

1

SUBJECT PROJECTS 1

ENGLISH

We've got talent!

DBH

Unit 1



Activities

 INTRODUCTORY ACTIVITY

 EXPLORING ACTIVITY

 PLANNING ACTIVITY

 COMPREHENSION ACTIVITY

 EXAMINING ACTIVITY

 APPLICATION ACTIVITY

 STRUCTURING ACTIVITY

 SIMPLE INTEGRATION ACTIVITY

 COMPLEX INTEGRATION ACTIVITY

 SELF-ASSESSMENT ACTIVITY

 ICT ACTIVITY

 MULTIMEDIA OBJECTS

All the digital resources needed for this unit can be found at EKlgunea:
www.ekigunea.com

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23 Comprehension activity BAND AUTOBIOGRAPHIES

1. Read the autobiography of 'School of Rock'.

SCHOOL OF ROCK

Our group is called 'School of Rock'. That is because we play rock music and we all go to the same school.

We are in the same class in Horace Green Prep School in New York and our ages are from 11-12.

Some of the classmates studied music and played instruments before at school. For example, Katie played the cello and Lawrence played the piano. Then our new teacher Mr S. told us about famous rock groups and rock stars, and taught us how to play rock music and we formed a band.

Mr S. sings and plays the electric guitar. Zack Mooneyham is our lead guitarist. Freddy Jones is the drummer. Katie plays bass guitar and Lawrence is the keyboardist. Tomika, Marta, and Alicia are the back-up singers.

Summer Hathaway is the band manager. Billy is the stylist. Gordan works as the roadie and Frankie does security.

We became famous when we performed in the 'Battle of the Bands' with two songs: 'School of Rock', which Zack wrote, and 'It's a Long Way to the Top (If You Wanna Rock 'n' Roll)' by AC/DC.

We have plans to play more concerts and we are going to record an album next year.

2. Write notes, using the information in the autobiography.

INFORMATION	BAND
Name of the band	<i>School of Rock</i>
Genre of music	
Names of the members	
Ages	
Roles in the band	
When / where they met	
Successes	
Plans for the future	



24 Comprehension activity REFLECTION ON LANGUAGE: PRESENT AND PAST TENSES

Let's look at the language we need to write biographies.

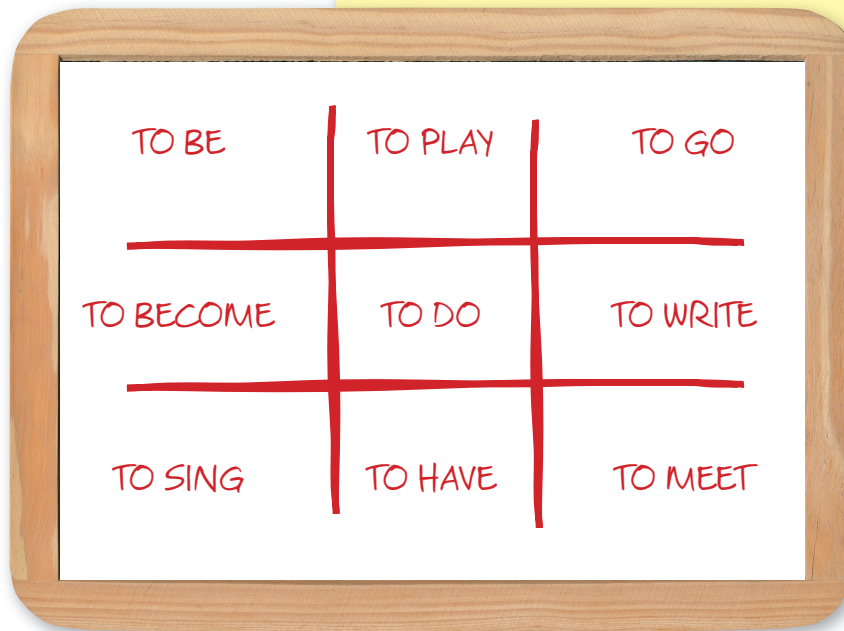
1. Go through the autobiography and underline all the verbs.
2. Fill in the chart of present and past tenses.

PRESENT	PAST
Our group is called	Our group was called
we go	
we are	
	they studied
Katie plays	Katie played
	he told
	he taught
	we formed
Mr S. sings	
Frankie does	
	we became
	we performed
	Zack wrote
we have	

Practise those verbs again.

3. Noughts (O) and crosses (X).

- Play against an opponent or an opposing team.
- When it is your turn, choose a square. Change the verb into the past and make a correct sentence.
- If you are correct you mark the square with your 'O' or your 'X'
- Who is the first to get three Os or three Xs in a row?



4. Fill in the gaps in the text below with the verbs on the right. But change them into the past!

Musical influences

Many famous musicians talk about their musical influences, often when they were children. For example, Lady Gaga says she listened to Madonna when she was young. Madonna said that she _____ Liza Minnelli in a concert when she was young, and she _____ to be a singer. When he was young, Mick Jagger of the Rolling Stones _____ blues records from the United States. When he _____ the guitarist Keith Richards on a bus, they began to talk and they discovered that they liked the same music. They _____ a group and it became the most famous rock band of all time. When Rihanna _____ young, in Barbados, many of the musicians there _____ reggae music. This was her first real influence, before she began to write her own songs.

- meet
- sing
- collect
- decide
- listen
- is
- form
- see



25 Application activity **PREPARING OUR OWN GROUP'S AUTOBIOGRAPHY**

Now decide on your own group's autobiography to record for the video clip.

1. First fill in the chart.

INFORMATION	
Name of your group	
Genre of music	
Names of the members	
Ages (optional)	
Roles in the band	
When / where you met	
Successes	
Plans for the future	

2. Now write your group's autobiography.



27 Application activity **PLANNING A VIDEO** **ICT**

Now we're going to make a short practice video (45 seconds!). Use some of the information from your group's autobiography.

1. To make a video you need to think about many things. In pairs, answer the following questions and use the table below ('a storyboard') to plan your video:

a) How many clips will the video have?

- 5
- Less than 5

b) Who will be in clip 1? And in clip 2? ...

1. Only me
2. Only
3.and me

c) Where will you record clip 1? And clip 2? ...

1. Only in one place:
2. In more than one place:and

d) What are you going to say in clip 1? And clip 2?...

Who will say it?



STORYBOARD					
	CLIP 1	CLIP 2	CLIP 3	CLIP 4	CLIP 5
Who will be in the clip?					
Where will you record the clip?					
What will you say?					
Who will say it?					
How long will each clip last?					



2. You will now edit a video using still pictures. Get in pairs and...

- Decide:
What do you want to show in the video?
.....
- What music do you want to use in the video?
.....
-
- Find 5 pictures and create a sequence
- Insert transitions between the pictures
- Insert some background music
- Add a title and an ending

3. Present and show your video to another pair.



30 Self-assessment activity CHECKPOINT

Now it's time for you to check up on what you have learned.



1. Complete the following table.

IN THIS MODULE, I HAVE BEEN LEARNING TO...	IN WHICH ACTIVITIES?	HOW WELL CAN I DO THIS?	
		WELL	NEED MORE PRACTICE
...name the different types of musical groupings, <i>e.g. a choir, an orchestra</i>			
...write a biography of a musical group including information about <i>e.g. the genre of music of the band, what they do, etc.</i>			
...write a biography of a musical group using the correct tenses, pronouns and time expressions.			
...edit a video using moving images			
...edit a video using still pictures.			
...insert music into a video.			

2. Ask your partner what he/she has written in the third and fourth columns.

If he/she has not done some of the activities very well, can you help?



