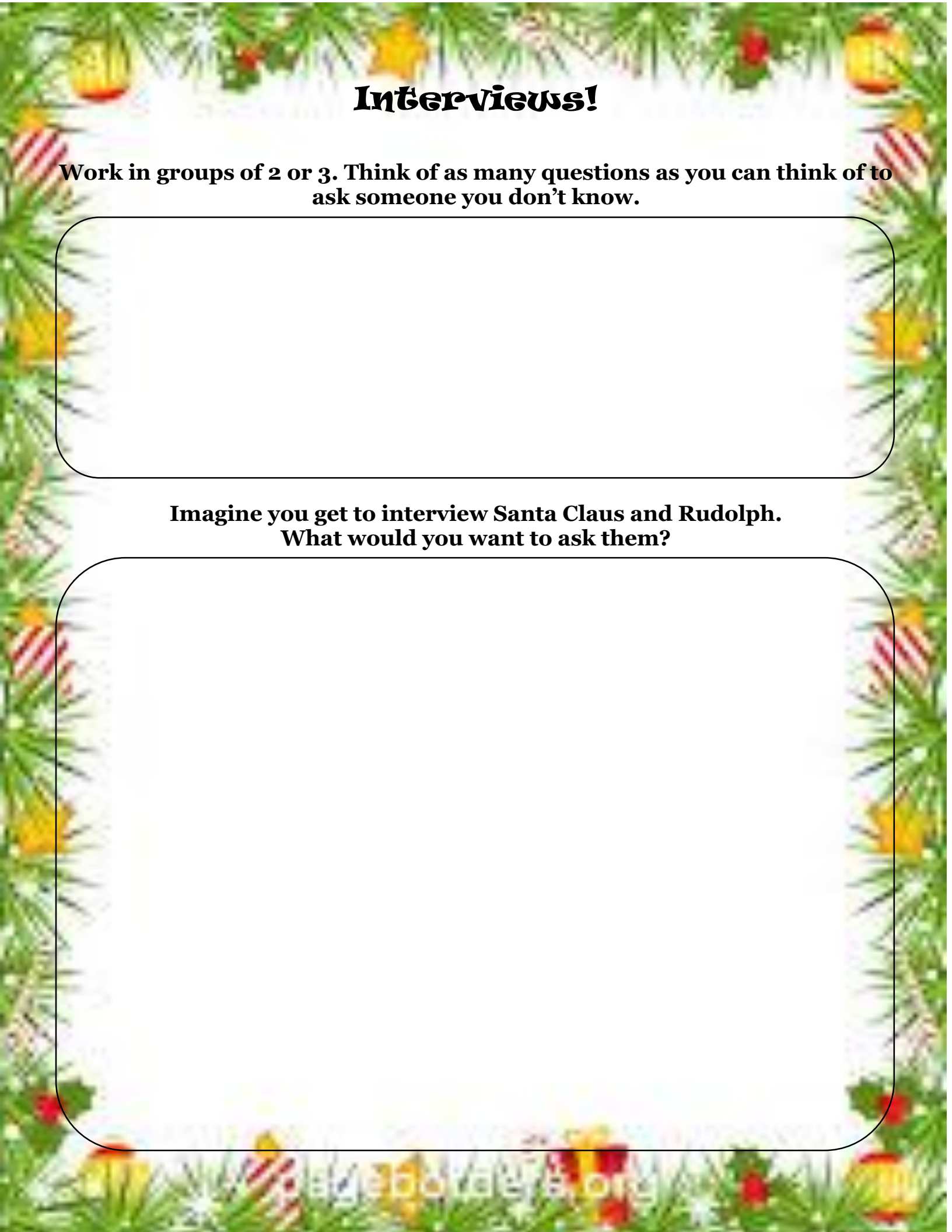


<b>Level:</b> Presentation		<b>Unit:</b> #	<b>Title:</b> An Interview with Santa
<b>Lesson Length:</b> 50 minutes			
<b>Objective:</b> To understand the concept of and create an interview and practice speaking in a practical way.			
<b>Target Language</b>	interview		
	reporter		
	WH question words		
<b>Assumed Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of Santa and Rudolph</li> <li>• Students should know what an interview is</li> <li>• Understand what a reporter is</li> </ul>		
<b>Anticipated Problems</b>	<ul style="list-style-type: none"> <li>• Students may not know an interview by name</li> <li>• Students will not split into equal groups (by ability or number) independently</li> </ul>		
<b>Solutions</b>	<ul style="list-style-type: none"> <li>• Explain interviews and reporters in lead-in and give examples</li> <li>• Prepare groups in advance and split them up accordingly</li> </ul>		
<b>Preparation and Aids</b>	<ul style="list-style-type: none"> <li>• Brainstorming sheets</li> <li>• Final copy sheets</li> <li>• Colored pencils, crayons, markers</li> </ul>		

Stage	Activity	Interaction	Timing
1	<b>Greeting</b> Take attendance, introduce yourself to the class.	T-S	3-5 minutes
2	<p><b>Word Test</b> Students will take a word test for unit 6 in all classes. They have 5 minutes to complete the test and 3 minutes to check it. They should exchange papers and use a red pen to check them.</p> <p>MWF 1<sup>st</sup> class – Test papers are in the back of their word list books. The test is with these plans.</p> <p>MWF 2<sup>nd</sup> class – Test books will be with these plans. It is self-contained gap fill and you do not to administer, just tell them to complete it. The answer key is in a folder. They will ask for it and use it to check their tests when they finish.</p> <p>MWF 3<sup>rd</sup> class – Test papers are in their Activity books. The test is with these plans.</p> <p>MWF 4<sup>th</sup> class – Test papers are with these plans. It is self-contained gap fill and you do not to administer, just tell them to complete it.</p> <p>MWF 5<sup>th</sup> class – Test papers are in their Activity books. It is self-contained gap fill and you do not to administer, just tell them to complete it.</p> <p>If any test books are not with these plans, send one student from the class missing test papers to Sunny to get the test</p>	T-S	8 minutes

	papers. She will send all of them for MWF and TThF classes. The TThF classes do NOT have a word test (they will take a weekly test in Sunny's class).		
3	<p><b>Lead-In</b> Explain to the class that today we are going to talk to Santa! Ask if they know what an interview is and elicit responses if they say yes. Explain as a refresher for the class:  <i>"An interview is when you ask a person questions about something and write down the answers."</i></p> <p>Ask them if they know about any interviews and ask them to tell the class about it.</p> <p>Ask if they know what a reporter is. Tell them is it the person who asks a question in the interview, usually for the news or a magazine.</p>	T-S, S-T	3 minutes
4	<p><b>Brainstorming</b> Pass out the brainstorming pages to the class. Elicit questions they would ask any person. Write their responses on the board. They should write their ideas in the top space of their brainstorming sheet.</p> <p>Give them some example interview questions if they have trouble:</p> <ul style="list-style-type: none"> <li>○ What is your name?</li> <li>○ What are your hobbies?</li> <li>○ Where do you live?</li> <li>○ What is your job?</li> <li>○ Do you have any pets?</li> </ul>	T-S, S-T	5 minutes
5	<p>Now, ask them for questions they would ask Santa, Rudolph, or his elves. Write their responses on the board. They should write their ideas in the bottom space of their brainstorming sheet</p> <p>Give them some example interview questions if they have trouble:</p> <ul style="list-style-type: none"> <li>○ What do you do in the summer?</li> <li>○ Where do you live?</li> <li>○ Do you like to visit different places?</li> <li>○ What was the best gift a child has ever gotten?</li> </ul> <p>Don't erase the board between classes. It will help lower levels to come up with some questions of their own.</p>	T-S, S-T, S-S	5 minutes
6	<p><b>Draft Writing</b> Tell students they will work in groups for this project. Split classes into the following groups:</p> <p>Monday 1<sup>st</sup> – 1 group of three (Kelly, Tommy, Jeremy)  Monday 2<sup>nd</sup> – 1 group of 2 (Ryan, Dorothy), one group of 3 (Nike, Kevin, Victoria)  Monday 3<sup>rd</sup> – 2 groups of 2 (Flora, Donghoo) (Lime, James)  Monday 4<sup>th</sup> – 2 groups of 3 (Iris, Harry, Diana) (Jenny, IC, Julia)  Monday 5<sup>th</sup> – 1 group of three (Helen, Alice, Annabel)</p>	T-S	2 minutes

	<p>-----</p> <p>Tuesday 1<sup>st</sup> – 2 groups of 2 (Annie, Emily) (Lisa, David)  Tuesday 2<sup>nd</sup> – 2 groups of 3 (Jane, Jay, Brian) (Ryan, David, Olivia)  Tuesday 3<sup>rd</sup> – 1 group of 3 (Roy, Gloria, Alice) and 2 groups of 2 (Andy, Elsa) (Kayla, Amy)  Tuesday 4<sup>th</sup> – 1 group of 2 (Jane, Lucy)  Tuesday 5<sup>th</sup> – Single student, partner with Teacher (Lily)</p>		
7	<p>Instruct students to turn over their brainstorming page. They have lined paper on the back they will write their draft on. They should work together to create 5 questions and answers for each character. Three person groups will have a REPORTER, SANTA, and RUDOLPH while two person groups will have a REPORTER and SANTA. They may choose characters among themselves.</p> <p><b>**Inform students that they must all speak an equal amount to discourage hiding.</b></p> <p>Each student must write the entire draft dialogue. They should come up as a group to have it checked. Make corrections with each group, ensuring all students have the same information to facilitate speaking presentations.</p>	T-S, S-S	10 minutes
8	<p>Once all papers are checked in a group, each student should take a final draft paper with either two or three parts, as necessary. They should <i>*neatly*</i> write their dialogues in the appropriate spots.</p> <p>Once they complete their rewrite, they may take crayons and markers and color the picture on top, adding whatever they like.</p>	T-S	approx. 7 minutes
8	<p><b>Presentation</b> When all papers have been checked and all students are at the picture phase, each group should come to the front of the class and present their dialogue. For single group classes, they may stay at their seats but should stand.</p> <p>Audience students (or teacher) should ask at least two questions to the group. Correct all pronunciation and structure errors as they occur.</p>	S-S	5-8 minutes



# **Interviews!**

**Work in groups of 2 or 3. Think of as many questions as you can think of to ask someone you don't know.**

**Imagine you get to interview Santa Claus and Rudolph.  
What would you want to ask them?**



Name: \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# An Interview with Santa Claus



Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



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**Imagine you get to interview Santa Claus and Rudolph.  
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# An Interview with Santa Claus



Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

Rudolph: \_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

Rudolph: \_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

Rudolph: \_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

Rudolph: \_\_\_\_\_

Reporter: \_\_\_\_\_

Santa: \_\_\_\_\_

Rudolph: \_\_\_\_\_

## Fly High 2 Word Test

### Unit 6

- |                  |                |
|------------------|----------------|
| 1. enough        | 11. model ship |
| 2. deliver       | 12. huge       |
| 3. ice rink      | 13. diligent   |
| 4. swimsuit      | 14. letter     |
| 5. be proud of   | 15. look for   |
| 6. build         | 16. autograph  |
| 7. practice      | 17. lazy       |
| 8. street        | 18. generous   |
| 9. forgive       | 19. triple     |
| 10. take a break | 20. begin      |

# Junior 7 Word Test

## Unit 6

- |     |              |     |           |
|-----|--------------|-----|-----------|
| 1.  | improve      | 16. | character |
| 2.  | graduate     | 17. | practice  |
| 3.  | skip         | 18. | adventure |
| 4.  | sixth sense  | 19. | scratch   |
| 5.  | freeze       | 20. | develop   |
| 6.  | incredible   | 21. | fail      |
| 7.  | transform    | 22. | grow up   |
| 8.  | outrun       | 23. | consider  |
| 9.  | reporter     | 24. | fear      |
| 10. | climb        | 25. | vision    |
| 11. | create       | 26. | stick     |
| 12. | invisible    | 27. | cyborg    |
| 13. | spirit       | 28. | surface   |
| 14. | unbelievable | 29. | ability   |
| 15. | web          | 30. | reverse   |