
CELEBRITY INTERVIEW

This week's Teacher's Corner provides students with the opportunity to practice using reported speech as part of an exercise on writing a newspaper article about a celebrity interview.

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Listening, writing (primary focus); speaking (secondary focus).

GOALS

During this activity students will:

- Practice asking and answering questions as part of an interview news story.

MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, printer and copier
- Students: pencils or pens, notebooks or writing paper

PREPARATION

1. Read through all the materials carefully.
2. Print copies of the *This Week's Schedule* worksheet in Appendix 1. Print one copy for each student.
3. Print copies of the *Reporter's Notes* worksheet in Appendix 2. Print one copy for each student.

ACTIVITY PART ONE: CELEBRITY SCHEDULE

1. Begin the class by asking students who their favorite famous person is. This could include athletes, movie stars, authors, politicians, or scientists.
2. Have the students think about their answer as a think, pair, share:
 - a. Think – First have the students work alone and think about their answer. (1 minute)
 - b. Pair – When all students have an answer, have them pair up with a classmate and discuss their answers. Students should state who their favorite famous person is and why. (2 minutes)
 - c. Share – After the students have worked in pairs, have them share their answer with the class. For added speaking and listening practice, have students share with the class the answer of their partner. (2 minutes)
3. Next, give each student a copy of the *This Week's Schedule* worksheet in Appendix 1.
4. Have each student fill in the schedule assuming the role of the famous person they selected in the think, pair, share activity.
 - a. Encourage the students to be creative and provide as many details as they can to their schedule.
5. Once all the students have completed their schedule, move to Part 2 of the activity.

ACTIVITY PART TWO: REPORTER'S NOTES

1. Begin this part of the activity by having the students put away the *This Week's Schedule* worksheet they just completed. It will be used in Part 3 of the activity.
2. Next, ask the class, "If you interviewed someone famous, what questions would you ask?" Have the students do another think, pair, share.
3. As students share their questions with the class, write the questions on the board to generate a list of interview questions.
4. Next to these questions, write the phrase *follow-up question*. Ask the students if they know what this term means.
 - a. Note: The term *follow-up question* means a question asked in response to an answer. For example:

Reporter: Why are you visiting New York City this week?
Celebrity: I am here to promote my new movie.
Reporter: A new movie? What is it about?
5. Give each student a copy of the *Reporter's Notes* worksheet in Appendix 2. Have the students write down questions they would ask a famous person. They should also brainstorm possible follow-up questions to ask during the interview.
 - a. Note: Students may be unsure what follow-up questions to ask. Encourage them to think of as many as they can. They may not use them all, but that is okay. One of a reporter's most important jobs is to be prepared.

ACTIVITY PART THREE: CELEBRITY INTERVIEW

1. Begin this part of the activity by having the students form pairs. Decide which student in each pair will be student A and which student in the pair will be student B.
2. Have student A be the celebrity and instruct them to take out the *This Week's Schedule* worksheet and fill out in Part 1 of the activity.
3. Student B in the pair will be the reporter. Instruct these students to take out their *Reporter's Notes* worksheet from Part 2 of the activity. Student B should also have a pen or pencil to take notes during the interview.
4. Have students role play an interview with Student A (a famous person) answering the questions of Student B (the reporter).
 - a. Remind the students that they will be writing a news story for homework so the reporter should get as many details from their partner as they can!
5. After the pairs have completed the interview, have them switch roles. Student A should now be the reporter and interview Student B.

Homework Activity:

Have the students take their *Reporter's Notes* worksheet home and write up a short news story about the famous person they interviewed. Encourage students to use direct quotes and reported speech in their news story.

Appendix 1: This Week's Schedule

Directions: Fill out your schedule with your plan for each day. Include what you will do, when you will do it, where it will occur, and why you need to do this activity.

Monday

What:

When:

Where:

Why:

Tuesday

What:

When:

Where:

Why:

Wednesday

What:

When:

Where:

Why:

Thursday

What:

When:

Where:

Why:

Friday

What:

When:

Where:

Why:

Appendix 2: Reporter's Notes Worksheet

Directions: A reporter's job is to ask specific questions to get informative answers for newspaper stories. You are about to interview a famous person. What questions can you ask? What possible follow-up questions might be helpful during the interview?

Question 1:

Possible Follow-up Questions:

Question 2:

Possible Follow-up Questions:

Question 3:

Possible Follow-up Questions:

Question 4:

Possible Follow-up Questions:

Question 5:

Possible Follow-up Questions: