

Grammy award winner interview

Level: Elementary

Language aim: To revise question forms and question words: *what, where, who, how often* and to practise the use of the present perfect.

Activity: This activity can be done after Unit 12, when the students have read about Grammy award winners. It is a pairwork activity where the students act out an interview with a winner of these awards.

Preparation: This activity works best if the students have gone over question forms beforehand. To prepare, make a copy of the handout for each pair and cut the handout in two for Students A and B.

Procedure:

1. Ask what the following artists have in common: *Tracy Chapman, Sting, Black Eyed Peas* and *Justin Timberlake*.
Answer: They have all won a Grammy award. Then ask the students what they remember about the awards from the reading they did from the Student's Book.
2. Ask them to imagine what kind of life these famous artists have. Ask them about: places they live (e.g. London, New York, etc.); where they have travelled to; what type of friends they have; what they do in their free time; what they like or don't like about their life. The aim here is to model the language: '**Where** do they live?', '**Has** Tracy **travelled** a lot?', '**Who** are Tracy's friends? (*famous people or ordinary people?*)', etc.
3. Put the class into pairs, A and B. If you have a class of teenagers ask them to think of a current music artist they like. If you have a class of adults tell them to choose from the following list of Grammy winners:
Lionel Richie
Christina Aguilera
Justin Timberlake
Frank Sinatra
Celine Dion
Bono (U2)
Madonna
Elton John
Paul McCartney
Cher
4. Tell Student As they work for a famous music magazine like Rolling Stone and Student Bs are the artist who has just won a Grammy. They are going to prepare an interview for the magazine and perform it for the class.
5. Give out the handouts and give instructions for Student As to complete the questions using the prompts and Student Bs to invent ideas about their life based on the prompts. The information does not match exactly to make it more realistic and challenging, but you can guide Student Bs to invent suitable information for Student As' questions. It might help to put Student As together and Student Bs together for this stage so they can help each other.

6. Monitor and help the students with their preparation. Allow plenty time for this stage.
7. Now tell the students to do the interview. Emphasize to the students that they shouldn't write the conversation down. Demonstrate how to start, with a strong student, *Hello, I'm _____ from _____ magazine. How are you? Can I ask you some questions?* etc.
8. Monitor and make notes of any problems with question forms or the present perfect.
9. Go through the language you have noted with the class when they have finished the interview and ask them to repeat the exercise without making the same mistakes.
10. Ask pairs to perform for the group.
11. Reverse roles if you have time.

Alternative procedure:

If you have the time and the equipment you could record the interviews and let students listen to themselves and correct any mistakes they make and congratulate themselves on their performance.

If you are teaching one-to-one take part in the activity, and let the student decide which role they would like to play.