

Energy 2 Unit 8 Star interview

Student A

You write for *Teen* magazine. You are going to interview someone famous for the next edition of the magazine.

Before the interview, prepare lots of questions to find out all about the star's experiences. You want your interview to be really good.

Write a mixture of 'safe' questions:

for example, *Where's the most interesting place you have ever been to?*

and more difficult questions, for example, *Have you ever fallen in love with another star?*

Note: The star may say he/she won't answer some of your questions, so be careful how you write them!

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12.
13.
14.
15.

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Student B

You are a famous person. Write who you are here:

You have agreed to do an interview with someone from *Teen* magazine. You want your interview to say lots of good things about you – you don't want the writer to write bad things about you!

Before the interview, prepare a list of questions which you are happy to answer.

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Now, write questions which you will NOT answer.

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16.

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Teacher's Notes

| | |
|--------------------|---|
| Time | 25–30 minutes |
| Interaction | Individual and pair work |
| Preparation | Photocopy worksheets for students A and B |
| Aim | To give written practice of present perfect simple + <i>never/ever</i> , to provide oral fluency practice |

Procedure

- Tell students they are going to take part in an interview for *Teen* magazine. Half of the class will be journalists and half will play the part of someone famous.
- Divide the class into journalists and stars – you can ask the students if they prefer to be the interviewer or the star.
- Put students into pairs, with one journalist and one star. The star chooses who they are, for example, Johnny Depp, Gwen Stefani and tells the journalist who they are. Note: the 'star' should know enough about their chosen star to play the part.
- Tell each pair to work individually for about 15 minutes:
 - the journalist prepares a minimum of 10 questions (using present perfect simple) that they want to ask the star
 - the star writes questions (again, using present perfect simple) they are prepared to answer and which they won't answer.
 - Note: Tell students that it is often usual for stars or their Personal Assistants, to see and approve questions before interviews. For example, journalists may want to ask:

- (a) *Who is the best director you have ever worked with?*
(b) *Have you ever made any really terrible films?*

but the star, or their PA, may say they don't want to answer, for example, question (b). Monitor and help with question forms or unknown vocabulary. You may need to give students some help with the type of questions stars are often asked.

- Tell the journalists to give their list of questions to the star. The star can refuse to answer some questions, but the journalist must be left with at least 8 questions. Stars cross out unwanted questions.
- Each pair role plays the interview – the journalists take notes.

Possible follow-up activity

- Change pairs so that stars are not with the journalist who interviewed them. Tell journalists to quickly tell their new partner what they learnt in their interview.
- If you have time, the pair can write up the interview for *Teen* magazine and the class then reads the finished interviews. (approx 15–20 minutes extra.)