
The Questions of Life

1 James is an overworked and underpaid English teacher. This is his life story. Can you make the questions?

1. _____
I was born in the UK.

2. _____
Erm, 5. My parents and two sisters and me.

3. _____
Not yet! But I hope to get married one day...

4. _____
I went to Hopewell School in England. After that, I studied English Literature at London University

5. _____
Well, I teach here most of the time.

6. _____
Usually, I get up early and check the lessons I have that day. Then I work until about 8 p.m.

7. _____
Erm...I'm currently into web design. I also read novels.

8. _____
I guess I like decent pasta the best.

9. _____
The book that impressed me the most was 'The Catcher in the Rye' by J.D. Salinger.

10. _____
I try to save money, but I spend quite a bit on eating out. My own cooking tastes really bland.

11. _____
I'm not a particularly ambitious person. I enjoy life at the moment. I want to be comfortable and happy.

The Interview

2

It's now your turn! Look at the topics below. You are going to interview a partner. Look at the topics below. What questions do you need to ask? Check with your teacher if you are not sure.

Childhood

School / University

Work

Family

Free Time

3

You are going to tell the class about your partner – but you can speak for only one minute! Prepare what you are going to say. Don't write anything – just look at the notes you made above.

The Questions of Life

Target Structure:	Important Questions: Mostly Present Simple.
Vocabulary:	Life
Level:	Lower Intermediate and above
Time:	40 minutes
Preparation:	None

Suggested Teaching Method.

This is good for making sure students can deal with real-life English: making small talk, asking the basic biographical questions, etc. It begins with a controlled pair work exercise, followed by a production stage allowing students to personalize the language.

- 1 Give out page one to each student. Ask them to read the answers. Check that the vocabulary is all okay. Explain that the students need to write the interviewer's questions. Do the first question as an example, eliciting "Where were you born?" Put students in pairs, and set a time limit to write all the questions. (10 – 15 minutes?)

Go through the answers with the class at the end.

- 2 Give out page two. Follow the instructions. Students should spend a few minutes practicing the questions. Tell them that they can't look at the questions from the previous exercise. They can use the same questions, or others. Explain that they should also ask follow-up questions when necessary.

After a few minutes, assign pairs (different ones to before). One person should ask questions and make notes. After five minutes, the students should change roles.

- 3 Direct students to read the instructions. Tell them that they only have one minute for their presentations. Give students about five minutes to practice alone.

Starting with a confident student, ask him/her to stand and speak about the interviewee for one minute. Make a note of any major mistakes, but don't interrupt. If the student is unable to last a full minute, don't prolong the agony.

Finish by writing on the board a few of the errors made. Encourage the students to find the mistakes.



Homework Idea

Ask students to write a one page biography on themselves.