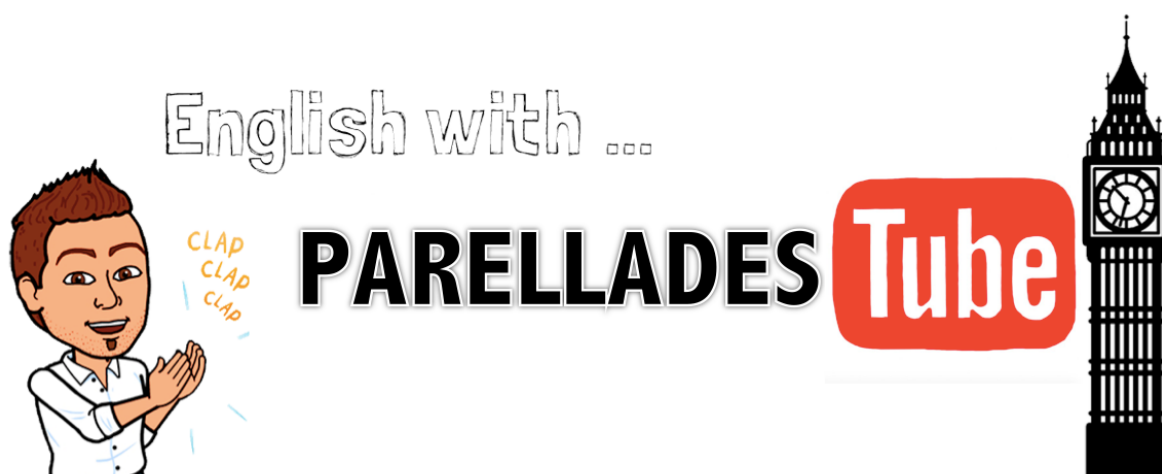


Parellades TV SHOW

How would your perfect TV Show be?

bit.ly/parelladestube



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Generació Plurilingüe

Second Year

2017-2018

PROJECT PLANNING TEMPLATE

for CLIL and Content-Rich Environments

Identification

Title	Parellades TV SHOW
Authorship	Hector Alonso Navarro
With the support of	
School	Parellades
CEFR Level (A1, A2...)	A1 - A2
Grade	5th and 6th
Content areas	I.C.T and Social Science
Number of sessions	8
Teacher(s) involved	Just one
Key words	TV, Video, Script, Plot, Characters



INTRODUCTION TO THE PROJECT

Have you ever wanted to become a Tv director? Or an actor? Well then... This is your best match project!

Students will first acknowledge different types of TV Shows and their corresponding target audience. Then, they will generate ideas and write them on a script assigning the role of each member of the group. Once the scripts are completed, students will record their TV sections and ultimately edit their videos through apps in order to generate a final product. Thus, each group will present their own final TV Show video and its related advertising poster.

The driving question: Television was first invented in 1886 by a German student, Paul Nipcow. Since then, we tend to watch a lot of TV... have you ever wondered how much television do you watch in one week? How would you organize a perfect TV Show in our school?



GOALS	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
<p>1. Communicate to the crowd considering the genre of the video and the addressees</p> <p>2. Identify different TV show genres</p>	<p>1. Teacher rubric to consider whether the language used is understandable and adapted accordingly to the public (are the dialogues complete, are they using formal language in the news?)</p> <p>2. Kahoot that will assess whether the students can identify different genres</p>

PRODUCT/S	A TV show with different sections that will be uploaded to the school's blog. We will make posters with a QR code so students can watch each show with tablets and they can leave written comments under the poster.
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CURRICULUM CONNECTIONS

Link your project to the curriculum

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum	Foreign language curriculum
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Social Science:

Dimensió tecnologia i vida quotidiana

Competència 9. Utilitzar materials de manera eficient amb coneixements científics i criteris tecnològics, per resoldre situacions quotidianes.

Dimensió ciutadania

Competència 12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.

Key contents: *Participació activa a l'escola com a aprenentatge per a la vida en democràcia.*

- *Reconeixement de la diversitat d'opinions.*

- *Ús de diferents canals per a l'intercanvi d'opinions i difusió d'informacions.*

Interpretació de la realitat a través dels mitjans de comunicació

Oral Dimension:

Competence 2. Plan and produce short and simple oral texts adequate for the communicative situation.

Competence 3. Interact orally according to the communicative situation using basic conversational strategies.

-Key Content: Use of digital resources

Reading Dimension:

Competence 5. Use visual, discursive and basic linguistic traits from a clearly structured text to understand it.

-Key content: Discursive organisation and structure of text.

Writing Dimension:

Competence 7. Planning simple texts from the identification of the most relevant elements in a communicative situation.

Key Competence: Discursive organisation and structure of texts: adequacy, coherence and cohesion.

MULTILINGUAL AND INTERCULTURAL DIMENSION:

Competence 12. Use multilingual strategies for communication.

Basic sociolinguistic and cultural aspects.

Non verbal elements.

21st CENTURY COMPETENCES

Collaboration	X	Information, media and technology	X
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Communication	X	Leadership & Responsibility	
Critical Thinking and Problem Solving		Initiative & Self-direction	
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

KEY COMPETENCES			
Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	
Interaction with the physical world competence		Learning to learn competence	X
Cultural & artistic competence		Personal initiative and entrepreneurship competence	



CONTENTS (Knowledge and Skills)

TOPIC-RELATED KNOWLEDGE	TOPIC-RELATED SKILLS
<ul style="list-style-type: none"> - Identify Tv shows genres - Generate ideas using a story arc - Write a script for a scene of a television show - Brainstorming ideas for a TV Show - Grouping ideas into different genres 	<ul style="list-style-type: none"> - Brainstorming ideas - Grouping ideas - Using language related to the TV industry - Speaking and active listening group skills - Understanding and using apps to edit and elaborate videos - Cameraman skills to record the scene properly

CONTENT-OBLIGATORY LANGUAGE

Dialogues: I watch...

I like...

I don't like...



I don't watch...

My favorite Tv program is... And yours?

What is the difference between...?

The difference is...

In a film there is/are...

In a TV Program there is/are

A TV show is... It has got... In a TV show, there is.../there are

tv genres, tv show and film

What's the name?

Who made it?

Why was it made?

When was it made?

What can you do there?

Why should people visit?

What could make this place better?

I'm going to present this product...

It

costs...

It's an

opportunity!

Do you like...?

Vocabulary: TV Show, genre, comedy, challenge, news, sports, weather forecast, interview, commercial, advertisement, monologue, joke, interesting facts, quiz, music clip, performance, dance, sing, spectators, crowd, producer, group, cameraman, actors, writer, director, tablet, app (vivavideo, musicaly, fx video, snow...)

Short orders: turn on, turn off, find, discuss, talk to each other, choose, record, edit, cut, paste, add

Roles: Cameraman, writer, actor, video editor, atrezzo, poster artist



Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clilsi/>

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Rubrics language: required elements, labels, attractive, layout, neatness, design, feet away, missing, messy, clearly relevant, pronounce, topic, errors, content , drama, clear

PERSONAL & EMOTIONAL DEVELOPMENT

Remember, you're not teaching students how to make "UNIVERSAL STUDIO films", these activities are just a springboard to practise more English and do it in a natural and enjoyable way. Encourage students to keep the videos simple and short so they are easy to make and quite quick to watch. They don't have to be perfect!

MATERIALS & RESOURCES

[Tv genres video1](#)

[Guess the genre video 2](#)

Guess the video genre [Worksheet](#)

[Group Roles](#)

[Dialogue Drafts](#)



[Language Support Sections](#)

[Koalatext Free Tour](#)

[KAHOOT GENRE GAME](#)

TABLETS (apps to edit videos)

RUBRICS:

[Video assessment rubric](#)

Poster [assessment rubric](#)

[self-assessment sheet to reflect on their own work.](#)

REFERENCES

High School productions:

<http://www.mogulus.com/euclidestv>

<http://euclidestv.wordpress.com>

[Koalatext Free Tour](#)

<http://koalatext.com/public/index.php/lessons/0/4>



 Generalitat de Catalunya
Departament d'Ensenyament



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<http://grupsderecerca.uab.cat/clisi/>

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MISTERALONSO
FILM GENRES

Irene Kusuma Dewi
Samuel Pereira

COMMENTS

If your school does not have a good wifi connection or if its devices are not updated, this project might not be successful. First make sure that your school' context matches to this project needs. You can extend this project to more than 8 sessions depending on how neat you want your students to record their TV sections and how many different genres you want them to include.

ACKNOWLEDGEMENTS



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I want to thank to all of the students from Parellades School along with all the school staff that have participated and helped me develop these CLIL program. Special gratitude to my language assistant Jacqueline Sands, to my school secretary and IT coordinator, Jordi Franco and to my erasmus intern, Alicja Ch.



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· UNIT OVERVIEW ·

S	Activities	Content-obligatory Language	Timing	R/S/L/W/I Skills	Interaction T-S S-S S-Expert S-World	CMC	Assessment Peer assessment Self-assessment Teacher assessment ...
1	The teacher will start asking the students what is their opinion about the TV, what programs do they watch, how much time do they spend watching it per day.	I watch... I like... I don't like... I don't watch...	10'.	L+S	T-S		Note down the name of the volunteer speakers (positive participation)
	By pairs, the students will talk to each other and ask each other what is their favourite tv programme. Then, voluntarily, students will talk to the rest of the classroom and expose what their peers like the most.	My favorite Tv program is... And yours?	10'	L+S	S-S T-S		Note down the name of the volunteer speakers (positive participation)
	The teacher will ask the students whether they can identify what differences are there between a tv show and a film. How	What is the difference between...?	10'	L+S	T-S		



	<p>long does a film last? What characters can you see? Is there music? What about a TV show, what characters are there? How long do the episodes last? Are there different sections? A film can have different genres. Play this video: FILM GENRES</p>	<p>The difference is...</p> <p>In a film there is/are...</p> <p>In a TV Program there is/are</p>					
	<p>In groups of four, the teacher will ask to write down all the TV shows that they know on a piece of paper. Students will have 7 minutes, once the time is up, the teacher will write them on the board and the classroom will decide whether those are TV Shows well known or not. Cross out all the names that do not belong to TV Shows (films, series, theater, books...).</p>		15'	S+L+W+R	S-S T-S		<p>Thumbs up if the TV show title belongs to a real TV Show</p> <p>P.A</p>
1	<p>Right after that, the teacher will discuss among the students what sort of similarities and differences are there between those tv programmes. Could we group them? What do they have in common? Are these music programmes? Are these cartoon shows? Or maybe comedy programmes? The teacher will ask the students if they understand what is a genre and how can we know if a tv show has got a genre or not. The teacher will play a video explaining different TV genres.</p>	<p>A TV show is... It has got... In a TV show, there is.../there are..</p> <p>Genres</p>	15'	S+L	T-S		



2	<p>To warm up, the teacher will first do a quick review of the last sesión (tv genres, tv show and film differences) . Then he/she will play a video with different pieces of TV shows and the students, in groups of 4, will have to decide what sort of genre are they. They will write it down on a worksheet provided.</p>	tv genres, tv show and film	15'	L+W+S	S-S T-S	X	<p>Guess the video genre</p> <p>Worksheet graded by teacher</p> <p>T.A.</p>
2	<p>The teacher will have individual devices (one per student) to play a kahoot game. In case there aren't enough devices (laptops, tablets, mobile phones) the teacher will group the students in pairs or groups (preferably no more than four). This kahoot game will assess how well did the students acknowledge the topic of TV shows. There will be explicit pictures of different TV shows genres and there will be four possible answers to what is their genre. Once the activity is finished, the teacher will have to download the results on an Excel document and keep that as an assessment sheet to keep track of their progress.</p>	<p>What Genre is it?</p> <p>Genres</p>	20'	L+R	T-S	x	<p>Excel provided by kahoot when game is finished (you need to have a personal account)</p> <p>T.A.</p>



2	<p>The teacher will explain the students how complex is to produce a Tv show. He/she will ask the students how many roles do they think there are in a Tv programme aside from the actors. Students in groups of 4, will write down all the roles that they think are the most important in a TV show (actors, cameraman, atrezzo guy, writer, video editor). Once the time given is up, the teacher will explain all these roles and how challenging can they be. He/she will suggest that for the future student productions, each student adopts a different role. Thus, the students will enroll each of the different duties and responsibilities in a tv show and will develop a higher global understanding of its complexity.</p>	actors, cameraman, atrezzo guy, writer, video editor	5'	L	T-S		
	<p>In groups of four, each team will be given a tv genre main topic. The students will have to brainstorm ideas to what they can elaborate within their genre framework. The teacher will provide them with a sheet where the students will have to write down their title and their members of the group. Once this is completed, the student with the writer role will start writing down all the ideas that his/her mates are brainstorming. Once</p>	Genres actors, cameraman, atrezzo guy, writer, video editor	20'	L+S+W+R	S-S T-S	x	Dialogues sketch supervised



	the sketch is done, the teacher will supervise it and help them write down the final dialogues.						
3	The students will continue last activity: In groups of four, each team will be given a tv genre main topic. The students will have to brainstorm ideas to what they can elaborate within their genre framework. The teacher will provide them with a sheet where the students will have to write down their title and their members of the group. Once this is completed, the student with the writer role will start writing down all the ideas that his/her mates are brainstorming. Once the sketch is done, the teacher will supervise it and help them write down the final dialogues.	Genres actors, cameraman, atrezzo guy, writer, video editor	30'	L+S+W+R	S-S T-S	x	Dialogues sketch supervised P.A T.A



	<p>Each group of students, will receive a camera device (better a Tablet) and the cameraman will be the responsible of filming it (in case there are more than one cameraman, the name of the student written down as the main cameraman will have to take responsibility in giving turns). The attrezzo guy will have to remind to all the group members what materials, pieces of clothing or complements do they have to bring for the filming day..</p>	<p><u>Genres</u></p> <p>actors, cameraman, attrezzo guy, writer, video editor</p>	30'	L+S+W+R	S-S	x	<p>Dialogues <u>sketch</u></p> <p>supervised</p> <p>P.A</p> <p>T.A</p>
4	<p>Create an Advertisement / Commercial</p> <p>Advertisements are everywhere and student should be familiar with how they work. Explain that students are going to make a short advert for something fairly mundane. Their adverts are only going to be three minutes long and they don't need to tell a story, just sell their product. In groups of three ask students to choose one of the following, readily <u>available products</u>.</p> <p>a car / a bicycle a house / a building a shop</p> <p>a mobile phone a bag / some clothing some shoes/trainers</p>	<p>I'm going to present this product...</p> <p>It costs...</p> <p>It's an opportunity!</p>	30'	L+S+W+R	S-S	x	<p>Dialogues <u>sketch</u></p> <p>supervised</p> <p>P.A</p> <p>T.A</p>



5	<p>Conduct a Simple Interview</p> <p>Dictate or give students a series of interview questions and have them practise with each other until they are happy with their answers. Now put students in groups of three and ask one student to film the other two doing the interview. Keep the interviews short so they are easy to make and watch.</p> <p>Watch a selection of the videos as a class. You could ask students to comment on the pronunciation, vocabulary used, grammatical accuracy as well as the quality of the answers. Make the most of your feedback positive to motivate students.</p>	<p>Do you like...?</p> <p>Support</p>	30'	L+S+W+R	<p>S-S</p> <p>T-S</p>	x	<p>Inteview sketch</p> <p>supervised</p> <p>P.A</p> <p>T.A</p>
6	<p>Ss will choose one of the video genre categories and record a new/different section.</p>	<p>Genres</p> <p>actors, cameraman, atrezzo guy, writer, video editor</p>	60'	L+S+W+R	S-S	x	<p>Dialogues sketch</p> <p>supervised</p> <p>P.A</p> <p>T.A</p>
7	<p>Once all the videos are recorded and saved, the video editor (helped by his/her teammates) will edit all the videos and put them together coherently. The group will have a complete TV Show video will different sections that should be introduced by titles. These titles will be done by tablets (app). Meanwhile, some other members of the group, will create a poster with a title of their TV Show and some decorative elements to make it</p>		60'			x	<p>self-assessment sheet to reflect on their own work.</p> <p>S.A</p>



Last 8	<p>more attractive. Students will leave a square space that will be the emplacement for their QR code (which will be linked to their uploaded video on the internet).</p> <p>Moreover, in this session, students will fill up a self-assessment sheet to reflect on their own work.</p>						
	<p>Once all the posters are done and they are up on the walls, all the students will walk through them and complete an assessment rubric about how well presented they are.</p>	<p>required elements, labels, attractive, layout, neatness, design, feet away, missing, messy, clearly</p>	10'	R+W	S-S	x	<p>Poster assessment rubric</p> <p>P.A</p>
	<p>With tablets, the students will focus on the posters' qr codes and will watch the tv show videos. At the same time, students will have a rubric to assess how well the sections were made and what score would they give to the video.</p>	<p>relevant, pronounce, topic, errors, content , drama, clear</p>	50'	L+R+W	S-S	X	<p>Video assessment rubric</p> <p>P.A</p>





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MONOLOGUE – DIALOGUE

JOKE

EPIC FAIL

FUNNY CATWALK SHOW

PRIZE SHOW



INTERVIEW

REPRESENT :

SOMEONE FAMOUS

A SCHOOL PERSON

YOURSELF





SCHOOL – CITY NEWS






INTERNATIONAL

PINK NEWS

GAMES

TECHNOLOGY

THE WEATHER FORECAST

	MON	TUE	WED	THU	FRI
					
	68 20	77 25	86 30	90 32	86 30

RIGHT NOW 7:25 PM **KANSAS CITY** 46° **MINNEAPOLIS** 46° **SAINT LOUIS** 49° **LIFE**

BRITISH SCIENTISTS SAY THAT THIS TIME NOTHING DISCOVERY

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FOOTBALL

HANDBALL

BASKETBALL

TENNIS



CAR – BIKE – MOTORBIKE

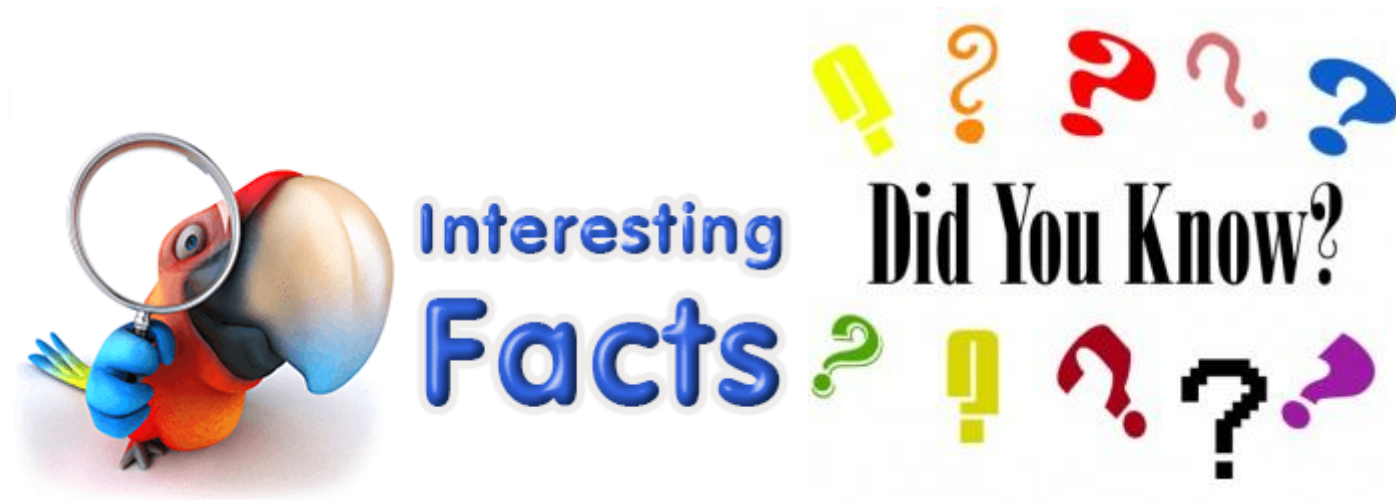
MOBILE PHONE

HOUSE – BUILDING

SHOP

CLOTHES

FOOD – DRINKS



Talk about anything that interests the crowd:

Historical events from any country in Europe

animals

space

biographies

traditions



Music Dance section (musicaly)

Dance a song

Sing a song

CHALLENGE



Create a fun challenge like:

bottle challenge

the floor is lava

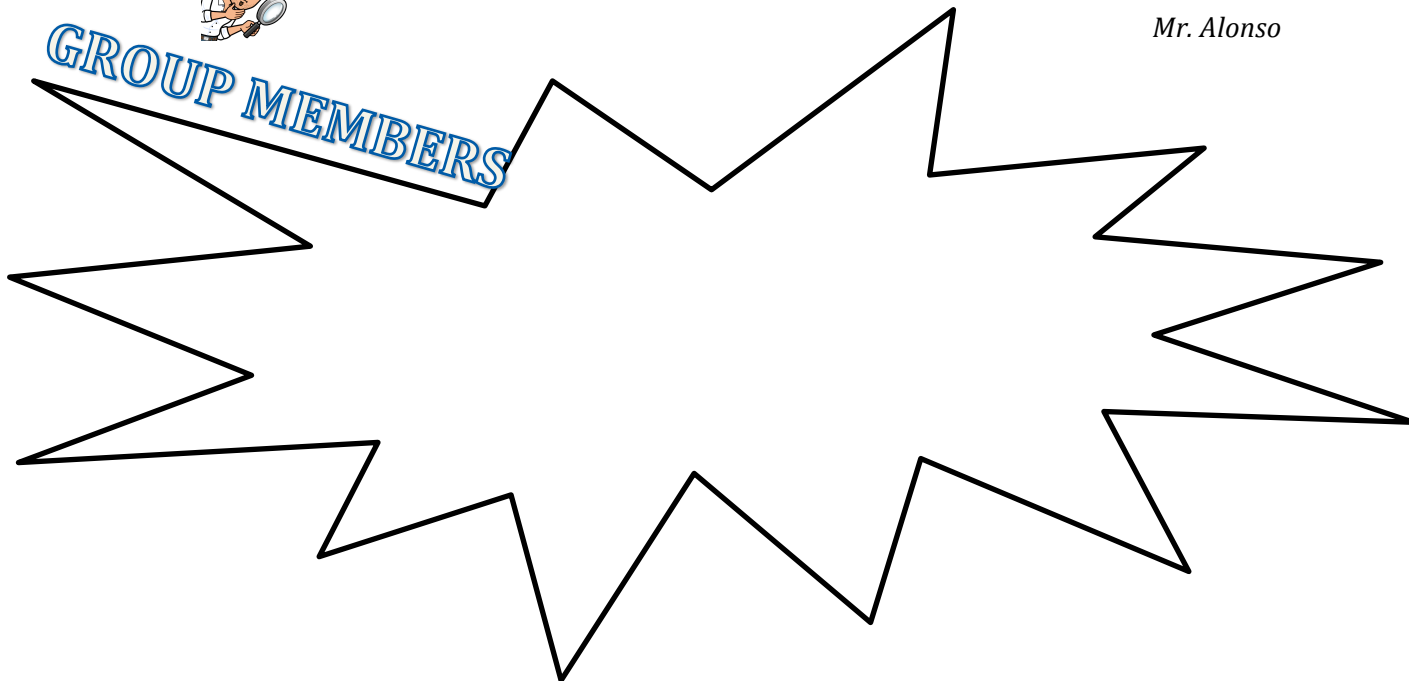
...

POSTER including all your sections and TV SHOW title





GROUP MEMBERS



WHAT GENRE IS IT?

VIDEO	TV Genre	Correction
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

TV SHOW TITLE



CAMERAMAN



VIDEO EDITOR



WRITER



POSTER ARTIST



ATREZZO



ACTORS



SECTIONS

PARTICIPANTS



SECTION: _____





TOPIC

MATERIAL

PARTICIPANTS

Dialogues  in English 	Dialogue' ideas

Dialogues  in English 	Dialogue' ideas

TV SHOW Self-assessment

My name: _____

Read and mark the face that best matches your opinion  yes!  soso  not really			
I have participated in all the TV Show roles (Cameraman, writer, editor, attrezzo, actor, poster artist)			
I have participated in all the TV sections of my group			
I gave good ideas to the group			
I listened and respected my group			
I spoke clearly in my scenes (good pronunciation and good grammar)			
I asked the teacher or friends for help			
I am satisfied (happy) with my group work			
I am satisfied (proud) with my individual work			

TV SHOW Videos rubric

Student Name _____ TV SHOW title Assessed: _____

	FAIL 1	OK 2	GOOD 3	EXCELLENT 4	Score
Pronunciation	The students can't pronounce words clearly.	Some words are pronounced correctly, and others are not correct.	Pronunciation is clear, with few errors.	Pronunciation is exceptional has no mistakes.	
Drama	The video is not well presented and you don't understand what are they doing.	The students present their videos with lots of errors.	The students present their videos with little errors but good drama.	The students speak clearly and present their videos with excellent drama and no errors.	
Dialogues	The students are only able to speak a few words; none relate to the topic.	The students' dialogues are very basic, with a few errors.	The students' word choice is good and dialogues are complete with few errors.	The group's word choice is excellent and dialogues have no mistakes.	
Genre Content	The video's content is not relevant to the genre.	The video's content has some relevance to the topic, but incorrect words are used.	The video's content is relevant to the topic, with few errors.	The video's content reflects deep understanding of the topic.	
Video quality	The video does not present 3 or more tv genres and they are not introduced.	The video presents 3 or more tv genres but they are not introduced.	The video presents 3 or more tv genres and they are introduced with poor titles.	The video presents 3 or more tv genres and they are introduced with excellent titles.	

Final score: /20

TV SHOW **Poster rubric**

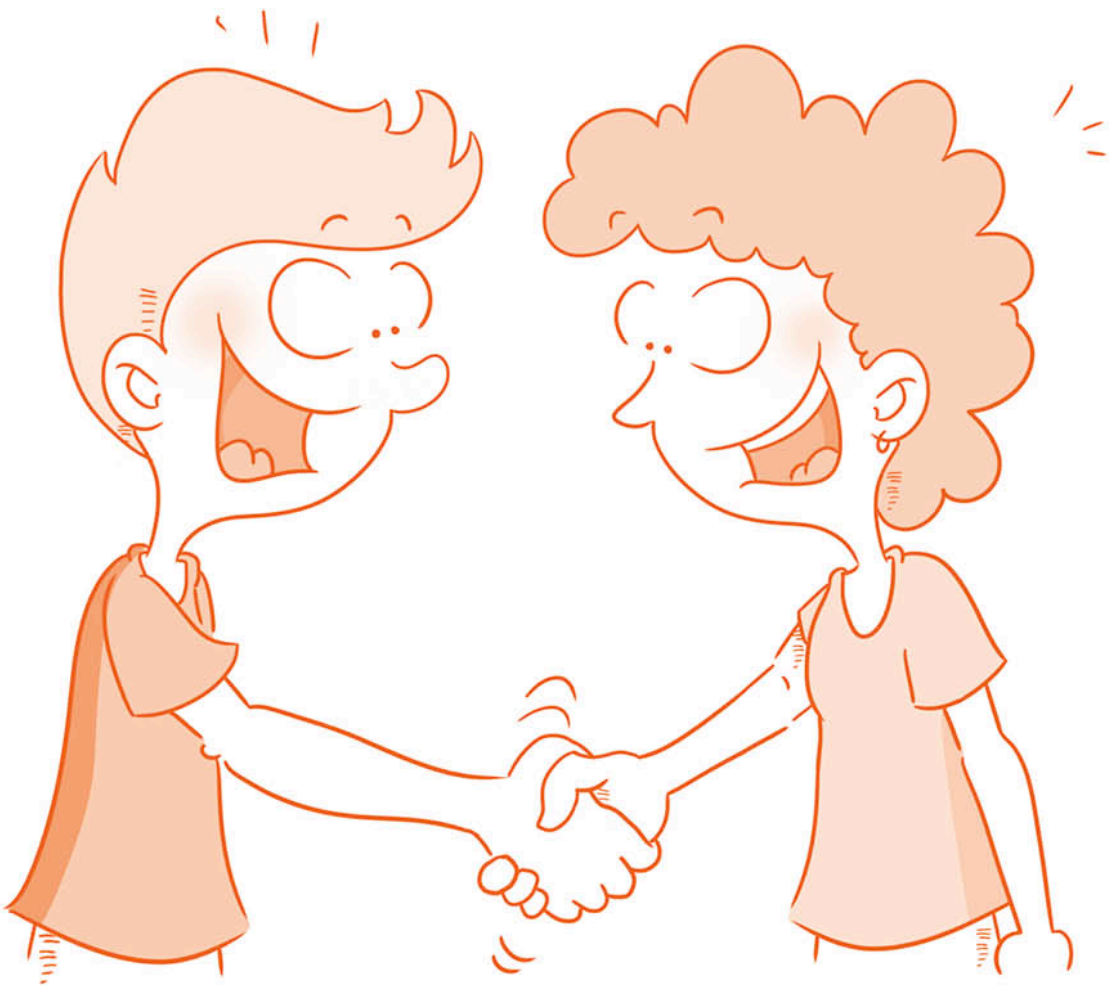
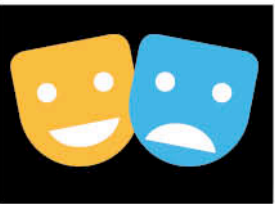
Student Name _____ Poster Assessed: _____

CATEGORY	5 EXCELLENT	3 GOOD	2 OK	1 FAIL	Score
Required Elements: TV Show title, sections and QR	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	
Section Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away. The QR code works.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive but it may be a bit messy.	The poster is messy or very poorly designed. It is not attractive.	
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster	

Final score: /20



DIALOGUES



LEVEL

3

INTRODUCTIONS

Dialogue-level 3

INTRODUCTIONS

INTRODUCTIONS

- Bruce** Hi, I'm Bruce.
- Ann** Hi, Bruce. I'm Ann.
- Bruce** How are you, Ann?
- Ann** I am fine. And you?
- Bruce** Fine. How old are you?
- Ann** I'm twelve. And you?
- Bruce** I'm thirteen.
- Ann** Where are you from, Bruce?
- Bruce** I'm from Canada. I live in Montreal. And you?
- Ann** I am from Scotland. I live in Glasgow.
- Bruce** Do you have any brothers and sisters?
- Ann** Yes, I do. I have a brother and a sister. And you?
- Bruce** No, I don't.
- Ann** What are you doing here?
- Bruce** I am studying a French course in a school. And you?
- Ann** I'm just visiting the city. My cousins live here.
- Bruce** That's sounds good. Well, it's late. I have to go.
- Ann** OK, Bruce. Nice to meet you.
- Bruce** Bye, Ann. Nice to meet you, too.

Activity 1. Complete the sentences

French – old – brother – What - from

- 1.- How _____ are you ?
- 2.- Where are you _____?
- 3.- Do you have any _____ and sister?
- 4.- _____ are you doing here?
- 5.- Do you study _____ at school?

Activity 2. Match

- 1.- Canada
- 2.- Glasgow
- 3.- French
- 4.- School
- 5.- Late

- a.- A place to study.
- b.- A country in America.
- c.- The opposite of “early”.
- d.- A city in Scotland.
- e.- A subject at school.

Activity 3. Answer the questions about yourself

- 1.- What's your name?
- 2.- How old are you?
- 3.- Where are you from?
- 4.- Do you have any brother and sister?
- 5.- What are you doing at school?
- 6.- What's your favourite subject?
- 7.- Do you like school?

Activity 4. Complete

late – cousins – How – old – course – have – live - Where

- Bruce** Hi, I'm Bruce.
- Ann** Hi, Bruce. I'm Ann.
- Bruce** _____ are you, Ann?
- Ann** I am fine. And you?
- Bruce** Fine. How _____ are you?
- Ann** I'm twelve. And you?
- Bruce** I'm thirteen.
- Ann** _____ are you from, Bruce?
- Bruce** I'm from Canada. I live in Montreal. And you?
- Ann** I am from Scotland. I _____ in Glasgow.
- Bruce** Do you have any brothers and sisters?
- Ann** Yes, I do. I _____ a brother and a sister. And you?
- Bruce** No, I don't.
- Ann** What are you doing here?
- Bruce** I am studying a French _____ in a school. And you?
- Ann** I'm just visiting the city. My _____ live here.
- Bruce** That sounds good. Well, it's _____. I have to go.
- Ann** OK, Bruce. Nice to meet you.
- Bruce** Bye, Ann. Nice to meet you, too.

Activity 5. Answer the questions

1.- What is the boy's name?

2.- What is the girl's name?

3.- How old is she?

4.- How old is he?

5.- Where is he from?

6.- Where does she live?

7.- Does she have any brothers and sisters?

8.- What is he doing?

9.- What is she doing?

10.- What are you doing?

Activity 6. Match

- 1.- How
- 2.- How old
- 3.- Where
- 4.- What
- 5.- What time
- 6.- When
- 7.- Are you
- 8.- Do you
- 9.- What's your favourite
- 10.- Can you

- a.- is it?
- b.- is your birthday?
- c.- number?
- d.- are you?
- e.- studying at school?
- f.- are you?
- g.- live in Glasgow?
- h.- are you from?
- i.- run fast?
- j.- is your name?

Activity 7. Write in order

- 1.- Ann are you How ?
- 2.- are old How you?
- 3.- from Where you are?
- 4.- What doing you are here?
- 5.- is birthday your When?
- 6.- live you Where do?
- 7.- speak languages three Can you?
- 8.- animal favourite What's your?
- 9.- live London you in Do?
- 10.- have computer Do a you?

Activity 8. Write your dialogue



INTRODUCTIONS

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