

Online Lessons that are Active and Interactive

Level: Intermediate—Upper Intermediate

Age: 12+

Time needed: 60 minutes

Lesson aim:

- To review question formation
- To discuss interesting facts about other people.
- To prepare and ask interview questions to a mystery guest invited to the class.

Skills: Speaking and writing

Resources needed: Worksheet, a mystery guest. The guest will need to be invited in advance to talk about an unusual hobby.

3. Ask the learners to think of a fact that most people don't know about them. They should then complete the sentence "*Most people don't know that I...*". Reassure your learners that they do not need to think of anything spectacular or try to impress people. They just need to describe something about themselves that many people do not know.
4. Put the learners in pairs and ask them to take it in turns revealing their little-known facts and asking each other questions. This would be a good moment to use breakout rooms, so make sure that the task and the amount of time to complete the task is clear to the learners before they enter the breakout rooms. Monitor and support the learners and note any errors for delayed correction.

While you interview

5. Explain to the class that they are going to interview a mystery guest about an unusual hobby. First, the class will need to guess the hobby. Then, they will ask questions to find out more about the hobby.

Put the learners in groups and ask them to think of twenty yes/no questions. You can use the examples given to show what kind of question is good to ask. Weaker classes will need support in thinking of the kind of question that is likely to help the learners guess the hobby.

If you have breakout rooms, place learners in breakout rooms to create their list of questions. Monitor and support the learners if you have the ability to move to different breakout rooms. Make sure that the questions are clear and possible to answer.

6. Tell the groups that they will interview the mystery guest and the aim is to guess the hobby by asking the smallest number of questions possible. If you want, different groups could take it in turns to ask a question in the chat panel and compete to see who is the first to guess the hobby. Learners can write their guesses in the chat panel. You could ask for a physical show of hands on camera and select a learner to make a guess.

Before the interview

1. In pairs, ask learners to look at the image of someone knitting and answer the questions. If you are using the chat panel, ask the questions aloud and ask learners to type their answers. If you are using the whiteboard, display the questions and ask learners to write their answers on the whiteboard. Bring your learners' attention to the fact that while knitting is popular, it is not necessarily a common hobby.
2. Ask learners to reorganise the questions individually and have them feedback to the class via the chat panel. Point out that there are seven questions to use the seven different question words.

Key:

- a. *When do you like to knit: in the morning or at night? / When do you like to knit: at night or in the morning?*
- b. *What do you like to knit?*
- c. *Who taught you to knit?*
- d. *How often do you knit?*
- e. *Where do you buy your materials?*
- f. *Why should people start knitting?*
- g. *Which type of knitting is the easiest to learn? / Which is the easiest type of knitting to learn?*

7. Once the class has guessed the hobby, put the learners into different groups and ask them to think of follow-up questions about the hobby. Share the image of the word cloud and brainstorm different questions using the question words. Monitor and support by encouraging them to use a variety of question words. Strong learners should be encouraged to use a variety of grammatical structures by asking about the past, present, and future of the guest's hobby. If you send learners to breakout rooms again, be sure to give them a time limit.
8. Ask the groups of learners to interview the mystery guest about their hobby and note the answers in their notebooks. The interviews could be in breakout rooms or as a whole class. If the interviews are in breakout rooms, then the guest will need to move from room to room after a fixed period of time. If the interviews are as a whole class, the groups will need to take it in turn to ask questions. While your guest is being interviewed, you can share your screen and supply related images to help learners follow the answers that the mystery guest gives. For example, if the guest says he/she lives in York in the UK, look up that city online and show pictures of it. This should encourage your learners to be more interactive and ask follow-up questions.

After the interview

9. Ask your learners to reflect on what they learnt about the mystery guest and their hobby by completing the sentences. These same sentences could be used to create a poll which the learners complete. This would allow you to compare the answers and keep their descriptions of what they would like to know more about. This information can be used for future classes or for homework.
10. Put the learners in groups and ask them to compare their answers. This would be a good moment to use breakout rooms so make sure that the task and the amount of time to complete the task is clear to the learners before they enter the breakout rooms. Monitor and support the learners and note any errors for delayed correction.