

Teaching Unit

Understanding Narratives

Compreendendo Narrativas

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This Didactic Unit was developed in the *Oficina de Elaboração de Material Didático para o Contexto da Escola Pública I* course, from Santa Maria Federal University. It was planned to and applied in a municipal school and adapted into a textbook format, which was already familiar with the Simple Past Tense and Second Conditional, so this unit can be used to review them. This unit can be implemented throughout seven lessons of 45 minutes each.

1 SUMMARY

Didactic Unit Organization

Discourse	Notion	Genre	Register	Speech acts	Lexicogrammar
Narrative	Fiction	Short Film	Stories from movies and TV shows	Identifying stories students know	Second conditional
				Adapting stories students like	
		Comic Strip		Listening to and reading stories	

2 TARGET AUDIENCE/CONTEXTO DE ENSINO

The present didactic unit has been designed for 9th grade students, aged from 13 to 16 years old. Since it is intended to be used online, any group of students, ranging from 13 to 16 years old, who might be interested in the textbook's topic, could benefit from it.

3 THEME

Based on the needs analysis questionnaire, the chosen topic for this didactic unit was narratives present in a certain group of genres. The discourse was highly motivated by students' profiles, and the genres by their familiarity with them.

4 GENRES

Short film

Comic strip

5 COMPETENCES

This didactic unit aims to fulfil the following BNCC competences:

- EF09LI04: Reading and understanding short narrative texts, identifying their basic characteristics.
- EF09LI02: Identify the theme and the main elements of oral, written, and multimodal texts.
- EF09LI15: Employ, in an intelligible way, the verb conjugations in conditional clauses of type 1 and 2. (If-clauses).

6 OBJECTIVES

- To develop creativity

- To enhance critical thinking
- To improve understanding of stories
- To understand narrative structures
- To practice conditional clauses

7 RESOURCES

Since this material was primarily created for online use, the main resources that are required are:

- Computer/laptop
- Access to the internet
- Notebook
- Speakers

8 ACTIVITIES

All the material's activities can be found below:

First Class

Contextualization

1. Match the emoji sequences to the movie they may refer to.

- a)  [] Ratatouille
- b)  [] The Incredibles
- c)  [] Inside Out
- d)  [] Harry Potter

Speaking

2. What is your favorite movie? What do you like about it? Work in pairs to answer these questions.

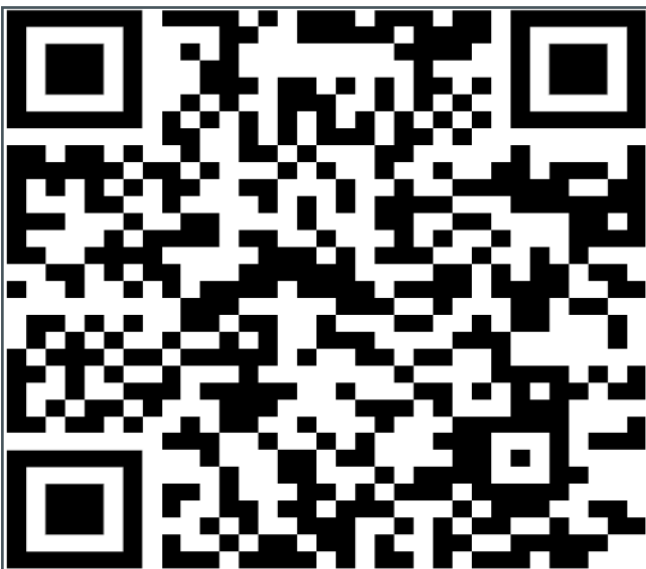
My favorite movie is...

What I like the most about it is...

Production

3. Now it is your turn! Choose at least three emojis to represent your favorite movie. After that, guess each other's.

Slides that might be used in class:



Also available on the following link: https://www.canva.com/design/DAGm3JopjRg/q5mWxiN2_GuMM5ilylHoNQ/edit?utm_content=DAGm3JopjRg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Second Class

Listening

1. Watch the short film "The Present" and answer the questions below.



Source: <https://www.youtube.com/watch?v=3XA0bB79oGc>

a) What message do you think it conveys?

b) Why does the boy reject the dog at the beginning?

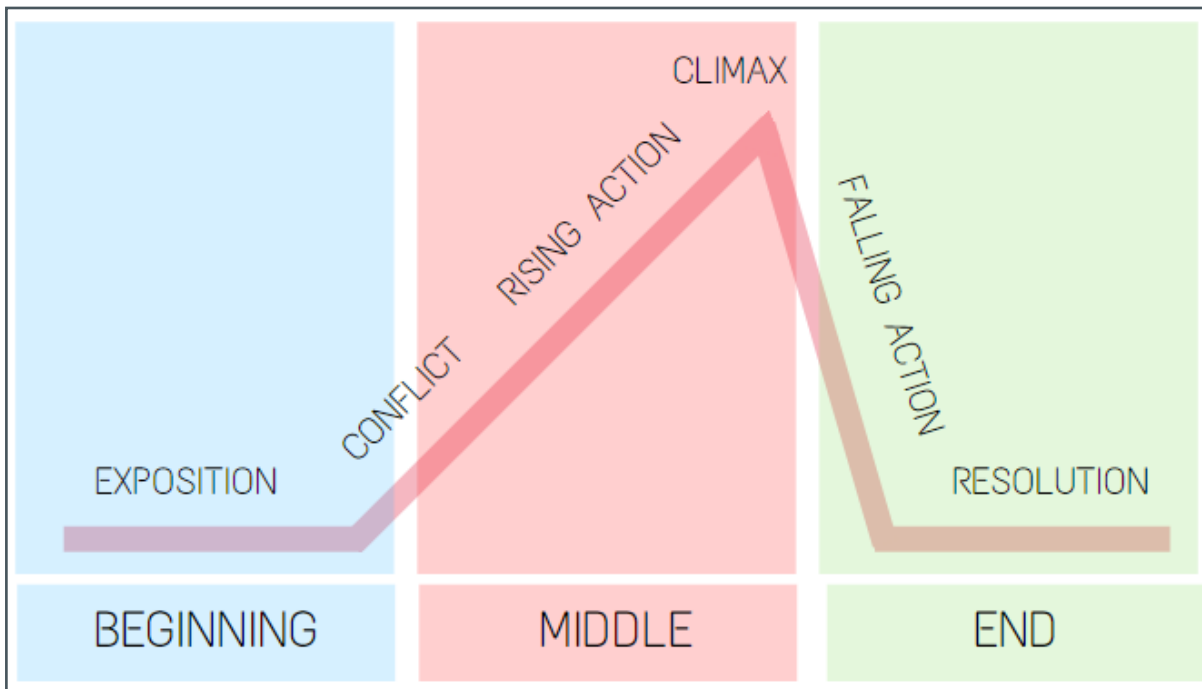
c) What makes him change his decision?

Speaking

2. In terms of form, can you identify stages in this short film? If so, which ones?

Reading

3. Analyze the following image and answer the questions below:



Source: <https://www.juicyenglish.com/blog/parts-of-the-plot>

a) What does this graphic refer to?

b) How many steps are there in it?

Writing

Identify the following elements in the short film we watched.

a) Exposition: _____

b) Conflict: _____

c) Climax: _____

d) Resolution: _____

Production

5. Now it is your turn! Try to identify each of those elements in your “favorite movie”, the one you chose in activity 2 from class. Try summarizing the main event of each step, you do not need to be too detailed in your analysis. You can use the movie trailer to help you with that.

Slides that might be used in class:



Also available on the following link: https://www.canva.com/design/DAGnhfkqPlo/7uD4gR6LcONqTrocRIYzUQ/edit?utm_content=DAGnhfkqPlo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Third Class

Reading

1. Analyze the following comic strip and answer the questions below.



a) Do you recognize the cat in the comic strip? What is his name?

b) What happens in the exposition phase? In which panel?

c) What is the conflict established? In which of the panels?

Speaking

2. Guess what the climax and the resolution of the story are. Talk to your classmate about it.

3. Now look at the entire comic strip. How close is it to what you have predicted?



Source: <https://br.pinterest.com/pin/1051660950490341623/>

Slides that might be used in class:

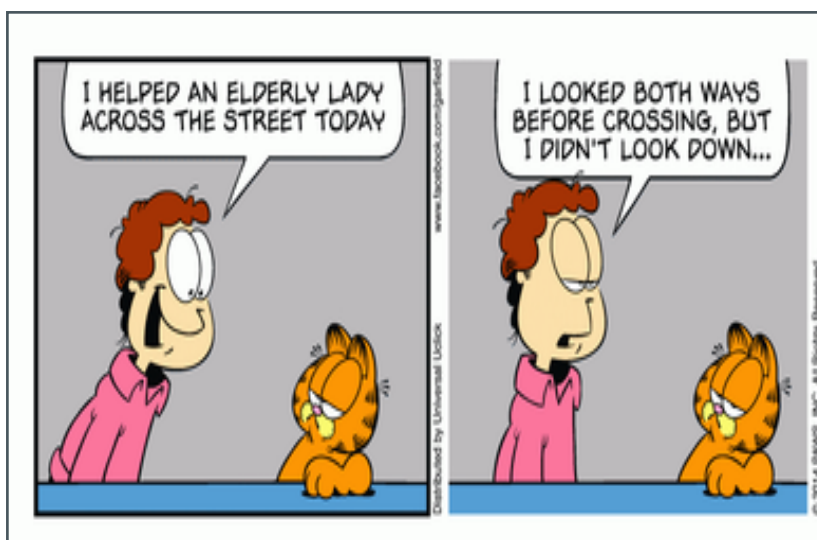


Also available on the following link: https://www.canva.com/design/DAGoGT97deI/20JJ6GQsybkoPDPjCyOSZA/edit?utm_content=DAGoGT97deI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Fourth Class

Speaking

1. Analyze the comic strip and answer the following questions in pairs:



a) How does the man feel in each panel?

b) What about the cat?

c) How do you think the story ends?

2. Check the comic strip. Is it similar to what you guessed?



Source: <https://www.gocomics.com/garfield/2014/07/01>

Writing

3. What is a “manhole”? Select the correct alternative.

a)



b)



c)



4. What would you do if you were in Jon’s shoes? Complete the sentence below with your own idea:

“If I had to help an elderly lady across the street, I would _____”.

Slides that might be used in class:



Also available on the following link: https://www.canva.com/design/DAGoLIfRec0/7dirmjgT7xO8P1siCiw6OQ/edit?utm_content=DAGoLIfRec0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Fifth Class

Listening

1. Watch the short film "Hair Love" and answer the questions below.



Source: https://www.youtube.com/watch?v=kNw8V_Fkw28

a) What message do you think it conveys?

b) What did you feel watching it?

c) Do you relate to it in any way?

Contextualization

2. Read the sentences below and write **G** if they were taken from Garfield's comic strip and **H** if they were taken from the Hair Love short film.

() "I helped an elderly lady."

() "I knew you could do it."

() "I looked both ways."

() "I didn't look down."

() "There was this open manhole."

() "It just took a little bit of work."

Grammar

Read the following sentence, taken from exercise 2: “**I helped an elderly lady.**”

In this sentence, we added **-ed** to the verb help to indicate the action happened sometime in the past. In the Simple Past Tense, we add **-d, -ed** or **-ied** into Regular Verbs when the sentence is in the affirmative form, as in the example above.

For negative and interrogative forms, we use the auxiliary verb **DID**, as in the examples below:

I **did not (didn't)** help an elderly lady.

Did you help an elderly lady? Yes, I did./No, I didn't.

If the verb is Irregular, its form is different, for example: **take – took, go – went.**

For the **verb to be**:

- we transform **am** and **is** into **WAS**
- we transform **are** into **WERE**.

For example: “There **was** this open manhole”.

3. What words from exercise 2 show that each of those sentences is in the past tense?

4. Change each sentence to the present in your notebooks.

Slides that might be used in class:



Also available on the following link: https://www.canva.com/design/DAGowYq_LU/1iH3M9AAwpWISZp9DF3HsQ/edit?utm_content=DAGowYq_LU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Sixth Class (Worksheet: supposed to be printed)

Student's name: _____ **Date:** _____

a. Put the following sentences in the **past** tense:

1. Jon plays with Garfield. _Jon **played** with Garfield_

2. Garfield jumps on the sofa. _____

3. Jon opens the door. _____

4. Garfield wants more lasagna. _____

5. Jon listens to music. _____

2nd Conditional

If	I	studied	I	would	pass
If	it	rained	you	would	get wet
if	subject	verb in the past simple	subject	would	verb in the base form

b. Complete the following sentences with either the verb in the past simple tense or the conditional clause (would + verb in the base form). Exercise 6 is made for you as an example:

6. **If I were** Garfield, I _____ (take) a bath. (*If I were Garfield, I would take a bath*).

7. **If** the boy **did not pet** the puppy, it _____ (feel) sad.

8. **If** Zuri's dad did not try to do her hair, she _____ (be) disappointed.

9. **If** the boy **played** outside, he _____ (make) more friends.

10. **If** I **created** a short film, I _____ (start) my own story.

c. Answer the following questions about the sentence "If I had a superpower, I would choose teleport":

11. De acordo com a frase, eu tenho algum superpoder?

- a. Sim
- b. Não

12. Qual a melhor tradução para a primeira parte da frase?

- a. Se eu tenho um superpoder
- b. Se eu tinha superpoder
- c. Se eu tivesse superpoder
- d. Se eu terei superpoder

13. Qual a melhor tradução para a segunda parte da frase?

- a. Eu escolheria teletransporte
- b. Eu escolho teletransporte
- c. Eu escolhi teletransporte

d. Eu escolherei teletransporte

Seventh Class

Production

1. Em duplas, escolha um filme ou série que você goste e desenvolva pelo menos 3 frases usando a segunda condicional, como no exemplo abaixo:

“If I were Harry Potter, I would _____”

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9 APPENDIX

9.1 Textbook



Also available on the following link: https://www.canva.com/design/DAGm5eiZrQc/S29u2qHAZRwQnTkNZDT1rg/edit?utm_content=DAGm5eiZrQc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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The authors have stated that there is no conflict of interest.

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