YOU BE THE REPORTER
A DIGITAL STORY

3rd year of Secondary School
Materials for an Integrated Approach to Languages
You Be the Reporter. A Digital Story

3rd year of Secondary School. Materials for an Integrated Approach to Languages

HIZKUNTZEN TRATAERA BATERATUEN PROGRAMA
PROGRAMA DE TRATAMIENTO INTEGRADO DE LAS LENGUAS

DBHko 3. mailarako materialak / Materiales para 3º de E.S.O.

PROIEKTUA / PROYECTO: Kazetaritza lanbide

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UNIDADES: De profesión, periodista. Reportaje.
           You be the reporter. A digital story.

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MATERIAL HONEN JABETZA EUSKO JAURLARITZAREN DA
MATERIAL PROPIEDAD DEL GOBIERNO VASCO

2008ko urría
Octubre de 2008
What impact do you think mass media have upon current society? Which is the mass media you devote more time to? Is it TV? Or maybe, is it the Internet? A latest study of consumer online behaviour found that online consumers spend almost twice as much time surfing the Web as watching TV.

So we might say that, 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, you will look into the world of mass media and you will learn and use narrative techniques in order to tell others about factual or fact-based stories.

In Basque, you will produce a radio news broadcast to tell your 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 current or historical facts.
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<thead>
<tr>
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<th>Engagement and negotiation.</th>
</tr>
</thead>
</table>

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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.

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Activity 6. Features of your digital story.  
Activity 7. What are you interested in?  
Activity 8. Surfing the Web.

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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.

**SEQUENCE 4. WRITING THE STORY**

Activity 15. Writing your draft.

**SEQUENCE 5. PRODUCTION PHASE**

Activity 16. What is Copyright?  
Activity 17. Gathering and preparing resources.  
Activity 18. Making the story board.  

Evaluation
Activity 0. Engagement.

You are going to work in groups of three.

Have a look at the following picture and write down five words or ideas that come to your mind.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Then, think about three situations of communication in which using this picture might help to transmit the message.

SITUATIONS OF COMMUNICATION:

___________________________________________________
___________________________________________________
___________________________________________________

Do you agree with the following conclusion? __________

A picture is worth a thousand words...
THE POWER OF IMAGES

In humans the sense of sight is by far the most dominant of the five senses. Scientists who study the brain have determined that about one-quarter of the human cerebral cortex is involved in the sense of sight. Today’s media (newspapers, TV, internet…) reflects our strong reliance on sight as a way of taking in information, it is full of visual images, some moving, some still.

And then, list the five senses in order of importance for your group. To do that, you need to discuss and reach an agreement:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now, look at the following picture; first, add five words that come to your mind; then, try to write down a caption (a short comment) for the picture.

THE CAPTION HELPS THE READER BUILD A STORY AROUND THE PICTURE

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Caption: ______________________________________
_____________________________________________
_____________________________________________

It is not easy, is it? You don’t know much about the context of the picture, do you? There is some information missing in order to carry out the activity. Read about the context of the picture and then, rewrite the caption for the picture.
CONTEXT OF THE PICTURE

- The picture shows the moving exhibition on the front lawn in Reed College (Portland, Oregon) carried out by Reed students in March 2007.
- Each white flag represents 6 dead Iraqis.
- Each red flag represents one dead North American

What did the photographer want to make clear? __________________________

Is the picture enough for that purpose? Why? __________________________

Now, read the following text.

Text 1

Iraq civilian deaths hit new record

THE number of Iraqi civilians killed in political violence hit a new record in December after a big increase the previous month, Interior Ministry data shows.

The statistics, that are indicative but only a partial record of the violent deaths, showed 12,320 civilians were killed in 2006 in what officials classified as “terrorist” violence -half of them in the last four months. The number, given by the United Nations, indicates that about 120 civilians died each day.

Since the chaos in Iraq makes consistent reporting impossible, those numbers are approximate and certain to be an underestimation.

They include no deaths among the many civilians wounded in attacks who may die later from wounds. Nor do they include many people kidnapped whose fate remains unknown.

The Interior Ministry said 125 police officers and 25 Iraqi soldiers were killed in December, similar totals to November and October.

US military reports show 112 American soldiers were killed in December, the deadliest month for them in two years. Just before New Year, the total US death toll since the invasion of March 2003 passed the 3000 mark.

Adapted from http://www.theaustralian.news.com.au/story/0,20867,21001252-23109,00.html

Do you think that the picture with the captions is clearer than the news article? And, what about using both together?

To finish, read the article to your partners trying to emphasise the important words and ideas while your partners look at the picture.

“Powerful images, plus thoughtful narration and maybe even a bit of text, can help you tell your story in ways that a plain text never could.”
Negotiation.

You are going to create a digital story in groups of three and when it is finished you might distribute it on the Internet or in DVD format. Now, decide which elements are needed for a good digital story.

What are the steps you need to take to create your digital story?

In the following page, there are some possible steps to create a digital story, decide which of them you will have to take and in which order. You can add new steps if necessary. Finally, bring your answers together as a class and write them on the blackboard.
Possible steps: watch some digital narrative stories, recognize narrative texts, create the story, make the storyboard, choose the topic for your story, share the story, write the story, locate resources (images, music...).
SEQUENCE 1
TELLING STORIES

Whether gossiping at the bus stop, recounting a bad day at school or telling stories of our families, we all tell stories every day. In this sequence, you are going to learn about what makes a story to be a story and finally, you are going to tell a short story on a picture.

**Activity 1. How do you know that it is a narrative text?**

As you already know, depending on the purpose or the aim of the sender (writer, speaker...) there are different types of texts: narrative texts, expository texts and argumentative texts.

In pairs or groups of three, read and try to understand the following texts in order to answer the questions in the table on page 12. Then, compare your answers with your peers.

**Text 2**

**Misguided thief steals sat nav from police car**

19 February 2008

A BUNGLING thief who stole a satellite navigation system from a car must have quickly regretted his choice of target...an unmarked police vehicle.

Adam Doyle, 19, had broken into the car while it was parked in Ashton Gardens, Huntingdon, overnight on February 2. The theft was discovered in the morning and shortly afterwards police officers raided Doyle's home, also in Ashton Gardens, where they found the missing kit in an airing cupboard.

In interview, motor mechanic Doyle initially said he could not remember if he had carried out the theft as he was too drunk. However, at Huntingdon Magistrates Court on Thursday he admitted theft and was handed 80 hours of community service.

Prosecutor Laura Mardell told the court police had found the stolen satellite navigation system, worth £150, in Doyle's house and broken glass in his pockets.

Elaine Havord, defending, said pressing financial problems had led Doyle to commit the theft and he was more disposed to steal when in the company of others.

Magistrates handed Doyle 80 hours of community service as well as ordering him to pay £100 compensation to the police and £30 prosecution costs.

http://www.huntspost.co.uk/content/hunts/news/
Muscle Fatigue

Skeletal muscles move the bones in the skeleton. When the muscles **contract**, it makes the joints able to move and lets us engage in physical activity of all kinds.

Chemical energy is needed to cause muscles to contract. The chemical energy is a result of **respiration**.

Skeletal muscle is made of two different kinds of fibers: fast twitch (FT) and slow twitch (ST). On the average, we have about half ST fibers and half FT fibers. However, elite athletes have different amounts of ST and FT fibers. Depending on their sport they may have much more of one type than the other.

Fast twitch fibers use up energy very quickly. The muscle fibers contract very fast. They are used in activities that are short, but intense. Stop-and-go, change-of-pace movements in many team sports depend on FT fibers. Sprinting and other quick, forceful movements also use the fast twitch fibers.

Slow twitch fibers do not get tired as quickly. They are used during prolonged, low to moderate intensity activities. Athletes with good endurance and aerobic capacities, like marathon runners and cross-country skiers have very high percentages of ST fibers.

The energy the muscles use comes from carbohydrates, fats and protein.

Carbohydrates in the form of glucose are the main energy source for the body. Energy in the form of fat varies greatly in individuals, and is the next source of energy for the body.

Protein is not stored for the purpose of creating energy; the function of protein is to build molecules in the body. However, when all other energy is used up, the body will use protein for energy.

The brain also uses energy to stay alert and to help a person concentrate. The brain is fuelled almost entirely by carbohydrates.

*Adapted from [http://www.science-class.net/Lessons/Anatomy/Support/Muscle%20Fatigue.pdf](http://www.science-class.net/Lessons/Anatomy/Support/Muscle%20Fatigue.pdf)*
### Text 4

**There's a Killer in Your Neighborhood**

Tobacco will eventually kill six million of today's kids.

One reason they start advertising...

Big Tobacco spends $60 million a year on tobacco ads that make smoking look cool.

More powerful than peer pressure.

Double the effect it has on adults.

Isn't that a killer?

At the beginning of the "1. lan-sekuentzia" in the Basque unit, there is a brief outline that may be helpful to understand narrations.

---

<table>
<thead>
<tr>
<th>Question</th>
<th>Text 2</th>
<th>Text 3</th>
<th>Text 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is the aim of the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where can you find this text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is the writer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is the reader?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What kind of vocabulary is used in it?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What verb tense is used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it a sequence of events?</td>
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<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of text</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Activity 2. The elements of short stories.

Do you agree with the following?

But to tell a happening we need to gather some information in order to retell the complete story. Let’s see what kind of information we need.

2.1. The teacher will divide the class into two. One of the halves, in pairs or groups of three, will read and understand a news story the teacher will give them. Those of you without the news story, in pairs or groups of three, will have a look at the heading and try to guess the story behind it. But, you lack information in order to know what happened, so you have to ask the questions in the chart to a pair or triad that has already read the text.

Heading: MAN SAVED

• Who saved the man? ________________________________
• Who was the man saved? ________________________________
• Where did it happen? ________________________________
• When did it happen? ________________________________
• What was the problem the main character had to face? __________

• Who is telling the story? ________________________________
• What happened? ______________________________________

• What did you learn with the story? ________________________________
With all the answers you have, there is enough information to retell the complete story. Those pieces of information necessary to build up a story are the elements of stories.

2.2. In pairs or groups of three, join each element of narration in the diagram with one or two questions from those in the chart from activity 2.1.

**THE ELEMENTS OF SHORT STORIES**

http://hrsbstaff.ednet.ns.ca/engramja/elements.html
Activity 3. The story behind the picture.

In this activity, you are going work in pairs or groups of three in order to discover the stories that are behind some pictures.

Pictures capture reality for a moment, reality that exists in a connected series of events, in a narration. This is why we may often see some of the elements of short stories in a picture. Here, you have an example.

Text 5

WHAT THE PICTURE SHOWS

Characters: Men in uniform (emergency personnel) and ordinary people (civilians) going out from a building. They seem to be in a hurry. Civilians seem to be injured because they need help to go out. Some of them wear short-sleeved shirts and jeans.

Setting: A big building, it seems to be a public place in the States or in a Western European country. It seems to be spring time because of the clothes they wear.

Possible conflict: Civilians are in danger because a gunman attacked them.

Possible story (plot): Last Monday was a normal spring day at this American university until a man with a gun entered one of the classrooms and started to open fire against the students there.

Immediately, one of the students that heard the sounds of the shooting called the Police asking for help. In few minutes, Police arrived there together with emergency personnel.

After half an hour, some of the injured people were carried out outside the building where many ambulances were waiting in order to attend the worst wounded ones.

At the end, the gunman was disarmed and arrested by the police. By then, he had already killed 32 people and injured more than 50. Nobody knows about the reasons that led him to do such a violent action.
3.1. Read the text and write down the words or expressions that help tell the story the picture shows.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Time expressions</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

3.2. The possible story is a news story. Either in English, Basque or Spanish, any news story has to answer the **6W questions**.

Read it again and answer the questions in the table:

**THE 6W (5W & 1H)**

When did it happen? ______________________________

Where did it happen? ______________________________

What happened? __________________________________

How did it happen? ________________________________

Who did it? ___________________________________

Why did it happen? ________________________________
3.3. Your group will be handed a picture that will be understood as a moment in a sequence of events, as a story or a narrative. You will have to create a story from the picture to tell it to other group.

**PROCEDURE**

- Brainstorming: examine the picture and write down on the chart on next page any word that comes to your mind and you might use for your story.
- Describe the characters and the setting.
- Think about a possible conflict the characters have to face.
- Explain what you think has happened and why you think it has happened using the vocabulary from the brainstorming, the previous text or the dictionary.
- Check if the story your group has made up and the one on the back of the picture are similar. Don’t worry if they aren’t, yours will be an original and unique story.
- Exchange stories with another group and check in their story if:
  - Characters seem believable and real
  - Story plot answers most of the 6Ws.
  - Story sequence of events is easy to follow.
  - There is any grammar mistake.
- Make the corrections needed.
<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Adverbs</th>
<th>Time expressions</th>
<th>Verbs</th>
</tr>
</thead>
</table>

**PICTURE CARD**

Characters: _______________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Setting: ______________________________________
__________________________________________________

Possible conflict: _____________________________
Possible plot: ________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
Activity 4. Telling the story.

Now that you have already prepared the short story, you will deliver the story to other peers that will evaluate your performance.

If possible, record your performance, it is a good chance to check own oral production.

PROCEDURE

- In groups, go through your text slowly, paying attention to intonation and pronunciation. Remember what you know from previous units and check the dictionary for unknown word pronunciations.
- Rehearse in front of your group.
- When ready, each one of you will tell the story to some peers that don’t know the story.
- While one student is telling the story, the other three will complete the PEER EVALUATION CHART.
- After finishing your performance, you will fill the AUTOEVALUATION CHART.

Notice: Going through the chart while rehearsing will help you to correct your performance. Ask your teacher if there is something you don’t understand.

PRONUNCIATION: the transcription next to the word tells you how to pronounce it. Be aware of the ‘ mark which indicates where the stress goes. It is usually before the stressed syllable.
**PEER EVALUATION CHART**

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Speaks at the right speed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly, at the right volume.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seems comfortable, relaxed and confident.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recites the story instead of just reading it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses body language to help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps listeners’ interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters seem believable and real to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy to follow the sequence of events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story answers most of the 6Ws.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the story create images in my mind?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AUTOEVALUATION CHART**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nervousness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I feel comfortable in front of the group this time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Memory Lapse</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I have any moments where the thread of the plot was lost?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Pleasure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I enjoy telling the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did it go? Don’t worry if it wasn’t that good. In the following sequences, you will work on the production and delivering of stories so that, you will acquire new strategies and your digital story will be a real hit.

You are learning, so be patient!
SEQUENCE 2
YOUR DIGITAL STORY: TOPIC AND FEATURES

As you already know, a digital story is made of voice and images, but there are also some other elements you may use to create your digital story, for example music, videos, text... In this sequence, you are going to watch and analyse some videos and make some decisions about your digital story.

Activity 5. Watching some digital videos.

You are going to watch the following two videos:

Innocence Lost: Child Labour in Nepal

Tears of Change

5.1. In groups, read the titles before watching the digital videos and make predictions about them:

<table>
<thead>
<tr>
<th>PREDICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOCENCE LOST: CHILD LABOUR IN NEPAL</td>
</tr>
<tr>
<td>What is the video about?</td>
</tr>
<tr>
<td>Where does it happen?</td>
</tr>
<tr>
<td>TEARS OF CHANGE</td>
</tr>
<tr>
<td>What is the video about?</td>
</tr>
<tr>
<td>Where does it happen?</td>
</tr>
</tbody>
</table>

5.2. On your own, fill the gaps for the following text while watching the digital video. Reading the text before watching the video will help.
INNOCENCE LOST: CHILD LABOR IN NEPAL
About half of the population in Nepal, ____________, is under the age of 18. About half of those children work ____________, and a majority of them work regularly. Children in Nepal are working in difficult circumstances often ___________. They work in carpets factories and at brick kilns, in ____________ and in agriculture, on plantations and in constructions, in stone quarries and in transportation, in ____________ and as migrant workers.

TEENAGE PROSTITUTION
40 __________ Nepalese girls under ________ in Indian brothels are __________ into prostitution.

The trafficking of girls from ________ into ________ for the purpose of ________ is probably the busiest slave traffic of this kind anywhere in the ________. Nepalese girls as young as ________ are trafficked into India.

COAL MINES
With no opportunity for ___________ in the mountains, many ruined families that live in the hills are forced to send their children to work in the ___________. They work ________ ________ with little to eat or drink. Often they get only ________ or clear broth to eat.

The children work in hazardous _____________.

Children are often sent to work long hard hours ____________. The conditions are often ____________, sometimes even working with chemicals or toxic waste.

CHILDREN LABOUR IN RESTAURANTS
Approximately ____% of the children work _____ hours per day. Many of them are forced to work a variety of jobs __ _____________.

Many children also work ___ ________ in the homes of the wealthy, where they are often ______________.

FAMILIES TORN APART
Street children earn their living by selling newspapers, cleaning garbage and even begging.

In Nepal, it is estimated that there are _________ children who’ll laid on the streets of cities due to various socioeconomic and sociopsychological ____________ and family violence.

SOLD INTO SLAVERY
The burden of a large family, poverty, lack of awareness and the existing ____________ are the baselines that compel and encourage ________ to sell their children into slavery. And ________ the time, their parents don’t even know ________ they are. The only time that children are allowed to ___ ________ is during annual religious __________.

Children are not going to ________ due to their parents’ financial ________ and are involving themselves in the worse form of child labour.

They are also compelled to work in vulnerable __________ to support their _________.

Parents sell their children into slavery for about _______ American dollars a year. ________ and educational opportunities must be provided to the Nepalis. In this way, we can return the ___________ of childhood of the children of Nepal. Innocence that now is ________.
5.3. Now, answer the following questions about the second digital video while watching it. Read the questions before watching the video.

<table>
<thead>
<tr>
<th>TEARS OF CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did the protagonist do on Friday, August 26, 2005? __________________</td>
</tr>
<tr>
<td>• What happened afterwards? ____________________________________________</td>
</tr>
<tr>
<td>• How long did he have to pack up? ______________________________________</td>
</tr>
<tr>
<td>• Where did he and his family go? ________________________________________</td>
</tr>
<tr>
<td>• How many students did the new school have? ____________________________</td>
</tr>
<tr>
<td>• Did he like the new school? _______ Why? ______________________________</td>
</tr>
<tr>
<td>• Did he like living in Houston? _______ Why? ____________________________</td>
</tr>
<tr>
<td>• Is Morgan City High in Houston? ______________________________________</td>
</tr>
<tr>
<td>• Did he like being in Morgan City High? _______ Why? ____________________</td>
</tr>
<tr>
<td>• Who is telling the story? ____________________________</td>
</tr>
<tr>
<td>• What did the protagonist learn? ____________________________</td>
</tr>
<tr>
<td>• Do you agree with him? ______________________________________________</td>
</tr>
</tbody>
</table>

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5.4. On your own, fill the following charts after watching the digital videos:

**PERSONAL OPINION**

**INNOCENCE LOST: CHILD LABOUR IN NEPAL**
What part of the video touched you? __________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
What images in the video grabbed you most? _________________________________
__________________________________________________________________________
__________________________________________________________________________
What reaction to the video would you like to share with peers? ______________
__________________________________________________________________________
__________________________________________________________________________

**TEARS OF CHANGE**
What part of the video touched you? __________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
What images in the video grabbed you most? _________________________________
__________________________________________________________________________
__________________________________________________________________________
What reaction to the video would you like to share with peers? ______________
__________________________________________________________________________
__________________________________________________________________________

**Activity 6. Features of your digital story.**

In groups, you are going to evaluate the quality of the digital documentaries you have already seen. And to decide the characteristics your digital story should have. You might use this checklist as a self-reflecting list as you design your digital story.

You may need to watch the videos again in order to fill in the checklist.
### CHECKLIST FOR DIGITAL DOCUMENTARIES

<table>
<thead>
<tr>
<th>DOCUMENTARY CRITERIA</th>
<th>Innocent lost</th>
<th>Tears of change</th>
<th>Our digital story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable sources were used to gather facts related to the story.</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>The story has the elements of short stories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story includes an attention-getting headline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story begins with a strong attention getter to catch audience's attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story is objective and unbiased in nature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written parts are free of spelling, grammar and punctuation errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral parts are well-rehearsed and presented using a strong, clear voice and correct grammar and pronunciation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music and special effects are appropriate for the story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs selected are appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It tells a story whether true or fictitious.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story has a beginning, an action and an end.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is told in first person and in past tense.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository or narrative text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 7. What are you interested in?

Before choosing the topic for your story you are going to do this questionnaire about your habits when consuming media.

In pairs, students will take turns in asking their partner the questions and record their answers.

---

**MEDIA USE QUESTIONNAIRE**

1. Are you a …
   - [ ] Girl
   - [ ] Boy

2. How old are you? ________

3. What grade are you in? ________

**MAGAZINES**

4. What magazines do you read?
   - _______________________________

5. Where do you read them?
   - [ ] At home
   - [ ] At a friend’s house
   - [ ] At school
   - [ ] At the library
   - [ ] On the tube, train, bus…

6. I completely agree that: (you can pick more than one)
   - [ ] I read magazines for fun.
   - [ ] Reading magazines makes me think.
   - [ ] I learn a lot from reading magazines.

**NEWSPAPERS**

7. What newspapers do you read?
   - _______________________________

8. Where do you read them?
   - [ ] At home
   - [ ] At a friend’s house
   - [ ] At school
   - [ ] At the library
   - [ ] On the tube, train, bus…

9. I completely agree that: (you can pick more than one)
   - [ ] I read newspapers for fun.
   - [ ] Reading newspapers makes me think.
   - [ ] I learn a lot from reading newspapers.

**MEDIA (TV, internet and radio)**

10. What TV programmes do you watch regularly?
    - [ ] Sports
    - [ ] Cartoons
    - [ ] Entertainment
    - [ ] Movies
    - [ ] News
    - [ ] Others

11. How many hours per day do you spend watching TV?
    ________
12. How often do you go online?
- Everyday
- 3-6 days per week
- 1-2 days per week
- Less than once a week

13. Where were you when you went online last week?
- At home
- At the library
- At school
- Somewhere else

14. What activities did you do online last month?
- Using chats, e-mailed
- Listening to music
- Finding information
- Playing games

15. How often do you usually listen to the radio?
- Everyday
- 1-2 days a week
- 3-6 days a week
- Less than once a week
- I usually don’t listen to the radio

16. Which is the mass media you use to get worldwide latest news?
- Magazines
- Newspapers
- TV
- The Internet
- Radio
- Others

17. Which do you think are the most frequent topics on local news today?
- Casualties
- Sports
- Culture
- Diseases
- Natural disasters
- Natural disasters

18. Which do you think are the most frequent topics in international news today?
- Migrations
- Lack of food
- Natural disasters
- War
- Diseases
- Diseases

19. Think about three possible stories, local or international, you would like to investigate:
- ___________________________________________________
- ___________________________________________________
- ___________________________________________________

Compare the questionnaires and discuss your findings. Do both of you have similar media habits? In what way are they different? Explain your answer.
- ___________________________________________________
- ___________________________________________________
- ___________________________________________________
- ___________________________________________________
- ___________________________________________________
Activity 8. Surfing the Web.

There are many stories to tell but you have to choose one. After checking the questionnaire, people with similar focus of interest will join to decide what their digital story will be about.

In groups of three, fill in the following table before looking for information in the Web. Then, look for information about the topic (there are some interesting websites in the following page) and think of a possible story to tell. Finally, write down a short abstract of your story.

<table>
<thead>
<tr>
<th>TOPIC: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know about the topic?</td>
</tr>
<tr>
<td>What do you want to know about your topic?</td>
</tr>
<tr>
<td>Whose testimonies will you look for?</td>
</tr>
<tr>
<td>What kind of information will you gather?</td>
</tr>
</tbody>
</table>

In case you don't reach an agreement on the topic of the story, here you have some possible topics:

- War, Poverty, Racism, Natural Disasters,
- Child Labour, Phobias, Hunger, Immigration,
- Heroic Events, Multiple Births, Travel, Fire...
Here there are some interesting websites to find information for your digital story:

- Hundreds of thousands of people witnessed, experienced and survived a tsunami in Thailand.
  [http://phukettsunami.blogspot.com/](http://phukettsunami.blogspot.com/)
- The Chernobyl nuclear power plant in Ukraine blew up, contaminating vast areas of land and disrupting the lives of millions of people
- Virginia tech shootings: shocking first hand accounts from bloggers
- An immigrant's memories
  [http://murphylibrary.uwlax.edu/digital/lacrosse/HisSketches/7/00790077.htm](http://murphylibrary.uwlax.edu/digital/lacrosse/HisSketches/7/00790077.htm)
  [http://olc.spsd.sk.ca/de/saskatchewan100/docs/AliceRendell-May%2015th.pdf](http://olc.spsd.sk.ca/de/saskatchewan100/docs/AliceRendell-May%2015th.pdf)
- Earthquakes
  [http://www.pnsn.org/NEWS/welcome.html](http://www.pnsn.org/NEWS/welcome.html)
- News:

---

**OUR DIGITAL STORY WILL BE ABOUT:**

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
SEQUENCE 3
ORAL ENGLISH LANGUAGE

Voiceovers are the digital files created by recording your story in your own voice. Your voice recites the story; you perform the story rather than read it in order to engage the audience in the personal content and emotional meaning of the story.

But, to recite a story in English is more complicated for you than to do it in Basque or Spanish. The main problem you have to face is the "tricky" pronunciation of English language. In this sequence, you will work on your oral English. Hopefully, that will help you to improve your pronunciation for your last production.

Activity 9. Stress in English words.

In English, as in Basque and Spanish, we do not say each syllable with the same force or strength, we accentuate or stress one syllable very loudly and all the other syllables very quietly.

But what are syllables? Sure, you have some intuitions about what a syllable is. Basically, a syllable is

- A beat of sound
- Ahots-kolpea
- Un golpe de voz

The word syllable means the same in the three languages but the problem arises when we rely on the graphic representation.

9.1. In pairs or groups of three, write down the amount of syllables in these words.

<table>
<thead>
<tr>
<th>Basque</th>
<th>Syllables</th>
<th>Spanish</th>
<th>Syllables</th>
<th>English</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenztzia</td>
<td></td>
<td>Influencia</td>
<td></td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>Teknika</td>
<td></td>
<td>Técnica</td>
<td></td>
<td>Technique</td>
<td></td>
</tr>
<tr>
<td>Narratiba</td>
<td></td>
<td>Narrativa</td>
<td></td>
<td>Narrative</td>
<td></td>
</tr>
<tr>
<td>Konparatu</td>
<td></td>
<td>Comparar</td>
<td></td>
<td>Compare</td>
<td></td>
</tr>
<tr>
<td>Violentzia</td>
<td></td>
<td>Violencia</td>
<td></td>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>Determinatu</td>
<td></td>
<td>Determinar</td>
<td></td>
<td>Determine</td>
<td></td>
</tr>
<tr>
<td>Inozotasuna</td>
<td></td>
<td>Inocencia</td>
<td></td>
<td>Innocence</td>
<td></td>
</tr>
<tr>
<td>Nepaldar</td>
<td></td>
<td>Nepales</td>
<td></td>
<td>Nepalese</td>
<td></td>
</tr>
<tr>
<td>Eskala</td>
<td></td>
<td>Escala</td>
<td></td>
<td>Scale</td>
<td></td>
</tr>
<tr>
<td>Eskola</td>
<td></td>
<td>Escuela</td>
<td></td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

What resembles one syllable in one language may not be one syllable in another!
As in Basque and Spanish, in English also, one syllable sounds louder than the rest. And it is not always the same syllable:

In Spanish, it is easy to guess which syllable carries the stress thanks to the written accent system. But, you don't have any written accent system in Basque or English languages, so the best way to learn is from experience. In English, sometimes you can predict the stress placement because of the type of word or the ending you put on it.

Here, there are some **general rules** to help you predict word stress:

<table>
<thead>
<tr>
<th>Word type</th>
<th>Where is the stress?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nouns</td>
<td>on the first syllable</td>
<td>center, object, flower</td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
<td>happy, clever</td>
</tr>
<tr>
<td>Verbs</td>
<td>on the last syllable</td>
<td>release, admit, arrange</td>
</tr>
<tr>
<td>Compound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nouns (N + N)</td>
<td>on the first part</td>
<td>desktop, pencil case,</td>
</tr>
<tr>
<td>(Adj. + N)</td>
<td></td>
<td>bookshelf, greenhouse</td>
</tr>
<tr>
<td>Adjectives (Adj. + P.P.)</td>
<td>on the last part (the verb part)</td>
<td>well-meant, hard-headed, old-fashioned</td>
</tr>
<tr>
<td>Verbs (prep. + verb)</td>
<td></td>
<td>understand, overlook, outperform</td>
</tr>
<tr>
<td>Phrasal Verbs</td>
<td>on the particle</td>
<td>turn off, buckle up, hand out</td>
</tr>
<tr>
<td>Word with added ending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ic</td>
<td>the syllable before the ending</td>
<td>economic, geometric</td>
</tr>
<tr>
<td>-tion, -cian, -sion</td>
<td></td>
<td>technician, graduation cohesion</td>
</tr>
<tr>
<td>-phy, -gy, -try, -cy, -fy, -al</td>
<td></td>
<td>photography, biology geometry, electrical parameter, thermometer barometer</td>
</tr>
<tr>
<td>-meter</td>
<td>the third from the last syllable</td>
<td></td>
</tr>
</tbody>
</table>

9.3. In turns, each member of the group will read one word from the bunch the teacher will provide. You will classify them according to the general rules and write them down in the following chart.

<table>
<thead>
<tr>
<th>WORD STRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the last</td>
</tr>
<tr>
<td>On the second from the last</td>
</tr>
<tr>
<td>On the third from the last</td>
</tr>
<tr>
<td>On the particle</td>
</tr>
<tr>
<td>Compound words</td>
</tr>
</tbody>
</table>

The difference in strength of stressed syllables and unstressed syllables is more notorious in English than in Basque or Spanish.

Imagine that each person is a syllable.

![English](image1.png) ![Basque or Spanish](image2.png)

English

Basque or Spanish

This is the reason why often English speakers don't pronounce the whole words, but they can still understand the word because of the position of the stress.

When you learn a new word, you should also learn its STRESS PATTERN (which syllable is stressed).
Many dictionaries give the phonetic spelling of a word; remember that you have already seen an example in activity 4.

There are also many online dictionaries in the internet; so that, you may check the pronunciation of any of the words in your digital story.

Activity 10. Strong and weak forms in the sentence.

There are some words that are more important than the others because they carry more meaning. To put it in other words, without them the message wouldn’t be understood. Those are lexical or content words.

Those not so important words are called structure or function words, small and simple words that make the sentence correct grammatically.

10.1 Look at the following sentence: It was the best time of my life! Decide which are the content words and which the function words.

- best time life
- It was the of my

PRONUNCIATION: the transcription next to the word tells you how to pronounce it. Be aware of the ‘ mark which indicates were the stress goes. It is usually before the stressed syllable.
### 10.2. In pairs or groups of three, underline the content words in the following sentences. Then, decide what type of words they are: nouns (N), adjectives (Adj.), main verbs (MV), auxiliary verbs (AV), adverbs (Adv.), articles (Art.), prepositions (P). And, what type are function words?

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

**Lexical or content words** carry a stress, we pronounce them louder. On the contrary, **structure or function words** are unpronounced; we slightly hear them in the sentence. **Sentence stress** is accent on certain words within a sentence. Sentence stress is what gives English its rhythm or "beat".
**Activity 11. Pausing and thought groups.**

In pairs or groups of three, each one of you will read in turns one of the following sentences aloud to the other members of the group. Mind the dashes (/), those will show where to pause.

Decide if the sentence sounds natural. If it doesn't, write the sentence down and place the pauses in the right place.

<table>
<thead>
<tr>
<th>SENTENCES TO BE READ ALoud</th>
<th>Right/Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday I / went to / the cinema with / my friends.</td>
<td></td>
</tr>
<tr>
<td>Atzo zinera / joan / nintzen nire / lagunekin.</td>
<td></td>
</tr>
<tr>
<td>Ayer fui / al cine con / mis amigos.</td>
<td></td>
</tr>
<tr>
<td>My father and / I will / go to California next / summer.</td>
<td></td>
</tr>
<tr>
<td>In the morning I / saw your / brother walking / down the street with / a nice blonde girl.</td>
<td></td>
</tr>
<tr>
<td>When I was / little I jumped on the / bed kicked my sister and drove / my parents crazy.</td>
<td></td>
</tr>
<tr>
<td>The boy who / we met last Saturday was / very cool.</td>
<td></td>
</tr>
<tr>
<td>La chica que te / gustó me ha / preguntado cómo te / llamas.</td>
<td></td>
</tr>
<tr>
<td>Bihar klasetik / ateratakoan erosiko / diogu oparia.</td>
<td></td>
</tr>
</tbody>
</table>
We speak in thought groups of words and we slightly pause between them either in Basque, Spanish or English. If we compare those thought groups of words, we realize that they don’t differ much in any of those languages.

**PAUSING AND THOUGHT GROUPS**

When we speak, we need to divide speech up into small 'chunks' to help the listener understand messages. These chunks or thought groups are groups of words which go together to express an idea or thought. In English, we use pauses & low pitch to mark the end of thought groups.

**Pausing** is simply a way of breaking down sentences - or any string of words - into smaller parts so that you can simplify the structures of the sentences and read them easier.

We usually pause:

1. Before punctuation marks.
2. Before conjunctions (and, or, but, which, that, since...).
3. Between grammatical units such as phrases, clauses and sentences.
   - With prepositional phrases, it is extremely easy: in the morning, after class, through the window, over the fence, etc.

Here’s an example using a complete sentence:

*After breakfast I went to class and took out my homework for the teacher.*

If we break it down into thought groups this way:

*After breakfast -- I went to class -- and took out my homework -- for the teacher.*

And we stress the important words in each part, we will improve our reading.
Activity 12. Let’s practise.

Now it is time to put into practice what you have learnt in this sequence.

The teacher will divide the class into two. Each half will work in groups of three with one of the texts.

**PROCEDURE**

- Check for the content or lexical words in the text.
- Check for the pronunciation of those content words.
- Break down sentences into smaller parts (thought groups).
- Divide the whole text into parts with similar length, one for each member of the group.
- Each member will practise his/her part, making effective use of voice and expression by stressing the underlined words. When ready, they recite their part to the others.
- Correct peer’s pronunciation using the checklist.
- Listen to the text recited by an English speaker and check if it matches with your pronunciation patterns.
- Practise and record each one’s performance.
- Evaluate your own performance and write down some comments about what you think you should improve for the digital story.

Content words, function words, word stress, sentence stress, thought groups... What else?

If you practise, it will come naturally after a while and your digital will sound more natural.
Text 6

EU OKs mobile phones on planes

The European Union has given the go ahead for airplane passengers to use their cell phones in the skies over Europe starting later this year. This green light for mobile phones gives air travellers greater connectivity than ever before. People will now be able to keep in touch with those on the ground while 10,000 metres in the air. Business travellers in particular will benefit from staying in contact with clients, colleagues and managers. Europe becomes the first region in the world to lift the ban on using phones on planes. EU officials stressed the use of mobiles on planes will not in any way affect safety. The phone service will be disabled during takeoff and landing and the captain will have the power to turn the system off at any time. This falls in line with the current rules on using laptop computers or music players on flights.

Not everyone is happy at the prospect of an airplane full of mobile phone chatter. The friendly skies might now be a place where tempers become thin if passengers do not respect others. The EU has urged airlines to put in place flight etiquette rules to make sure passengers who want peace and quiet are not disturbed. This could include having to put phones on silent, encouraging text messaging instead of voice calls or banning calls on night flights. The EU telecoms commissioner Viviane Reding said: “I call on airlines to create the right conditions on board aircraft to ensure that those who want to use in-flight communication services do not disturb other passengers.” She also warned airlines against charging high prices for mid-air calls. "If consumers receive shock phone bills, the service will not take off, she said.

http://www.breakingnewsenglish.com/

Text 7

Camel beauty contest opens in UAE

A beauty contest with a difference opened in the United Arab Emirates on April 2nd. The Abu Dhabi Camel Festival, which will be held until April 10th, will see 10,000 camels trying to look their most beautiful. There is almost $10 million on offer in prize money as well as 100 cars for the lucky winners. The event is the biggest camel festival in the Arabian Gulf region. Camel owners will bring their animals from Saudi Arabia, Qatar, Bahrain, Oman and Kuwait to compete for the prizes. The camels are put into different categories, depending on their age and type. All camels must be pedigree - from a pure-bred origin. They must also be free from any contagious diseases or physical defects. A group of expert camel judges will choose the best animals in each of the categories. The identities of the judges are a closely-guarded secret to make sure the competition is fair.

The festival is part of efforts by Abu Dhabi's culture and heritage authority to keep the traditions of the country alive. It also provides a financial boost for the city. Festival organizer Sheikh Beti said: “The economic impact of the festival has already been felt...as local businesses are thriving thanks to the...participants from the Gulf countries and camel owners.” The festival has led to an increase in camel prices. Sheikh Beti, however, believes that camel owners will not sell their 'ships of the desert' until after the competitions. He thinks people will want to keep their hopes of winning high. All camels at the festival will receive free medical care, plus food and water supply. Abu Dhabi specializes in pedigree camels and produced the world’s first ever “test-tube” camel. The city also pioneered the use of robot camel riders, which have now replaced child jockeys.

http://www.breakingnewsenglish.com/
<table>
<thead>
<tr>
<th>PEER &amp; SELF-EVALUATION CRITERIA</th>
<th>Yes/No</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly at the right volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seems comfortable, relaxed and confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word stress is correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence stress is correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a rhythm or beat in the reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauses between thought groups are correct and help to follow the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds quite natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds are similar to the text recited by an English speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEQUENCE 4
WRITING THE STORY

Writing a good story is a long and laborious process, as you have already learnt in the Basque unit, 9. jarduera. In this sequence, you are going to go through the process of writing your digital story. To do that, you are going to get organized and write your story paying attention to the structure and language features of narratives.

Activity 13. Building the story map.

Writing Story Maps are a helpful way to organize information for your story. They are helpful because:

- They help you understand how things go together.
- They help you remember information better.
- They make it easier to write your final draft.
- They help organize your story.

There are a lot of different kinds of story maps for different kinds of stories. In the following page, you have a story map proposal for your story project.

Procedure. In groups of three, you are going to build the story map for your digital story.
<table>
<thead>
<tr>
<th>Point of view:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Character(s):</th>
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<th>Conflict:</th>
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<tr>
<th>Solution:</th>
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<th>Ending:</th>
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Find a story
Map a story
Tell a story...

14.1. In pairs or groups of three, read the following story and fill in the FEATURES OF THE STORY chart.

Text 8

A FUNNY TRUE STORY

On a weekend in Las Vegas, a woman won a bucketful of money at a slot machine. She was ready to take a break from the slots and have dinner with her husband in the hotel dining room. But first she wanted to take her money to her room. "I'll be right back and we'll go to eat," she told her husband and carried the coin-laden bucket to the elevator.

As she was about to walk into the elevator she noticed two men already aboard. Both were black. One of them was big, very big, an intimidating figure. The woman froze. Her first thought was: These two are going to rob me. Her next thought was: Don't be a bigot; they look like perfectly nice gentlemen. But racial stereotypes are powerful, and fear immobilized her. She stood and stared at the two men.

Immediately, she felt anxious and ashamed. She hoped they didn't read her mind, but God, they had to know what she was thinking! Her hesitation about joining them in the elevator was all too obvious now. Her face was flushed. She couldn't just stand there, so with a mighty effort she picked up one foot and stepped forward and followed with the other foot and was on the elevator. Avoiding eye contact, she turned around stiffly and faced the elevator doors as they closed. A second passed, and then another second, and then another.

At once, her fear increased! The elevator didn't move. Panic consumed her. My God, she thought, I'm trapped and about to be robbed! Her heart plummeted. Perspiration poured from every pore.

Then one of the men said, "Hit the floor." Instinct told her to do what they told her. The bucket of coins flew upwards as she threw out her arms and collapsed on the elevator floor. A shower of coins rained down on her. "Take my money and spare me" she prayed on her knees.

More seconds passed. She heard one of the men say politely, "Ma'am, if you'll just tell us what floor you're going to, we'll push the button." The one who said it had a little trouble getting the words out. He was trying to hold in a belly laugh. The woman lifted her head and looked up at the two men. They reached down to help her up.

Confused, she struggled to her feet. "When I told my friend here to hit the floor," said the average-sized one, "I meant that he should hit the elevator button for our floor. I didn't mean for you to hit the floor, ma'am." He spoke genially. He bit his lip. It was obvious he was having a hard time not laughing.

The woman thought: My God, what a spectacle I've made of myself. She was too humiliated to speak. She wanted to blurt out an apology, but words failed her. How do you apologize to two perfectly respectable gentlemen for behaving as though they were going to rob you? She didn't know what to say.

The three of them gathered up the strewn coins and refilled her bucket. When the elevator arrived at her floor they insisted on walking her to her room. She seemed a little unsteady on her feet, and they were afraid she might not make it down the corridor. At her door they bid her a good evening.

As she slipped into her room, she could hear them roaring with laughter as they walked back to the elevator. The woman brushed herself off. She pulled herself together and went downstairs for dinner with her husband.

The next morning, flowers were delivered to her room a dozen roses. Attached to each rose was a one hundred dollar bill. The card said: "Thanks for the best laugh we've had in years." It was signed, Eddie Murphy and Michael Jordan.

### FEATURES OF THE STORY

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the title grab your attention? Why?</td>
<td></td>
</tr>
<tr>
<td>When are you told about where it happened and about the main character?</td>
<td></td>
</tr>
<tr>
<td>The main character and the teller are the same. Do you agree? Why?</td>
<td></td>
</tr>
<tr>
<td>Write down 5 expressions that are used to order the events chronologically.</td>
<td></td>
</tr>
<tr>
<td>Is the story told in present tense or past tense? Are most of the action verbs in the story, regular or irregular?</td>
<td></td>
</tr>
<tr>
<td>Mention any detail chosen to add interest, tension or humour.</td>
<td></td>
</tr>
<tr>
<td>Are personal thoughts/reactions included? For example:</td>
<td></td>
</tr>
<tr>
<td>Did you like the story? Explain why.</td>
<td></td>
</tr>
</tbody>
</table>
14.2. Simple past in English.

In pairs of groups of three, read the following Power Point slide. Check the points one by one and compare them with the uses of the simple past in Basque and Spanish, in order to do that, write some examples in those languages, and then, indicate if the use is similar to English use:

---

**Uses of the Simple Past**

- To describe an action that happened at a definite time in the past
  
  I travelled to Paris in 1985.

- To talk about an action that interrupted another action that was in progress in the past
  
  I was studying when the electricity went off.

- To talk about actions that happened in a sequence in the past
  
  I came home, picked up my keys and left.

- To narrate the main actions and events in a story
  
  It was dark, I was walking down the road, when I saw a strange man.

- With time expressions such as yesterday, last night, five minutes ago, in 2004...
  
  I arrived five minutes ago.

- With stative verbs
  
  I had an exam this morning.

---

**USES OF THE SIMPLE PAST IN BASQUE AND/OR SPANISH**

<table>
<thead>
<tr>
<th>USES OF THE SIMPLE PAST IN BASQUE AND/OR SPANISH</th>
<th>Similar use Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

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Learning English past tense pronunciation is probably one of the most difficult parts of learning how to speak good English. However, with a few simple pronunciation tips, you can master pronunciation of the -ed endings of Past Tense verbs and past participles.

**Procedure.** Work in pairs of groups of three. The teacher will provide some cards with a verb on them. In turns, you will say the verb in the card aloud; first the infinitive form; then, the past simple form. Decide which category it goes in. When you finish try to extract some rules from the examples.

<table>
<thead>
<tr>
<th>-ed= / t /</th>
<th>-ed= / d /</th>
<th>-ed= / id /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked</td>
<td>Learned</td>
<td>Wanted</td>
</tr>
</tbody>
</table>

**RULE (S):**

---

---

---
14.3. **Connectives.**

In pairs or groups of three, highlight the connectives in text 8 and classify them in the chart.

**Connective words are used either in or between paragraphs to help to show the connection or relationship between one sentence and another. Used carefully, they can assist the reader in moving from one point to the next.**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>CONNECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express a result or a consequence</td>
<td></td>
</tr>
<tr>
<td>Add some ideas</td>
<td></td>
</tr>
<tr>
<td>Summarize and conclude</td>
<td></td>
</tr>
<tr>
<td>Explain or illustrate</td>
<td></td>
</tr>
<tr>
<td>Arrange ideas in order, time or space.</td>
<td></td>
</tr>
<tr>
<td>Make comparison or contrast</td>
<td></td>
</tr>
<tr>
<td>Express condition</td>
<td></td>
</tr>
</tbody>
</table>

The most common connectives in narrative texts are used to __________________________

__________________________________________________________________________
Activity 15. Writing your draft.
Now that you have a good feeling for the form and language features of narrative texts, start writing your draft for the digital story.

PROCEDURE

- Take the story map you built (activity 13).
- Write down an opening paragraph that introduces setting and main character(s).
- Use a logical and effective pattern of organization to order events clearly, such as chronological order.
- Develop plot, character, and setting with enough detail. Use description and dialogue as appropriate to develop setting and character.
- Use transitional words and phrases to maintain coherence and establish sequence within and between paragraphs. A list of more connectives is at the end of the sequence.
- Read your story, correct it and check that you show events rather than just tell about them.
- Exchange your story with another group, correct theirs.
- Do the changes that will improve your story.

ATTENTION!!!
You may use the grammar and orthographic checker on your computer to correct the text.
<table>
<thead>
<tr>
<th>DRAFT CHECKLIST</th>
<th>Yes/No</th>
<th>COMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ The title grabs the reader's attention (a summary of the text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ An opening paragraph that introduces setting and main characters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Events are identified and described in chronological order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ The details of time, place and incident are clearly stated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Personal thoughts/reactions are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ It is well-divided into paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Concluding comments express a personal opinion regarding the events described.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Recounts are written in the past tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Past tense is properly used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Correct use of connectives which link events in time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Details are chosen to add interest, tension or humour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Written in 1st or 3rd person.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### USEFUL CONNECTIVES

<table>
<thead>
<tr>
<th>Explain or illustrate</th>
<th>Namely, such as, as already stated, for example, in other words, that is, for instance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange ideas in order, time or space.</td>
<td>Firstly, meanwhile, initially, further, secondly, next, afterwards, after that, lastly, then, finally, later</td>
</tr>
<tr>
<td>Add some ideas</td>
<td>In addition, also, likewise, in a similar way, moreover, too, similarly, furthermore, moreover, besides, in like manner, and, not only ... but also</td>
</tr>
<tr>
<td>Make comparison or contrast</td>
<td>Nevertheless, yet, by contrast, all the same, after all, however, still, rather, although, notwithstanding, for all that, despite this, but, on the contrary, on the other hand, nonetheless, at the same time, though, in spite of, however, whereas, while, unlike,</td>
</tr>
<tr>
<td>Express a result or a consequence</td>
<td>Because, consequently, in order that, for, thus, so that for that reason, as a result</td>
</tr>
<tr>
<td>Summarize and conclude</td>
<td>Therefore, hence, all in all, all this evidence points to, in conclusion, finally, consequently, to sum up, as a result, thus, all this suggests that, this resulted in, all this leads to</td>
</tr>
<tr>
<td>Express condition</td>
<td>If, unless, only if, even if, otherwise</td>
</tr>
</tbody>
</table>

*Material from BHINEBI. DBH 3 Become a writer UNIT 1*

### OTHER TIME EXPRESSIONS TO ARRANGE EVENTS

<table>
<thead>
<tr>
<th>First</th>
<th>When...</th>
</tr>
</thead>
<tbody>
<tr>
<td>After that</td>
<td>Last</td>
</tr>
<tr>
<td>One year later</td>
<td>Immediately</td>
</tr>
<tr>
<td>One second later</td>
<td>Soon after that</td>
</tr>
<tr>
<td>The next day</td>
<td>Later on</td>
</tr>
<tr>
<td>In the beginning</td>
<td>In the end</td>
</tr>
<tr>
<td>At once</td>
<td>A long time ago</td>
</tr>
<tr>
<td>Long after that</td>
<td>Not long after that</td>
</tr>
<tr>
<td>Meanwhile</td>
<td>At the same time</td>
</tr>
<tr>
<td>That evening</td>
<td>That morning</td>
</tr>
<tr>
<td>That afternoon</td>
<td>Today</td>
</tr>
<tr>
<td>Yesterday</td>
<td>Tomorrow</td>
</tr>
</tbody>
</table>
SEQUENCE 5  
PRODUCTION PHASE

You are almost there! You are already in the production phase of the story. In this sequence, you are going to finish gathering and preparing the media resources you need, and then, put it all together to create a nice digital story.

Activity 16. What is Copyright?
But, can we use any images and music from the Web and as much as you want? Have you ever heard about Copyright? Read the following text:

**Text 9**

**What is Copyright?**

Did you know that whenever you write a poem or story or even a paper for your class, or a drawing or other artwork, you automatically own the copyright to it. Copyright is a form of protection given to the authors or creators of “original works of authorship,” including literary, dramatic, musical, artistic and other intellectual works. What that means is that, as the author of the work, you alone have the right to do any of the following or to let others do any of the following:

- make copies of your work;
- distribute copies of your work;
- perform your work publicly (such as for plays, film, dances or music);
- display your work publicly (such as for artwork, or stills from audiovisual works, or any material used on the Internet or television); and
- make “derivative works” (including making modifications, adaptations or other new uses of a work, or translating the work to another media).

In general, it is illegal for anyone to do any of the things listed above with a work created by you without your permission, but there are some exceptions and limitations to your rights. One major limitation is the doctrine of “Fair Use”.

To know more about copyright, in groups of three, do The Copyright Quiz that follows. You also have a Glossary of Copyright Terminology to help you understand the terms that are underlined. When finished, check that you understood the basis of Copyright Protection.
### 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 use 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.
- 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](http://www.copyrightkids.org/quizframes.htm)
Public Domain: Works that are in the public domain belong to everyone and can be freely used without compensating the authors. Works entitled to copyright protection enter the public domain when the term of the copyright has expired.

Term of the Copyright: Copyright protection does not last forever. A copyright has a "term" or length, depending on when the work itself was created. For works created after January 1, 1978, the term of copyright is the life of the author plus 70 years. For works created prior to January 1978, it is 95 years.

Permission: A Copyright holder may in writing allow another person to use any one or more of his Exclusive Rights.

Copyright Owner: A "copyright owner" or "copyright holder" is a person or a company who owns any one of the “exclusive rights” of copyright in a work.

Exclusive Rights: The rights a "copyright owner" owns. Those rights include the right to (1) reproduce the work, (2) prepare “derivative works” of it, (3) distribute copies of it, (4) perform it publicly and (5) display it publicly.

Fixation (to be fixed in a tangible for of expression): A work is not entitled to copyright protection until it is "fixed in a tangible medium". For example, a song that has been created and even performed but which has never been written out in sheet music or recorded has no copyright.

Copyright Notice: You may have seen on a book or a CD the following notice © [name of copyright owner] [year of creation]”. A copyright notice is no longer required to be placed on a work in order to have copyright protection.

Fair Use is the right of the public to make reasonable use of copyrighted material in special circumstances without the “copyright owner’s permission”. For example, the right to use it for purposes such as criticism, comment, news reporting, teaching, scholarship, or research.

Medium: A "medium" is a specific kind of artistic technique or means of expression in the production of the work, such as a painting, filming or writing a book. The plural is "media".

Expression: The words you use to tell a story, the picture that you paint, and the lyrics to a song are all types of "expression". Until you set these things down on paper or in a recording, they are nothing more than ideas. The copyright law protects expression once it is fixed in a way that others can read or see it.

Infringement: Anyone who violates any of the "exclusive rights" of the "copyright owner" is a copyright infringer.

Derivative Work: A work that is based upon one or more pre-existing works.
Activity 17. Gathering and preparing resources.

Now, you are going to surf the Web to look for images, music... for your digital story. You have some useful addresses in the following page. A 2-3 minute digital story should use no more than 20-25 images. You certainly may use less.

Don’t forget to save them into a folder and to write their sources.

Keep in mind the following notice:

When uploading an image or music

If you download an image or music from the web, you should give the URL:

Source: http://news.bbc.co.uk/1/hi/world/europe/4280841.stm

If you got the image or music from an offline source, you should specify:

Source: Scanned from public record #5253 on file with Anytown, Somestate public surveyor

Any image with a non-free copyright license must be accompanied by a non-free use rationale (also called a fair use rationale) for each article in which the image is used.

Here, you have the credits of the two digital videos in activity 5 as an example. In the first one, only the resources from the Web are mentioned; in the second one, people that create the video or helped make it are mentioned. A complete credit sheet will have both types of credits.
Activity 18. Making the story board.

You have already written the story and gathered images and sound for your story. Having a good planning of how voice, text, images and music may match will spare you a lot of time afterwards. Don’t you think so?

The teacher will provide you with some copies of the story board template that will be very helpful to visualize the story before recording it.

PROCEDURE

- Read your written story (activity 15) and order the images and the music to match the narration.
- Plan how the images, voice, sound and piece of text (if needed) will match for your story, and write it down in the story boarding template (use as many pages of the template as you need).
- Cite your sources at the story’s end, as well as adding acknowledgements you want to make.
- When finished, check it and correct what is wrong.
- Exchange stories with another group and evaluate their story using the CHECKLIST FOR DIGITAL STORIES chart.
- Get your peers’ comments and make the last changes in your story boarding template.

Let's create your digital story. In order to do that, you are going to use Photo Story 3, a programme that allows adding images, text and sound quite easily. Follow the instructions in the following procedure chart:

PROCEDURE
- Read the instructions to use Photo Story 3 and start producing your story.
- Before recording the narration, each member of the group will read his/her part aloud and all together will check for the right tone and pronunciation (remember what you learned in sequence 3).
- Record your digital story and have it ready to be seen.

What a joy to finish a digital story!
You are officially StoryMakers!

There are many ways to distribute your story. Exporting to e-mail or creating story files suitable for web publishing is a great way to share it with others. You might as well publish your story in your school Website or blog. Exporting stories to DVD format is another popular way to distribute them.

You can even port your movie to Bluetooth enabled cell phones to impress any and all friends or strangers.

And now the digital story lives happily ever after, literally a living artefact that you, a storyteller, now leave as a personal legacy to others.

Applause! Applause!
## CHECKLIST FOR DIGITAL STORIES

<table>
<thead>
<tr>
<th>DIGITAL STORY CRITERIA</th>
<th>Yes or No</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable sources were used to gather facts related to the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story provides answers to who, what, when, where, why and how.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story includes an attention-getting headline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story begins with a strong attention getter to draw viewers in and hook them on the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written parts are free of spelling, grammar and punctuation errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral parts are well-rehearsed and presented using a strong, clear voice and correct grammar and pronunciation.</td>
<td>1st:</td>
<td></td>
</tr>
<tr>
<td>2nd:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music and special effects are appropriate for the given story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs selected are appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It tells a story whether true or fictitious.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story has a beginning, an action and an end.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is told in first or third person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is told in the past tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources are specified in the credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned something.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Very difficult</th>
<th>Difficult</th>
<th>Normal</th>
<th>Easy</th>
</tr>
</thead>
</table>

5. You think the work has been done:

<table>
<thead>
<tr>
<th>Very slowly</th>
<th>Too fast</th>
<th>At the right speed</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Content:</th>
<th>A lot</th>
<th>Quite</th>
<th>Enough</th>
<th>Little</th>
<th>Nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working techniques:</td>
<td>A lot</td>
<td>Quite</td>
<td>Enough</td>
<td>Little</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

   | 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: |