



## Character Interviews

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This task will be assessing your ability to:

- Work in pairs to produce a dramatic oral presentation.
- Use your knowledge of a chosen character to create an interview.
- Exhibit an understanding of your chosen character through your interview questions and responses.

Working in pairs, and then teaming up with another pair, present an **INTERVIEW** of your chosen character to your class.

- Working individually: thinking of your character, plan and write a series of questions and responses that you could use in an interview.
- Make sure that your questions display an understanding of the characters and events portrayed in your chosen book.
- In pairs: swap questions and answers and practice them on each other.
- With another pair: present your questions in an interview style with one person the interviewer and one the character. For an entertaining twist, the other pair are behind the chairs of the others using their arms as the interviewer's plus character's ones! (These people hide their arms behind their backs and talk to each other while the others are doing the gestures...)

This should make for an entertaining activity if done well.

You will hand in a written copy of your interview for assessment once you have completed this task.

Swap roles once your questions are complete!

# Assessment Schedule - Character Interviews

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## Interpersonal Speaking

### **LEVEL 3**

Talk clearly in small and large groups about experiences, events, and ideas, organising material effectively and attending to others' responses.

#### **Key Indicators**

- You talk clearly in your group about experiences, events and ideas from your chosen text, organising material effectively and attending to others' responses.
- Using your chosen text, you present your interview, sequencing material, and conveying meaning clearly and accurately.
- You identify and discuss different language features and their effects in a your chosen text, and use these features, adapting them to your interview.

### **LEVEL 4**

Talk coherently in small and large groups about experiences, events, information, ideas, and opinions, organising material effectively, and questioning and supporting others.

#### **Key Indicators**

- You talk coherently in your group about experiences, events, information, ideas, and opinions from your chosen text, organising material effectively, and questioning and supporting others.
- Using your chosen text, you present your interview, arranging material, and making meaning clear by using appropriate speech and delivery.
- You identify and discuss different language features and their effects in your chosen text, and use these features in speaking, adapting them to your interview.

### **LEVEL 5**

Speak confidently and clearly in small and large groups to recount experiences and events, and communicate information, ideas, and opinions, respecting and responding to others .

#### **Key Indicators**

- You speak confidently in your group to recount experiences and events, and communicate information, ideas, and opinions from your chosen text, respecting and responding to others.
- Using your chosen text, you present your interview, arranging material effectively and using appropriate speech and delivery to clarify and explore meaning.
- You identify language features and their effects in your chosen text, and describe and analyse their relationship to meaning, purpose, and audience, adapting these features for your interview.



# Oral Reading Presentation

## Character Interviews Assessment Schedule

Curriculum Strand – Oral  
Sub-Strand – Interpersonal Speaking & Using Texts

Excellent = 4    Good=3    Satisfactory=2    Poor=1

### CONTENT:

- **Characterisation** is evident in interviews
- **Character's opinions, ideas & actions** are explained clearly
- **Interview presented** with confidence and poise
- **Written** version is edited for writing mechanics (spelling, punctuation, paragraphs, etc.)

### OVERALL EFFORT

### TOTAL

### Achievement Standard

17 - 20	Excellent
13 - 16	Merit
10 - 12	Achieved

### NC Level

Did you achieve as well as you could?

