

*Intercomprehension activities:
Narratives*

**Eu&I – Training course for teachers and trainers
Document nº 7 – English version**

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Our plurilingual Team...

Composition of the “narratives” thematic group:

- ✓ Maria de Jesus Cabral (Catholic University of Viseu): Portuguese
- ✓ Anna Greek (University of Kalmar) : Swedish
- ✓ Concetta Oliveri and Marisa Monteleone (Ecole Secondaire Giovanni Falcone /Palermo) : Italians

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Introduction: Why narratives?

- Narratives are part of our patrimonial heritage; of our culture's definition
- We learn and exchange experiences with them since our childhood (we all have previous expectations about the genre)
- Stories are a wonderful instrument of communication; they also can be helped by different kinds of strategies (drawing, pictures, gestual signs, intonation, pitch and pauses...).
- We all know that teachers use to explore storytelling in the classroom, in order to develop cultural, historical, cognitive or language skills
- People always have some previous knowledge of the typical structure of narrative, the succession of good and bad events, good and bad characters, "universal truth"...
- And, most of all: everyone loves Stories: children, adults, both young and old : funny, sad, exciting, dangerous...
- Stories can always be updated, changed, re-telled: that's the meaning of the portuguese proverb we chosed as an illustration of our approach :

"Quem conta um conto, acrescenta um ponto"

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“Quem conta um conto... acrescenta um ponto”

We purpose you to discover, next

- three stories in three different languages;*
- three tellers with different styles;*
- and to experience Intercomprehension through a few narrative activities...*

Now use the DVD to access “narratives activities”. Click on the book which is on the table; you will see

☐ Our three stories

- *O Principezinho* (story in Portuguese)
- *Il Viaggiatore* (story in Italian)
- *Sagan om den lilla lilla gumman* (story in Swedish)

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☐ We **invite** you

☐ To read and/or experience those stories

→ the words marked in blue, green and brown are clickable;

→ they lead on to different types of clues (pictures; helping explanation sentences on another language; pronunciation of key words;

→ and take you to the appropriate activity

☐ To choose one of them and answer **to the questionnaire**

Questionnaire

We ask you to write down your answers to some or all of these questions to guide your reflection (Use a **word file that you will send us for homework activity**)

1. Can you sum up the story in a few lines?

2. Do you already know anything about the story?

If you do, what is it?

What things you already know have helped you to understand?

3. As you read it, did you understand some parts of the story?

Which parts did you understand?

Why do you think you understood those parts?

4. Did you understand any words?

Which words?

What do they mean?

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Questionnaire

(please specify your answers)

5. What helped you most in your process of understanding? If possible, grade the alternatives from most to least helpful!
 - your previous knowledge of the story
 - the pictures
 - individual words that you knew
 - repetitions
 - words that are similar to words in your mother tongue
 - words that are similar to words in another language that you know
6. If you reread the story, which strategies would you use?
7. What did you do first, read the text or watch the video version?
8. Did this make a difference, do you think?
What difference?
9. When you have done both, do you find that the combination has increased your understanding
 - no
 - yes, a little
 - yes, very much
10. If the combination has helped you, in what ways?