

**AIM**

To practise asking and answering questions using present, past, and future forms

**LANGUAGE**

Question words and different tenses

**SKILLS**

Speaking

**MATERIALS**

One copy of the worksheet cut up for each group of four students

**HOW TO CUSTOMIZE**

You can change this worksheet on computer or by hand, using the customizable version. Here are some ideas:

- Add categories that are relevant to the members of your class.

**Pre-activity** (5 minutes)

- Tell the class you are going to write a list of question words.
- Ask students to call out question words, then write them on the board.
- Focus on these question words and invite students to ask you questions with them. Invite them to ask about your past, present, and future. Check that they are forming the questions correctly, and provide answers.

**Procedure** (20 minutes)

- Explain that students are going to complete and discuss a questionnaire to practise tenses and questions, and to get to know each other better.
- Give out a worksheet to each student. Focus attention on the categories and explain that students need to think about their past, present, and future and write about what's important to them for each category. Give a couple of examples, e.g. *My grandmother was very important to me as a child. I'm going to visit the Great Wall of China next year.*
- Give students enough time to complete the questionnaire. Remind them to think about examples for their future, too. Monitor and help as necessary.
- Divide the class into groups of four. Pre-teach/check useful language for the discussion stage, e.g. *Why is this (person) important to you? Why did you write 'a silver ring' here?* Also remind students to think of follow-up questions to find out more information, e.g. *What do you use it for now? How did you meet him/her? Why are you going there?* etc. Get students to look at each other's worksheet and discuss their answers. Monitor and check for accurate use of tenses and question formation.
- Conduct a short feedback session. Get students to tell the class one of the most interesting things they found out about their classmates.
- Feed back on any common errors and get the class to correct.

**Extension** (15 minutes)

- Students could work in pairs and write a short dialogue based on the questions they asked and answered. Encourage them to include questions in different tenses in their dialogues. They can then perform their dialogues for the class.