

Life stories

Task type: Roleplay interviews

Preparation: You will need one copy of the worksheet for each pair of students.

1 Lead in by writing *famous billionaires* on the board. Ask for a few examples (Howard Hughes, Bill Gates, Donald Trump, etc). Ask students to say what questions they would most like to ask the billionaires if they could interview them on a radio programme.

2 Divide the class into pairs. Hand out one worksheet and a student card to each pair. Ask students to work together to put the pictures in a credible order to tell the story of the person's life. Point out that there is no correct answer. The pictures are drawn in such a way that students can use their imagination to produce many possible life stories.

Once students have decided on an order, tell them to fill in the details of the person's life. Tell them to think of a name, and a story about how the person became a billionaire, and about what the person has done so far in his life. Tell them to think of dates when events happened, and information about how events changed the person's life or affected the person emotionally. Set a time limit and monitor and help students with ideas and vocabulary.

Extra activity: Brainstorm what students need to talk about in order to describe a life before students fill in details. For example, brainstorm key events such as: birth, childhood experiences and influences, studies, first job, marriage, big break, etc.

3 When students are ready, ask them to decide who, in each pair, will play an interviewer, and who will play the billionaire they have prepared a life for. Then mix pairs. Ask each interviewer to stand up, walk round, and find a different partner.

Brainstorm examples of the sort of questions the radio interviewer could ask and phrases students could use to introduce their guest on the radio programme.

Then, ask students to work individually for two or three minutes to prepare for the interview. Tell interviewers to think which questions they wish to ask and in what order. Tell billionaires to think of which life events they want to talk about and how.

When students are ready, ask them to practise their radio interviews in pairs. Monitor, listen, prompt and correct errors.

Extra activity: Revise the language of responding to difficult questions (*Life Advanced Student's Book* page 112), or prompt students to remember and use the language when roleplaying their interviews.

4 Once students have had some practice, ask a few pairs to come to the front of the class and roleplay their interviews for the rest of the class to observe. At the end, decide which billionaire life story was most interesting.

Extra activity
Instead of asking students to roleplay, tell them that they are, in fact, the billionaire's biographer, so they must tell the life story in the third person.