**Interview a celebrity!**

The assignment is a combination of practicing how to do interviews and how to act as someone who is not you. You will mainly practice your speaking in this exercise, but remember to have fun and think about our previous work this semester.

- *How you organise your work (outline) – Same goes for speaking as for writing*
- *Think about the grammar*

1. Decide who will act interviewer and who will be the celebrity?

2. Decide what celebrity will be interviewed in your performance?

3. Decide what the main focus in the interview will be?
   a. Serious?
   b. Comedic?
   c. Maybe sport or music related?

4. Create questions and answers together, keep them relevant (Minimum 10, maximum 20)

5. The presentation should be around 5 minutes.

*The more you practice your speaking beforehand, the more comfortable you will be in front of the class later on.*

Good Luck!

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Core content

Teaching in the course should cover the following core content:

**Content of communication**
- Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feelings; relationships and ethical issues.

**Reception**
- Coherent spoken language and conversations of different kinds, such as interviews.
- How words and phrases in oral and written communications create structure and context by clarifying introduction, causal connection, time aspects, and conclusions.

**Production and interaction**
- Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.
Knowledge requirements

Grade E
Students choose texts and spoken language from different media and in a relevant way use the material selected in their own production and interaction.

In oral and written communications of various genres, students can express themselves in relatively varied ways, relatively clearly and relatively coherently. Students can express themselves with some fluency and to some extent adapted to purpose, recipient and situation. Students work on and make improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students can express themselves clearly and with some fluency and some adaptation to purpose, recipient and situation. In addition, students can choose and use essentially functional strategies which to some extent solve problems and improve their interaction.

Grade D
Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C
Students choose texts and spoken language from different media and in a relevant and effective way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in a way that is relatively varied, clear, coherent and relatively structured. Students can also express themselves with fluency and some adaptation to purpose, recipient and situation. Students work on and make well grounded improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students can express themselves clearly with fluency, and with some adaptation to purpose, recipient and situation. In addition, students can choose and use functional strategies to solve problems and improve their interaction.

Grade B
Grade B means that the knowledge requirements for grade C and most of A are satisfied.
**Grade A**
Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, clear, coherent and **structured**. Students can also express themselves with fluency and **some adaptation** to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students express themselves clearly, **relative freely** and with fluency, and also with adaptation to purpose, recipient and situation. In addition, students can choose and use **well** functioning strategies to solve problems and improve their interaction, **and take it forward in a constructive way**.