



### **Beskrivning av projektet**

Shipwrecked är ett temaprojekt i engelska som passar åk 7-9, men går att individanpassa utifrån varje elevs kunskapsnivå. Man kan säkert också använda det för yngre elever men då får man förmodligen använda enklare webbsidor. Eleverna tränar många olika förmågor.

### **Digitala förutsättningar**

Vår skola har GAFE, numera kallad G Suite For Education. Jag skapade en Google Presentation-mall som jag la i Classroom så att alla elever fick sin egen kopia. I den la jag introduktionsbilden och "The Storyline". Därefter lade jag ut nya uppgifter vartefter i Classroom och eleverna skrev i Docs, spelade in med sin dator och la sedan in uppgifterna i sin Google Presentation och i slutändan hade de alla uppgifter samlade på ett och samma ställe. De kunde också dela sin presentation med sin resekompis (se nedan) för att kunna jobba tillsammans och läsa varandras texter för återkoppling.

Det går såklart att genomföra projektet med andra digitala verktyg eller helt analogt. Det är bara att göra om vissa delar.

### **Läraren reflekterar**

Eleverna uppskattade arbetsområdet och vi täckte in både läsa, tala, skriva och lyssna. Jag jobbar hellre med ett långt projekt och får med många olika delar då vi hinner fördjupa oss i språket.

### **Metod**

Alla elever blev indelade i grupper om 2-3 stycken som de gjorde resan med under hela projektet. Jag har gjort det här på olika sätt, antingen att dela in eleverna i grupper utifrån kunskapsnivå så att de hamnar med kompisar som ligger ungefär på samma nivå, men jag har också blandat. Dock tycker jag att det har fungerat bäst då eleverna ligger ungefär på samma kunskapsnivå, vilket eleverna också tycker då vi utvärderat projektet. Är det för stort gap mellan elevernas kunskaper så är det svårt att få bra flyt i de uppgifter de gör tillsammans.

Många texter är svåra för en åk 7 med vokabulär som de inte känner igen och vi går igenom dessa ordentligt innan vi börjar jobba.

Alla uppgifter presenterades en och en för att eleverna inte skulle veta i förväg vad som skulle hända. Det var många vilda spekulationer efter varje del om hur vi skulle gå vidare.

## **Shipwrecked plan**

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.

## **Aims**

During this project you will continue to practise:

Using your written and spoken language to communicate.

Extend your vocabulary and grammar and be able to use it in your oral and written assignments.

## **An example - How will we work?**

We will work in a presentation in Google Classroom where each one of you gets your own presentation where you publish all your work that you get from me in different assignments. I will not present all assignments at the same time, let's keep the tension of what is going to happen!

## **The storyline**

You and your friend have always had a wish to sail around the world. Suddenly one day in April you open up your computer and check Blocket, and there it is:

*The ad you have been waiting for! The boat is perfect, just what you have been searching for. On top of that, you can actually afford to buy it!*

Boat Built in 1975, in good shape, but minor reparations necessary. Two masts, 45 feet long, four sleeping bunks. 60 h.p engine. Suitable for longer voyage. For sale to the highest bidder. Phone Sharon and John on 0732-120101

Soon you are ready to set off!

## Slide 1 - The inheritance "A short letter"

A couple of months ago you were contacted by Mrs/Mrs Larsen, a distant relative who emigrated to Minnesota in the USA in 1963. Mrs/Mr Larsen informed you that since you were the only living relative she/he wanted to give you an inheritance in advance, and it was a large sum of money. You did know that you had a distant relative but you had never met her/him, but it was a big surprise that she/he gave you a large amount of money. For some time you have been thinking about what to do with the money, and when you saw the boat for sale, you finally knew how to spend it.

### The assignment

Write a short letter of about 200-300 words to Mrs/Mr Larsen in Minnesota and tell him/her about the trip and add at least the following information:

- Who you are sailing with.
- Where you are planning to go.
- How long you are planning to be away.
- Your general plans and expectations.

Before you start writing, discuss the questions with your travel companion, then choose a nice background in your presentation, add the image of the boat and then start writing the letter.

**Amount of time:** two lessons

If you are finished early and you have some extra time, work with the listening comprehension about Scarlett: <https://learnenglish.britishcouncil.org/en/stories-poems/scarlett>

### Student example of a letter

Dear aunt Lilly

How are things in the US? What are you guys up to? We really miss you here in Sweden. This might sound a little random but do you remember when you, me, Colleen, Grace and Nick planned to sail around the world and we planned for months and it was the only thing we talked about, and then when we sailed for an hour or so both you and Nick got super seasick and then Colleen and Grace changed their minds? Well that thought never really vanished out of my mind and it has been on my bucket list for such a long time, so I thought that it was time to actually stop dreaming about it and doing it! This is obviously not news to you (since it's still the only thing that I'm talking about) but the reason why I didn't actually go was because I was alone. But a couple of months ago I met this really nice girl, Malva, who also loves to sail and has (almost) the exact same goals as I have on her bucket list, so we thought that we would do it together. We have already thought about the best route around the globe! We thought that we would start out sailing from Stockholm then down to Spain and France, we are gonna pass the gran canaria islands on our way sailing over the North Atlantic ocean to Puerto rico. We are then going to pass the channel between north and south america and sail to Hawaii and after that to Fiji for a while. Then we are planning to sail over the Celebes sea to the Philippines, Indonesia, Malaysia, Thailand and Vietnam. After that we are planning that our next stop after that will be Madagascar or South Africa and then sail home. The other day we saw an ad that had this beautiful picture of a boat and we read a little info about it and it's perfect! The boat is 45 feet long, it has fours sleeping bunks, and a 60 h.p engine! It even says that it is suitable for longer voyage! But the only problem is that we might not be able to afford it, so maybe you could help us out a little bit? (We are totally going to pay back, sometime, when we have the money). So me and Malva have both been thinking about how long time this trip is going to take, and the result we got was that the trip would take around three years or so (counting with the potential storms that might be coming within the next three years). If this trip ends up happening I would be super happy and thankful and I would of course try to get contact with you guys and explain the trip. It is a bummer that you guys are all somewhat seasick, but honestly I am still super excited to see the culture and what's popular in that country, if we have anything in common and such but also just to find my piece out in the ocean and take time just to explore and truly find myself.

## **Slide 2 - Video diary**

### **The assignment**

By now you have been out for some time on the boat with your friend and you are very ambitious and you keep a detailed video diary. Record a video diary of one of the days on board the boat. Everything is still new and you are very excited about what you see and experience. In a video diary you do not have a script which means that you need to decide what to talk about and how to say it, you are not allowed to read from a script. The video diary should be about two minutes and this assignment should be made on one lesson.

### **Things to talk about**

- What do you do all day long on the boat.
- What do you eat?
- What do you think about the boat?
- Do you miss home?
- Have you made a stop somewhere along the way to bunker food? Where? What did you think of the place?
- Where will you go next?

### **How to do this**

Discuss for a few minutes what to talk about in the video diary. Open up Photo Booth and then place yourselves in front of the camera, make sure that both of you are visible in the camera. Start recording. Once you have started recording you do not pause, this should be like a real conversation without pauses in the film. Add your film into your Google Presentations.

**Amount of lessons:** one

### Slide 3 - A postcard

You meet a lot of people on the way, but there is one boy/girl that you found extra special. This person went back to Canada where he/she is from. You keep writing to him/her.

#### The assignment

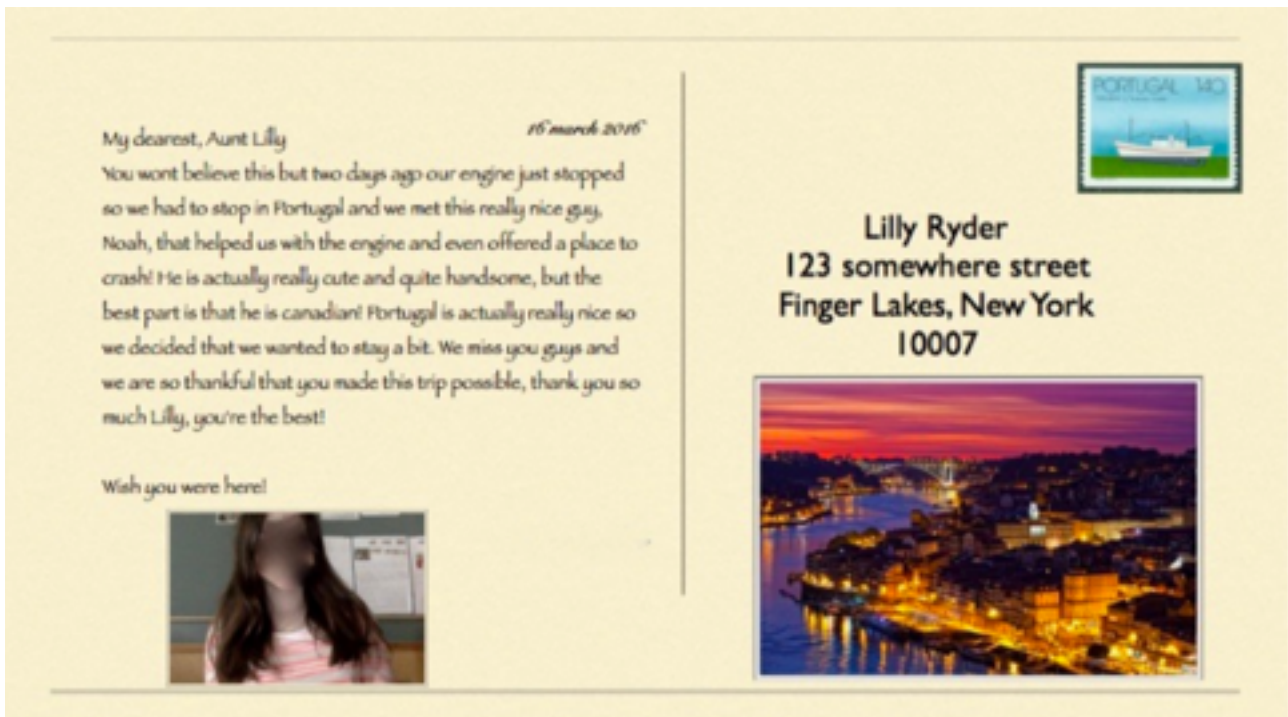
Write a postcard (100 words) that you send to your new friend from one of the places you visit on your way. Add an address and stamps and a front page to make it look genuine.

**Amount of time:** one lesson

#### How do you create a postcard?

1. Open up Keynote.
2. Choose a white background.
3. Add a text element and write your letter.
4. Add an image of yourself, taken in Photo Booth.
5. Add an image of the place you have visited.
6. Can you find a stamp on the Internet from that country?
7. Take a screenshot of the image in Keynote and add it in your presentation.

#### Student example



## Slide 4 - Shipwrecked "To argue"

You wake up one night by a strange sound that you don't recognize and before you can do anything the boat crashes into something and you fall out of your bunk bed onto the deck. You manage to get up and you find your friend by the rudder with panic in his/her eyes. "We just hit a reef" he/she screams as a jet of water comes from a big hole in the hull. "Inflate the lifeboat and fetch the most important things we need, we will become shipwrecked...!" You start thinking about the most necessary items to bring, but you seem to be unable to think clearly.

So, now you understand why this project is called "Shipwrecked"...

### The assignment

You can only save ten things from your ship. Which are they? Discuss with your friend and then make a list of the ten most important things you would need on a desert island and make sure you give reason to why you chose these items. Illustrate them if you want to. One of the things have to be your computer/solar charger (all in one).



**Amount of lessons:** two

### Student example

#### Ten things to bring

1. My computer with a solar charger so we can communicate with other people.
2. A bottle so we can put water in it and bring the water everywhere we go.
3. A machete because if we meet an animal we can kill it and then cook it, or if we need to bring down a tree.
4. A fishing rod so we can catch some fish and then eat it.
5. A long rope so we can build a house to live in with rope and wood from the island.
6. Hammer and nails so we can put together the house in a better way.
7. A frying pan so we can cook food.
8. A hammock so we can have something to sleep in.
9. A flashlight so we can see outside when it is dark.
10. A big box of matches so we can create fire to keep ourselves warm and cook food.

## Slide 5 - Voicemail message

You are completely alone on the island and you really want to come home to family and friends, and you are really annoyed by the fact that you can see your useless boat stuck on the reef close to the beach.

### The assignment

When you look through the things you managed to save from the boat you discover that you actually have your computer/solar charger and you decide to record a voicemail and post it on social media. Things to add in the message:

1. Who you and your friend are. Tell them a bit about your trip.
2. Latest known location, you have an itinerary.
3. What happened to you.
4. Tell the listener to contact your family and then come and get you on the island.

**Amount of lessons:** one

**Student example** (the voicemail is not included)



### Extra assignment - if you have some spare time

Your island is very beautiful, even though it is lonely and you are homesick. One early morning you are in a splendid mood and you are struck by the glorious sunrise. You sit down in the sand on the beach and write a poem. You might also want to illustrate your wonderful poem!

## **Slide 6 - A radio!**

One morning you wake up to take a swim in the ocean you find your radio on the beach! It feels like Christmas, and you become more happy when you find that the radio still works since it is sealed in a water proof bag. Lucky you, you can charge it with your solar charger that you managed to save from the boat. Once it is charged you turn it on and you hear a radio show about.... yourself! You can hear your parents and friends talking about you, your trip, who you were sailing with, how worried they are, they haven't heard from you for some time.

### **The assignment**

Record a radio show of three minutes about your disappearance. Write a script and add persons: it could be parents, brothers/sisters/friends and a journalist that leads the show. You will be given a group of 3-4 persons to work with.

Record in GarageBand, export to iTunes and then add it in your presentation.

**Amount of lessons:** Two



## Slide 7 - Facts about pirates

Since nobody seems to find your message in a bottle, you remain on the island for quite a long time. One morning you take a long walk in the forest and suddenly you meet an old man walking his dog. What?! Is this a populated island? The man tells you where you are and he follows you into the small village of... This seems to be your lucky day, because you meet a woman in the village that knows how to fix boats. Unfortunately you have no money to pay her, but she offers you a job without salary in her shipyard for one week in exchange for her to fix your boat.

After one week you are ready to set sails with your friend. It feels good to be back on the boat, and the lady on the shipyard helped you to bunker up, so now you will be able to continue your journey. The first night you anchor at a small harbor and you fall asleep to the sound of the waves caressing your boat.

It feels as if you just fell asleep, but when checking your phone you realize it is 3am. What is that horrible sound? You crawl out from your bunk into the cockpit and your heart stops. What is that? This has to be some kind of joke.... a pirate ship next to your boat? But no, this is no joke. As you look around you seem to have time travelled into the 18th century. The pirates look just like Johnny Depp in "Pirates of the Caribbean", and so do you! Oh, no, you are a pirate, how on Earth are you going to manage this...?!

Suddenly one of the pirates jumps from the ship into your boat, grabs you by the arm and says "Come on, get back on the ship, we have to leave this place before we are caught". The only thing you manage to grab from the boat is your computer and your solar charger...



### The assignment

Well, you seem to be a pirate and you need to adapt to this situation and survive in this odd place and time. As this is a story, your computer works and you are able to reach the Internet and you google for pirates. This is the website that you find and it is a big source of information for you.

We read the whole text in class and translate it orally into Swedish. Your next step is to answer the questions individually in Google Classroom using your own words.

- Why did many men become pirates?
- The captain was elected by the crew, can you tell me a bit more about him?
- What happened if you did not follow the pirate codes?
- What happened on the pirate ship before an attack?
- What did the pirates eat?
- What was life like at sea? Give a few examples from the text.

**Amount of time:** two lessons

The text: <https://www.q-files.com/history/pirates-galleons/life-aboard-a-pirate-ship/>

## **Slide 8 and 9 - Listening comprehension "A day in the life of a pirate"**

Time has come for some listening comprehension. I want you to watch the movie about the ten most famous pirates in history and answer the questions as they pop up. This assignment is connected to Google Classroom so I will be able to check your answers. Watch the film as many times as you need in order to understand.

<https://edpuzzle.com/media/57fb97537ba683523e695dcd>

### **The assignment**

Well, you are from now on a pirate and I would really like to know what your life looks like. I want you to write a text of your day, from the morning when you get up until you fall asleep in your bunk at night. Your text should be about 500-700 words and I really would like to see a picture of you when you are a pirate, this is the one that I created.

Your text should be based on the facts from the following websites:

<http://www.the-pirate-ship.com/piratefacts.html>

<https://www.q-files.com/history/pirates-galleons/life-aboard-a-pirate-ship/>

<http://piratetar.framiq.com/> (pictures)

### **Things to write about**

- Food - do you eat well... or?
- Your fellow pirates, do you have a friend?
- What is your job on the ship?
- What is life like on the ship? How do you live, sleep, work? What do you do on the ship when you are not working?
- Why did you become a pirate?
- Do you have a family that you miss? Or are you an orphan?

**Amount of time:** 2 lessons

## **Slide 10 - End of the story "Video documentary"**

How odd, this morning when you wake up, you are suddenly on your boat just outside Stockholm on a small island together with your friend. You survived the pirate ship and all the bad conditions and you seem to have come to your end of your journey. This was not at all what you had expected from your trip, but still, you like it.

Well back home you are contacted by TV4 and they want you to tell the story about your trip. Cool, you will be able to be on TV and you accept the offer!

### **The assignment**

You and your friend are going to create a one minute documentary about the story. You need to tell the whole story to the viewer, from the very beginning to the end, but since you only have one minute you have to choose carefully on how to tell the story.

**Number of lessons:** six

### **How to create a documentary**

Watch the film from BBC about how to create a news report and then use it to create your own story about your trip. Use your phone/computer to film with the green screen that we have and then add it into iMovie and use the feature green screen to tell your story. Watch the tutorial below on how to use green screen with iMovie.

BBC - how to create a news report: [http://news.bbc.co.uk/2/hi/school\\_report/resources\\_for\\_teachers/8472052.stm](http://news.bbc.co.uk/2/hi/school_report/resources_for_teachers/8472052.stm)

How to film with green screen: <https://youtu.be/eUay0sA2Ps>

## Lgr 11 Förmåga

Förstå och tolka innehållet i talad engelska och i olika slags texter, formulera sig och kommunicera i tal och skrift, använda språkliga strategier för att förstå och göra sig förstådda, anpassa språket efter olika syften, mottagare och sammanhang.

### Centralt innehåll

- Talad engelska och texter från olika medier.
- Muntliga och skriftliga instruktioner och beskrivningar.
- Olika former av samtal, dialoger, intervjuer och muntliga framställningar.
- Skönlitteratur och annan fiktion även i talad, dramatiserad och filmatiserad form.
- Muntlig och skriftlig information samt diskussioner och argumentation med olika syften, till exempel nyheter, reportage och tidningsartiklar.
- Olika sätt att bearbeta egna framställningar för att variera, tydliggöra, precisera och anpassa dem efter deras syften.
- Muntliga och skriftliga berättelser, beskrivningar och instruktioner.
- Samtal och diskussioner samt argumentation.
- Språkliga strategier för att förstå och göra sig förstådd när språket inte räcker till, till exempel omformuleringar, frågor och förklaringar.
- Språkliga strategier för att bidra till och aktivt medverka i samtal genom att ta initiativ till interaktion, ge bekräftelse, ställa följdfrågor, ta initiativ till nya frågeställningar.
- Språkliga företeelser för att förtydliga, variera och berika kommunikationen som uttal, intonation och fasta språkliga uttryck, grammatiska strukturer och satsbyggnad.

### Kunskapskrav

Eleven kan förstå **såväl helhet som detaljer** i talad engelska i måttligt tempo samt i lättillgängliga texter i olika genrer. Eleven visar förståelse genom att **välgrundat och nyanserat** redogöra för, diskutera och kommentera innehåll och detaljer samt genom att med **gott** resultat agera utifrån budskap och instruktioner i innehållet. För att underlätta sin förståelse av innehållet i det talade språket och texterna kan eleven **i viss utsträckning** välja och använda sig av **strategier** för lyssnande och läsning.

I muntliga och skriftliga framställningar i olika genrer kan eleven formulera sig **relativt varierat, tydligt och sammanhängande**. Eleven **formulerar sig även med flyt och viss anpassning till syfte, mottagare och situation**. I muntligt och skriftlig interaktion i olika sammanhang kan eleven uttrycka sig **tydligt och med flyt** samt **med viss anpassning** till syfte, mottagare och situation.

### Projektet författat av

Lisen Bolander, Myrsjöskolan, Nacka