

# 35

## Talking as someone else

<b>Language focus</b>	Asking questions, talking about oneself, focused listening, presentation skills
<b>Proposed MI focus</b>	Interpersonal and intrapersonal
<b>Level</b>	Intermediate upwards
<b>Time</b>	30–40 minutes (depending on the size of the class)
<b>Preparation</b>	None.

### in class

- 1 Ask the students to work in pairs, preferably choosing a partner they do not yet know very well.
- 2 Student A starts asking questions, trying to find out as much as possible about student B. Allow 5 minutes for this.
- 3 Ask them to swap roles. Give another 5 minutes for student B to interview student A.
- 4 Ask the students to take pen and paper, and individually create a mind map or write a list of what they remember about their partner.
- 5 Get the students to sit in a circle. Tell them that they are going to introduce their partner to the group in the following way:

One student begins. They stand behind the student they are introducing, have their hands on the other person's shoulders, culture permitting, and talk as if they were the other person (speaking in first person singular). The student who is being introduced listens without interrupting.

Ask them to notice their own and the others' reactions to the introduction. Each person has a maximum of 2 minutes to introduce their partner.
- 6 Ask students how they felt during the activity, and give them opportunity to "correct" anything that was said about them or add information if they would like to.

### Note

This activity works best at the beginning of a course. If you have more than 16 or so students, do steps 5 and 6 in two separate groups. We have found that the feedback to the group phase works best in groups of 8 to 16.

### Variation

Should you want to use this exercise later in a course, ask the students to interview each other about a person the interviewee knows well, like, say, a relative. In the feedback session the reporting student says *I am X; who is John's uncle*, John being her classmate.