games, computer games) are popular in your country?
- 2 Do you often play any of these games?
- 3 What type of games do you prefer?
- 4 Will people play board games in the future will they only play computer games?

- 12 Change partners. Report what your partner said.  
Aniko said that chess was very popular in her country.

## Personal



## Impersonal



## 1. Personal Choice



- Speak
- Pass
- Nominate

<b>Know</b>	<b>Want</b>	<b>Learn</b>

## 2. Modeling personalization

### 3. An intercultural approach



*The study of culture begins as a journey into another culture and ends as a journey into your own culture.*

Peter Adler

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Sheli Jeffrey is searching for beauty. As a scout for Ford, one of the world's top model agencies, Jeffrey scans up to 200 young women every Thursday afternoon. They queue up and one by one the line shrinks. Tears roll and there are long faces as the conclusion 'You're not what we're looking for right now' puts an end to the conversation – and to hope. Confronted with this, one poor hopeful, Rebecca from Rhode Island, asks: 'What are you looking for? Can you tell me exactly?' Jeffrey simply replies, 'It's hard to say. I'll know it when I see it.'

Define beauty? Some say you might as well analyse a soap bubble; that beauty is only in the eye of the beholder. Yet it does seem that across different cultures we can agree on certain points. Psychologists have proven this by testing the attractiveness of different faces on children. Symmetry is one characteristic that wins general approval; averageness is another: we seem to prefer features that are not extreme. Things that suggest strength and good health – a glowing complexion and full lips in women, a strong jaw in men – are also universal qualities. Scientists say that this is the true definition of beauty, because ultimately we are influenced not by aesthetic but by biological considerations: the need to produce healthy children.

At the same time, we can also observe cultural differences in how beauty is defined. The women of the Padaung tribe in Myanmar put copper coils around their necks to extend them because in their culture, very long necks are considered beautiful. In China and Japan small feet are admired in women, though thankfully the ancient practice of foot-binding has now disappeared. In cultures where people's skin is of a dark complexion, it is often seen as desirable to have a fair skin. Conversely, in the northern hemisphere among the naturally fair-skinned, people want a tanned skin.

Perceptions of beauty also change over time. Historically, in northern Europe, a tanned skin belonged to those who were forced to work outside – agricultural workers or other poorer members of society – and so a white skin was a symbol of status and beauty. But in the late 20th century, a tan reflected status of a different kind: those that could afford beach holidays in the Mediterranean or the Caribbean. Our idea of the

perfect body shape is also different from 200 years ago. In almost all cultures a little fat was formerly seen as a positive trait, a sign of wealth and well-being. Nowadays, a very different image stares out at us from the pages of fashion magazines: that of a long-limbed, impossibly slim figure. Whatever the perception of ideal beauty may be, the search for it has preoccupied people of all cultures for centuries, from ancient Egypt to modern China.

Is it a shallow quest? We say that beauty is only skin deep; that personality and charm contribute more to attractiveness than superficial beauty. Certainly, as we grow older, the more generous our definition of beauty seems to become. Experience teaches us to look for the beauty within, rather than what is on the outside.

But let's face it, most of us still care how we look. Until she was a hundred years old, my grandmother had a regular appointment at the beauty salon down the street. A month before she died, I took her there in my car. I stayed and watched as she was greeted and fussed over by the hairdresser and manicurist. Afterwards, I drove her back to the nursing home. She admired her bright red nails every few minutes, patted her cloud of curls and radiated happiness. She is not alone in getting satisfaction from looking nice. It seems the quest for beauty goes deeper than vanity – maybe it fulfils a deep need in all of us.



The ENIGMA of BEAUTY

my life

▶ EXERCISE TRENDS ▶ DESCRIBING AN INJURY ▶ DOES BEAUTY SELL? ▶ DISCUSSING PROPOSALS

▶ A FORMAL REPORT

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### 1 Bangkok

Don't forget to remove your \_\_\_\_\_ when you visit someone's house.

A shoes      B socks      C belt

### 2 Rio

When you arrive for dinner, you greet your host by \_\_\_\_\_.

A kissing one cheek      B kissing both cheeks      C kissing their hand

### 3 USA

At a restaurant, you normally tip the waiter \_\_\_\_\_ .

A 5-9%      B 10-14%      C 15-20%

*1 Don't forget to ...when you visit someone's house.*

*2 When you arrive for dinner, you greet your host by...*

*3 At a restaurant, you normally tip the waiter...*



# 4. Personalization of content


3d The city of Atlanta

**Vocabulary places in a city**

- When you are a tourist in a new city, what places do you normally visit?
- Look at the map of Atlanta, in the USA. Where do you do these things?
  - get tourist information
  - learn about history
  - relax outside
  - see a play or a musical
  - park your car
  - read a book
  - meet clients and colleagues
  - look at sea life
  - stay the night

**Real life giving directions**

- Listen to a conversation at the visitor centre. What places on the map do they talk about?



**4** Look at the expressions for giving directions. Complete the conversation at the visitor centre. Then listen again and check.

T = Tourist, G = Guide  
 T: Hello. We'd like to go to the aquarium. Is it ... ?  
 G: It's ... fifteen minutes ... , but you go past some interesting places on the way. So look at this map. Go ... Decatur Street and then up Marietta Street. ... Spring Street and take the first street ... Centennial Olympic Park is on the corner. It's very nice. Go across the park and on the right there's the World of Coca-Cola.  
 T: Oh, that sounds interesting.  
 G: Yes, it is. ... it and the aquarium is opposite.  
 T: Great. Thanks a lot.

**GIVING DIRECTIONS**

Asking for directions  
 Where is ... ?  
 I'd like to go to ...  
 Is it near here?

Giving directions  
 It's near here. / It's about ten minutes away.

Go past the ...

Go across ...

Go straight up ...

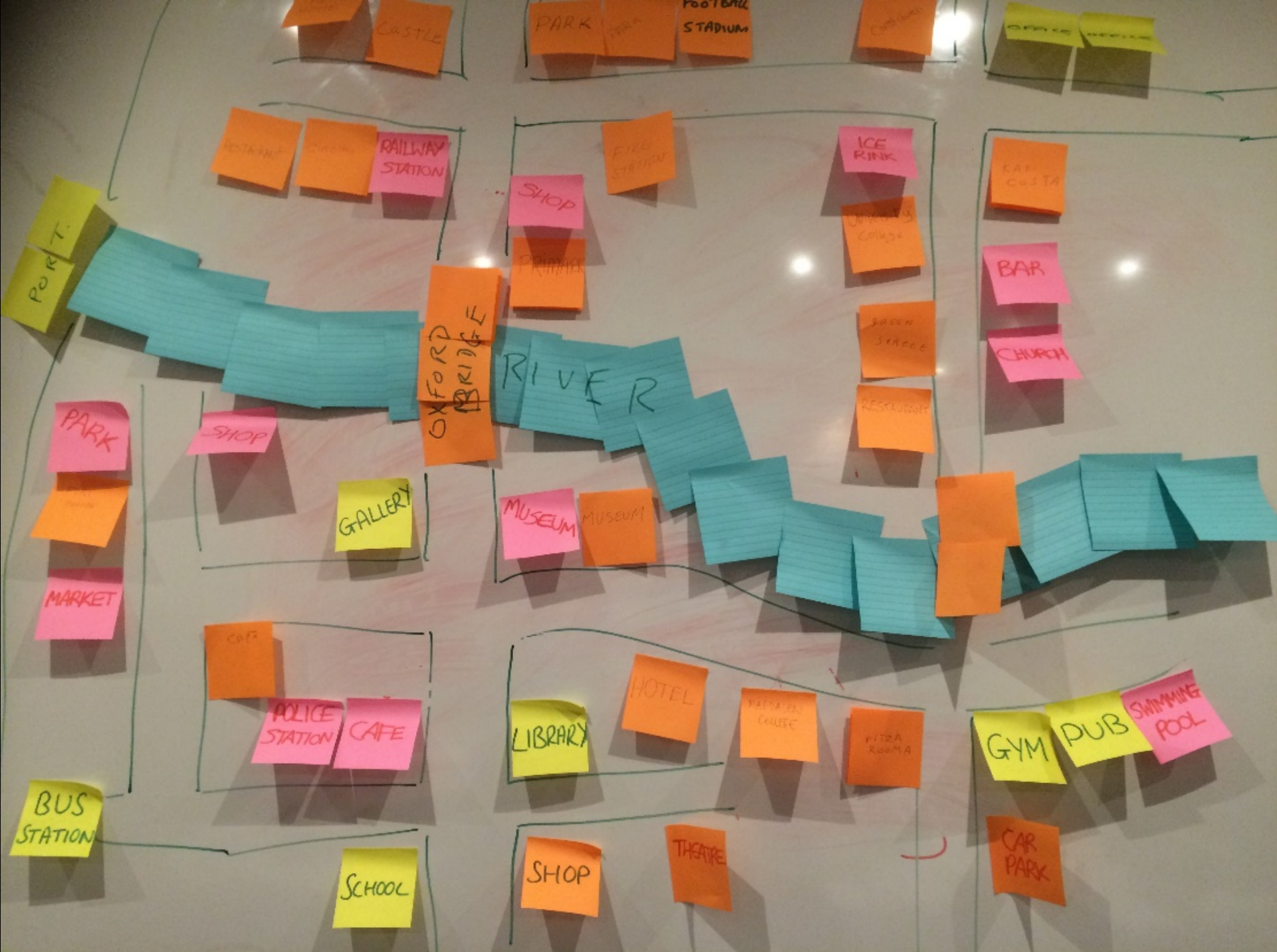
Take the first street on the left / Turn left

Take the first street on the right / Turn right

- Work in pairs. Practise similar conversations at the visitors' centre. Ask for and give directions to different places on the map of Atlanta.



<http://www.orangesmile.com/travelguide/oxford/high-resolution-maps.htm>



## 5. Creative thinking

WHAT?

knowledge, experience and feelings, shallow and deep,  
content and approach

WHEN?

beginning, middle, end, before and after

HOW?

choice, models, intercultural approach, materials and  
content, creative thinking

For further reading and references, go to:

[www.johnhugheselt.com](http://www.johnhugheselt.com)

<https://johnhugheselt.com/portfolio/presenter/>

<https://ngl.cengage.com/infocus/>

<https://scottthornbury.wordpress.com/2012/02/12/p-is-for-personalization/>

<https://adaptivelearninginelt.wordpress.com/2018/03/31/personalized-learning-at-iatefl/>

<https://www.teachingenglish.org.uk/blogs/davedodgson/david-dodgson-defining-personalisation>