

## LESSON 7: PREPARING AN INTERVIEW

**AGE:** Adult

**LEVEL:** Upper Intermediate

**TIME:** 90 minutes

**LANGUAGE FOCUS:** review of question types; ways of getting people's attention

**SKILLS:** listening; speaking

**MATERIALS:** a copy of each worksheet per student; access to the listening; a copy of the listening transcript

**OVERVIEW:** to practise listening for meaning; to focus on how questions are used in an interview; to prepare students for doing interviews

**STUDENTS WILL:**

- listen to an interview
- focus on how questions are used in interviews
- practise ways of initiating interviews in public



interviewees speak quickly so students may need to listen more than once. When they have circled all the topics they heard, check the answers as a class.

**Key:**

holidays, stereotypes, weather, animals, behaviour, music

Then ask the students to listen again and answer questions 1–6. Give students the opportunity to discuss what they have heard and whether they have any questions about the vocabulary in the recording. Play the recording again if you need to and address any questions your students have. Then give students the transcript (or display it on your projector) and let them check their answers.

**Key:**

1. Jordan says she likes the weather because it's warm and sunny but also that she dislikes it in summer because the humidity is 98% and it's very very hot.
2. She doesn't like the insects because they are very big and a lot of them are quite poisonous.
3. She thinks that people see them as a relaxed and laidback nation.
4. She likes swimming in the ocean, lying in the sun, working on her tan and reading.
5. They have a barbeque and drinks with their friends by the pool or at the beach and listen to the top 100 countdown (this is a chart of the top 100 tunes in Australia that year).
6. Indigenous people do not celebrate Australia Day because they see it as a day of mourning because it commemorates the day that the British colony invaded Australia.

### ACTIVITY 1 – SPEAKING

*Students share what they know about Australia*

Put students in pairs and ask them to discuss what they know about Australia. They should talk about their experiences of visiting Australia if they have been, or about anything they've heard, seen, or read about related to Australia if they haven't been.



**TEACHING TIP:** To prompt discussion, bring in a map and some pictures of Australia (perhaps showing cities, food, traditional clothing, landscapes, etc. You can find these on Google and display them via the computer/data-projector). Elicit students' personal response to these and ask them if they'd like to visit Australia. Ask them what they'd like to know about it if they were going to study or work there.

If any students have been to Australia, ask them to work together in a group, comparing what they know about the country. At the same time, the students who haven't been to Australia can work together to discuss what they know before discussing and comparing answers as a whole class in the feedback stage.

### ACTIVITY 2 – LISTENING

*Students listen to an interview and identify the topics discussed*

Tell students they will listen to an interview with two Australian women. Ask students to work individually and circle the topics in the box which are discussed in the interview. The interview is authentic (unscripted) and the



**TEACHING TIP:** This is a good opportunity for some metacognitive discussion.

Encourage students to reflect on how they did this activity. Did they try and listen to every word? Did they try and translate word for word into their language? Did they listen for key words and if so, how did they do this? Did they use stress to help them identify key words? Conduct class feedback and offer advice on sentence stress and how to identify key words.

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### ACTIVITY 3 – LANGUAGE FOCUS

Students match questions from the transcript with their function

Ask students to work in pairs and look at the transcript. Tell them to look at the four highlighted questions and match them to the descriptions in the exercise. When they have finished, ask students to swap partners and compare their answers. Where there are differences, allow extra time for discussion of these. Do whole class feedback and drill the correct intonation of the questions.

Key:

1. The insects?
2. How come?
3. Great, and why do you think that is?
4. And is this a good opinion, do you think?

### ACTIVITY 4 – INTERVIEW ANALYSIS

Students discuss the quality of the answers and the interviewer's role

Put students into small groups of three or four and give them time to discuss the questions in activity 4. When students have finished, do a whole class feedback. Allow all students to contribute their ideas for questions that allow comparison between English and their own language.



**TEACHING TIP:** This is an opportunity for awareness-raising, in terms of differences between English language/culture and other languages/cultures. If there are students who share a common language, they may discover that things they believed to be uniformly true of their country/ language/culture in fact vary between regions.

Key:

1. They are mostly very short.
2. The interviewer asks short, related questions or repeats the answer to encourage the interviewee to give more information.
3. Answers will depend on students' own languages.
4. Answers will depend on students' own languages.

### ACTIVITY 5 – LANGUAGE PRACTICE

Students unscramble questions from the interview and ask and answer them

Put students into pairs and ask them to unscramble the questions taken from the listening. When they have finished, check the answers as a class and tell them to ask and answer the questions with their partner.

Key:

1. What do you like most about your country?
2. What is the thing you dislike most about your country?
3. How do you think your country is perceived by people from other countries?
4. What kind of holidays do people in your country enjoy?

Next, ask students to use the transcript to practise the interview. One of them should be the interviewer and the other two should be Jordan and Eloise. Tell them to swap roles when they have finished and practise again. Listen carefully and help them focus on natural pronunciation.

### ACTIVITY 6 – LANGUAGE FOCUS

Students consider different ways of stopping people in the street in order to interview them

Keep students in groups and focus their attention on the gap fill exercise. Students should complete the sentences and then decide which would and would not be suitable to use. When they have decided, do whole class feedback. Make sure they understand why the incorrect answers are considered inappropriate. Allow time for group and whole class discussion comparing English to their language.

Key:

1. Excuse me, I *wonder* if you would be *able* to answer a *few* questions for me. It's for a school project. It *shouldn't* take long.
2. Hey! Stop and answer my *questions*, OK? First of all, ...
3. Sorry, I *need* your help. Please answer my questions now. The first one is ...
4. Stop please. I'm Abdullah and I *want* you to answer my questions now. OK?
5. *Excuse* me, my name's Maria and I'm a *student* at CES school. Could you *please* answer a few questions for my school project? Hopefully it will be quick.

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Answer 5 is most appropriate: The person seeks attention politely, gives a purpose for this and reassures the interlocutor that they will be quick. Here, unlike 1, (which is also a possible answer), they introduce themselves, which is preferable. Answers 2, 3 and 4 are not appropriate as they are too direct.

Ask students to practice pronouncing answer 5. Model it for them, paying attention to correct intonation and word stress.

### ACTIVITY 7 – SPEAKING

*Students use the remaining topics from activity 2 to practise free-speaking*

After they have listened to the interview, ask students to look through the topics in the box and choose one which was not mentioned in the interview to talk about with a partner. They should tell their partner about that topic in relation to their country, e.g. 'Music in my country'. While they are discussing, monitor and take notes of any language points raised while you can address at the end of class. When they have finished discussing, ask them to tell the rest of the class what they learnt about their partner.



**TEACHING TIP:** If you are teaching a monolingual class, ask the students to discuss each topic in relation to their family/friends, e.g. 'What type of food is most popular in your family?'

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### ACTIVITY 1 – SPEAKING

Have you ever been to Australia before?



If you have, tell your partner about your experience. Is there anything more about Australia that you'd like to know? What?

If not, do you know anything about it? Think about websites, news programmes, books or television shows that you have seen. What do you think it would be like to visit? Discuss with your partner.

### ACTIVITY 2 – LISTENING

You are going to listen to an interview with two women about Australia and Australian culture.

Look at the topics in the box, listen to the interview and circle the topics which are mentioned.

museums	animals
holidays	technology
transport	weather
stereotypes	music
film	behaviour

Listen to the interview again and answer the following questions.

1. What does Jordan say about the weather in Australia?
2. What doesn't Eloise like about Australia and why?
3. What does Jordan say about how Australia is perceived by outsiders?

4. What does Eloise like doing at the beach?
5. How do Australians celebrate Australia Day?
6. How does this differ from the views of indigenous people?

### ACTIVITY 3 – LANGUAGE FOCUS

Look at the transcript of the interview. Four questions have been highlighted. Match them to the following descriptions:

1. The interviewer is repeating what the interviewee said to elicit further information.
2. The interviewer uses a short, colloquial question to find out the reason for an answer.
3. The interviewer is asking the interviewee to expand on her answer.
4. The interviewer is asking the interviewees if they think an opinion is positive.

### ACTIVITY 4 – INTERVIEW ANALYSIS

Work in groups. Discuss the following questions:

1. What do you notice about most of the first responses in the interview?
2. How does the interviewer attempt to get the interviewees to answer more fully?
3. In your language do you have equivalents for these ways to get fuller answers to questions?
4. In your language do you have any different ways for getting people to give fuller answers to questions?

### ACTIVITY 5 – LANGUAGE PRACTICE

Put the words in the correct order to make questions. When you have finished, ask and answer the questions with a partner.

1. country / like / do / your / most / what / about / you?
2. is / your / about / the / thing / you / what / most / country / dislike?
3. people / do / perceived / think / country / is / by / how / countries / from / other / your / you?
4. kind / enjoy / people / in / of / do / what / your / country / holidays?

Now, in groups of three, practise reading the interview together.

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### ACTIVITY 6 – LANGUAGE FOCUS

In the interview about Australia, the participants were in a studio. However, in Compass 8 you will need to conduct an interview with a member of the public. To do this you will have to first get a person's attention and ask if you can interview them.

In your groups, look at the ways of doing this below. Complete the missing words.

- Excuse me, I \_\_\_\_\_ if you would be \_\_\_\_\_ to answer a few \_\_\_\_\_ for me. It's for a school project. It \_\_\_\_\_ take long.
- Hey! Stop and answer my \_\_\_\_\_, OK? First of all, ...
- Sorry, I \_\_\_\_\_ your help. Please answer my questions now. The first one is ...
- Stop please. I'm Abdullah and I \_\_\_\_\_ you to answer my questions now. OK?

- \_\_\_\_\_ me, my name's Maria and I'm a \_\_\_\_\_ at CES school. Could you \_\_\_\_\_ answer a few questions for my school project? Hopefully it will be quick.

Which options do you think would be suitable for asking someone to answer your questions? Why?

Which options do you think would not be suitable? Why not?

### ACTIVITY 7 – SPEAKING

Look back at activity 2. Working in a pairs, choose a topic from the box that was not discussed in the interview. Ask your partner about it and make notes about what he/she says. Write your notes below:

## LESSON 7: AUSTRALIA INTERVIEW TRANSCRIPT

INTERVIEWER: Good afternoon everyone. So, I'm here today with Eloise and Jordan from Australia and I'm going to ask them some questions about their country's culture. So Eloise, let's start with you. What is your favourite thing about Australia?

ELOISE: I really like the nature.

INTERVIEWER: Mmmm. And you Jordan?

JORDAN: I'd have to say the warm sunny weather.

INTERVIEWER: So, the nature and the warm sunny weather. Anything else?



JORDAN: I also love the fact you're never more than about an hour away from the beach.

INTERVIEWER: That sounds great.

ELOISE: And I really like the culture as well. It's very relaxed.

INTERVIEWER: And what is the thing you dislike most about Australia?

JORDAN: I'd also have to say the weather.

INTERVIEWER: *How come?*

JORDAN: In summer it gets to about 40 degrees and it's about 98 percent humidity so it's very very hot.

INTERVIEWER: And how about you Eloise?

ELOISE: I dislike the insects.

INTERVIEWER: *The insects?*

ELOISE: Yeah, some of them are very big and we have a lot that are quite poisonous.

INTERVIEWER: That doesn't sound good! When you say big, how big is big?

ELOISE: I've seen a spider the size of a dinner plate and we also have some very big snakes.

INTERVIEWER: So how do you think Australia is perceived by people from other countries?

JORDAN: I think people think that we're (a) pretty laidback, relaxed nation.

INTERVIEWER: *And is that a good opinion, do you think?*

JORDAN: I think so yeah.

ELOISE: I think it's fairly accurate.

INTERVIEWER: And is there anything about Australian culture you're particularly proud of?

JORDAN: I love how willing everyone is to help each other out in a time of need.

INTERVIEWER: *Great and why do you think that is?*

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JORDAN: Our country prides itself on mate-ship so we're always willing to drop everything to help a friend out.

INTERVIEWER: Great, thanks. So Eloise, what kind of holiday do really enjoy in Australia and why?

ELOISE: I really like going to the beach.

INTERVIEWER: Mmmm. And what do you do at the beach?

ELOISE: I go swimming in the ocean, lie in the sun, work on my tan, read. It's just very relaxing.

INTERVIEWER: That sounds great. And what do you do to celebrate Australia Day?

JORDAN: Usually you have a barbeque and drinks with your friends by the pool or at the beach and listen to the top 100 countdown as well.

INTERVIEWER: But hasn't there been some controversy surrounding it in recent years?

ELOISE: Yes, that's true.

INTERVIEWER: And why do you think that is? What do you think about it?

JORDAN: The indigenous people of Australia don't celebrate Australia Day. They see it as Invasion Day so it was the day that the British colony invaded Australia so instead of a day of celebration they have it as a day of mourning.

INTERVIEWER: Well, thanks for your time both and have a lovely day.

JORDAN: Thank you.

ELOISE: Thank you.

