
Question bank

Unit 1 That's my kind of friend!

What kind of people/women/men/friends do you like/don't you like?

What kind of people would you prefer to meet/know?

Do you think you are outgoing/inflexible/modest/temperamental/egotistical/easygoing/stingy/unreliable/supportive?

What is the ideal parent/friend/partner like? Name one positive and one negative quality.

Do you get annoyed easily? Does it bother you when a friend is unreliable? Do you mind it when people talk in a movie theater? Tell me about some things that bother/upset you.

Say: "Complete this phrase: I can't stand it when"

Ask me what kinds of things bother/upset me. *or* Ask [classmate] what kinds of things bother/upset him/her.

Unit 2 Working 9 to 5

What kinds of jobs interest you? What do you want from your job or career?

What is your opinion about [job]?

Would you/your best friend like/enjoy/love/be good at working as a(n) [job]?

(**Note:** *Bring pictures of people in jobs or a list of jobs from Unit 2, pages 8–13.*)

Do you think [job 1] is more/less interesting than [job 2]? Is [job 1] harder/not as hard as [job 2]? Does [job 1] have better/worse hours/salary than [job 2]? . . . earn more/less . . . ? Is . . . better paid/not as well paid as . . . ?

Ask me about what I would be good at. *or* Ask [classmate] about what he/she would be good at.

Ask [classmate] to compare two jobs he/she has had.

Unit 3 Lend a hand.

Can I borrow your [item]? Could you lend me your [item]? Is it OK if I use your [item]? Would you mind if I used your [item]?

Would it be all right if I . . . ? Would you mind if I . . . ? Would you mind helping me . . . ? I was wondering if I could borrow . . . ?

(**Note:** *Prepare a list of statements/requests, each on a separate card. Give several cards to each student to change into indirect requests.*)

Statements: There is no class tomorrow. Ask [S1] to tell [S2] this information. (**Example:** [S1], *can/could you tell [S2] that there is no class tomorrow?*)

Imperatives: Lend me your dictionary. Don't come late to class. Study harder.

Yes/No Questions: Are you free after class? Do you know [classmate]'s phone number?

Wh-questions: What time is it? When is [classmate] going home? Why are [classmates] late?

Could you ask [classmate] if he/she could lend me his/her [item]?

Ask me for a favor or make a request. *or* Ask [classmate] for a favor or make a request of him/her.

Unit 4 What happened?

(*To elicit statements containing the past continuous and simple past, take turns telling a story with a student. or Ask Ss to take turns telling a story. Suggestions: a bank robbery, winning the lottery, finding something valuable on the street.*)

There was a bank robbery. While the man was robbing the bank, he told everyone to get down on the floor. What happened next? Start like this: As the robber was . . .

(*To elicit statements using the past perfect with the simple past or past continuous, ask a S to talk about a coincidence, a lucky break, a dilemma, or an emergency.*)

Tell me about a coincidence/lucky break that happened to you.

Have you ever found yourself in a dilemma/an emergency? Tell me about it.

Ask [classmate] to tell you about a personal triumph or success.

Ask [S2] to retell [S1's] story to [S3].

Unit 5 Expand your horizons.

Tell me two [people/things] you'd really miss if you moved to a foreign country.

What would you be homesick for? Who would you email/text regularly? What would you be fascinated by?

What would you be nervous about?

Is there a foreign country you would like to live in? Why? Does it have any interesting customs?

(**Note:** *If necessary, have a list of social situations and customs on cards.*)

Are there any special customs that foreign visitors should know about in your country?

What are you expected to do when/if [situation]? What are you supposed to do when/if [situation]?

Unit 6 That needs fixing.

(**Note:** *Option: Bring pictures of damaged objects to class.*)

In what ways can [items] be damaged?

Think of three damaged things [that you own or that are in the classroom]. Describe the damage. How can they be fixed?

Think of three things that keep going wrong. (*If necessary, use pictures of items [a washing machine, a DVD player, a hair dryer, an air conditioner, a computer, a computer screen, a remote control, a phone].*) Describe what is wrong. How can each be fixed?

Unit 7 What can we do?

(**Note:** *If necessary, bring pictures of environmental problems [acid rain, water contamination, oil spills, rain forest destruction, overcrowding, traffic fumes] to class.*)

What environmental problems do you think are the most serious in [city/country/the world]? Describe the problems. What is/are being damaged/threatened? What has/have been damaged/threatened?

What are some of the consequences of [environmental problem]? What are the best ways to deal with the problem(s)?

(**Note:** *If necessary, have a list of social, economic, and medical problems on cards.*)

Think of some [social/economic/medical] problems.

Can you think of one or two ways of solving/managing these problems? Is there anything else we can do to improve [our environment/the quality of people's lives]?

Unit 8 Never stop learning.

Think of different courses you could take. What would you rather study, [course 1] or [course 2]? Would you prefer to take [course 3] or [course 4]? Are there any courses you'd rather not take/prefer not to take?

Think of a skill you know how to do. How do you [do it/do it better/learn to do it]? (*Ask questions and follow-up questions with how to elicit by + gerund.*)

Unit 9 Getting things done

Do you know where I can have/get my [item] fixed/repaired/cleaned/taken care of?

Do you know where I can have/get [service] done?

Use this three-word phrasal verb in a sentence: *come up with* (or *look forward to/keep up with/put up with/get along with/take care of/break up with/cut down on*).

How can I build self-confidence/get better grades/save money/get along with my roommate better?

What could help me be happier? (*Elicit expressions like these: Why don't you . . . ? Have you thought about . . . ? etc.*)

Ask me to help you with a problem. or Ask [classmate] to help you with a problem (for example, speak/write/study English better).

Unit 10 A matter of time

(**Note:** Make a list of questions on historical events; use information in Unit 10, pages 64–66, or your own information.)

When did [historic event/happening] take place?

How long has [music group/political entity/country] been in existence?

How long were [music group] together?

Use the word *achievement* (or *assassination/natural disaster/discovery/epidemic/election/terrorist act/revolution*) in a sentence.

Make a prediction about [computers/medical scientists/robots/cars]. Use *will*.

Make a prediction about [people/world leaders/airplanes]. Use the future continuous (*will be + -ing*).

Make a prediction using an opening time phrase (*Within 20 years/By 2040*) + the future perfect (*will have discovered/found/solved/proved*).

Ask [classmate] to predict how different the world will be in 50 years.

Unit 11 Rites of passage

(*Elicit statements using time clauses by asking questions about the student's life.*)

What were you like before you [event]? How did you change after you [event]? What happened once you [event]?

How did you feel the moment you [event]? As soon as you [event], how did it change your life? Had you ever had any independence until you [event]? What's one important thing you had already done by the time you were [age]?

What kind of personality do you have? Are you ambitious/argumentative/carefree/dependable/naive/pragmatic/rebellious/wise/sophisticated?

(*Elicit statements expressing regret using should have studied/chosen/played/been, etc.*)

Tell me about a regret you have about [learning English/choosing a major/not playing a particular sport].

Describe a hypothetical situation using *If I'd . . . or If I hadn't . . .* (For example, *If I'd been more ambitious in high school, I could have studied another language. or If I hadn't been so lazy, I would have saved a lot of money by now.*)

Ask me about any regrets I may have. *or* Ask [classmate] about any regrets he/she may have.

Unit 12 Keys to success

What does it take to run a popular coffee shop/Internet café/clothing boutique?

In order to establish a successful restaurant/health club/hotel, what's important to do?

What do you need for a convenience store/language school/dance club to be profitable?

Complete this sentence: In order for a [business] to succeed . . .

If you were going to start a new business, name three things it would need to be successful/popular/profitable.

For a tour guide/salesperson/leader to be successful, what qualities does he/she need?

What do you think makes a blog/magazine/news program informative/interesting?

What's the newest "in" place in town? Why do you think it's so popular?

What's your favorite bookstore/dance club/fast-food place/TV show? Why?

Why do you like to shop at the mall/online/at department stores?

Ask me about my favorite place to shop or relax. *or* Ask [classmate] about his/her favorite place to shop or relax. Why does he/she like to go there?

Unit 13 What might have been

(**Note:** Have situations like these on cards and either read them aloud or show them to Ss: 1. A man came running out of a jewelry store yelling loudly. 2. You were waiting for an elevator, but it never moved from the second floor. Then you heard an alarm. 3. Your neighbor's curtains were closed all week, and her car wasn't in her parking space.)

Can you explain what may/might/could have happened in [situation]?

(**Note:** Have situations like these on cards and either read them aloud or show them to Ss: 1. Elena broke her front teeth, but she refused to go to the dentist. 2. Brandon spent \$500 over the limit on his credit card. Now he's broke. 3. Tina didn't study all semester. Then, the week before her final exams, she studied all day and all night.)

Give me your opinion or your advice in [situation]. What should [person] have done? What would you have done?

(**Note:** Have imaginary situations like these on cards and either read them aloud or show them to Ss: 1. You lend your friend Victor your bicycle. He forgot to lock it up, and it was stolen. 2. You had a loud party that went very late on a Saturday night. The police showed up. They said your neighbor Tracy called them to tell you to be quiet. 3. Your friend Brian didn't work on his paper for his English class, so he asks if he can copy an old paper of yours.)

Think of three different ways to respond to the person in this [situation]. Use an assumption, a criticism, a demand, an excuse, a prediction, a suggestion, a suspicion, or a warning.

Unit 14 Creative careers

(**Note:** Have situations like these on cards and either read them aloud or show them to Ss: 1. How an email is written and sent 2. How a room is repainted 3. How a school is prepared.)

Think of a process of at least five steps. Describe each step. (Elicit the passive.)

Tell me about [job]. Use *who* or *that*. (Elicit defining and non-defining relative clauses.)

Unit 15 A law must be passed.

Think of three things you don't like about the way people sometimes behave in public places. What should be done about their behavior? What must be done about it? What issues are problems in your community? Which issue or issues concern you the most?

(**Note:** Write statements of opinion on cards. Verbs in the statements should be in both the negative and affirmative in order to elicit positive and negative tags. Ss give the statement and add a tag question.)

Unit 16 Reaching your goals

What are your latest accomplishments? What have you managed to do that you are proud of/didn't expect to be able to do? What weren't you able to achieve?

Ask me about my accomplishments. or Ask [classmate] about his/her accomplishments.

What are your goals for the next few years? What do you hope you'll have achieved in the next 5 years? What would you like to have done in 10/20/30 years?

Ask me about my goals and possible future accomplishments. or Ask [classmate] about his/her goals and possible future accomplishments.