

IN MY FREE TIME

Compact A2 Key for Schools Unit 2

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CLASS PROJECT: A CLASS SURVEY Step 1: Plan

THE PROJECT

In groups, you are going to find out about the free-time activities your classmates spend time doing. You will ask the other students in your class about the different sports and activities they do in their leisure time, including hobbies and after-school clubs they might enjoy. You will then prepare the results of your survey in a variety of data formats to present to the class. Finally, you will discover what the most popular free-time activity is among your classmates.

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

- 1 What kind of project will you do?
- 2 What information do you need to find out?
- 3 How will you present this information?
- 4 What will you discover at the end of the project?

2 Discuss these questions about the topic with your classmates.

- 1 What's your favourite free-time activity?
- 2 What sports are you good at?
- 3 Which after-school club are you interested in doing?
- 4 What new activity would you like to learn?
- 5 What do you enjoy doing at the weekend?

PREPARATION

3 Look at the photo of Lucas and his friends. Then complete sentences 1–6 on page 2 about their hobbies and interests with the correct form of the verbs in brackets.



Hi! I'm Lucas, and these are my school friends. We go to high school in São Paulo, Brazil. For a school project, I asked my friends about their free-time activities. Let's find out more.



Ana

Beatriz

Teo

Hugo

Luisa

Elina

- Ana would like to (learn) the guitar.
- Beatriz enjoys (do) samba dancing.
- Teo is interested in (collect) football cards.
- Hugo would love a camera and learn to (take) photos.
- Luisa is good at (play) volleyball.
- Elina is artistic and she's brilliant at (draw) pictures.

4 Read the survey questions and look at the survey results for Lucas's friends. Then circle the correct name to answer these questions. Use Exercise 3 to help you.

- Who's the volleyball player in chart 2? Ana / Luisa
- Who goes to Art Club in chart 3? Elina / Teo
- Who would be interested in taking photos in chart 4? Beatriz / Hugo

5 Read about Lucas's free-time activities and complete charts 2-5 with the information about him.



Here are the results of my survey on free-time activities.

Survey questions

- What's your favourite free-time activity?
- What sports are you good at?
- Which after-school club are you interested in?
- What new activity would you like to learn?
- What do you enjoy doing at the weekend?

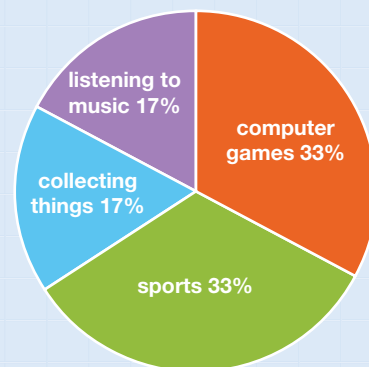
"In my free time, I love playing tennis. It's my favourite sport and I usually play it three times a week. I'm really good at athletics too, but I'm terrible at football! I sometimes enjoy watching it on TV, but I never play it. I also like taking photos, and I go to a Camera Club every Wednesday after school. I'm interested in playing an instrument too, and I'd like to learn the piano as a new hobby. At the weekend, I like playing computer games and I often watch films with my friends."



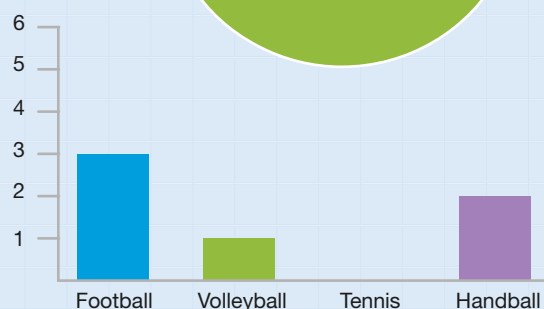
5 Weekend activities

	hanging out with friends	reading books	watching TV / films	playing sports	playing computer games
Ana	✓		✓		
Beatriz		✓	✓		
Teo	✓				✓
Hugo			✓	✓	
Luisa	✓			✓	
Elina		✓			✓
Lucas					

1 Favourite free-time activities



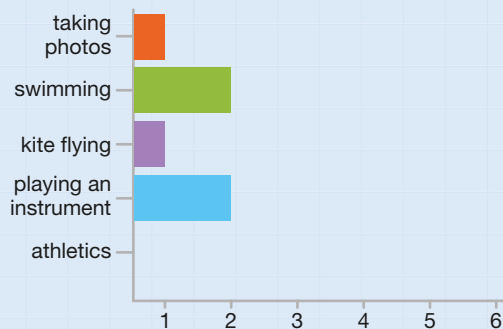
2 Sports



3 After-school clubs

Art Club	1 person icon
Dance Club	2 person icons
Camera Club	1 person icon
Food Club	0 person icons
Football Club	2 person icons

4 New activities



6 Read about Lucas's free-time activities again and underline the adverbs of frequency and adverbial phrases.

7 Discuss with a partner. Why do you think it's important to have hobbies and interests?

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CLASS PROJECT: A CLASS SURVEY Step 2: Develop

1 In groups, choose one of the free-time activity topics below to prepare a class survey on.

Sports After-school clubs Weekend activities New activities Other hobbies and interests

2 Find out the answers to these questions about the topic you chose in Exercise 1. Use the *Online Research* to help you if necessary.

- 1 What kind of questions could you ask on the topic?
- 2 How will you show the answers?
- 3 Do you want to use digital technology to present the survey results?
- 4 What kind of websites are available for designing online surveys?

Online Research: Staying safe online



When you are online, it is important to keep your information safe. Always think about the following:

- Create a strong password that no one else knows
- Use different passwords for different accounts
- Give yourself a user name that isn't your real name
- Never share information online that is private
- Use privacy or security settings to protect your personal data

3 Decide on five survey questions to ask your classmates and how you would like to present the information for each question. You should show the results of your survey in different formats. You can use the graphs in Lucas's example or prepare your own graphs. Use the *Useful Language* to discuss and decide how you will present your survey.

Useful Language: Persuading



We really should do ...

I'd strongly recommend doing ...

I'd definitely choose ...

I really believe ...

Can't you see that it's a good idea?

No, I don't think that would work!

It really isn't a good idea!

4 Plan, ask your classmates and design your survey. Don't forget to:

- write down your survey questions and decide which group members will ask which questions
- go around the class asking your questions to the other students and record the results
- use vocabulary and grammar from Unit 2
- use your results to design your survey
- present the results in interesting graphs to show to the class

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CLASS PROJECT: A CLASS SURVEY Step 3: Present

PRESENTATION

- 1 When your survey is ready, present it for the other students in the class to see.
- 2 Look at the survey results of the other groups. Then answer these questions with the members of your own group:
 - 1 Did other groups ask any of the same information as you? Did they present the results in the same way or differently?
 - 2 What did you learn about the free-time activities of your classmates? Does anybody do an unusual free-time activity?
 - 3 Which sport and which other free-time activity is the most popular among your classmates?
 - 4 Which new free-time activity would you like to try if you had the chance?

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 consider online safety in using a website to create our survey?

1 2 3 4 5 6

COMMUNICATION

- 3 How well did we discuss our survey questions and how to present the results?

1 2 3 4 5 6

LEARNING TO LEARN

- 4 How well did we create our survey results using the information we found out?

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 do 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 find out about the free-time activities of their classmates. They will prepare five survey questions on the subject of free time to ask the other students in the class, and these can be about hobbies, sports, weekend activities, after-school clubs, etc. that the students participate in or would like to do. They will then prepare the results of their survey in a variety of data formats and present the information to the class. Finally, students will discover what the most popular free-time activity is among their classmates.

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 internet safety practices when setting up a website account

COMMUNICATION

Managing conversations

LEARNING TO LEARN

Taking control of own learning

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CLASS PROJECT: A CLASS SURVEY Step 1: Plan

Estimated time: 45 minutes

- 1** Tell students what you enjoy doing in your free time using some of the expressions on page 16 of the Student's Book and explain that the project is about free-time activities. Get them to read the project description and then answer the questions in pairs.
[AK: 1 a survey; 2 the free-time activities of our classmates; 3 in a variety of data formats; 4 what the most popular free-time activity is in the class]
- 2** Discuss the questions about the topic as a class to find out more about the hobbies and interests of the students.
[AK: Students' answers]
- 3** Look at the photo of Lucas and his friends and ask students to read Lucas's speech bubble. Tell them they are going to learn a little bit more about Lucas's friends in the exercise. Ask students to complete the sentences about their hobbies and interests with the verbs in brackets in the infinitive or gerund form.
[AK: 1 learn; 2 doing; 3 collecting; 4 take; 5 playing; 6 drawing]
- 4** Draw students' attention to the survey questions and survey results. Tell them they are going to prepare similar questions and results later in the project. Then ask them to look at the charts and circle the correct friend who represents an entry in charts 2–4. They can also use Exercise 3 to help them.
[AK: 1 Luisa; 2 Elina; 3 Hugo]
- 5** Ask students to look at the survey results carefully. Ask some more questions about the data in the charts, for example: *How many of Lucas's friends go to a Dance Club? (2), Which sport is the most popular among Lucas's friends? (football), Who do you think goes to Art Club? (Elina), etc.* Then ask students to read about Lucas's free-time activities. They should complete charts 2–5 with Lucas's information by adding to the charts in red.
[AK: 2 tennis; 3 Camera Club; 4 playing an instrument; 5 watching films and playing computer games]

6 Students read the text about Lucas again and underline six adverbs of frequency and adverbial phrases.
[AK: usually; three times a week; sometimes; never; every Wednesday; often]

7 Students discuss the question with a partner.

[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 the survey questions they would like to ask their classmates about free-time activities.

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CLASS PROJECT: A CLASS SURVEY Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 1–3 and Exercise 4)

Exercises 1–3: 30 minutes

Exercise 4: 60 minutes

- 1** In groups, students choose one of the free-time topics listed to prepare their class survey on. It is important that different groups focus on a different aspect of free-time activities, so please allocate one topic per group. This will allow for a variety of different survey questions in all areas of free time, so ideally there should be five groups. If you only have four groups in the class, then the last topic *new activities* can be omitted.
- 2** Students should use these questions as guidelines to help them think about their survey and to find out some information online about creating a digital survey. Students can choose the method they would like to use to present their survey, either using a digital tool such as Power Point, or a website that creates surveys online such as *Survey Monkey*. Focus their attention on the tip box and allow them to become familiar with internet safety practices. They should then apply these safety techniques if they are setting up an account with a website to create an online survey.
- 3** Students discuss and decide on their survey questions and how they would like to present the results. Tell students to think of five different survey questions on their chosen free-time topic. 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 survey together in their groups and write down their five survey questions. They then go around the class asking the questions to the other students. Different group members can ask a different question. All results should be recorded on paper. The groups come together again after the survey stage and prepare the results. They design the survey results for each question using a digital platform and then present the results to the class.

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

CLASS PROJECT: A CLASS SURVEY
Step 3: Present**Estimated time: 30 minutes****PRESENTATION**

- 1 Have each group come to the front of the class to present their survey results to the other students. They can display their survey results on the classroom wall, if they haven't done a digital version.
- 2 Allow students enough time to look at the survey results of the other groups. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 2–4 from the class, and find out any unusual free-time activities the students do, what the most popular sport and other free-time activity is, and which new activity students would like to try.

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.