

MY FAMILY, MY FRIENDS & ME

Compact A2 Key for Schools Unit 1



CLASS PROJECT: AN INTERVIEW Step 1: Plan

THE PROJECT

In groups, you are going to research an unusual school day and plan, write and film an interview with a fictional student who attends the school. You will choose a group member to play the role of the student and ask them about their family, their daily life and their life at the school. You will then present the information as a video interview to your classmates, and you will decide together what kind of school day is the most interesting or the most unusual.

1 Read the project description and answer these questions with a partner.

- 1 What kind of research will you do?
- 2 Who will you interview?
- 3 How will you present what you learn to your classmates?
- 4 What decision will you make at the end?

PREPARATION

2 Discuss these questions about the topic with your classmates.

- 1 Do you know of any unusual schools? What makes them unusual?
- 2 Why do you think some children attend unusual schools?
- 3 If you could go to an unusual school, what would you like to learn there?



3 Read the definitions and tick (✓) the correct word.

- | | | | | |
|--|---------|--------------------------|-------------|--------------------------|
| 1 A name that your friends or family can call you | surname | <input type="checkbox"/> | nickname | <input type="checkbox"/> |
| 2 The child of your aunt and uncle | cousin | <input type="checkbox"/> | sister | <input type="checkbox"/> |
| 3 The father of your mum or dad | husband | <input type="checkbox"/> | grandfather | <input type="checkbox"/> |
| 4 A child born at the same time to the same mother | twin | <input type="checkbox"/> | daughter | <input type="checkbox"/> |
| 5 Different in an interesting or surprising way | new | <input type="checkbox"/> | unusual | <input type="checkbox"/> |
| 6 A nickname that means father | grandma | <input type="checkbox"/> | dad | <input type="checkbox"/> |

- 4** Look at the photo on page 1. What do you think is unusual about how these children are learning?
- 5** Read the conversation and circle the correct question words *in italics* (A–H) for the interviewer’s questions.
- 6** Complete gaps 1–6 in the conversation with the chosen words in Exercise 3.

Interviewer: Hello, it’s nice to meet you. **A** *What / Who* is your name?
 Roo: I’m Ruby! But my (1) is Roo, as in kangaroo, because of where we live.
 Interviewer: **B** *When / Where* do you live, Roo?
 Roo: I live on a farm in Western Australia with my parents, Grandpa Paddy and my (2) brother, Ryan. It’s a kangaroo rescue centre and Mum and Dad look after injured kangaroos. It’s an (3) job, but it’s lots of fun!
 Interviewer: Very interesting! You’ve got an unusual school life, too. Can you tell us about it?
 Roo: Yes! We live in an area called the Outback and there aren’t any schools nearby, so we attend the ‘School of the Air’.
 Interviewer: **C** *How / What* does ‘School of the Air’ mean?
 Roo: It means learning at home. We use the internet and have our lessons online and return our work by email.
 Interviewer: Wow! **D** *How much / How many* students learn this way?
 Roo: There are about 120 students in our school, including our (4) Kieran, who lives on another farm with our aunt and uncle.
 Interviewer: **E** *What time / Where* does ‘school’ start for you?
 Roo: I wake up at seven o’clock and help Mum make breakfast. Ryan usually helps (5) feed the kangaroos before school. Then our first lesson is at eight thirty. There’s a computer in the living room and we do our lessons there. We talk to our teacher online.
 Interviewer: **F** *Who / How* is your teacher?
 Roo: Mr Baxter. He’s in Kalgoorlie, a town 750 kilometres from here!
 Interviewer: **G** *How much / How long* is your school day?
 Roo: We have a lesson with Mr Baxter for two hours every morning, then we do our homework and send our work back to him in the afternoon. We work for five hours every day, and Mum or our (6) Paddy helps us.
 Interviewer: **H** *How often / Where* do you see your teacher?
 Roo: We go to the school in Kalgoorlie twice a year to spend a week with our teacher and other students like us. It’s fun to meet up with everyone!
 Interviewer: What an exciting way to learn! Thank you, Roo.



- 7** Discuss with a partner. What are the positive things and negative things about Roo’s life in the Outback?

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CLASS PROJECT: AN INTERVIEW Step 2: Develop

1 In groups, choose a type of school that is different or unusual. Read the suggestions below, but you can also research your own choice.

- A boarding school
- The Brooklyn Free School
- The BRIT School for performing arts and technology
- A forest school for outdoor learning

2 Try to find out the answers to these questions about the type of school you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 What type of school is it?
- 2 Why do students go to this type of school?
- 3 What is the school day like? How do they learn? How long are the lessons?
- 4 How is it different to your school day?

Online Research: Using key words



When you use the internet to do your research, it is important to use key words to help you find the information you are looking for. For example, typing words like *unusual* and *school* into a search engine will show you a list of the most important websites on the topic of unusual schools.

3 Imagine what life is like for a student that goes to the school you have researched. You are going to prepare to interview this student, who will be played by a member of your group. Use the *Useful Language* to discuss and suggest the kind of interview questions you would like to ask.



Useful Language: Making suggestions



Why don't we ask ... ?
How about asking ... ?
Let's ask ...
That's a good idea.
I'm not sure about that.
I'd prefer to ...

4 Plan, write and film your interview. Don't forget to:

- think about the kind of answers the student might give to your chosen questions
- write your interview first, this will then become your video script
- use the model conversation as an example
- use vocabulary and grammar from Unit 1
- divide your group into the interviewer, the student and the person who will film the interview

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CLASS PROJECT: AN INTERVIEW Step 3: Present

PRESENTATION

- 1 When your video interview is ready, play it for the other students in the class to see.
- 2 Listen to the other groups' video interviews. Then answer these questions with the members of your own group:
 - 1 Did anybody create a video interview about the same type of school as you? Did it include the same or different information?
 - 2 What did you learn about the other unusual school days? Did anything surprise you?
 - 3 Which school do you think is the most interesting or unusual? Why?
 - 4 Which school would you like to go to, if you had the choice?

SELF-EVALUATION

- 1 With the members of your group, answer these questions together. 1 = not very well, 6= very well

COLLABORATION

- 1 How well did we work together?

1 2 3 4 5 6

DIGITAL LITERACY

- 2 How well did we research our project using key words?

1 2 3 4 5 6

COMMUNICATION

- 3 How well did we speak in our video interview?

1 2 3 4 5 6

CREATIVE THINKING

- 4 How well did we create a video interview by changing the type of school and using new ideas?

1 2 3 4 5 6

- 2 Answer these questions about yourself. 1 = not very much, 6= a lot

- 1 How well did I contribute to the project?

1 2 3 4 5 6

- 2 How much English did I use to plan and research the project?

1 2 3 4 5 6

- 3 Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to research an unusual school day and plan, write and film an interview with a fictional student who attends the school. They will choose a group member to play the role of the student and ask them about their family, their daily life and their life at the school. They will then present the information as a video interview to their classmates (an example interview script is provided). Finally, students decide together what kind of school day is the most interesting or the most unusual.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Taking personal responsibility for own contribution to a group task

DIGITAL LITERACY

Using key words to carry out online research

COMMUNICATION

Participating with appropriate confidence and clarity

CREATIVE THINKING

Creating new content from own ideas or other resources

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CLASS PROJECT: AN INTERVIEW Step 1: Plan

Estimated time: 45 minutes

- 1 Ask students what is interesting about how Simon gets to school on page 10 of the Student's Book and explain that the project is about interesting and unusual schools that some children around the world go to. Get them to read the project description and then answer the questions in pairs.
[AK: 1 about an unusual school day; 2 a student who has an unusual school day; 3 in a video interview; 4 what kind of school day is the most interesting or unusual]
- 2 Discuss the questions about the topic as a class to find out what students know and feel about schools that are different, interesting or unusual.
[AK: Students' answers]
- 3 Ask students to complete the exercise.
[AK: 1 nickname; 2 cousin; 3 grandfather; 4 twin; 5 unusual; 6 dad]
- 4 Draw students' attention to the photo of the children. Elicit possible answers about the type of schooling these children are receiving.
[AK: Students' answers]
- 5 Draw students' attention to the conversation between an interviewer and a student called Roo. Tell them they are going to prepare a similar interview later in the project. Then ask them to read through the conversation and complete the interviewer's questions by circling the correct question words. For the moment, they should ignore the gaps in Roo's answers.
[AK: A What; 2 B Where; C What; D How many; E What time; F Who; G How long; H How often]
- 6 Ask students to read the conversation again, this time completing the gaps in Roo's answers with the words they ticked in Exercise 2.
[AK: 1 nickname; 2 twin; 3 unusual; 4 cousin; 5 Dad; 6 grandfather]

- 7** Students think about the positive and negative aspects of Roo's life in the Outback and discuss with a partner. Ask for some examples from the class, e.g. POSITIVES: She doesn't have to travel to school. She has an interesting life with her family on the farm. She gets to learn in an interesting way. NEGATIVES: She doesn't get to meet friends very often. She doesn't experience real school life. Life may sometimes be lonely.

[AK: Students' answers]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about other unusual school days that students might experience in different parts of the world, or even in their own country.

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CLASS PROJECT: AN INTERVIEW Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)

Exercises 1–3: 45 minutes

Exercise 4: 45 minutes

- 1** In groups, students choose the type of unusual school they would like to do their project on. They can research their own school or choose from the suggestions. It's important that different groups focus on a different type of school, as this will encourage more negotiation and discussion. Ideally, there should be three students per group for this project (the interviewer, the student and the video recorder).
- 2** Students should use these questions as guidelines to help them find the information they need to create an interview similar to the one about Roo who attends the School of the Air. Ask the students to read through the information in the *Online Research* box. If students do online research, encourage them to use English websites, but to avoid just copying what they find. Instead, they should take notes and then form their own ideas based on the research they have done.
- 3** Students start planning their interview by discussing and making suggestions for the kind of interview questions they would like to include. Encourage them to do this in English, using the language in the Useful Language box.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4** Students plan the interview together in their groups and write down the script between interviewer and student. They should use the model interview to help them, carefully thinking about the answers to give in response to the questions they chose in Exercise 3. When the interview is ready, students should have some time to practise reading the script. When students feel confident about their interview, the script can be filmed. If you are not able to film the interview, it can simply be acted out in front of the class in Step 3.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: AN INTERVIEW

Step 3: Present

Estimated time: 30 minutes

PRESENTATION

- 1 Have each group play their video interviews for the other students in the class. If this is not possible, groups can come to the front of the class to perform their interviews.
- 2 Allow students enough time to listen to each interview. Ask groups to play or act out their interviews again if necessary. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 3 and 4 from the class, or hold a class vote, to establish which school everyone thinks is the most interesting or unusual and which school the students would like to attend if they had the choice.

SELF-EVALUATION

- 1 Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2 Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3 Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.