**WRITING NARRATIVE STORIES**

**Unit “CHANGE THE END OF A STORY”**

**Date:** 5 or 6 lessons

**Level / age: 10 – 11 years old (5TH GRADE) About KET level (A2)**

**Text type** (narrative, factual description, procedure…)**: Narrative – Short story**

**= Aim of the unit**

**TEACHING POINTS** (*as relevant*):

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| Textual | Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.) | -1st person narrator-Dialogue-Direct speech |
| Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.) | Creating suspense:-Many questions to create tension-Short sentences to create a fast rhythm-Creating fear |
| Linguistic  | Language functions / structures | Narrating in the pastWh-questions |
| Vocabulary | Witches features (general and specific from the book) |
| Pronunciation |  |
| Academic language features | Adverbs of sequence (then, later, after, at the end, …) |
| Cultural | Norwegian culture |
| Strategic (learning and thinking strategies) | Extensive readingDrawing on known stories for ideas  |
| Cross-curricular links | -Drawing |
| Emotional skills  | Fear |
| Development of values | Empathy |

**Selected text** (written/oral/visual, author, available at, etc.)**:**

**Written – available from “The Witches” by Roald Dahl**

**Unit Plan**

**RECEPTION**

1. **Reading**

**Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** |
| Remember the stories they read in their own language | Narrating in the past / Drawing on known stories for ideas | Speaking | Whole class |
| Tell the one in the film | Narrating in the past | Speaking | Whole class |
| Choose their favourite | Drawing on known stories for ideas | Speaking | In pairs |

**Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** |
| Students read the 5 stories from the book “The Witches” | Extensive reading | Reading | Individually |
| Teacher reads each story dramatically | Creating suspense: | Listening | Whole class |
| Students chose the one they want to work on |  |  | Individually |

1. **Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone…)**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** |
| Students find and underline the QUESTIONS that create suspense | Many questions to create tension | Reading-Recognizing | IndividuallyCorrected by groups with the same story |
| Students find the information that creates fear and a fast rhythm | -Short sentences to create a fast rhythm-Creating fear | Reading-Recognizing | IndividuallyCorrected by groups with the same story |
| Students find the “SUDDENLY” or sudden action. The point where the story turns into a child disappearance. Eg: “… but the boy didn’t answer back” or “…Mum, she went with that lady with white gloves…” | Adverbs of sequence (then, later, after, at the end, …)Suddenly… | Reading-Recognizing | IndividuallyCorrected by groups with the same story |

1. **Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)**

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| **Task(s)** | **Teaching point(s) – refer to table on p. 1** | **Language skill(s) practiced** | **Grouping/classroom setup** |
| Students create a bank of questions for suspense | Using wh- questions:-Where did the boy go?-Who gave him the apple?-When did she go with that lady?-What happened next? | Speaking | Teacher copies them on the board |
| Students remember the witches’ features | Features of the witches:-General: pointed noses, disgusting voice, scary eyes,…-Specific from the book: wearing gloves, wigs and square shoes, big nostrils and blueish saliva. | Speaking | Teacher copies them on the board |
| Students think of an unexpected and original ending  | Creating suspense:-Children turned into strange things or animals.-Children who appear in strange places-Children who just disappear |  | They keep them in secret.They use their ideas to write their own story. |