

# YOU BE THE REPORTER

## A DIGITAL STORY



3rd year of Secondary School  
Materials for an Integrated Approach to Languages  
Teacher's material

## PROJECT JUSTIFICATION

### NARRATIVE TEXTS

#### 1. Framework of narrative texts

The great majority of texts students meet and employ during their lives are predominantly narrative. Narrative structure is also the first text-structure speakers will acquire when developing communicative skills. So, we might say that the narrative text is the text-type they will be most used to; and therefore, the text-type they will recognize easier.

Narrative texts are the basis for the language students will need, as telling and informing are basic functions of language. Therefore, it is not surprising that narrative texts are considered as a differentiated type of text, and besides, a very important one.

After having checked the best known typologies, we may see that narrative texts have the following characteristics:

- They are related to assertive fact.
- They are built with events or actions developed through time, this is why there are plenty of temporal connectives, action verbs and verbs in the past tense.
- There is the time of the thing told and the time of the narrative; therefore, the distance between both is clearly displayed in the text by using past tense and many anaphoric elements.
- Although it is often only related to Literature, its field of use may be any other, for instance, mass media is one of the fields where narratives are very usual.
- Narrative texts (or sequences) may appear in the following genres:
  - Literature: tales, novels, legends, romances, short stories...
  - Mass media: news stories, journalistic chronicles, news articles, newspaper reports...
  - Academic field: historical biographies, laboratory reports, mathematical problems...
  - Legal-administrative field: curricula, accident reports, meeting reports...
  - Relationship field: letters, diaries, jokes, anecdotes...

#### 2. Didactic interest of narrative texts

The main aim of this project is to work on narrative texts. These type of texts, either in writing or oral format, have always been present in students everyday life since they were little. Children live surrounded with narrations before starting to attend school, they tell stories to adults and other children, they narrate everyday events and listen to others' narrations. When they are merged into

school, they find a world full of narrations, that will follow up to Secondary School. It must be said that much of the work they will have to do in language subjects and many other areas will employ narrations, either literary ones or non-literary ones.

To finish, we cannot forget that dealing with narrative texts leads to acquire the habit of reading. A student who knows well the mechanism of narrations and enjoys reading will be without doubt a reader adult, capable of integration in a cultivated world.

## **PLURILINGUAL APPROACH TO LANGUAGES**

### **3.DBH**

### **ENGLISH/BASQUE/SPANISH**

#### **DESCRIPTION OF THE COMMUNICATIVE ACT**

Mass media have an important influence upon actual society. Among all the mass media, TV and the Internet are the ones we are more attached to. The audience is carried through the stories by the force of the images, words and sounds, what makes information easier to follow, and also, more real looking.

But, when we see and hear a typical TV news story, we are never told of the vast and complex reality behind the whole story. Instead, we are told a highly simplified version of reality in the form of a story—a narrative—and, however believable this narrative is made to appear, it can only ever represent a simplified and distorted version of reality.

Narrative techniques might well succeed in making the news more interesting and digestible but... they present a partial reality. In this project, students will look into the world of mass media and they will learn to use narrative techniques in order to tell others about factual or fact-based stories.

In the Basque unit, students will produce a radio news broadcast to tell their schoolmates about a local happening (sports, music, casualties...); in Spanish, a newspaper report about a hot topic; and in English, a digital story based on actual or historical facts.

#### **CORE OF THE COMMON PROJECT**

**Text-type:** Narrative text

**Field:** Language in the mass media

**Topic:** You Be the Reporter

#### **MAIN OBJECTIVES**

- To recognize interpretative and informative journalistic genres.
- To recognize and to employ features of news articles, newspaper reports and digital stories.

- To get to know and analyse the resources used to value and interpret events.
- To develop a critical mind towards information in the mass media.
- To learn to criticize own productions and peers' ones with the aim of improving linguistic competence.

In this unit, students working in groups will produce a narrative text: a digital story. They will feel free to choose the topic for their story, but the story have to be based on a historical or factual event and the narration will have to ajust to the features of the genre.

In order to get enough information for their stories, students will have the opportunity to surf the Web and get first-hand information from people that underwent the event they are going to narrate.

If possible, the digital story will be recorded in the computer room using an easy programme such as Photo Story 3 (the programme is in the CD -Resources folder- ready to be installed), Windows Media Player... When finished, the digital stories might be published in the school Website and/or send it to a foreign school; so that, your school might develop production exchanges and future project co-operations with them.

## DEVELOPMENT OF BASIC COMPETENCES

As it is clearly stated in the new curriculum, the main aim of the Basic Education is to educate students in order to become well-prepared adults, individuals that will be capable to face any situation in their academic and professional life. In order to do that, all subjects, language subjects included, have to help develop the eight basic competences; since thanks to those, personal realization and development, active citizenship and integration in society will be achieved.

In the new curriculum, basic competences are defined as “the interaction of contents, skills, attitudes and values adapted to each context of situation, that Basic Education students should aim at and accomplish in order to work on personal realization and development and to attain social integration”.

As we all know, languages are useful to develop all the basic competences needed for the personal and intelectual development that are in this new curriculum “since they are effective tools to comunicate, to draw the world, to integrate in society, to express own’s feelings and to support creativity”.

The Integrated Approach to Languages project proposed has the aim of developing most of the basic competences. In fact, in the activities of this actual project the following competences will be developed:

- **Communicative language competence.**
- **Ability to learn competence.**
- **Information processing competence and digital competence.**
- **Social and civic competence.**
- **Autonomy and personal initiative competence.**

We cannot forget that the units are merely proposals which may be improved and broadened. So that, those competences that are missing might be also developed.

## ITINERARY

- Engagement and negotiation of the project. (Activity 0)
- Analysing the discursive, sociolinguistic, linguistic and strategic characteristics of the text type. (Sequences 1, 2, 3 & 4)
- Producing the final text: contextualizing, planning, and revising. (Sequence 5)
- Public presentation of the project. (Sequence 5)

## H3: ENGLISH

### A DIGITAL STORY: You Be the Reporter

By using electronic primary sources students will create a few minutes movie that will include a variety of media —audio, photographs, and text— on either a historical or an actual fact.

### SITUATION OF COMMUNICATION

Topic: **You Be the Reporter**

Sender: **Class members**

Recipient: **The rest of the class/other teenagers in a foreign country**

Channel: **Oral and audio visual**

Aim: **To narrate a fact of interest using narrative techniques and audio visual resources**

Place of production: **The classroom and the Web**

Field: **Language in the mass media**

Text-typology: **Narrative text**

Text genre: **Digital story**

### REPERTORY OF TEXT GENRE

- |                    |                        |
|--------------------|------------------------|
| ○ News stories     | ○ Questionnaires       |
| ○ Expository texts | ○ News recordings      |
| ○ Advertisements   | ○ On-line dictionaries |
| ○ Dictionaries     | ○ Short stories        |
| ○ Digital stories  | ○ Glossary             |
| ○ News reports     | ○ Instructions         |

## BACKBONE OF THE UNIT

Activity 0. Engagement and negotiation.
<b>SEQUENCE 1. TELLING STORIES.</b> Activity 1. How do you know that it is a narrative? Activity 2. The elements of short stories. Activity 3. The story behind the picture. Activity 4. Telling the story.
<b>SEQUENCE 2. YOUR DIGITAL STORY: TOPIC AND FEATURES.</b> Activity 5. Watching some digital videos. Activity 6. Features of your digital story. Activity 7. What are you interested in? Activity 8. Surfing the Web.
<b>SEQUENCE 3. ORAL ENGLISH LANGUAGE.</b> Activity 9. Stress in English words. Activity 10. Strong and weak forms in the sentence. Activity 11. Pausing and thought groups. Activity 12. Let's practise.
<b>SEQUENCE 4. WRITING THE STORY.</b> Activity 13. Building a story map. Activity 14. Features of the story. Activity 15. Writing your draft.
<b>SEQUENCE 5. PRODUCTION PHASE.</b> Activity 16. What is Copyright? Activity 17. Gathering and preparing resources. Activity 18. Making the story board. Activity 19. Creating your digital story.
Evaluation

## PROGRAM

### DIDACTIC OBJECTIVES

1. To differentiate narrative texts from expository and argumentative texts.
2. To identify the characteristics digital stories have as belonging to a specific genre.
3. To identify and use the elements of short stories to create a story.
4. To develop written and oral comprehension of texts on specific topics.
5. To develop understanding and strategies to obtain and select information on a specific topic from a variety of sources.
6. To understand the importance of good planification.
7. To produce a coherent narrative text.
8. To use cohesive elements in a right way.
9. To be aware of some specific differences of English oral language compared to Basque or Spanish.
10. To be able to carry out some collective work successfully.
11. To learn to be critic with their peers and with themselves.
12. To learn to respect what their peers do and say.
13. To realize about the importance of different linguistic and non-linguistic devices when producing a digital story.
14. To raise students' English and digital literacy proficiency.
15. To produce a succesful digital story using text, images, voice and multimedia resources.
16. To foster interest in knowing about current factual events.

## CONTENTS

CONCEPTS	PROCEDURES	ATTITUDES
<p><b>Telling stories</b></p> <ul style="list-style-type: none"> <li>• Narrative texts: aim, some features &amp; definition.</li> <li>• Elements of short stories</li> <li>• The 6W of news stories.</li> </ul> <p><b>Your digital story: topic and features</b></p> <ul style="list-style-type: none"> <li>• Features of digital stories.</li> <li>• Terminology related to media.</li> </ul> <p><b>Oral English language</b></p> <ul style="list-style-type: none"> <li>• Phonetic rules of English words.</li> <li>• Content &amp; function words, sentence stress.</li> <li>• Pausing and thought groups.</li> </ul> <p><b>Writing the story</b></p> <ul style="list-style-type: none"> <li>• Structure of narrations.</li> <li>• Language features of narrations.</li> <li>• English verbs: action verbs.</li> <li>• Simple past: uses, regular &amp; irregular.</li> <li>• Connectives: temporal...</li> </ul> <p><b>Production phase</b></p> <ul style="list-style-type: none"> <li>• Copyright and Copyright Protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing texts.</li> <li>• Building a story from a picture.</li> <li>• Telling a story.</li> <li>• Analysing titles in order to guess the content.</li> <li>• Listening aural material to obtain information</li> <li>• Looking for information in the Web.</li> <li>• Analysing phonetic rules of English words.</li> <li>• Comparing own oral production to native's one.</li> <li>• Organizing ideas to produce a coherent oral or/and written text.</li> <li>• Analysing a story.</li> <li>• Comparing English orthography and pronunciation.</li> <li>• Using connectives.</li> <li>• Evaluating peers' work and being critic with own work.</li> <li>• Producing and organizing a collective story using digital devices: visuals, music...</li> <li>• Rehearsing and making corrections.</li> </ul>	<ul style="list-style-type: none"> <li>• To value the importance of media in actual society.</li> <li>• To show interest in current factual events.</li> <li>• To show interest in transmitting successfully their digital stories to other peers.</li> <li>• To show open and respectful attitude to their classmates' ideas.</li> <li>• To accept others' critics.</li> <li>• To show interest in developing a nice last production.</li> <li>• To show respect to classmates.</li> <li>• To value and respect rules for communication.</li> </ul>

## EVALUATION CRITERIA

1. Identifies the aim and characteristics of narrative texts.
2. Identifies the characteristics digital stories have as belonging to a specific genre.
3. Identifies and uses the elements of short stories to create a story.
4. Is able to comprehend written and oral texts on specific topics.
5. Shows understanding and development of strategies to obtain and select information on a specific topic from a variety of sources.
6. Is able to understand the importance of good planification.
7. Is able to produce a coherent narrative text.
8. Knows how to use cohesive elements in a right way.
9. Is aware of some specific differences of English oral language compare to Basque or Spanish.
10. Is able to discuss group work with respect and listening to others' ideas in order to be able to carry out some collective work successfully.
11. Is critic with their peers' work and with his/her own.
12. Respects what their peers do and say.
13. Shows understanding of the importance of different linguistic and non-linguistic devices when producing a digital story.
14. Shows an English and digital literacy higher level.
15. Produces a succesful digital story using text, images, voice and multimedia resources.
16. Shows interest in knowing about current factual events.

## HOW TO EVALUATE DIDACTIC OBJECTIVES.

The three components of the evaluation of the objectives students reached after working on the unit are:

1. The digital story. This last production may be worth 50% of the total mark.
2. The exam. The exam will be worth 30% of the total mark.
3. Their class work. The class work will be worth 20% of the total mark.

WHAT EACH COMPONENT WILL EVALUATE	
Digital story	<p>2. To identify the characteristics digital stories have as belonging to a specific genre.</p> <p>4. To develop written and oral comprehension of texts on specific topics.</p> <p>5. To develop understanding and strategies to obtain and select information on a specific topic from a variety of sources.</p> <p>6. To understand the importance of good planification.</p> <p>10. To be able to carry out some collective work successfully.</p> <p>15. To produce a succesful digital story using text, images, voice and multimedia resources.</p>
Exam	<p>1. To differentiate narrative texts from expository and argumentative texts.</p> <p>3. To identify and use the elements of short stories to create a story.</p> <p>7. To produce a coherent narrative text.</p> <p>8. To use cohesive elements in a right way.</p> <p>9. To be aware of some specific differences of English oral language compare to Basque or Spanish.</p> <p>13. To realize about the importance of different linguistic and non-linguistic devices when producing a digital story.</p>
Class work	<p>11. To learn to be critic with their peers and with themselves.</p> <p>12. To learn to respect what their peers do and say.</p> <p>14. To raise students' English and digital literacy proficiency.</p> <p>16. To foster interest in knowing about current factual events.</p>

## EXAM PROPOSAL “YOU BE THE REPORTER”

1. Read this news story and fill in the chart.

(0,5 p)

### Into the Garbage



This is a true story that happened to me many years ago, but I still remember it very well. It all started while we were on vacation. Vacations should be restful, relaxing times, however I planned to do some studying too. First, I carefully put all my important papers and books in a large paper bag, and then, put them in the car with the suitcases.

After a long drive to Los Angeles, we were happy to find a motel with a really good price. We decided to stay for a week so we could get three extra days at no extra cost.

On the second day of our stay there, we arrived back at the motel after a day of sightseeing and a good dinner. It was about ten o'clock in the evening, and I decided I'd better start working. I knew the bag was in the room, but I looked all over and couldn't find it. It had disappeared! Suddenly I had a sickening thought. If the bag was not there the chambermaid had thrown it out with the garbage.

I ran over to the main office, and asked if I could talk to the maid who had been on duty that day. They told me there were several, and besides, they had all left for the day. The people in the office showed me the large garbage bins in back of the motel, but didn't offer any help though.

I looked, gathered my courage, grabbed a lantern, and walked through the dark to the garbage bins. Because there were three of them, I didn't know where to start. I climbed into the middle of one of the bins. I spent some time searching through bags and bags of other people's garbage, despite this I didn't have any luck. After a few minutes of tears of frustration, I finally gave up.

Maybe I was wrong, and was just looking through banana peels, old milk cartons and half-eaten food for nothing. I climbed out, being careful not to drop my lantern, and looked around to see if anyone had been spying me. I took one last look into the other two bins, this time just checking the bags on top. Finally, I got lucky. Right on top of the third bin was my bag. I was never so happy to see a dirty old bag in my life!

As a result, I told the manager to tell the maid not to clean our room any more and we left the next morning.

Adapted from <http://fog.ccsf.cc.ca.us/~lfried/stories/stories.html>

### STORY MAP

Point of view:

Setting:

Character(s):

Conflict:

Solution:

Ending:

2. In the text *Into the Garbage*, highlight the connectives or expressions that fulfill the functions in the chart and classify them. (0,4 p)

FUNCTION	CONNECTIVES & EXPRESSIONS
Express a result or a consequence	
Add some ideas	
Summarize and conclude	
Explain or illustrate	
Arrange ideas in order, time or space.	
Make comparison or contrast	
Express condition	

3. What do you know about Copyright? Are the following statements true or false? Correct the false ones. (0.3 p)

Statements	T	F
A fan can freely upload to her site any images, scripts, songs or clips from any show if he/she doesn't make money on it.		
For a work to be protectible under copyright, it must:be original		
a kindergarten child's finger painting can be copyrighted		
If you buy the latest book of Harry Potter and knew that three of your friends would love it, you could make three copies of the book and sell them each a copy for less than you paid		
A work first published in the United States in 1922 is now in the public domain.		
The title of a song can be copyrighted.		

**CORRECTIONS:**

4. Do you remember your classmates' digital stories? Try to remember one of them and answer the following questions. (0,5 p)

<b>TITLE:</b> _____
What is the video about?
What part of the video touched you?
What images in the video most grabbed you?
What reaction to the video would you like to share with peers?
Good points of the digital story:
Bad points or improvable of the digital story:

5. Choose one of the two texts and do the following activities: (0,6 p)
- Underline the content words in the text.
  - Predict the word stress in those content words and mark it.
  - Break the text down into thought groups, using dashes (/).
  - Read the text few times until you sound natural, and then, record it if possible.

## British Children Big on Biscuits

The Independent recently published this paradoxical finding: British youngsters are taller than they were 27 years ago -indicating that they are well-nourished- but the majority eat the "wrong" foods. According to a survey of the diet of pre-school children, these youngsters eat too much sugar and not enough fruit and vegetables. The foods eaten by the largest proportion of those studied were biscuits, 88 percent; white bread, 86 percent; whole milk, 83 percent; snacks, 78 percent; potatoes and chocolates, both 74 percent. Despite these findings, the children were generally healthy and 2-3 centimeters taller than children of the same age in 1968. The report did, however, reveal that 16 percent of the children were anaemic and 17 percent had active tooth decay, although this compares with 40 percent in 1968.

In: SPEAK UP, año 9 n° 104, p. 20.

## Best Behavior

In 1972, almost 50,000 Americans were killed on the roads. More than two decades later that figure has dropped to 40,000, even though there were 60 million more drivers on the road. Car-safety advocates say that federal regulation has helped to make cars safer: today 20% of the nation's 100 million cars, for instance, are fitted with air bags. Americans behave better behind the wheel. Years ago half the road deaths involved drunk drivers, while the figure is now smaller

Undoubtedly, one reason for this change in attitude is the administration pressure on drunk drivers. But another might be that more cars mean more traffic jams and slower speeds. California has the highest car-usage rates in the world, yet its famous traffic jams may be a factor in its low highway death rate. America is still not the safest place to drive, but at least a driver now knows that he is more likely to reach his/her destination in one piece.

Adapted from SPEAK UP, año 9 n° 102, p. 20.

6. Choose one of the following pictures. Think of a short news story based on it and write it down. Remember the 6W questions a news story has to answer. (0,7 p)



A large empty rectangular box with a black border, intended for the student to write a news story based on one of the images above.

## DESCRIPTION OF THE ACTIVITIES IN THE DIDACTIC UNIT

The students are going to produce a digital story by using electronic primary sources, a few minutes movie that will include a variety of media —audio, photographs, and text— on either a historical or an actual fact. In the end, the group will show their story to their class and it may be published in the school Website or blog if there is any.

In order to create a real communicative situation, teachers may try to get in touch with true partners from foreign countries to show the stories to them, what will be highly motivating for students. In the following Website you will find a list of possible partners:

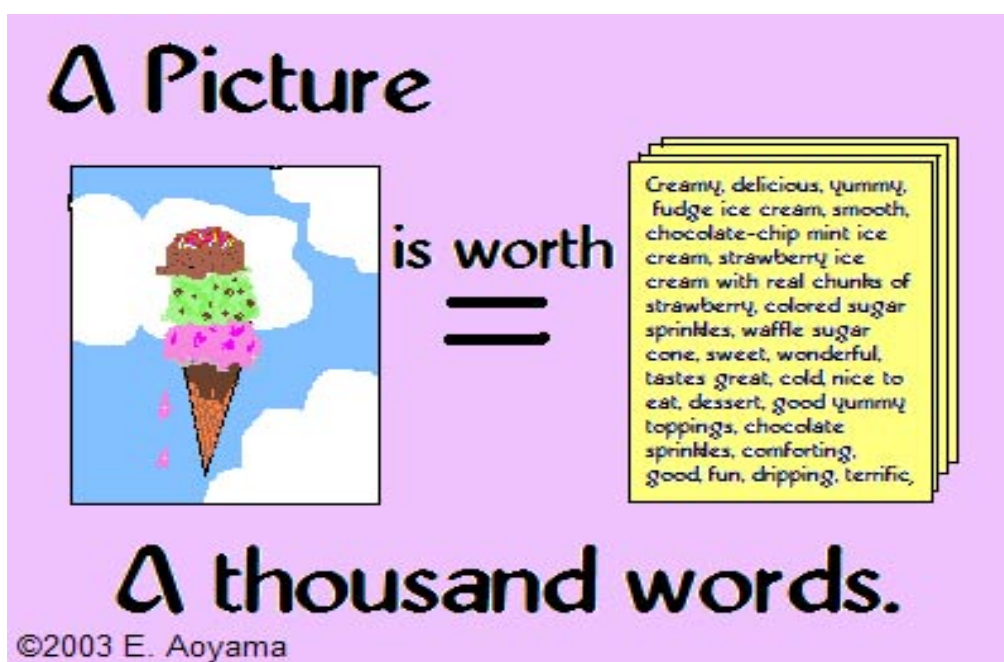
<http://www.coe.uh.edu/digitalstorytelling/partners.htm>

### Engagement (1 session)

The aim of the engagement is, on the one hand, to see the importance of media in general, and on the other hand, the importance of visual media. They have to be aware of the significance the sense of sight has in communication, but also realize that sight may not always be enough and other senses, such as hearing, are also important.

Although in the media images are very important, the context of communication is essential in order to get the message through, that context may be provided by text or voice, and many other helpful devices such as music, sounds... may also be useful to build the message.

**HERE, THERE ARE SOME POSSIBLE WORDS THAT THE PICTURE OF AN ICECREAM SUGGESTS:**



HERE, THERE ARE SOME SITUATIONS OF COMMUNICATION WHERE THE PICTURE MIGHT HAVE BEEN USED:



*In the back of the car*



*Animal rights campaign*



Art gallery promotion

## USEFUL EXPRESSIONS WHEN DISCUSSING TO REACH AND AGREEMENT

### USEFUL EXPRESSIONS TO EXPRESS YOUR OPINION

In my opinion, ...	In my eyes, ...	
To my mind, ...	As far as I am concerned, ...	Speaking personally, ...
From my point of view, ...	As for me / As to me, ...	
My view / opinion / belief / impression / conviction is that ...		I hold the view that ...
I would say that ...	It seems to me that ...	I am of the opinion that ...
My impression is that ...	I am under the impression that ...	It is my impression that ...
I have the feeling that ...	My own feeling on the subject is that ...	
I have no doubt that ...	I am sure / I am certain that ...	
I think / consider / find / feel / believe / suppose / presume / assume that ...		
I hold the opinion that ...	(I form / adopt an opinion.)	I dare say that ...
I guess that ...	I bet that ....	I gather that ...

### USEFUL WORDS TO EXPRESS YOUR AGREEMENT

I agree with you / him ...	I share your view.	I (really) think so.
(The author / the narrator / the protagonist / etc.) is right		
He is quite right / absolutely right	He may be right.	
I have no objection.	I approve of it.	I have come to the same conclusion
I hold the same opinion.	We are of one mind / of the same mind on that question.	
I am at one with him on that point.	It is true.	That is right.
That's just it !	Fair enough !	Quite so !
Just so !	Yes of course !	

### USEFUL WORDS TO EXPRESS YOUR DISAGREEMENT

I don't agree.	I disagree.	I don't think so.
You are / he is wrong.	I think otherwise.	I don't think that's quite right.
I don't agree with you/him.	I don't agree with what you say.	I am afraid that is not quite true.
I take a different view.	I don't share his/her/your view.	This argument does not hold water.
Not at all !	Nonsense !	Rubbish !
He's off his head !		

<http://pagesperso-orange.fr/yvanbaptiste/methodo/opinion.htm>

### Giving your opinion neutrally

In my view...	I feel that...
In my opinion...	It is reasonable to suppose...
It seems to me that...	As far as I'm concerned ...
I think...	As I see it ...
It seems to me	I tend to think that ...

### Giving strong opinion

I'm absolutely convinced that ...	This is an important word/concept
I'm sure that ...	Do you know that...
I strongly believe that ...	Let me say that again because it's important
No doubt about it	

### English expressions for asking someone's opinion

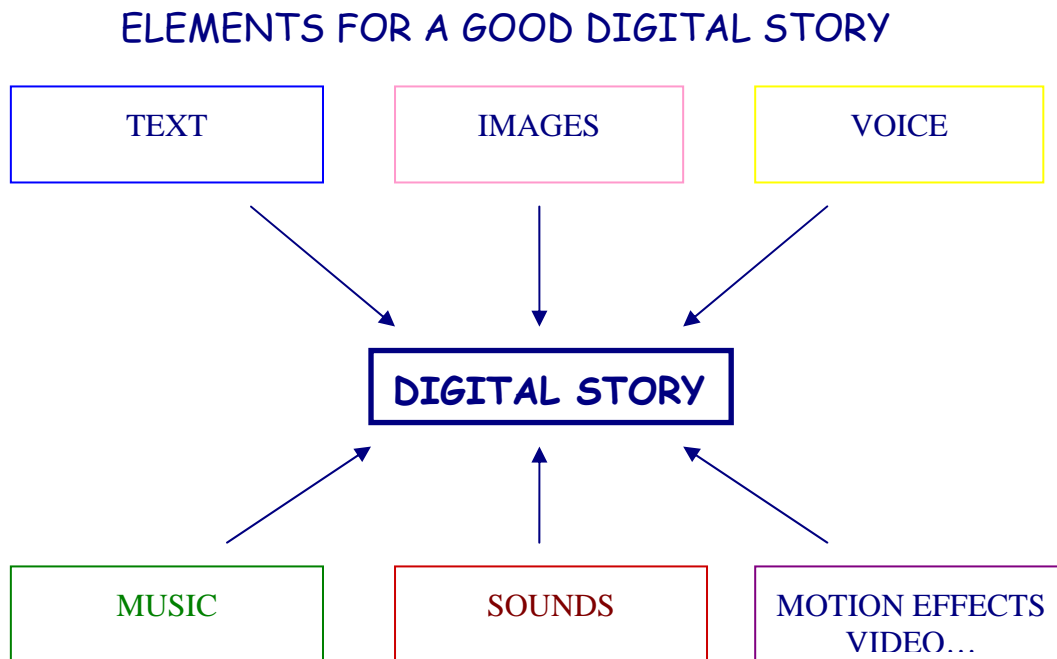
- What do think about...?
- What's your view about...?
- How do you see the situation ?

### Analysing the opinions of others

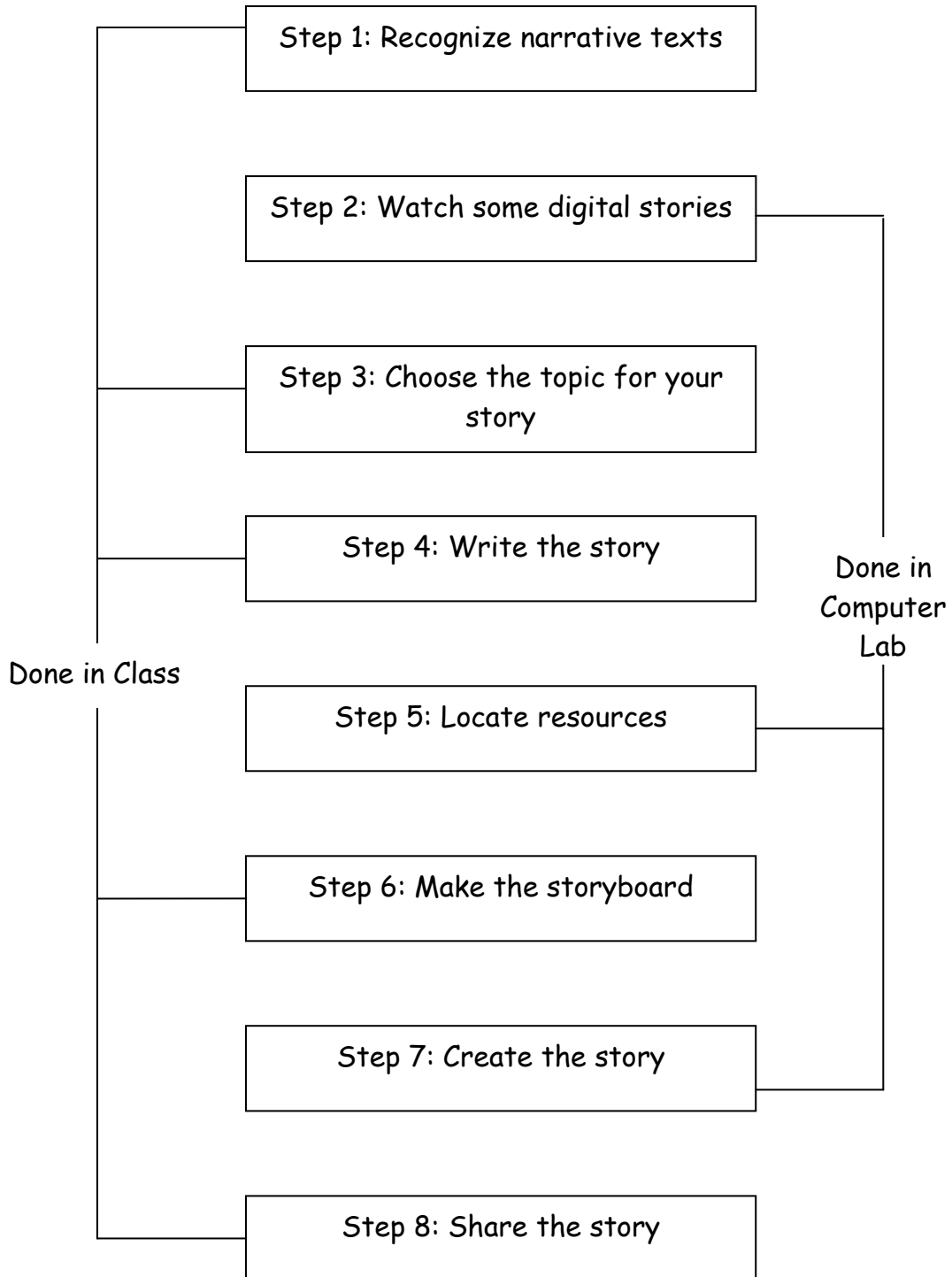
Agreement	Disagreement
It is true that...	Do you think so?]
Certainly...	I'm not so sure about that.
That may be. [weak]	I wouldn't agree.
I agree.	I can't agree at all.
I agree completely.	This is based on the assumption/premise that...
I couldn't agree more.	You assume that...
	You imply/suggest that...

### Negotiation (half session)

Students will have to decide which are the elements they need for a good digital story. They need to be aware of the importance of text, image and voice in digital stories. They may add some other elements to their stories such as music, sounds, video, movement...



It is also very important that students get the idea of the process to produce a digital story, the necessary steps to be taken and in what order. We think that the following steps are needed to be followed, and the unit has been built on those grounds; nevertheless, changes may be done if the class thinks that there are enough grounds for it.



## SEQUENCE 1. TELLING STORIES.

### Activity 1. (1 session)

Students will analyse a narrative text, an expository text and an argumentative text. They will remember the different aim each type of text has and some of the features of each type.

**Aim:** To recognize narrative texts and to remember the main aim and some features of expository, argumentative and narrative texts.

**Procedure:** In groups, they will have to read the three texts, discuss and reach an agreement to answer the questions in the chart.

**Materials:** Texts 2, 3 & 4; question chart.

### TEXT-TYOLOGY

*The most commonly known classification is that typological variation can be reduced to five functional types: argumentative texts, narrative texts, expository texts, descriptive texts and instructive texts. For pedagogical reasons, we decided to focus on the first three and considered the last two, descriptive and instructional texts, as sequences that may be part of the main three functional types.*

*In some versions of this theory, the five types tend to be viewed as textualisation-strategies. Therefore, it is not uncommon for a single text to incorporate parts which fall under different functional headings (for instance, a novel may consist of descriptive, narrative and argumentative episodes; a newspaper editorial is likely to contain narrative and argumentative parts). Consequently, many linguists talk about sequences instead of text-types.*

*Nevertheless, we use the text-typology model since we think it to be simpler for learners of DBH level, the learners in 4.DBH are told about textual sequences though. The following chart may be helpful for teacher in order to establish the grounds for learners' textual production.*

### TEXT-TYPES

Classification of texts according to five different models based on the writer's intentions.

**1. The argumentative text-type:** The argumentative text-type deals with controversial matter and expresses a clear opinion in order to persuade the audience.

The most important features we find in this text-type are necessity modals (must, should, ought to and the marginal modals need and have (got) to),

prediction modals (shall and will), suasive verbs (for example suggest, demand, and insist) and infinitives.

*Comments, interviews, leading articles, letters to the editor* and pieces of *criticism* are common argumentative text forms.

**2. The narrative type of texts:** cf. The narrative text-type presents *actions* or events in some kind of temporal order in order to inform and/or entertain.

The most important features representing narrative discourse are past tense and perfect aspect verbs, both of which describe past events (often told chronologically), and third person personal pronouns which, since the pronoun *it* is not included among them, are normally used with human referents.

*Novels, short stories and reports* are common text forms belonging to the text-type narration.

**3. The expository (explicative) text-type:** In the expository text-type the writer or speaker analyses and explains some relatively complex matter, mostly in an objective and precise way, in order to increase audience's knowledge.

Characteristic features are the use of specialized vocabulary, impersonal sentences, third person pronoun forms (the pronoun *it* is often used), relative sentences and explicative sentences (explanation, reformulation...).

*Dictionary definitions, entries in reference books, keyword outlines and summaries* are common text forms belonging to the expository text-type.

**4. The descriptive text-type:** The descriptive text-type presents the physical characteristics of living beings, objects and/or processes. The presentation can be either based on exact observation and objective information (= *technical description*), or it can give a suggestive mental picture based on the writer's subjective impressions (= *impressionistic description*).

**5. The instructive text-type:** The instructive text-type aims at influencing the reader's or listener's behaviour by advising or instructing him or her. Characteristic of instruction is the use of commands or recommendations and the present tense group of verbs.

*Recipes, rules and regulations* are common text forms belonging to the type instruction.

Adapted from **A Student's Glossary of Literary Terms**

<http://www.gho-englisch.de/Resources/Student%20Glossary.pdf>

## Activity 2. (1 session)

This activity has two parts: an interactive part, where learners need to interpret, to do some guessing and to get specific information, and a second part, where students will analyse the basic elements a story needs to be a story.

**Aim:** To use the English language and to get to know what are the basic elements of stories.

**Procedure:** Divide the class into 2 halves. Give the photocopy of the news story titled MAN SAVED to half of the class. In pairs, those with the text will read it and answer the questions in the chart. In the meanwhile, those students without the text, also in pairs, will try to guess the story behind the title, they might try to guess the answers of the questions in the chart. When those students with the text have finished reading it, they will join to a pair without the text in order to answer their questions about the news story. When finished, students might compare the story they built before having the right answers to the real story.

**Materials:** MAN SAVED text, which is inside the text folder that is inside the resources folder; MAN SAVED question chart.

These are two extra texts, news stories similar to MAN SAVED one, in case the teacher wants to use them for some extra work.

### Dogs Give Up Their Lives to Save Family

11 February 2008

WINONA, Minn. (AP) - Bella, a 3-year-old golden retriever/collie mix who was once rescued as an abused puppy, returned the favor to her owners by alerting them to a house fire. With help from Maddie, a 6-month-old golden retriever, Bella helped get Sue Feuling and her 9-year-old daughter, Mckenzie, out of the house last week. The dogs didn't make it.

"Those dogs were without a doubt the heroes," said Winona Assistant Fire Chief Jim Multhaup.

Bella had jumped on Feuling's bed early Friday morning and started barking, and Feuling then smelled smoke, grabbed her daughter and rushed out of the house.

But Feuling couldn't coax the dogs out of the house, even when she tried to run back in to yell for them.

"Bella must have thought Mckenzie was still in the house," Feuling said.

A firefighter who arrived at the scene tried to save the dogs, but it was too late. The Feulings were taken to an area hospital for smoke inhalation monitoring, but were OK, Multhaup said.

The fire, which was caused by an overloaded electrical outlet, gutted the home, Multhaup said.

While an assistance fund was set up, Sue Feuling said she was only thinking about her dogs. "Everything I lost is nothing compared to them," she said.

<http://www.msnbc.msn.com/id/23119105/#storyContinued>

### **Fisherman hero swims 10 hours to shore**

An Australian fisherman has been hailed a national hero after he swam for 10 hours in shark-infested waters to help his colleagues. Michael Williams, 39, amazed rescue workers and emergency services after his marathon 12-kilometre swim off the coast of New South Wales. His shrimp trawler hit a coral reef and sank very quickly. There was no time to radio for help so Williams and the two other fishermen on the boat had no choice but to jump into the sea. The three men became separated in the dark and Williams decided to swim to the shore. His feat of endurance amazed rescue workers and the fishing community. His efforts meant he was able to save one of his two crew mates. A rescue helicopter pulled John Jarrett, 41, from the ocean soon after Williams raised the alarm.

Emergency services called off the search for the third man, the boat's captain, Charlie Picton. Police said evidence suggested he had drowned. Police officers described the survival of Williams and Jarrett as nothing short of "miraculous". A search and rescue specialist, Steve Willis said very few people could survive such an ordeal. He told reporters: "The expected survival time for most people in those conditions would be a few hours." Williams is making a full recovery in hospital, suffering from cuts and bruises, exhaustion and sunburn. Jarrett is also doing well after being severely dehydrated. He never doubted his survival, telling the media: "I've got a determination like no other person...I wasn't going to die out there, no way." He did add that he would never go to sea again.

<http://www.breakingnewsenglish.com/>

### **Activity 3. (1 session)**

The old cliché "A picture is worth a thousand words" is put to the test in this activity. While students may not actually write exactly a thousand words, they will have the chance to think critically about their interpretations of the events in a given picture and to write about it.

This activity has two parts: in the first one (3.1. & 3.2.), students will work on a story based on a picture, in the second part, they will create a brief story from another picture.

**Aim:** To start practising language useful for narrations and to start thinking about a possible topic for their story.

**Procedure:** In groups, students will work on the brief story, *Worst Ever Campus Horror*, from a given picture, the tips given in its picture card will help students

to produce their own brief story on another picture. Then, the teacher will distribute to each group a picture that tells a story; first, he/she will encourage students to do some brainstorming before writing the story, finally, students will write the story behind the picture in the picture card.

**Materials:** Text 5; charts on text 5; pictures, which are inside the text folder that is inside the resources folder (each picture has its real story written on the back); picture card.

#### **Activity 4. (1 session)**

**Aim:** To use oral English and to realize how complicated is to pronounce English in a correct and natural way.

**Procedure:** After they write their story, all the members of the group will practise how to tell it following the procedure chart in the activity. When ready, each member will join a new group where members have a different picture, and then, each one will tell his/her story to the others.

**Materials:** Text produced in activity 3; PROCEDURE chart; dictionary; PEER EVALUATION chart; SELF-EVALUATION chart; voice-recorder (mp3, audacity...)

**Evaluation:** The teacher can use the 'PEER EVALUATION CHART' table as the initial assessment.

## Sequence 2. Your digital story.

### Activity 5 & 6. (2 sessions)

“Innocence Lost” last 6 min. and “Tears of Change” 4 min. The first is an expository text as its main aim is to analyse and explain a real and complex matter. The second one is a narrative text as actions or events in some kind of temporal order are presented in order to inform and/or entertain the audience (to share and teach too).

**Aim:** To expose learners to English language and to foster curiosity and will to find out about factual events. To analyse features of digital videos and to establish the features of their future digital story.

**Procedure:** There are two possibilities to carry out these activities.

1. In the same order as it is proposed in the students’ unit: first, analysing the content of both videos; then, the features they have; and finally, deciding the features their digital story needs to have.
2. First, focusing on one of the videos; then, on the other one; and finally comparing both videos with the one they will produce to decide what features their digital story will have.

Correct the checklist for digital documentaries in the big class and allow for comments. The decisions made by the different groups should be quite similar, so a wide consensus on the basic features digital stories should be achieved.

**Material:** PREDICTIONS chart; INNOCENCE LOST text; TEARS OF CHANGE text; PERSONAL OPINION chart; CHECKLIST FOR DIGITAL DOCUMENTARIES.

#### MORE DIGITAL STORIES IN THE WEB

[http://www.nytimes.com/packages/html/nyregion/20071125\\_DNA\\_FEATURE/index.html](http://www.nytimes.com/packages/html/nyregion/20071125_DNA_FEATURE/index.html)

<http://www.mcli.dist.maricopa.edu/learnshops/digital/examples.php>

<http://www.digitales.us/>

### Activity 7 & 8. (2 sessions)

**Aim:** To use English and to interact. To choose a topic for their digital story and to learn to surf the Web in a rational way.

**Procedure:** In pairs, students will ask questions to each other consecutively. Then, in groups of three, students with similar focus of interest will look for information to build up their story.

**Material:** MEDIA USE questionnaire; Internet connection; Websites chart.

## Sequence 3. Oral English language.

### Activity 9. (1 session)

**Aim:** To realize how graphic representation of English words and their pronunciation differ. To understand the importance of word stress in oral Basque and Spanish, and more specifically in oral English language. To develop strategies to find out the stress pattern of words.

**Procedure:** In groups; first, compare Basque, Spanish and English languages and make some predictions; then, observe the general rules for word stress in English; and finally, classify some words according to the rules.

**Materials:** Syllables chart; pronunciation general rules; WORD STRESS chart; Posters; 'PROCEDURE' chart; dictionary.

Basque	Syllables	Spanish	Syllables	English	Syllables
Influentzia		Influencia		Influence	3
Teknika		Técnica		Technique	2
Narratiba		Narrativa		Narrative	3
Konparatu		Comparar		Compare	2
Biolentzia		Violencia		Violence	2
Determinatu		Determinar		Determine	3
Inozotasuna		Inocencia		Innocence	3
Nepaldar		Nepalés		Nepalese	3
Eskala		Escala		Scale	1
Eskola		Escuela		School	1
...					

WORD STRESS	
On the last	to preSENT, to exPORT, to deCIDE, to beGIN
On the second from the last	PRESent, EXport, CHIna, TAbLe LOVEly, LITtle, GORgeous GRAPHic, geoGRAPHic, bioLOGic teleVIsion, reveLAtion ,acquiSItion
On the third from the last	deMOcracy, dependaBllity, orTHOgraphy, geOLOgy CRItical, geoLOGical, aITImeter
On the particle	cheer UP, go IN. hang ON

Compound words

to underGO, to outSTAND, hard-HEARTED,  
well-disPOSED, bad-TEMpered, old-FASHioned  
GREENhouse, CHECKlist, to overFLOW, BLACKbird

There are extra word stress exercises in the following Web page.

<http://www.e-pron.com/esl/ws/ws.html>

### Activity 10 & 11. (2 sessions)

**Aim:** To understand the importance of sentence stress and rythm in oral English language compared to Basque or Spanish. To develop strategies to find out the stress pattern of sentences and its rythm.

**Procedure:** In groups; first, compare the pronunciation of content and structure (grammatical) words in English sentences to that in Basque or Spanish ones; then, divide speech into thought groups, compare those with Basque and Spanish thought groups.

**Materials:** SENTENCES chart; SENTENCES TO BE READ ALOUD chart; PAUSING AND THOUGHT GROUPS rules.

SENTENCES	Content words	Structure words
It was the <u>best</u> <u>car</u> for us to <u>buy</u> .		
Will you <u>help</u> my <u>mother</u> because I am <u>busy</u> <u>now</u> .		
They didn't <u>play</u> <u>well</u> in the <u>first</u> <u>half</u> .		
I'm <u>coming</u> to <u>London</u> on <u>Saturday</u> .		
I <u>ate</u> a lot of <u>cakes</u> and <u>chocolate</u> and I <u>feel</u> <u>sick</u> .		
If you have <u>toothache</u> you should <u>go</u> to the <u>dentist</u> .		
It was an <u>uncomfortable</u> <u>journey</u> through the <u>desert</u>		
I <u>want</u> to <u>go</u> to <u>see</u> my <u>friend</u> .		

SENTENCES TO BE READ ALOUD	All wrong
Yesterday I / went to / the cinema with / my friends. Yesterday - I went to the cinema - with my friends.	
Atzo zinera / joan / nintzen nire / lagunekin. Atzo – zinera – joan nintzen - nire lagunekin.	
Ayer fui / al cine con / mis amigos. Ayer - fui al cine - con mis amigos.	
My father and / I will / go to California next / summer. My father and I - will go to California - next summer.	
In the morning I / saw your / brother walking / down the street with / a nice blonde girl. In the morning - I saw your brother - walking down the street - with a nice blonde girl.	
When I was / little I jumped on the / bed kicked my sister and drove / my parents crazy. When I was little - I jumped on the bed - kicked my sister - and drove my parents crazy.	
The boy who / we met last Saturday was / very cool. The boy who we met - last Saturday - was very cool.	
La chica que te / gustó me ha / preguntado cómo te / llamas. La chica que te gustó - me ha preguntado - cómo te llamas.	
Bihar klasetik / ateratakoan erosiko / diogu oparia. Bihar - klasetik ateratakoan - erosiko diogu oparia	

In the following pages, there is some extra information on sentence stress and thought groups that might be useful.

## Sentence Stress in English

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast.

Sentence stress is what gives English its **rhythm** or "beat". You remember that word stress is accent on **one syllable** within a **word**. Sentence stress is accent on **certain words** within a **sentence**.

Most sentences have two types of word:

- **content words**
- **structure words**

Content words are the key words of a sentence. They are the important words that carry the meaning or sense.

Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure".

If you remove the structure words from a sentence, you will probably still understand the sentence.

If you remove the content words from a sentence, you will **not** understand the sentence. The sentence has no sense or meaning.

Imagine that you receive this telegram message:

**Will you SELL me CAR because I'm GONE to FRANCE**

[Click here to hear](#)

This sentence is not complete. It is not a "grammatically correct" sentence. But you probably understand it. These 4 words communicate very well. *Somebody wants you to sell their car for them because they have gone to France.* We can add a few words:

**Will you SELL my CAR because I've GONE to FRANCE**

[Click here to hear](#)

The new words do not really add any more information. But they make the message more correct grammatically. We can add even more words to make one complete, grammatically correct sentence. **But the information is basically the same:**

Content Words

**Will you SELL my CAR because I've GONE to FRANCE.**

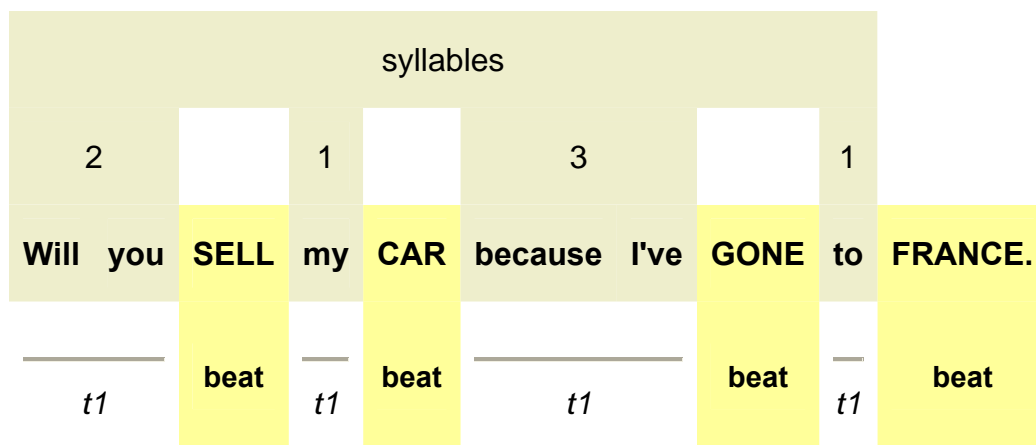
## Structure Words

[Click here to hear](#)

In our sentence, the 4 **key words** (sell, car, gone, France) are accentuated or **stressed**.

Why is this important for pronunciation? It is important because it adds "music" to the language. It is the **rhythm** of the English language. It changes the speed at which we speak (and listen to) the language. **The time between each stressed word is the same.**

In our sentence, there is **1 syllable** between SELL and CAR and **3 syllables** between CAR and GONE. But the **time (t)** between SELL and CAR and between CAR and GONE is the same. We maintain a constant beat on the stressed words. To do this, we say "my" more **slowly**, and "because I've" more **quickly**. We change the speed of the small structure words so that the rhythm of the key content words stays the same.



[Sentence Stress Rules >](#)

<http://www.englishclub.com/pronunciation/sentence-stress.htm>

## Thought Groups

*Thought Groups*

- Patterns
- Listen & Practice
- Related Topics
- More

In written English, we use punctuation to show where the pauses in the sentences should be. When we speak English, our listeners don't see the punctuation, but we don't generally run all the words together in a stream of equally-emphasized words either; we group words by their meaning, and pause between them. This allows us to speak in phrases or thought groups, and to pause just after important information that we emphasize.


If we are speaking slower and clearer, the phrases are shorter, but if we



## Information

are speaking fast, the phrases are longer and we don't emphasize as many words. It's important to know where to put the pauses in the sentences so that you can sound more like a native-speaker.

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Click on the  to hear an example.

## What are the patterns?


Thought groups are generally formed by the grammar. Here are some examples:


### *Noun phrases:*

 the obsolete software

 Amy and Peter

### *Short subject and verb:*

 Mary walked

 The boy smiled

### *Verb phrases:*


 jogged joyfully

 seemed correct


### *Prepositional phrases:*


 in the laboratory

 with the hammer

 to the mall

### *Relative Clauses:*

 ...woman *who wore glasses*, was...

 ...book *that I read*, is...

### *Parenthetical remarks:*

 phrases (*or thought groups*) are...

 this is, *in fact*, an example.



Between each thought group, the speaker needs to pause. There are some pauses that are longer and more important than others. These would be marked with commas ",", semi-colons ";", colons ":" and periods "." in writing, and will ALMOST ALWAYS be pauses, no matter how fast the person is speaking. The other pauses will be there if it's slower speech but might not be if it's faster speech.

Sometimes if you can imagine the punctuation that would be there in writing, it helps

you know where to pause for a breath.

*(click on each sentence to hear it)*

Finally, // each time you prepare the solution, // you should take into account / the temperature of the liquids. // Don't mix these two liquids together / unless they have the same temperature. // room temperature. // After they reach the same temperature, // then you can mix them together / and get the starting temperature.

## Listen and Practice

- *Listen to this passage from NPR's All Things Considered. Listen to the stress placed on the last content word in each thought group, and where/how long the speakers pause.*

[The Changing Face of America Series. Commentators Look Back, Pt. 3: Tuscon, Arizona.](#)

*Where would you put the pauses?*

Imagine you are giving a presentation and want to speak slowly with more emphasis:

1. The interior element is much more important than the outer elements.

Listen:  \_ Check: 

2. Through this analysis, we will be delving into the world of engineering mechanics.

Listen:  \_ Check: 

3. When the current price wars have dissipated, the everyday consumer will have more buying power.

Listen:  \_ Check: 

4. In order to find the non-trivial solution of a linear system, one must find the

eigenvalues of the corresponding state-space matrix.

Listen:  Check: 

5. Although many people believe that J.S. Bach was a classical composer, he was in fact, a Baroque master.

Listen:  Check: 

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## Related Topics

- [Phrasal Stress](#)
- [Emphasis](#)
- [Intonation](#)
- [Word Stress](#)

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## More Practice and Information

- [Chunking](#) (Prosody on the Web - POW)
- [Suprasegmentals](#) (Williams) Click on Thought Groups.

### Activity 12. (1 session)

Students will put into practise what they have just learnt in this sequence. It is important for them to realize the importance that practising have in order to improve orality in English.

**Materials:** Text 6 or test 7; PROCEDURE chart; on-line or regular dictionary; PEER EVALUATION chart; PEER & SELF-EVALUATION CRITERIA chart; voice-recorder (mp3, audacity...)

The teacher may find more recorded news stories in the following Websites in order to do some extra practising orality exercises.

<http://www.breakingnewsenglish.com/>

<http://www.britishcouncil.org/learnenglish-central-stories-archive.htm>

## AN EXTRA EXERCISE TO IMPROVE ORALITY

### Practice text one

caps = primary word stress

schwa sounds have a line through them (indicated for words of two or more syllables)

/ = thought group

› = link

↓ = fall

↓↑ = fall and rise



[Listen: Part 1](#)



[Listen: Part 2](#)

**Liar!**↓

**PrEFESsør** says ↓↑ / **we all tell 200 fibs** › **a day** ↓

**LONDøn DAlly TELEgraph**↓

**LONDøn**↓ — **We all tell 200 lies** › **Every day**, ↓↑ / **new REsearch\*** has › **shown**  
↓↑ / —

and life would be **NIGHTmare** ↓↑ / if we **DIdn't**.↓

These range from small › **UNtruths** ↓↑ / or **white lies**, ↓↑ / to **deLiberate**  
**deCEPTions** ↓↑ / and › the **œcAsional "WHOPper"**, ↓↑ / **acCORDing to**  
**AMERican**

**psyCHOløgist** ↓↑ / **GERald JELLisen**.↓

**JELLisen**, ↓↑ / **prEFESsør** › of **psyCHOløgy** at › the **UniVERsity of South**  
**CalifORnia**, ↓↑ / **disCOVERed** that **lies were BEing told** › on such › a  
**grand scale** ↓↑ / **AFTer PUTting MIcrophones** › on › a **STUDy group** › of  
**20 PEOp(e)le** ↓↑ / as they went › **aBOUT** their day-to-day tasks.↓

**ANAlYsis** › of the tapes **reVEAlEd** ↓↑ / that › an › **Average** › of one lie ↓↑ /  
was told › **Every eight MIminutes**.↓ **Worst** › **œFFENDers** ↓↑ / were those who  
had the most **SOcial CONTACT** ↓↑ / and were forced › to make **deMANDS** › on  
**PEOp(e)le**.↓ **STORE clerks**,↓↑ / **DOCTors' reCEPTionists**,↓↑ / **polITicians**,↓↑ /  
**JOURnalists**,↓↑ / **seLIcitors**,↓↑ / **SALESmen** ↓↑ / and **psyCHOløgists** ↓↑ /  
all fall › **INTo** this **CAtøgy**.↓

"**OFTen** ↓↑ / what we are **TALKing** › **aBOUT** are **VEry small** › **lies**, ↓↑ / but they  
are lies **nenetheLESS**," ↓↑ / said **JELLisen** ↓↑ / — who **œNTENDS LYing** › is  
**CRUcial** ↓↑ / to the **NORmal FUNCTøning** ↓↑ / of **seCløty**. ↓

<http://individual.utoronto.ca/English/SGSPronunciation.htm>

## Sequence 4. Writing the story.

### Activity 13. (1 session)

Students need to realize that writing the story cannot be led to improvisation, behind the production of a story there is a long and laborious process. The story map will help them to organize their story.

**Aim:** To organize and develop the elements of their story. To accept others' critics and to discuss with others' in order to reach an agreement and develop a collective work.

**Procedure:** In groups, students will bring back the information they have been collecting on the story they will tell. Then, they will start disposing the different elements of the story in the STORY MAP.

**Material:** Information collected; STORY MAP chart.

### Activity 14 and 15. (2 sessions)

**Aim:** To see the features of a factual story and to apply them to build up their own. To discriminate the right use of the past tense in English compared to that in Spanish. To acquire the rules for the right pronunciation of the past of regular verbs. To use connectives in a proper way.

**Procedure:** In groups; first, analyse the features of a story (mainly grammatical contents, such as, type of verbs, connectives). Then, they will write the draft of their final digital story. And finally, they will check other classmates' stories and correct theirs.

**Material:** Text 8; USES OF SIMPLE PAST slide; verb cards (which are inside the text folder that is inside the resources folder); CONNECTIVES chart; PROCEDURE chart; DRAFT CHECKLIST.

When teaching English past tense pronunciation for regular Simple Past verbs, ESL and EFL students have to first be taught to add "-ed" to the end of the base form of the verb. This is easy enough for forming and spelling regular past tense verbs; the problem with pronunciation arises because students are often taught (or observe) that the "-ed" ending adds another syllable to the word. And then they always add another syllable to the past tense of the verb. For example, "worked" is erroneously pronounced "work/id/" with two syllables, instead of just one, "work/t/."

A second syllable with the "-ed" ending is only necessary when the last *sound* (not the last letter) is a /t/ or /d/, for example, "wanted," "decided," "needed," or "invited." The last sound for the words "want" and "invite" is /t/. The last sound for the words "decide" and "need" is /d/. These two sounds require that the added -ed ending be pronounced with an additional syllable.

There is a **IRREGULAR VERBS** folder inside the resources folders in the unit. It is up to the teacher to decide to use them or not.

### AN EXTRA EXERCISE ON THE USE OF CONNECTIVES

**Procedure.** In pairs or triads, highlight the connectives in the following paragraph and classify them in the chart.

*Yesterday evening I got home from work at 6 o'clock. My husband prepared dinner which we ate immediately. **After** I had cleaned up the kitchen, we watched TV for about an hour **because** we had some spare time. **Then** we got ready to go out with some friends. Our friends arrived at about 9 o'clock **and** we chatted for a while. **Later** we decided to visit a jazz club and listen to some music. We really enjoyed ourselves **and** stayed late. **As a result** we left quite late, at one o'clock in the morning. **In conclusion**, it was a lovely and enjoyable night but next morning we would regret it.*

For 3 months, I would wake up around the same time at night, usually between 3 and 4 am hearing as plain as day the sound of a big brass band playing outside my window. It was a beautiful noise **but** no one else could hear this. **So**, after visiting my doctor, he sent me to have my head examined for possible tumours, **however** I'm as healthy as the day I was born. The brass band has stopped playing **on the contrary** other things have not. **For instance**, when I'm home alone **and** am having a shower, I can hear the light switches being turned on and off constantly. **Then**, when I come out the bathroom, some lights in the other rooms are on, **and also** doors of rooms are opened.

Express a result or a consequence	Because, as a result, so
Add some ideas	And
Summarize and conclude	In conclusion
Explaining and illustrating	For instance
Sequencing ideas	After, then, later, finally
Making comparison and contrast	But, however

## Sequence 5. Production Phase.

### Activity 16. (1 session)

**Aim:** To use the language. To value own original work and others original work.

**Material:** THE COPYRIGHT QUIZ; GLOSSARY OF COPYRIGHT TERMINOLOGY.

## The Copyright Quiz

1. If a work is in the public domain, it means:

- You can find it at a public library.
- You can get it for free online
- You can copy it without getting permission from anyone
- The term of copyright in the work has run out.

2. True or False: A fan can freely upload to her site any images, scripts, songs or clips from any show if he/she doesn't make money on it.

- True
- False

3. Which of the following is/are defence(s) to copyright infringement?

- Fair use
- "I didn't know the work was copyrighted."
- "I'm giving the copyright owner free publicity."

4. For a work to be protectible under copyright, it must:

- Be original
- Be fixed in a tangible form of expression.
- Be of professional quality.
- Include a copyright notice.

5. The term of copyright for a work posted on a web site

- Does not exist because the internet is part of the public domain so it is not protected by copyright.
- Is the same as the term would be if the work was originally Published in print or any other medium.
- Lasts for the life of the author plus 70 years.
- Depends upon whether a copyright notice is included on the web page on which the work appears.

6. True or False: You just saw the coolest video clip on the internet. You want to download it and cut it into your own video that you have been working on. You will not use the entire video clip, so it should not be a problem to use the music.

- True
- False

7. You wrote something and you want to send it to a writing contest. How would you copyright it?

- It already is protected by the copyright law once you have written it down.
- It isn't protected by the copyright law until you register it with the U.S. Copyright Office
- It isn't protected by the copyright law until you put a copyright notice at the bottom of the story.
- It is never protected by the copyright law, because once you write it down, it becomes public domain.

9. True or False: If a copyright owner knows that someone is Infringing his copyright, he must take legal action against the infringer or risk losing his copyright.

- True
- False

10. Factors in determining whether a use of a copyrighted work is a fair use include

- Amount of the work used.
- Effect on the commercial market for the work used.
- Purpose of the use.

11. Which of the following items can be copyrighted?

- An original poem posted on an online message board
- Postings in a chatroom
- Computer software
- A banner ad
- The title of a song

12. Rights of copyright include:

- The right to reproduce one's work.
- The right to display one's work.
- The right to distribute copies of one's work.
- The right to stop fair uses of one's work.

13. True or False: expression of facts can be copyrighted.

- True
- False

14. A kindergarten child's finger painting cannot be copyrighted because:

- A child in kindergarten is just a little kid.
- Anybody can finger paint.
- It is not true; a kindergarten child's finger painting can be copyrighted.
- A child in kindergarten does not care whether his work is copyrighted.

15. True or False: You just read a great story from A Collection of Short Stories of 2000 and you think it would make a great play. You may be able to write a play based on the story to be performed at your local community teen theatre, but first you would need to get permission to use the story from the copyright owner

- True
- False

16. If you paint a mural on a classroom wall as an assignment for your art class, who owns the copyright?

- The school because it owns the wall.
- Your parents because you are too young to own a copyright.
- Your art teacher because she assigned the art project.
- You do because you are the "author" of the work.

17. True or False: If you buy the latest book by J.K. Rowling and knew that three of your friends would love it, you could make three copies of the book and sell them each a copy for less than you paid

- True
- False

18. Which of the following statements are correct? One purpose of copyright is to: Give creators an incentive to create.

- Give creators an incentive to create.
- Promote the progress of the arts, culture, and literature.
- Enable copyright owners to stop all unauthorized uses of their works
- Enable copyright owners to silence their critics

19. True or False: A work first published in the United States in 1922 is now in the public domain.

- True
- False

20. Which of the following factors does a court look at to determine whether there's been infringement?

- Whether the copy is identical to the original work
- Whether the copy is "substantially similar" to the original work
- Whether there is evidence that the alleged copier actually did copy the work
- Whether the person accused of infringing made any money from the copy made of the work

21. True or False: If you own a painting, you also own the copyright to the painting and can sell pictures of it.

- True
- False

22. Fair use is which of the following?

- The right to copy entire copyrighted works without permission so long as it's for solely personal use
- A defence against copyright infringement
- The right for schools and teachers to use any copyrighted works without permission
- The right to download anything copyrightable from the internet

Adapted from <http://www.copyrightkids.org/quizframes.htm>

### Activity 17. (1 session)

This lesson must be hold in the computer room.

**Aim:** To realize how useful multimedia support (visual and aural support) is for a digital story. To learn to look for material in the Web, to select proper material and to organize it for future use.

**Procedure:** Students will surf the Web to look for all the audiovisual material they need for their stories: music, pictures... And, they will learn how to write the credits for their digital story.

### Activity 18 & 19. (3 sessions)

The first part may be carried out in the classroom but the second part, *Creating your Digital Stoty*, must be hold in the computer room.

**Aim:** To organize all the material gathered and produced so far. To create the digital story.

**Procedure:** Students will fill the story boarding template pages (they will need some photocopies of the template to display all the story).

**Material:** PROCEDURE charts; STORY BOARD TEMPLATE photocopies; CHECKLIST FOR DIGITAL STORIES chart.

## EVALUATING THE UNIT

After finishing the sequences, you are going to evaluate the didactic unit. In order to do that, complete the following chart. This is an individual work.

1. Which activity or activities did you like most? Why?					
2. Which activity or activities do you reckon as most difficult? Why?					
3. Which activity or activities do you reckon as most useful to learn the contents related to the unit? Why?					
4. The oral and written texts used in the activities are:					
Very difficult	Difficult	Normal	Easy		
5. You think the work has been done:					
Very slowly	Too fast	At the right speed			
6. Did working in groups help you to learn? Why?					
7. Did you feel OK working in your group? Why?					
8. This didactic unit has contributed to your knowledge on:					
Content:	A lot	Quite	Enough	Little	Nothing
Working techniques:	A lot	Quite	Enough	Little	Nothing
Interest & motivation:	A lot	Quite	Enough	Little	Nothing
9. Did the teacher provide you with enough information, materials and help to carry out the project?					
10. Any additional comments or suggestions:					

## **SOME INTERESTING MULTIMEDIA DEVICES**

<http://www.adobe.com/education/digkids/lessons/storyboards.html>

[http://education.apple.com/education/ilife/subject\\_template.php?subject\\_id=1](http://education.apple.com/education/ilife/subject_template.php?subject_id=1)

[http://www.davarts.org/art\\_storiesB.html](http://www.davarts.org/art_storiesB.html)

<http://www.infoday.com/MMSchools/jan02/digitalplace.mov> Martin Luther King

### **RESOURCES FOR DIGITAL STORIES**

<http://www.wired-and-inspired.ca/hidden-stories/rubric/index.html#PRIMARY%20SOURCE>

[http://www.digitales.us/resources/storyboard\\_template.php](http://www.digitales.us/resources/storyboard_template.php)

<http://www.coe.uh.edu/digital-storytelling/tools.htm>

<http://www.wired-and-inspired.ca/hidden-stories/resources/index.html>

<http://www.curriculumsupport.education.nsw.gov.au/secondary/english/resources/index.htm>

### **TO MAKE A COMIC**

<http://wwwfp.education.tas.gov.au/english/vislit.htm>

### **TO WRITE A SHORT STORY**

<http://wwwfp.education.tas.gov.au/english/stories.htm>

### **TO MAKE AN ADVER**

<http://www.web-and-flow.com/members/ajones1/advertising/webquest.htm>

### **TO MAKE AN ORAL STORY**

<http://wwwfp.education.tas.gov.au/english/craft.htm>