

## Conducting an Interview

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### Purpose

**Students apply language they have learned by generating interview questions and possible answers, then conducting a Structured Role Play interview.**

*Please see Cue Cards Booklet (page 23 - 24) for Structured Role Play instructional protocol and graphic.*

### Directions

**1. Set the Stage (*I/We Do It*)**

- Use the *Preparing to Conduct an Interview* sheet to model preparing to conduct an interview. You can project it on an overhead or document reader or recreate the format on a large chart.
- Describe the scenario you've come up with and explain the purpose for the interview. Record this on the sheet.
- Have students brainstorm what they have learned about the topic that would be helpful in an interview. Add key ideas to "information" space. Have students copy onto their sheets, if you wish. To re-use the sheets, have students use the Let's Talk folders and write with dry erase markers.
- Now, provide several sample frames for asking questions. Add to space.

**2. Generate Questions for the Interview (*You Do It Together*)**

Using the taught frames, vocabulary and known language, students work in partners or groups of three or four to generate potential questions. They record their best three questions next to Q1, Q2 and Q3 on the *Interview Record Sheet*. Then they discuss possible answers.

**3. Conducting the Interview (*You Do It Together*)**

- Use A/B cards to assign roles of interviewers (Partner A) and interviewees (Partner B). Attach A/B card to lanyards so students have their hands free for writing.
- Mix students up for the actual interview so they do not simply use the questions and answers they prepared with the same classmate(s) they prepared with. The interview is with a new classmate. You can have students stand and direct A's to find a B and B's to find an A. Or you can assign a certain table group to find an A or B from another specific table group.
- Each A asks the questions they have prepared. B's answer the questions and A records their responses on A1, A2, and A3 of their Interview Record Sheet. Students may need to adapt their questions to create a more authentic interview.
- Then have partners switch their A/B cards and find a new partner so each student has the opportunity to both interview and be interviewed.

### Demonstration of Learning

Circulate as students brainstorm their questions, ensuring they're using the taught language. As students are conducting interviews, note their use of the taught language on *Ongoing Assessment of Language Practice*.

### Variations

- Students may work in pairs to brainstorm and generate the questions and answers together. Partners create a script using the Interview Record Sheet to practice and perform.
- Students brainstorm and write answers in response to teacher generated questions. In A/B Partners students take turns being the interviewer, using the teacher's questions and interviewee, using his/her answers to practice the interview.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **A B** Preparing to Conduct an Interview

**Purpose** – What is the purpose of this interview?

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**Information** – What do you know about the topic?

**Frames** for asking questions about the topic:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Interview Record Sheet

**A** Q.1

**B** A.1

**A** Q.2

**B** A.2

**A** Q.3

**B** A.3

**Conclusion/Summary:**