

## Learning Scenario Template

<b>Title</b>	Interviewing Famous Sports People
<b>Subject</b>	English as a Foreign Language (EFL)
<b>Grade Level</b>	10-year-old students (Elementary/Primary Level)
<b>Duration</b>	90 minutes (2 sessions)
<b>Objective(s)</b>	<ul style="list-style-type: none"> <li>• Improve students' presentation, listening, and conversational skills in English.</li> <li>• Practice question formation, past tense structures, and vocabulary related to sports.</li> <li>• Boost students' confidence in public speaking through role-play and interviews.</li> </ul>
<b>Pedagogical Methods</b>	<ul style="list-style-type: none"> <li>• <b>Inquiry-based learning:</b> Students engage in asking and answering questions.</li> <li>• <b>Role-play:</b> interviews Simulating with famous sportspeople.</li> <li>• <b>Collaborative learning:</b> Group work and peer feedback.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Warm-up (10 minutes)</li> <li>• Review of Research (10 minutes)</li> <li>• Interview Preparation (20 minutes)</li> <li>• Role-play Interviews (30 minutes)</li> <li>• Class Discussion &amp; Reflection (10 minutes)</li> <li>• Wrap-up and Homework (10 minutes)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Pictures or slides of famous athletes (projector or printed images).</li> <li>• Students' research notes from previous lessons.</li> <li>• Sample interview recording equipment (optional, if you want to record role-plays for feedback).</li> <li>• Audio-visual</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic knowledge of sports vocabulary.</li> <li>• Familiarity with question formation and past tense structures.</li> <li>• Research on selected famous sports personalities.</li> </ul>
<b>Activities &amp; Procedures</b>	<p><b>1. Warm-up (10 minutes)</b></p> <p><b>Objective:</b> Engage students and activate prior knowledge of sports</p>



and famous athletes.

- Show students pictures or short video clips of famous athletes (e.g., Serena Williams, Lionel Messi, LeBron James).
- Ask students to identify these athletes and share anything they know about them in English.
- Discuss why interviews are important in sports (e.g., sharing emotions after winning, giving insight into training, etc.).
- Ask students: "What would you like to ask a famous athlete if you could interview them?"

## 2. Review of Research (10 minutes)

**Objective:** Recall and share information from their research on sports figures.

- Divide students into pairs or small groups.
- Each student presents briefly about the athlete they researched (name, sport, achievements).
- The focus should be on speaking and recalling information fluently.
- Teacher circulates and listens to the discussions, offering vocabulary or structure support if needed.

## 3. Interview Preparation (20 minutes)

**Objective:** Draft and refine interview questions for role-play.

- Discuss the key parts of an interview: **Introduction, Main Questions, Follow-up Questions, Closing**.
- Model a short example with a volunteer student (Teacher as journalist, student as a famous athlete).
- Students work in pairs, one acting as the journalist and the other as the famous sports person.
- Guide them to create a **set of 5-7 questions**, using **open-ended** structures (e.g., "What inspired you to become a professional athlete?").
- Provide students with useful phrases (e.g., "Can you tell us about...", "How did you feel when...?") and help them correct any language issues in their drafts.

## 4. Role-play Interviews (30 minutes)

**Objective:** Practice interviewing and presentation skills through role-play.

- Students take turns role-playing the interviews in front of the class.
- Each pair gets **3-4 minutes** to conduct their interview.
- Encourage **natural conversation**, with the "journalist" asking follow-up questions based on responses.
- While students present, the teacher notes key strengths (e.g., fluency, pronunciation) and areas for improvement (e.g., grammar, use of past tense).
- After each interview, the class gives **positive feedback**, focusing on what went well (e.g., good use of language, clear pronunciation).

#### **5. Class Discussion & Reflection (10 minutes)**

**Objective:** Reflect on the interview process and the language skills used.

- Lead a class discussion:
  - What was the most interesting question?
  - Who gave the most detailed answers?
  - What was challenging about asking or answering questions in English?
- Focus on the **language skills**: how well they used question forms, past tense, and sports-related vocabulary.
- Provide **positive reinforcement** on fluency and public speaking skills.

#### **6. Wrap-up and Homework (10 minutes)**

**Objective:** Reinforce what was learned and set tasks for further practice.

- Summarize the **key points** from the session (question formation, how to give detailed answers, sports vocabulary).
- Assign a **homework task**:
  - Write a short reflection (3-5 sentences) on how the interview went.
  - Optionally, write a transcript of the interview they



	conducted, focusing on using correct grammar and vocabulary.
<b>Assessment/Evaluation</b>	<ul style="list-style-type: none"><li>• <b>Formative assessment:</b> Monitor students during interviews, giving real-time feedback on their language use and presentation.</li><li>• <b>Peer assessment:</b> Students provide positive feedback to each other after the role-play interviews.</li><li>• <b>Written assessment:</b> Students' homework reflection or interview transcript will be evaluated for language accuracy and content.</li></ul>
<b>Extensions/Modifications</b>	<ul style="list-style-type: none"><li>• <b>Extensions:</b> Advanced students can create more detailed or challenging follow-up questions, focusing on hypothetical situations (e.g., "What would you do if you had lost that game?").</li><li>• <b>Modifications:</b> Support struggling students by providing sentence starters and additional vocabulary lists.</li></ul>
<b>Additional Notes</b>	<ul style="list-style-type: none"><li>• Encourage a relaxed and supportive atmosphere during interviews to help students feel comfortable.</li><li>• Consider inviting a guest speaker (e.g., a local athlete or coach) for a real-life interview experience in future sessions.</li></ul>
<b>Attachments/Links</b>	