The interview

Name _____ Date _____

It's all about YOU. What do YOU think you look like?

What is your best feature?

How old are you?

What is your hair like?

Describe your eyes.

How tall are you?

Build?

Are you good looking?

What is your name?

Where are you from?

Do you have tattoos or scars?

The interview

Name _____ Date _____

More about you - likes and dislikes.

What is your favourite TV programme?

Why do you like it?

What is your least favourite TV programme?

Why?

What type of film do you like?

What type of food do you like best? Give 3 examples

Name at least one food that you can't stand

What 3 things are most important to you?

Which famous person would you like to meet? (They can be dead or alive.)

What is your dream?

What is your favourite type of music?

What makes you happy?

What makes you angry?

What makes you laugh?

Anything you would like to ask?

The interview

Teaching Notes

I developed this simple resource initially as a speaking and listening exercise but quickly discovered I could extend it into a writing activity. The questions are designed not to be too personal. I have used it several times and it has worked well with learners from Entry 1 to Level 2. I particularly like the fact that learners have produced some really excellent writing, which is usually what they find the most difficult.

For the first part of the activity, learners work in pairs. One of the pair is interviewer and one is interviewee. I stress that the interviewer is going to ask a series of questions in order to find out about the interviewee and the answers must be their opinions. I give the interviewer one of the interview sheets for them to record the answers and allow them about 15 minutes.

In the second part, each of the interviewers stands up and tells the group a few details about the person that they have interviewed. Choose an outgoing member of the group to start and stress that they don't have to give all of the information on their sheet but just to tell us about the person in their own words.

The process is then repeated, with the roles reversed so that each learner has been interviewed and interviewed another learner.

In last part of the activity each learner writes about the person that they have interviewed. I usually explain that I would like at least two paragraphs, one that tells me what the person looks like and the second about their likes and dislikes. As they have the information recorded, they have a frame to work from, which makes the task less daunting.