

ENGLISH

The study of fiction and novels

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.

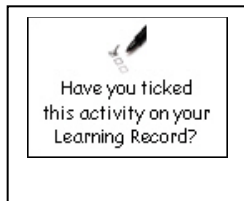
Theme	The study of fiction and novels.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using English textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences 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:



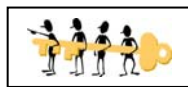
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

answer
characters
comprehension
description
example/examples
extract
fiction
images
literature
memory
narrative
nouns
novel
pace
passage
points
rule
tone
verbs

things

Verbs

Regular verbs

to answer
to ask
to complete
to continue
to describe
to expand
to explain
to fill
to focus
to imagine
to learn
to look
to open
to point
to remember

to see
to seem
to sound
to stare
to suppose
to turn

Irregular verbs

to do
to make
to read
to reread
to write
to rewrite

to be
to have
to feel
to get
to give
to hear
to know
to tell
to reply
to say

Adjectives

descriptive
essential
good
high
reflective
relevant
well

Prepositions

about

NAME: _____ DATE: _____
ENGLISH: The study of fiction and novels

Vocabulary file 1

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

Word	Meaning	Word in my language
answer		
comprehension		
images		
passage		
novel		
meaning		
essential		



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
relevant		
well (as in good)		
words		
to complete		
to describe		
to explain		
to imagine		



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
to focus		
to <u>r</u> eread		
to <u>r</u> ewrite		
to reply		
to discuss		
descriptive		
reflective		



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

NAME: _____ **DATE:** _____
ENGLISH: The study of fiction and novels

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:

fiction

literature

- 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.).



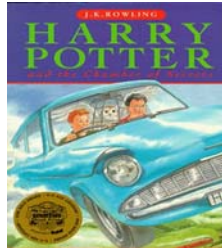
Students should record vocabulary and terms from the spidergram in their personal dictionaries.

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Level: A1
Type of activity: Pairs or individual

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

Working with words - Tick the correct answer

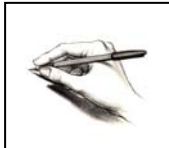


- 1)
- a) phrase
 - b) novel
 - c) hand
 - d) rule

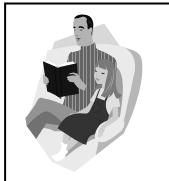


- 2) This child is
- a) dancing
 - b) swimming
 - c) writing
 - d) flying

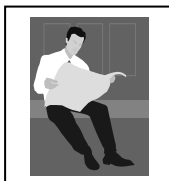
Finish these sentences:



He is _____ a novel.



He is _____ a short story.



He is _____ a newspaper.

What do you read?

What do you write?

What is the best thing you ever read? _____

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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) These are verbs.
 - b) This is a cinema.
 - c) This is a novel.

2.
 - a) The answers are missing.
 - b) The newspaper is missing.
 - c) This is a poem.

3.
 - a) The eagle is flying.
 - b) The boy is reading.
 - c) The tiger is looking.

I speak	I am
You (S) speak	You (S) are
He speaks	He is
She speaks	She is
It Speaks	It is
We speak	We are
You (P) speak	You are
They speak	They are

13 - 10 = __
18 - 11 = __
19 - 15 = __
20 - 20 = __
17 - 12 = __



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

This is _____ .

This _____ .

These are _____ .

These _____ .

_____ is _____ .

_____ are _____ .

a is
 this
 phrases
 are novel
 a these
 words
 passage
 images a
 character

NAME: _____ DATE: _____
ENGLISH: The study of fiction and novels

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) | reread | read | movie | book |
| 2) | door | roof | stairs | do |
| 3) | dog | write | fill in | rewrite |
| 4) | wasn't | honey | didn't | couldn't |

What does re mean in reread? _____

Give more examples of the use of re with a verb:

What does n't mean in wasn't, didn't, and couldn't.

Write five more examples using n't:



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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. des__ipt__ve _____

2. __v_l _____

3. pa__a_e _____

4. __ite_a__ure _____

Write one paragraph describing your favourite thing or your favourite activity. Use as many adjectives as you can.

Title: _____



Check that all the adjectives you used are in your personal
dictionary.

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

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



Unscramble the letters

1) This means to read something again ADEERR

Answer _____

2) This is something very important SSTLAIENE

Answer _____

3) This is the day when you were born HIRYTDBA

Answer _____

4) This means to talk about something in detail EESRDICB

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?

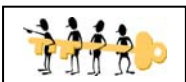


Solve the secret code

A	E	G	Y	I	M	N	O	R	S	T
B	X	Y	F	W	Q	R	K	C	L	E

Example: EKBLE = TOAST

WQBYWRX B LEKCF! =



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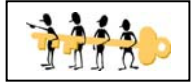
Level: A2 / B1

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.

The essential elements of a good comprehension _____ are: to focus sharply on the question, to quote in support of your answer and to _____ in your own words. A _____ rule is that three relevant points well supported by _____ from the _____ and clearly explained is sufficient for high marks.

Word Box:

explain	examples	good
passage	answer	

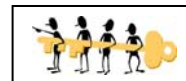
Write a summary in your own words on the topic:
How to do a good comprehension exercise

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:

The first section on Junior Certificate English Paper 1 is the section entitled Reading. As the name suggests, this question will test your ability to use the skills of reading, understanding and writing. The passage is usually non-fiction and the topic being discussed will set the tone of the paper in general. For this reason, you should always approach the Reading question first. There may be certain ideas or feelings discussed in the article which will provide a title for the Personal Writing question later on. Obviously the composition titles will make more sense to you once you have read and answered the questions on the passage.

It is recommended that you spend thirty minutes on the Reading question. Read with a coloured pen and highlight key words or phrases as you read. Then read the questions carefully once again marking the key words in each question.

When you have read the question it is vital to think carefully about exactly what you are being asked. Sometimes a key word, or indeed a whole phrase, will alert you to the place in the passage where your answer will be drawn from.

1. What skills are tested in the reading section of English Paper 1?
a) reading, understanding, writing b) none
c) ability, non-fiction, tone d) topic, ideas, feelings
2. Why should you approach the Reading question first?
a) to win a prize b) it will set the tone of the paper
c) to show you understand d) to read
3. How long should you spend on the Reading question?
a) forty minutes b) no time at all
c) thirty minutes d) one hour
4. Should you highlight key words or phrases?
a) Yes b) No
5. Should you answer without thinking carefully about the question?
a) Yes b) No



Have you ticked this activity on your Learning Record?

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ENGLISH: The study of fiction and novels

Level: B1
Type of activity: Pairs / small groups

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

Writing a short story

You are going to write a short story (2-3 paragraphs) with your partner or group.

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

1. 5 Minutes.

Decide the topic of your story. You might like to write about something in your daily life (e.g. school, people, activities etc.); something that you have seen or read (e.g. book, film, computer game etc.); or a description of something in nature or in the world around you (e.g. trees, flowers, city, neighbourhood etc.).

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 story (e.g. introduction/ beginning, the main part, the ending).

4. 20 Minutes

Write your story.

- Your story will be short.
- You should select words very carefully so that they express exactly what you want to say.
- Try to include good descriptions of people or places or things.



NAME: _____ DATE: _____
ENGLISH: The study of fiction and novels

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 verbs:

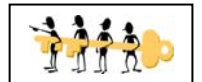
- to continue
- to complete
- to suppose

Look up these words in your dictionary.

Verb Hunt

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

little		
replied	auntie	didn't
knocker	Welsh	pardon
sounded	Merry	asked
stood	eyes	hair
completed	hat	cried
continue	Christmas	bed
make	door	
	ghost	



Score: _____ points

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Level: All
Type of activity: Individual

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

Grammar points

1. Read through your textbooks and see how many of these words you can find.
2. Check the meanings in your dictionary.
3. Write a sample sentence using each word.

said _____

looked _____

went _____

rewrite _____

describe _____

fill in _____

expand _____

answer _____

Level A2/B1

Write a paragraph (approximately 50 words) on the topic 'Novels' using the vocabulary from your *Keywords* page.



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



NAME: _____ DATE: _____

ENGLISH: The study of fiction and novels

Levels: A1 / A2

Alphaboxes

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.

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Play Snap

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



comprehension	comprehension
nouns	nouns
passage	passage

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complete	complete
essential	essential
relevant	relevant

NAME: _____ DATE: _____
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descriptive	descriptive
imagine	imagine
remember	remember

NAME: _____ DATE: _____
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rewrite	rewrite
literature	literature
looking	looking

NAME: _____ DATE: _____
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Answer key

Odd One Out = movie, do, dog, honey

Letter Scramble = reread, essential, birthday, describe

Secret Code = imagine a story!

Completing Text =

The essential elements of a good comprehension answer are: to focus sharply on the question, to quote in support of your answer and to explain in your own words. A good rule is that three relevant points well supported by examples from the passage and clearly explained is sufficient for high marks.

(Less Stress More Success – English Revision for the Junior Certificate, page 1)

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

Grammar Points = replied (*to reply*), sounded (*to sound*), stood (*to stand*), completed (*to complete*), continue, make, didn't (*did not*), pardon, asked (*to ask*), cried (*to cry*)

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Word Search:

C O O Z F C T A C W L W M Q C P L S
S B I M A G E S D G L L
G G R H D I Z O S E I
U Z C X P R Q Z U E D U R
T H O Y U C I R D O S A J
N T Y ~~M E M O R Y~~ K L D K H C ~~P O I N T S~~ X B H
C Q E A L L ~~E X A M P L E~~ Y T L Y P ~~V E R B~~ S E X M
A ~~P A S S A G E~~ N ~~A R R A T I V E~~ A Y N C X I X O E
X D R Q G D B D R P X Q U H M Z P M J Q L L Y N K Y
E R T L N I G J D U G K W Z C G N ~~N O V E L~~ A U A G
L H Q A ~~P A C E~~ A N S ~~W E R K~~ Z P U S A Z W T R J
M Z Z ~~C O M P R E H E N S I O N~~ K G V Q V T Z Q T
O M V Z U R L D Y J C E B I U A ~~E X T R A C T~~ D W
N N L N V D A T B L ~~I T E R A T U R E~~ N A F I S V N
B B T A ~~T O N E~~ Y Z S Q Y H R U L E T N O U N S Y S R
F O W ~~C H A R A C T E R S~~ J L D B G V H G Z F Y V H Q R
F I C T I O N P E W C ~~D E S C R I P T I O N~~ N U U N N Q G
 Q Z G Q W E M D S V C F R U H Q W U R Z
 C F D N S H K A S K E D