

## THE INTERVIEW. Didactic Unit

### SUMMARY

1. Introduction. Description
2. Didactic Structure
3. Objectives
4. Contents
5. Methodology
6. Assessment
7. Activities' material.

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### 1. INTRODUCTION. DESCRIPTION OF THE UNIT

- This unit is part of the project "Digital Teen Magazine". With the interview, we can work another genre typical of the media.  
The interview is a genre that allows us to approach the different registries, written and audiovisual, in a complete way.
  - By means of the new technologies, and using the English language, students write different projects and interviews which they will publish in a blog, where they will be able to show their way of life to foreign students.
1. The aim of Digital Teen Magazin, a non compulsory subject, is to give students a clear idea of how the journalistic & audiovisual language works (genres, structures, resources, etc.) and, at the same time, to make students do an active application of all this knowledge by writing different types of texts or creating audiovisual materials and publishing them in a digital magazine or the internet.
  2. These tasks will be carried out following the dynamics of a collaborative project, in which students will participate assuming responsibilities, providing ideas and cooperating one another as a team.

### 2. DIDACTIC UNIT STRUCTURE:

1. Introduction: definition and genre. Example.
2. Characteristics of journalistic genre.
3. Structure of the text.

4. Linguistic characteristics.
5. Guideline for writing the target text.
6. Activities.

### 3. OBJECTIVES

- To take part actively in oral interactions during an interview.
- To understand different kinds of texts (orals, written and audiovisual) coming from the communication means: the interview.
- To search for information to understand and elaborate the content of the oral, written and audiovisual messages, using different strategies and tools.
- To produce oral and written interviews, using the correct linguistic elements and planning (lexicon, connectors, punctuation).
- To show interest in improving their oral , written and audiovisual skills, as well as respecting others' opinions.
- To Take part actively and reflexively in the assessment ( self- and co-evaluation) of their own learning and that of others, with an active attitude and with self-confidence in the learning skills and in the use of languages.

### 4. CONTENTS

#### 1. Communicative dimension

##### 1.1 Taking part in oral, written and audiovisual interaction:

- Taking part in social and communicative activities: interview to a familiar character.
- Taking part in communicative virtual activities such as the blog.
- Valuating the interaction as a tool for comprehending their own and other people's feelings and view point.
- Reflecting on differences between informal and formal uses of the language.

## 1.2 Understanding of oral, written and audiovisual messages:

- Identifying the communicative structure of the interview
- Searching for information to understand and elaborate the content of messages, using different strategies.
- Summarising the ideas of an interview.

## 1.3 Expressing oral and written messages:

- Producing an interview.
- Using autonomously the library and ICT as means of information
- Planning cohesively and coherently the text: documentating, brainstorming, selecting and ordering the ideas; using adequate linguistic elements.

## 1.4 Functioning of the language and its learning:

- Identifying and acknowledging the features of an interview as an oral text.
- Recognising the structure of an interview and the importance of punctuation.
- Participating and using self-assessment and self-correcting strategies in the production of oral and written interviews.

## 2. Intercultural and plurilingual dimension:

- Using non-discriminatory and respectful language. Being polite in the social exchanges.
- Critical attitude towards messages which convey any discrimination.

## 2. Other competencies involved:

- ICTs: Correct use of ICTs and software.
- Learning to learn competence
- Personal initiative and autonomy competence
- Citizenship and social competence

## 5. METHODOLOGY

- Teacher explains the theory with the help of an example. The students have a template that synthesizes the contents that explain themselves.
- Students observe different types of interview, and do some different activities.
- Teacher uploads the task to do in a class blog.
- Students look for the task.
- Students make their piece of work individually or in a small group.
- Students leave their tasks in their folder in the class blog.
- Students do their own assessment.
- Teacher do his assessment.
- Teacher makes the selection for the public blog. At the end of school year, the students see all their contributions in their folder.

## 6. ASSESSMENT.

Teacher evaluate the activity from two items, on the one hand the good use of the worked textual typology -in this case the interview- and for the other one the work in team.

For the evaluation of the teamwork we consider the evaluation of the teacher and the evaluation that they carry out the same pupils. The evaluation that carries out the students has as a goal to appraise the work in team

These grids are used to evaluation of the teamwork.

### A- TEACHERS' ASSESSMENT

#### GRUP MEMBERS' NAMES & SURNAMES:

<b>Organization capacity</b>	
They have prepared the discourse	Yes / No
They have studied the subject	Yes / No
They have thought what to do in case something unexpected happens: if a speaker doesn't come, if there is a different teacher, if the machinery doesn't work...	Yes / No
They have divided their work among them	Yes / No
<b>Team work capacity</b>	
They have taken responsibility for their work	Yes / No
They act as a group: they have shared objectives and worries	Yes / No
They reach decisions collectively	Yes / No
They have helped each other when needed	Yes / No

## Self-assessment of teamwork

Answer the following questionnaire; be sincere and think about your answers

<b>• Previous organization</b>	
We have studied the subject	Yes / No
We have shared the tasks fairly	Yes / No
We have made good use of time	Yes / No
<b>• Group organization</b>	
Everyone has been responsible of his/her task	Yes / No
To share tasks we have taken into account each other's abilities	Yes / No
We have acted as a group	Yes / No
We have evaluated the activity as a team	Yes / No

## 7. ACTIVITIES' MATERIAL.

We use written interviews and audiovisual interviews.

### WRITTEN INTERVIEWS:

1. **BAD HABITS.**
2. **A MAGAZINE EXCLUSIVE**
3. **Actor - Kristen Stewart** By Margo A., Calab

## Confess!

We asked brother and sister, Andy and Susana Webster, about their good and bad habits. This is what they said:

### Andy

**Interviewer:** Have you got any bad habits? Be honest!

**Andy:** Bad habits? No, I'm nearly perfect! I like sitting in bed and watching TV. And on Saturdays, I love staying in bed all morning. Why shouldn't I? I get up early five days a week.

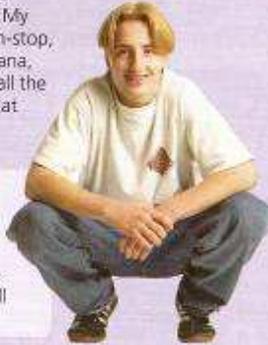
**Interviewer:** Tell us about your good side.

**Andy:** I'm brilliant at most subjects at school. I help my sister and her friends with their Maths homework. I don't mind helping them because Maths is easy for me, and I like my sister's friends!

**Interviewer:** Who is your 'most annoying person of the year'?

**Andy:** I've got two people: my girlfriend and my sister. My girlfriend bites her nails non-stop, which I hate. My sister, Susana, talks on her mobile phone all the time. And she complains that I'm untidy. It drives me mad.

**Our opinion:** Criticizing your girlfriend isn't very constructive. And you aren't very modest, Andy. One more thing: we think that staying in bed all morning is really lazy!



### Susana

**Interviewer:** Have you got any bad habits? Be honest!

**Susana:** OK, I confess! I love talking. I spend a lot of time on my mobile phone. But I always pay for the calls, and if I like speaking to my friends, what's the problem?

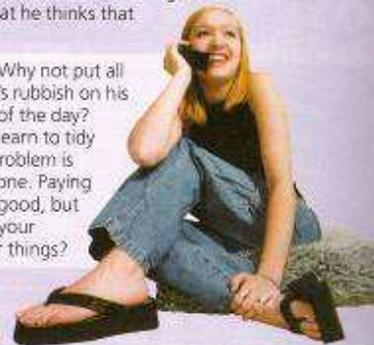
**Interviewer:** Tell us about your good side.

**Susana:** Making friends is easy for me, so I've got a lot of mates. My mum says that I'm an angel because I help her to tidy up the house. Not like my brother – he never helps!

**Interviewer:** Who is your 'most annoying person of the year'?

**Susana:** My brother, Andy, definitely. His things are everywhere – clothes, magazines, and food! It's disgusting! I don't like tidying up after him, but then I hate seeing the house untidy. Oh, and the worst thing about Andy is that he thinks that he's fantastic.

**Our opinion:** Why not put all of your brother's rubbish on his bed at the end of the day? Then he might learn to tidy up. The other problem is your mobile phone. Paying for your calls is good, but why not spend your money on other things?



## 2. A MAGAZINE EXCLUSIVE:

### A magazine exclusive!

After their marriage in February, pop star Sue Love and footballer Bruno Hill have been very busy. But last week they invited our reporter, Fiona, to their new mansion for this exclusive interview.

**Fiona** Sue, Bruno, the house is fantastic! When did you buy it?

**Bruno** I bought it in March. It was a present for Sue.

**Sue** Thank you, darling.

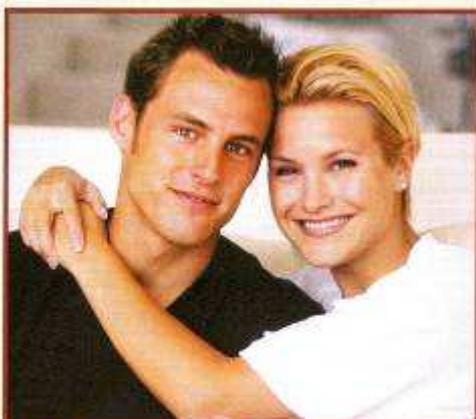
**Fiona** Are you happy here?

**Sue** Oh, yes, I've never been happier.

**Fiona** How many rooms are there?

**Bruno** Good question. I don't know.

**Sue** There are forty-seven, and then there are the garages of course!



**'I've never been happier.'**

**'Bruno's the best in the world!'**

**Fiona** Garages?

**Sue** Yes, we both like cars. We've got seven Rolls Royces, you know.

**Fiona** Really?

**Sue** Oh, yes, one for each day of the week.

**Fiona** Can we talk more about the house? Who chose the colours? They're very strong.

**Sue** Bruno chose the colours.

**Fiona** Why orange and purple, Bruno?

**Bruno** They're my team's colours.

**Sue** Bruno's in a great team.

**Fiona** Do you like football, Sue?

**Sue** No, but Bruno told me that he was in a great team. Bruno's the best in the world!

**Bruno** Thank you, darling.

**Fiona** Will your team win the league again this year, Bruno?

**Bruno** Oh, yes. Of course, the team will win the league.

**Fiona** And what are your plans, Sue? Are you more interested in music or in films at the moment?

**Sue** Oh, I definitely want to work in Hollywood again.

**Fiona** Was your first film popular?

**Sue** No, not exactly.

**Bruno** People are cruel. Sue's the best actress I've ever seen!

**Sue** Thank you, darling. I can act better now. I've been to classes.

**Fiona** Have you got any plans to start a family?

**Sue** No, not yet.

**Fiona** Really?

**Bruno** Your readers will know first, I promise!

**Fiona** Great! Good luck and thanks very much.



## Actor - Kristen Stewart By Margo A., Calabasas



At 16, Kristen Stewart is not afraid of intense roles, including Jodie Foster's daughter in "Panic Room," the protagonist in "Speak," and a troubled teen in "The essengers." This month, "In the Land of Women" opens with Kristen playing a teen dealing with high school, peer pressure, and a difficult relationship with her mother. The film also stars Meg Ryan and Adam Brody.

### **In "In the Land of Women," you are a painter, but what are your real - life hobbies?**

I read a lot of books, and I'm a writer. That's what I'm mainly into. I just love putting the words together. I'm really in love with words. I play guitar; I love going to shows. I'm kind of a homebody.

### **What is your favorite book?**

I actually have two. I just finished Cannery Row by John Steinbeck, which was really intense. The other is The Stranger by Albert Camus, that was heavy.

### **You've worked with Jodie Foster and now Meg Ryan. How were those experiences?**

So different. I was little when I worked with Jodie, so I wasn't taking notes. Just being around someone like that for months when you're so young and such a sponge ... she probably affected the way I work.

Jodie doesn't take things too seriously, she just acts. I mean, of course, she thinks about it, but Meg takes things very seriously - in the best way. You can tell she really cares about her work a lot, and that's really important.

### **In terms of acting styles, was it very different working with Meg, Adam and Makenzie Vega?**

They were all so different. Working with Adam and Makenzie was a lot of fun, but my scenes with Meg were intense. There was a lot of tension between us, a lot of distance. I liked working with her; I felt we were both very satisfied with what came out. After a scene with Meg it was like, "Oh, we nailed it."

### **What is your relationship with your mother like? Will your new movie help mothers and daughters better understand each other?**

I'm really lucky, because I have a picture-perfect relationship with my parents. But I definitely see my friends in Lucy and her mom's relationship, I feel like that dynamic is very typical. This movie will open people's eyes.

### **How do you choose roles?**

It's always different. The movies I've been interested in have been because of the prospect of working with the filmmaker and a certain director. Sometimes I'll do a movie because there are one or two scenes I really want to do, something that's different. I think it's important to do movies that are worth watching, something that makes you think.

### **If you weren't acting, what would you do?**

I would want to write screenplays. But, if I had to have a practical job, if acting fell through, I couldn't imagine working anywhere but on a movie set. I would want to work in props or the art department.

### **What advice would you give others interested in acting?**

If there is anything you really want to do, you have to give it a shot. Otherwise you're going to hold onto it forever and just regret it. You should have no regret.

People always ask actors for advice and it's like wow, you're asking us? I don't know how enlightening we can be. We're just people.

From: <http://www.teenink.com>

## AUDIVISUAL INTERVIEWS:

### 1. Kubica Interview - BBC GP Europe 2010 Qualifying

<http://www.youtube.com/watch?v=OHSp-mXXz8k&feature=related>

### 2. Interview with Lady Gaga

[http://www.youtube.com/watch?v=D7xtCkh5\\_1U&feature=fvst](http://www.youtube.com/watch?v=D7xtCkh5_1U&feature=fvst)