

ENGLISH

Improving writing and debating skills

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

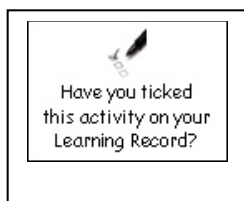
Theme	Improving writing and debating skills.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using English textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>Less Stress More Success – English Revision for the Junior Certificate</i>. Larry Cotter. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none"> 1. Write the subject and topic on the record. 2. Tick off/date the different statements as they complete activities. 3. Keep the record in their files along with the work produced for this unit. 4. Use this material to support mainstream subject learning.

Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



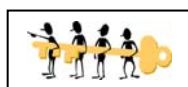
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

Keywords

The list of keywords for this unit is as follows.

Nouns

adjective/adjectives
adverbs
apostrophe
argument
audience
chairperson
comma
composition
concept
conjunctions
construction
content
debate
essay
friend/friends
gaps
grammar
group
idea
letters
motion
noun/nouns
organisation
page
paragraph
parts
prepositions
pronouns
punctuation
purpose
reader
sense
sentences
speaker/speakers
speech

spelling
style
theme
verb
vocabulary
words

Verbs

to begin
to develop
to explore
to have an idea
to help
to improve
to insert
to link
to rewrite

must
will

Adjectives

bold
casual
common
essential
formal
functional
informal
logical
personal
plural
proper
singular

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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
apostrophe		
argument		
chairperson		
construction		
debate		
gap		
idea		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
motion		
paragraph		
purpose		
speaker		
speech		
spelling		
style		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
vocabulary		
to improve		
to link		
I must		
you will		
formal		
informal		



Get your teacher to check this, then file it in your folder so you can use it in the future.

Level: All
Type of activity: Whole class

Focus: vocabulary, spelling, dictionary
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

learning a language a debate

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes

Working with words - Tick the correct answer



- 1)
- a) a phrase
 - b) dancing
 - c) writing
 - d) thinking



- 2)
- a) grammar
 - b) a debate
 - c) an apostrophe
 - d) a country

Finish these sentences using the words in the box:

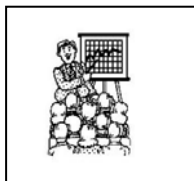
talking

playing

watching



They are _____ a film.



He is _____ to an audience.



They are _____ music.

What do you like watching? _____

What do you like playing? _____

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes

Picture Sentences - Tick the correct answer

1. a) This is an audience.
 b) This is a novel.
 c) This is a newspaper.



2. a) This is a train.
 b) This is a debate.
 c) This is a computer.



3. a) This is a chairperson.
 b) This is an essay.
 c) This is a page.



Finish these sentences using words from the box. Use each word once:

This is _____ .

This _____ .

These are _____ .

These _____ .

_____ is _____ .

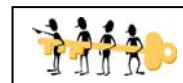
_____ are _____ .

a is
 this
 ideas
 are audience
 an these
 speakers
 debate
 readers a
 chairperson

Level: A1 / A2
Type of activity: Pairs or individual

Focus: word identification, vocabulary
Suggested time: 20 minutes

Odd One Out

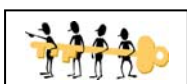


Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* **taxi**

1. letters song personal formal
2. speakers motion debate game
3. grammar dog parts of speech verb
4. nouns singular cat plural

Working with a partner, put a circle around the words that refer to people speaking or debating in public.
Use your dictionary or textbook if you are not sure.



debate	sunshine	
motion		
cars	speakers	
speech	window	dinner
chairperson	rules	audience

Level: A2 / B1
Type of activity: Individual

Focus: key vocabulary, writing
descriptive text
Suggested time: 40 minutes

English keywords

Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. pun__uat__n _____

2. adj__ti_e _____

3. voca__la_y _____

4. com_o__i__ion _____

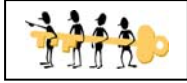
Write one paragraph supporting the argument that 'young people should attend school'. Use as many nouns, verbs and adjectives as you can.



Check that all the vocabulary you used is in your personal dictionary.

Level: A1 / A2
Type of activity: Pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. This is someone in charge of a debate SHIPEACRONR

Answer _____

2. These are all the words you know and use CALVOARYBU

Answer _____

3. These are words that describe nouns EDESTAJCIV

Answer _____

4. This is the way that letters join together to make words SLEINPGL

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

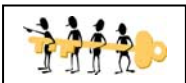
Have you got this word in your personal dictionary?

Solve the secret code



English=	A	E	G	I	L	M	N	R	S	T
Code=	B	X	Y	F	C	G	S	Q	R	O

Example: (code) YBGX = GAME (English)



YQBGGBQ FR XRRXSOFBC =

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Level: A2 / B1

Type of activity: Pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary

Suggested time: 30 minutes



Completing text

Fill in the blanks in these sentences. Use words from the Word Box below.

A paragraph is a group of _____ with a united purpose. All the sentences in a paragraph are _____ by a common idea, theme or concept. When you have explored or developed one _____ and are ready to move on to the next, you must begin with a new _____. This is essential to give your reader a sense of the logical organisation of the essay. Good paragraphing helps the reader to have a clear idea of the shape and _____ of your composition.

Word Box:

purpose sentences linked
paragraph idea

What are these words connected to?

argument

speaker _____

chairperson

What do these words mean?

formally _____

informally _____

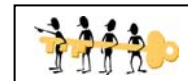
Use your dictionary if necessary!

Level: A2 / B1
Type of activity: Individual

Focus: key vocabulary, topic information, reading comprehension
Suggested time: 30 minutes

Multiple choice

(Read the text below and choose the best answers)



Text:

WRITING LETTERS

Personal letters, to close family members, lovers and friends will always be written in a casual and intimate style. The language should be informal. The content will reflect the close nature of the relationship. Your address should appear in the top right-hand corner of the page followed by the date. The greeting should be appropriately casual or friendly and is followed by a comma.

Begin the body of the letter on the next line directly beneath this comma. Each new idea or subject means a new paragraph. Your closing salutation will be affectionate and casual.

A formal letter is less intimate than a personal letter. The purpose may be to make a formal request, to complain about a faulty product or service, to apply for a job or position, or to respond to an important event. Your audience is a person or group with whom you have a formal relationship.

Your address and the date appear in the top right-hand corner. The name and address of the person you are writing to should start on the following line aligned with the left-hand margin.

If you use the person's name in the greeting then the closing salutation should be 'Yours sincerely,' followed by your signature. When you do not use the person's name the letter concludes 'Yours faithfully,' followed by your signature.

1. Where does your address go when you are writing a letter?
 - a). top right-hand corner
 - b). middle of the page
 - c). top left-hand corner
 - d). bottom right-hand corner
2. What kind of greeting opens an informal letter?
 - a). cold and formal
 - b). scary
 - c). casual and friendly
 - d). none
3. How do you close a formal letter to a person whose name you use?
 - a). with dirty hands
 - b). with a joke
 - c). with 'Yours sincerely'
 - d). with 'Yours faithfully'
4. Should you be less intimate in a formal letter than in an informal letter?
 - a). Yes
 - b). No
5. Should you use a formal letter to apply for a job?
 - a). Yes
 - b). No

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Level: B1
Type of activity: Pairs / small groups

Focus: vocabulary, structure, creating text
Suggested time: 40 minutes

Writing

You are going to write an argument, with your partner or group, to support a debate on the topic "**Why doing well at school is important for children**".

You have a limited time to write your argument so you must watch the time carefully.

1. 5 Minutes.

List some points related to your argument. For example, doing well at school improves your chances of going to university and of getting a good job in the future.

2. 10 Minutes

Identify as much vocabulary as possible. Use textbooks, dictionaries, and your own language as resources for vocabulary.

3. 5 Minutes

Organize the vocabulary into the parts of the argument (e.g. introduction/ beginning, the main part, the conclusion).

4. 20 Minutes

Write your debate.

You will be presenting your argument during the next class. So be prepared!

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Level: All
Type of activity: Individual

Focus: content words,
dictionary work, word
identification
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following nouns:

- **sentences**
- **letters**
- **speakers**

Look up these words up in your dictionary.

Put each word into a sentence. Don't forget your punctuation.

sentences _____

letters _____

speakers _____

Noun Hunt

Circle the 10 nouns in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

you

debate

improve

adjective

speech

when

rewrite

vocabulary

construction

your

inserted

poor

commas

formal

singular

personal

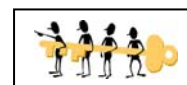
noun

preposition

adverbs

proper

grammar



Score: _____points

Level: All
Type of activity: Individual

Focus: prepositions, sentence structure, writing text
Suggested time: 30 minutes

Grammar points

In this unit, we came across the following prepositions.

around	out	in
under	in	between
to	from	

Level A1

Use your textbook to find phrases that use these prepositions. Write out the phrases and check that you understand them. You can add a translation into your own language.

Level A2

Put the prepositions into sentences using vocabulary from your *Keywords* page. If you are not sure, check your textbook.

Level B1

Write a paragraph on the topic 'School Debates' using the vocabulary from your *Keywords* page.



Get your teacher to check your work then file it in your folder in the *English* section.



Alphaboxes

Levels: A1 / A2

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



adjectives	adjectives
parts of speech	parts of speech
spelling	spelling

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apostrophe

apostrophe

grammar

grammar

improve

improve

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friends

friends

debate

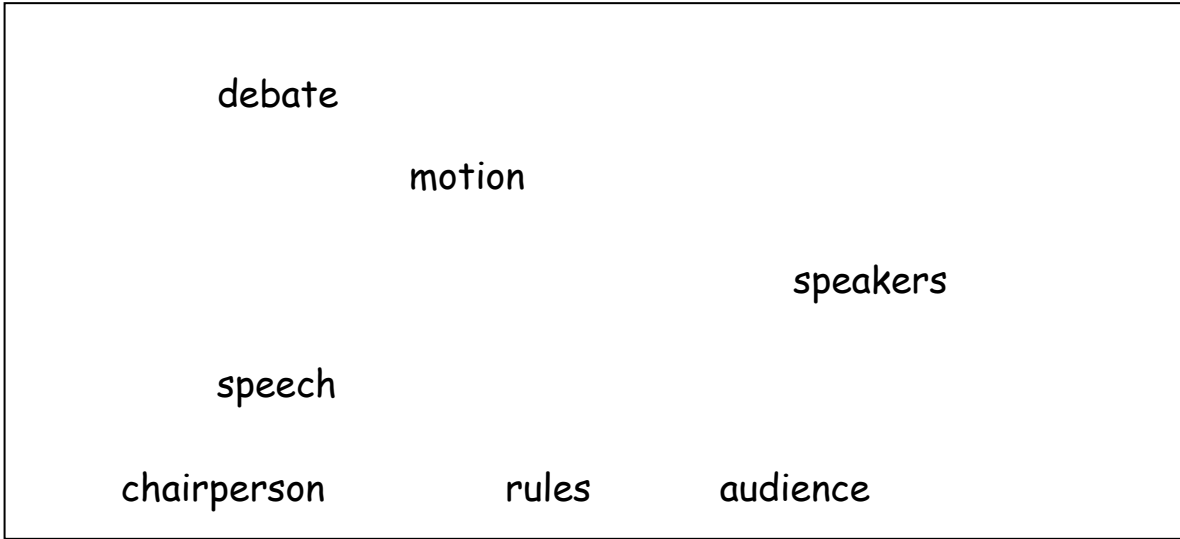
debate

rewrite

rewrite

Answer key

Odd One Out = song, game, dog, cat



Letter Scramble = chairperson, vocabulary, adjectives, spelling

Secret Code = grammar is essential

Completing Text =

A paragraph is a group of sentences with a united purpose. All the sentences in a paragraph are linked by a common idea, theme or concept. When you have explored or developed one idea and are ready to move on to the next, you must begin with a new paragraph. This is essential to give your reader a sense of the logical organisation of the essay. Good paragraphing helps the reader to have a clear idea of the shape and purpose of your composition.

(Less Stress More Success – English Revision for the Junior Certificate, page 18)

Multiple Choice = a, c, c, a, a

Grammar Points = debate, adjective, speech, vocabulary, construction, commas, noun, preposition, adverbs, grammar

