

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.

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

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MATERIAL HONEN JABETZA EUSKO JAURLARITZARENA DA
MATERIAL PROPIEDAD DEL GOBIERNO VASCO

2008ko urria
Octubre de 2008

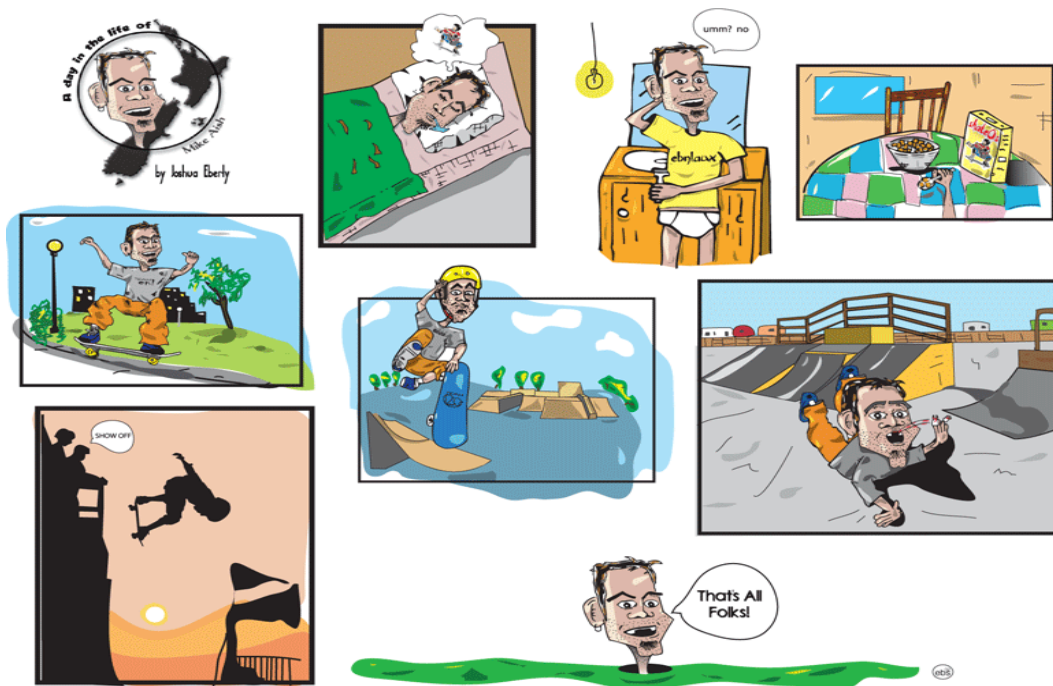
What impact do you think mass media have upon current society? Which is the mass media you devote more time to? Is it TV? Or maybe, is it the Internet? A latest study of consumer online behaviour found that online consumers spend almost twice as much time surfing the Web as watching TV.

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.



Activity 0. Engagement and negotiation.
SEQUENCE 1. TELLING STORIES 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.
SEQUENCE 2. YOUR DIGITAL STORY: TOPIC AND FEATURES 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.
SEQUENCE 3. ORAL ENGLISH LANGUAGE 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 13. Building a story map. Activity 14. Features of 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. Activity 19. Creating your digital story.
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? _____

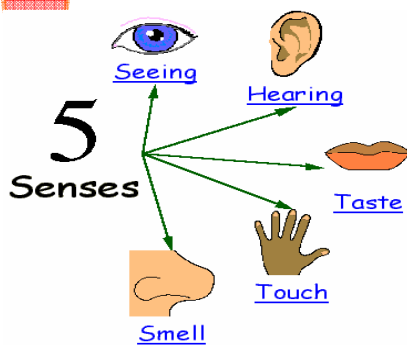
A PICTURE IS WORTH A THOUSAND WORDS
But sometimes...



Read the following text:

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.



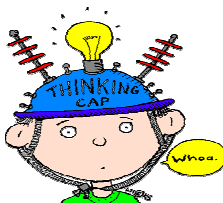
And then, list the five senses in order of importance for your group. To do that, you need to discuss and reach an agreement:

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?

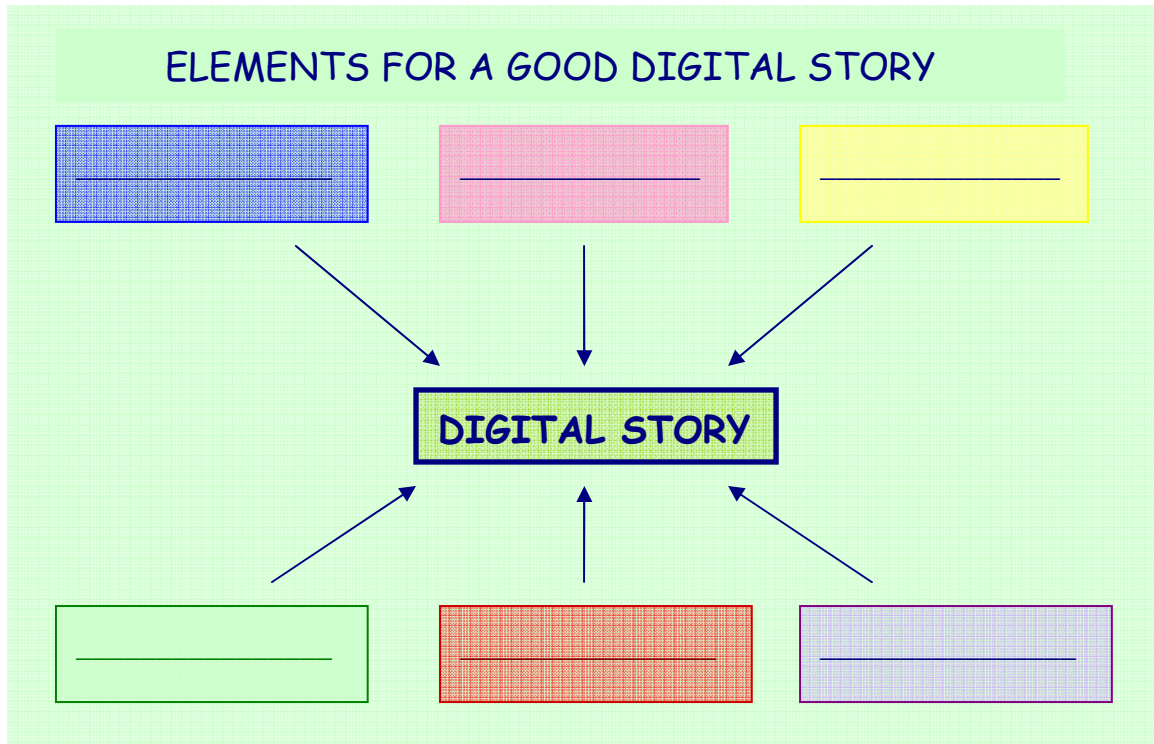


To finish, read the article to your partners trying to emphasise the important words and ideas while your partners look at the picture.

“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.

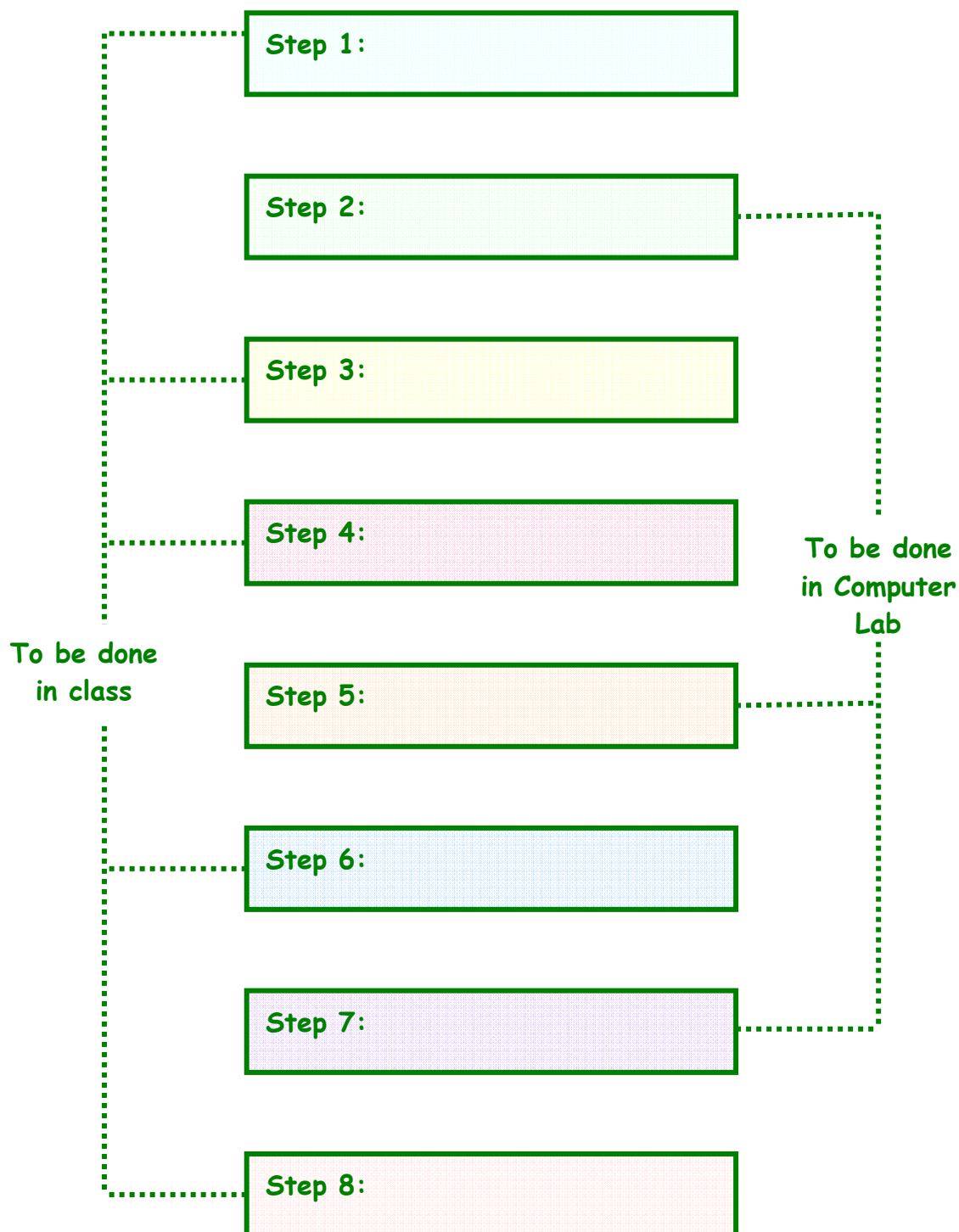


What are the steps you need to take to create your digital story?

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/>

NEWS RECOUNTS TALES ...

Text 3

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.

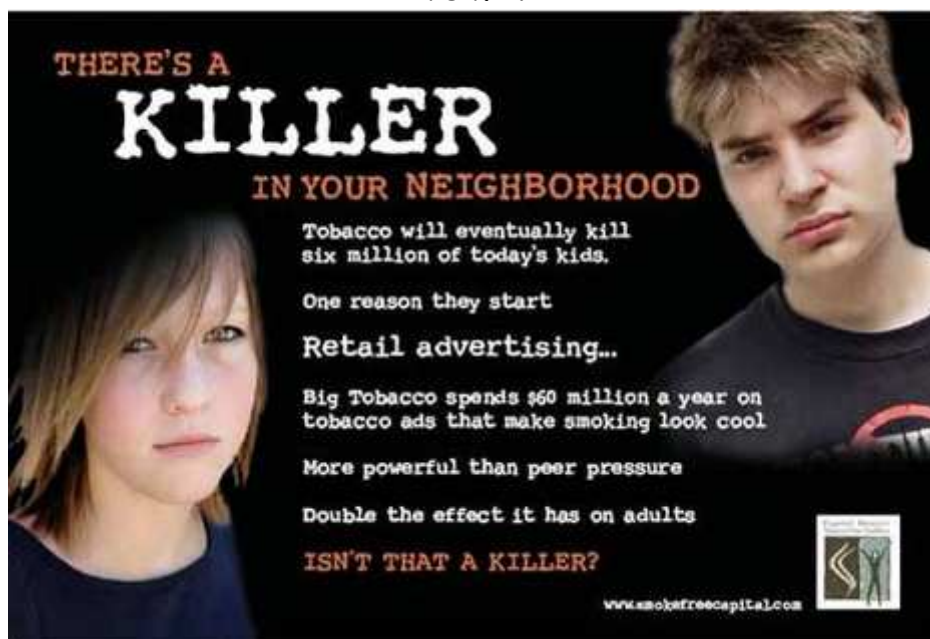
Protein is not stored for the purpose of creating energy; the function of protein is to build molecules in the body. However, when all other energy is used up, the body will use protein for energy.

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>



Text 4



picasaweb.google.com

	Text 2	Text 3	Text 4
Which is the aim of the text?			
Where can you find this text?			
Who is the writer?			
Who is the reader?			
What kind of vocabulary is used in it?			
What verb tense is used?			
Is it a sequence of events?			
...			
Type of text			

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

Activity 2. The elements of short stories.

Do you agree with the following?

A **narrative** or **story** is the telling of a happening or connected series of happenings, whether true or fictitious.

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? _____

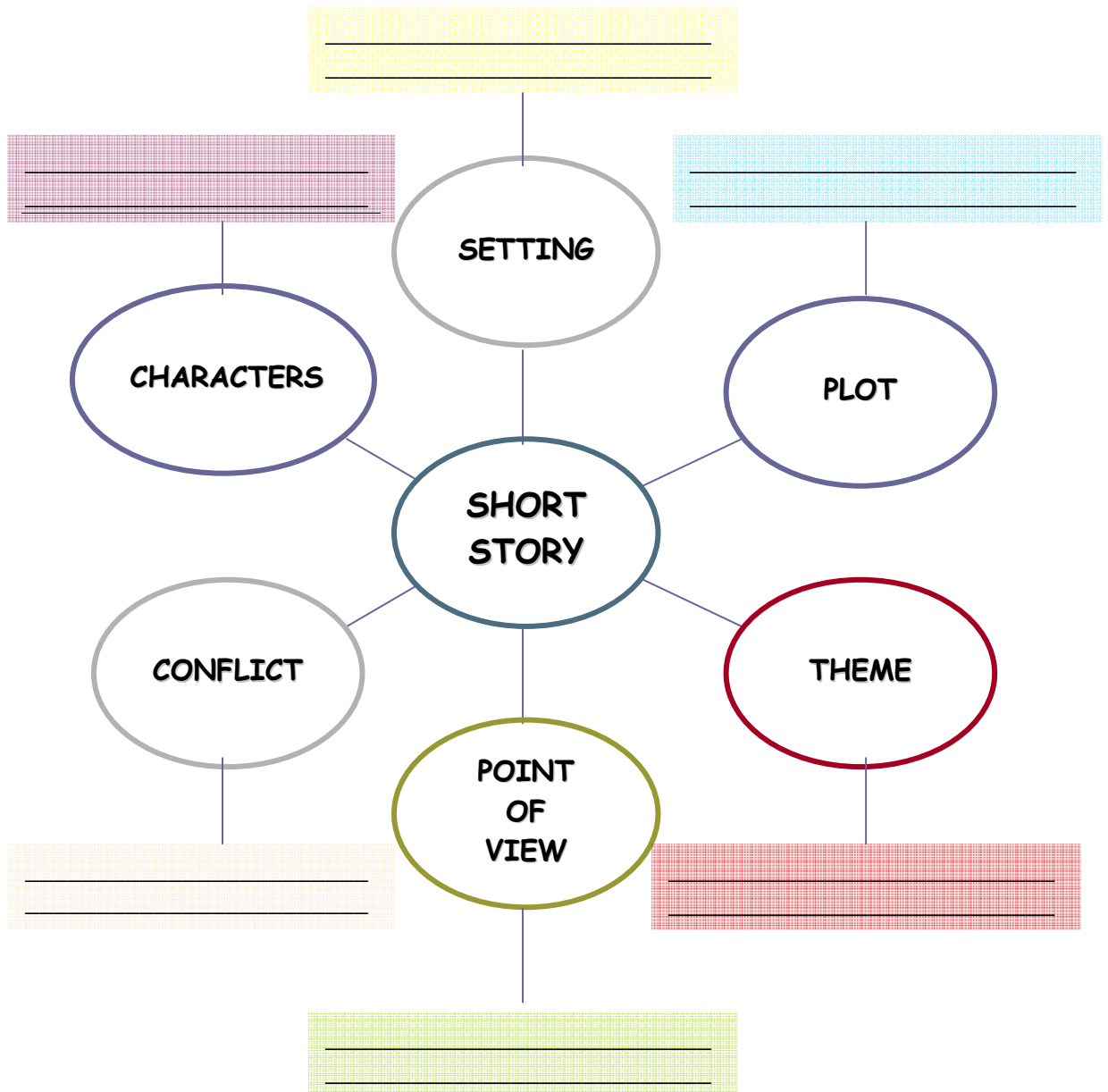
- Who is telling the story? _____
- What happened? _____

- 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 to 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.

Worst Ever Campus Horror

3.1. Read the text and write down the words or expressions that help tell the story the picture shows.

Nouns	Adjectives	Adverbs	Time expressions	Verbs

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.



Adjectives	Nouns	Adverbs	Time expressions	Verbs

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.

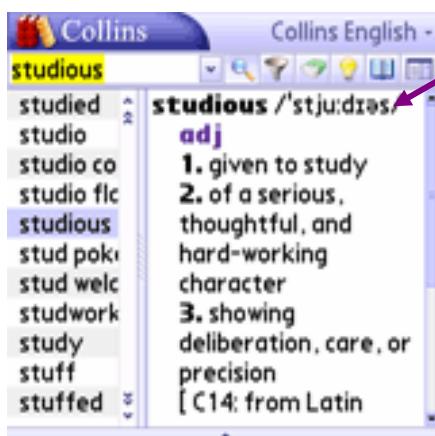
If possible, record your performance, it is a good chance to check own oral production.



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

AUTOEVALUATION CHART	Yes	No
Nervousness Did I feel comfortable in front of the group this time?		
Memory Lapse Did I have any moments where the thread of the plot was lost?		
Personal Pleasure Did I enjoy telling the story?		
...		

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:

PREDICTIONS
INNOCENCE LOST: CHILD LABOUR IN NEPAL
What is the video about? _____

Where does it happen? _____
TEARS OF CHANGE
What is the video about? _____

Where does it happen? _____

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.

TEARS OF CHANGE

- What did the protagonist do on Friday, August 26, 2005? _____

- What happened afterwards? _____

- How long did he have to pack up? _____
- Where did he and his family go? _____
- How many students did the new school have? _____
- Did he like the new school? _____ Why? _____

- Did he like living in Houston? _____ Why? _____

- Is Morgan City High in Houston? _____

- Did he like being in Morgan City High? _____ Why? _____

- Who is telling the story? _____
- What did the protagonist learn? _____

- Do you agree with him? _____



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

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 ... 2. How old are you? 3. What grade are you in?
- ☐ Girl ☐ Boy ☐ _____ ☐ _____

MAGAZINES

4. What magazines do you read?
☐ _____
5. Where do you read them?
- | | | |
|--|---|---|
| <input type="checkbox"/> At home | <input type="checkbox"/> At school | <input type="checkbox"/> On the tube, train, bus... |
| <input type="checkbox"/> At a friend's house | <input type="checkbox"/> At the library | |
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?
- | | | |
|--|---|---|
| <input type="checkbox"/> At home | <input type="checkbox"/> At school | <input type="checkbox"/> On the tube, train, bus... |
| <input type="checkbox"/> At a friend's house | <input type="checkbox"/> At the library | |
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?
- | | | |
|---------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Sports | <input type="checkbox"/> Cartoons | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Movies | <input type="checkbox"/> News | <input type="checkbox"/> Others |
11. How many hours per day do you spend watching TV?
☐ _____

12. How often do you go online?

- | | |
|--|--|
| <input type="checkbox"/> Everyday | <input type="checkbox"/> 1-2 days per week |
| <input type="checkbox"/> 3-6 days per week | <input type="checkbox"/> Less than once a week |

13. Where were you when you went online last week?

- | | |
|------------------------------------|---|
| <input type="checkbox"/> At home | <input type="checkbox"/> At the library |
| <input type="checkbox"/> At school | <input type="checkbox"/> Somewhere else |

14. What activities did you do online last month?

- | | | |
|--|---|--|
| <input type="checkbox"/> Using chats, e-mailed | <input type="checkbox"/> Listening to music | <input type="checkbox"/> Finding information |
| <input type="checkbox"/> Doing homework | <input type="checkbox"/> Playing games | <input type="checkbox"/> Other |

15. How often do you usually listen to the radio?

- | | | |
|--|--|--|
| <input type="checkbox"/> Everyday | <input type="checkbox"/> 1-2 days a week | <input type="checkbox"/> I usually don't listen to the radio |
| <input type="checkbox"/> 3-6 days a week | <input type="checkbox"/> Less than once a week | |

16. Which is the mass media you use to get worldwide latest news?

- | | | |
|-------------------------------------|---------------------------------------|---------------------------------|
| <input type="checkbox"/> Magazines | <input type="checkbox"/> TV | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Newspapers | <input type="checkbox"/> The Internet | <input type="checkbox"/> Others |

17. Which do you think are the most frequent topics on local news today?

- | | | |
|-------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Casualties | <input type="checkbox"/> Culture | <input type="checkbox"/> Natural disasters |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Diseases | <input type="checkbox"/> _____ |

18. Which do you think are the most frequent topics in international news today?

- | | | |
|---------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Migrations | <input type="checkbox"/> Natural disasters | <input type="checkbox"/> Diseases |
| <input type="checkbox"/> Lack of food | <input type="checkbox"/> War | <input type="checkbox"/> _____ |

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.

TOPIC: _____	
What do I know about the topic?	What do you want to know about your topic?
Whose testimonies will you look for?	
What kind of information will you gather?	

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/>
- The Chernobyl nuclear power plant in Ukraine blew up, contaminating vast areas of land and disrupting the lives of millions of people
<http://archive.greenpeace.org/comms/nukes/chernob/read13.html>
- Virginia tech shootings: shocking first hand accounts from bloggers
http://www.cybersoc.com/2007/04/virginia_tech_s.html
- An immigrant's memories
<http://murphylibrary.uwlax.edu/digital/lacrosse/HistSketches/7/00790077.htm>
<http://olc.spsd.sk.ca/de/saskatchewan100/docs/AliceRendell-May%2015th.pdf>
- Earthquakes
http://www.nytimes.com/learning/teachers/featured_articles/20010302friday.html
<http://www.pnsn.org/NEWS/welcome.html>
<http://www.nytimes.com/library/national/science/quake-index.html?0130ra11>
- News:
<http://www.cnn.com/studentnews/>
<http://www.usnews.com/sections/news/>
<http://detnews.com/nie/index.html>

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.

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

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:



TEACHer, JaPAN, CHINa,
imPORtant, aBOVE, converSation,
INTEResting, deMAND, etCETera,

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:

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

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.

WORD STRESS	
On the last	
On the second from the last	
On the third from the last	
On the particle	
Compound words	

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



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.

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.



ONLINE DICTIONARY

teenager ['ti:neɪdʒər] *nombre* adolescente [Rules for Word Stress >](#)
Listen: [US](#) - [UK](#)

friendship ['frendʃɪp] *nombre* amistad: **our friendship means a lot to me**, nuestra amistad significa mucho para mí
Listen: [US](#) - [UK](#)
From the Diccionario Espasa Concise © 2000 Espasa Calpe:
<http://forum.wordreference.com/>

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

_____ words

It was the of my

_____ words

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?

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

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.



SENTENCES TO BE READ ALOUD	Right/Wrong
Yesterday I / went to / the cinema with / my friends.	
Atzo zinera / joan / nintzen nire / lagunekin.	
Ayer fui / al cine con / mis amigos.	
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.	
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.	
La chica que te / gustó me ha / preguntado cómo te / llamas.	
Bihar klasetik / ateratakoan erosiko / diogu oparia.	



COOL

NOT COOL



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 practise 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/>

PEER & SELF-EVALUATION CRITERIA	Yes/No	COMMENTS
Speaks slowly		
Speaks clearly at the right volume		
Seems comfortable, relaxed and confident		
Word stress is correct		
Sentence stress is correct		
There is a rhythm or beat in the reading		
Pauses between thought groups are correct and help to follow the story		
Sounds quite natural		
Sounds are similar to the text recited by an English speaker		
...		



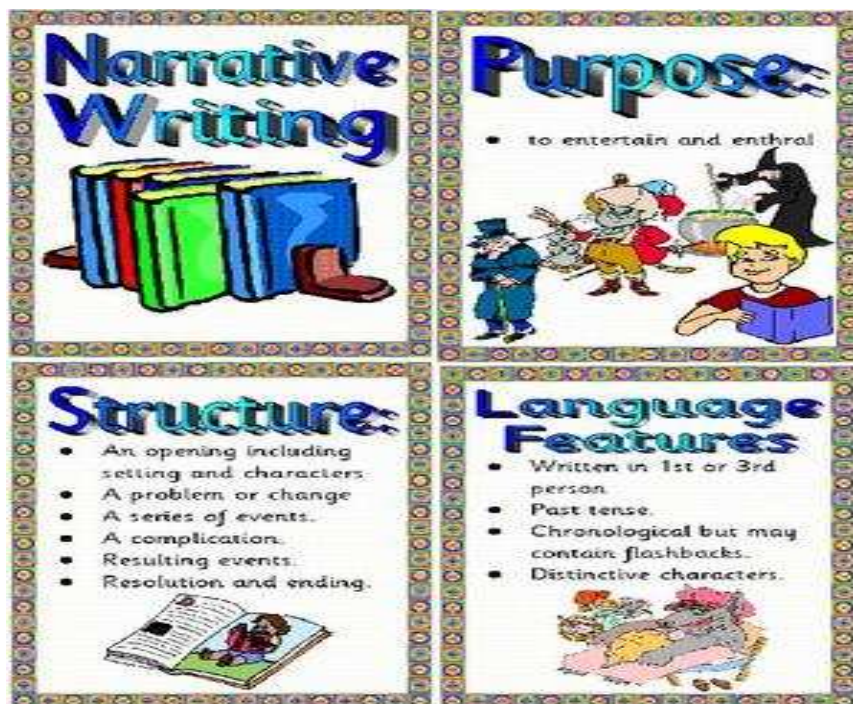
GOOD TEAM WORK
vs
BAD TEAM WORK



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.

STORY MAP

Point of view: _____



Setting:



Character(s):

Conflict: _____

Solution: _____

Ending: _____



Activity 14. Features of the 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.

Adapted from <http://www.short-funny-stories.com/>





FEATURES OF THE STORY

Did the title grab your attention? Why?

When are you told about where it happened and about the main character?

The main character and the teller are the same. Do you agree? Why?

Write down 5 expressions that are used to order the events chronologically.

Is the story told in present tense or past tense?
Are most of the action verbs in the story, regular or irregular?

Mention any detail chosen to add interest, tension or humour.

Are personal thoughts/reactions included? For example:

Did you like the story? Explain why.

An action verb is a verb that describes an action
like for example: run, jump, eat, break, cry, think...

14.2. Simple past in English.

In pairs or 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.

<http://www.scribd.com/doc/2291609/English-The-Past-Tense>

USES OF THE SIMPLE PAST IN BASQUE AND/OR SPANISH	Similar use Yes/No
1.	
2.	
3.	
4.	
5.	
6.	

IN ENGLISH,

Don't use the present perfect when you talk about a finished time. Use the past tense.

When we use the present perfect, it suggests some kind of connection between what happened in the past and the present time.

Use also a past tense to ask "when?" or "what time?"

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 or 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.

-ed= / t /	-ed= / d /	-ed= / id /
Liked	Learned	Wanted

RULE (S): _____

14.3. Connectives.

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

CONNECTIVES

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.

FUNCTION	CONNECTIVES
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	

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.



"It's very user-friendly, once it gets to know you."

ATTENTION!!!

You may use the grammar and orthographic checker on your computer to correct the text.

DRAFT CHECKLIST	Yes/No	COMENTS
Structure <ul style="list-style-type: none"> ❖ The title grabs the reader's attention (a summary of the text) ❖ An opening paragraph that introduces setting and main characters. ❖ Events are identified and described in chronological order. ❖ The details of time, place and incident are clearly stated. ❖ Personal thoughts/reactions are included. ❖ It is well-divided into paragraphs. ❖ Concluding comments express a personal opinion regarding the events described. 		
Language <ul style="list-style-type: none"> ❖ Recounts are written in the past tense. ❖ Past tense is properly used. ❖ Correct use of connectives which link events in time. ❖ Details are chosen to add interest, tension or humour. ❖ Written in 1st or 3rd person. 		



USEFUL CONNECTIVES

Explain or illustrate	Namely, such as, as already stated, for example, in other words, that is, for instance
Arrange ideas in order, time or space.	Firstly, meanwhile, initially, further, secondly, next, afterwards, after that, lastly, then, finally, later
Add some ideas	In addition, also, likewise, in a similar way, moreover, too, similarly, furthermore, moreover, besides, in like manner, and, not only ... but also
Make comparison or contrast	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,
Express a result or a consequence	Because, consequently, in order that, for, thus, so that for that reason, as a result
Summarize and conclude	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
Express condition	If, unless, only if, even if, otherwise

Material from BHINEBI. DBH 3 Become a writer UNIT 1

OTHER TIME EXPRESSIONS TO ARRANGE EVENTS

First	When...
After that	Last
One year later	Immediately
One second later	Soon after that
The next day	Later on
In the beginning	In the end
At once	A long time ago
Long after that	Not long after that
Meanwhile	At the same time
That evening	That morning
That afternoon	Today
Yesterday	Tomorrow

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 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>

Text 10



GLOSSARY OF COPYRIGHT TERMINOLOGY

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 form 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.

Fresh Music.com Royalty Free Music
HurricaneKatrina.TextAmerican Images
Unitedstreaming.com Video
Microsoft ClipArt Gallery Photos
DigiTales.us Digital Storytelling Materials
Creativecommons.org Copyright License Sharing

Production Assistants

Alex Harkess

and Julene Reed

Special thanks to

Manoj Gautam, Nepal

and Lucie Calvin

Music by Freeplaymusic

IMAGES

<http://www.time.com/time/photoessays/>

<http://www.flickr.com/photos/>

<http://flickr.com/creativecommons/>

<http://images.google.com/>

<http://www.sxc.hu/>

<http://www.altavista.com/image/>

<http://www.jakesonline.org/blankslices.htm>
(Blank slides for use as titles)

MUSIC OR SOUND EFFECTS

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

<http://www.mp3.com/>

<http://www.apple.com/music/store/>

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

<http://www.aitech.ac.jp/~ckelly/SMF.html>

<http://www.midi.net/>

<http://sounddogs.com/>

<http://www.geocities.com/Hollywood/Theater/6219/>



== == == == == == == ==
You might as well use
your own pictures, music...
for the story.
== == == == == == == ==

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.

Story Boarding Template

Page # _____

Scene # ____	Scene # ____	Scene # ____
<div>Transition</div>		
VoiceOver Text	VoiceOver Text	VoiceOver Text
Sound / Music	Sound / Music	Sound / Music
Notes	Notes	Notes

Developed by Bernajean Porter

Activity 19. Creating your digital story.

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

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:					