

ENGLISH

The study of fiction and short stories

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.

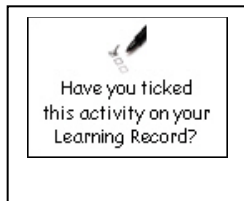
Theme	The study of fiction and short stories.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using English textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring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



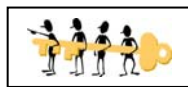
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

aspect
attitude
character/characters
climax
comprehension
conclusion
drama
end
feelings
fiction
form
genre
hero
letters
mood
narrator
plot
point-of-view
prose
question
resolution
sentence
setting
story/stories
storyteller
storytelling
structure
theme

Verbs

to be
to think
to understand
to describe
to focus
to imagine
to explain
to identify
to read

to talk
to ask
to write
to rewrite
to discuss

could
would

Adjectives

absurd
careful
clever
general
great
ironic
long
odd
modern
plain
short
simple
talented

Other keywords

Sometimes (*adverb*)
Suddenly (*adverb*)

Contractions

you'll
I'm
don't
won't
it's
haven't
couldn't
I'll
didn't

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ENGLISH: The study of fiction writing and short stories

Vocabulary file 1

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

Word	Meaning	Word in my language
aspect		
attitude		
characters		
conclusion		
narrative		
form		
genre		



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
drama		
phrase		
hero		
mood		
prose		
setting		
storyteller		



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
absurd		
clever		
careful		
general		
ironic		
descriptive		
modern		



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 writing and short stories

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:

stories drama

- 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) she is a hero
 - b) she is a policewoman
 - c) she is a teacher
 - d) she is a dancer



- 2) the teacher is
- a) explaining
 - b) dancing
 - c) skating
 - d) jumping

Finish these sentences using the words from the box:



He is _____ to music.



He is _____ a picture.



He is _____ football.



She is _____ a story.

listening painting playing reading

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Level: A1
Type of activity: Pairs or individual

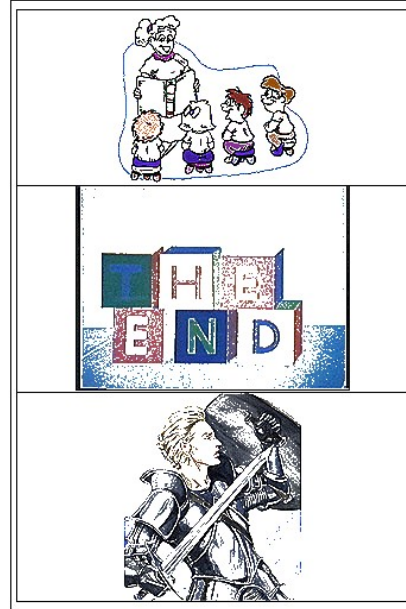
Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes

Picture Sentences - Tick the correct answer

1.
 - a) The teacher is flying a kite.
 - b) The teacher is telling a story.
 - c) The teacher is sailing a boat.

2.
 - a) This is the end.
 - b) This is a house.
 - c) This is a story.

3.
 - a) This is a novel.
 - b) This is a story.
 - c) This is a hero.



Describe this picture using words from the box:



There are _____ people.

They are _____ music.

One person is _____.

Two people are _____.

sitting playing three standing

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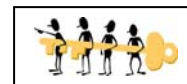
Level: A1 / A2

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**

- drama plot boy resolution
- thumb window nose arm
- characters point-of-view structure cat
- sugar she he they

-
- Look at all the words again and underline the ones you do not understand. Now find them in your dictionary.
 - Do you understand the word nose? Can you say nose?
 - Do you know the word knows? Say it!
 - Write two sentences, one using the word nose and the other sentence using the word **knows**
-
-



NAME: _____ DATE: _____
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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 these keywords.

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

1. po__t-of-__ew _____

2. c_nc__sion _____

3. ch_ra__ers _____

4. amb__an_e _____

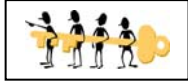
Write one paragraph describing something that happened in school today.
Write about who was there, what happened, and your opinion of the event.
Use as many adjectives as you can.



Check that all the adjectives you used are 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 the first part of a story RNTTDNUICIOO

Answer _____

2. This is the way a story is put together TUCSETURR

Answer _____

3. When you picture something in your mind, you GAINEM

Answer _____

4. When something happens quickly and you are not expecting it YULNDSDE

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?

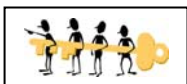
Have you got this word in your personal dictionary?



Solve the secret code

English=	W	D	E	F	G	I	M	N	O	P	R	S	T	U
Code=	B	X	Y	C	Z	Q	R	O	L	E	A	W	D	K

Example: (Code) CAQYOX = FRIEND (English)



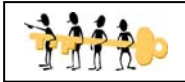
BAQDQOZ QW CKO! =

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.



All fiction involves storytelling. Sometimes there will be a narrator or storyteller who can be easily identified. If the _____ is telling his or her own story then it is a first-person narrator. If the character is referred to as 'he' or 'she', 'him' or 'her' then it is a third person _____. Occasionally a question will _____ on the person telling the _____, asking you to deal with the narrator's attitudes or feelings about another character or some aspect of the _____.

Word Box

plot focus character narrator story

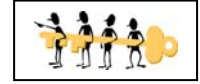
Write a paragraph about a story that you enjoyed reading.

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:

In the studied fiction you must ensure that you have revised and learned certain key details of your novel and short story:

- The central characters, heroes and villains
- The setting for the story, time and place
- The main ideas explored by the writer, themes
- The key moments of the story, opening scenes, climax or confrontation and the resolution or ending of the story
- Your favourite scene, character
- Any lesson you learned from this story and how it might be applied to your own experience

If you have learned or highlighted significant quotations then you should try to include them as support in your answer. Otherwise full marks can still be attained by means of an answer which makes specific reference to key scenes from the story.

Remember: The most important point is to answer the question you are asked. For each point you make give a specific piece of evidence from the text and clarify what you mean by developing your idea into a short paragraph.

1. What must you learn in the fiction you have studied?
a) key details b) nothing
c) unimportant details d) extra information
2. What is the resolution of a story?
a) the children b) a classroom
c) the ending d) discussion
3. What should you try to include to support your answer?
a) particular moments b) sunshine
c) casual glances d) significant quotations
4. Should you answer the question you are asked?
a) Yes b) No
5. Should you make points without developing your ideas?
a) Yes b) No



NAME: _____ **DATE:** _____
ENGLISH: The study of fiction writing and short stories

Level: B1
Type of activity: Pairs / small groups

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

Writing

You are going to write a summary of a book or film that you enjoyed.

- Think about your summary and write the important words that you will use in this Word Box.
- Organize your words into themes or paragraphs (for example, characters, plot, climax etc.).
- You can divide the Word Box with lines, circles or whatever way you like.
- Use your dictionary if necessary.

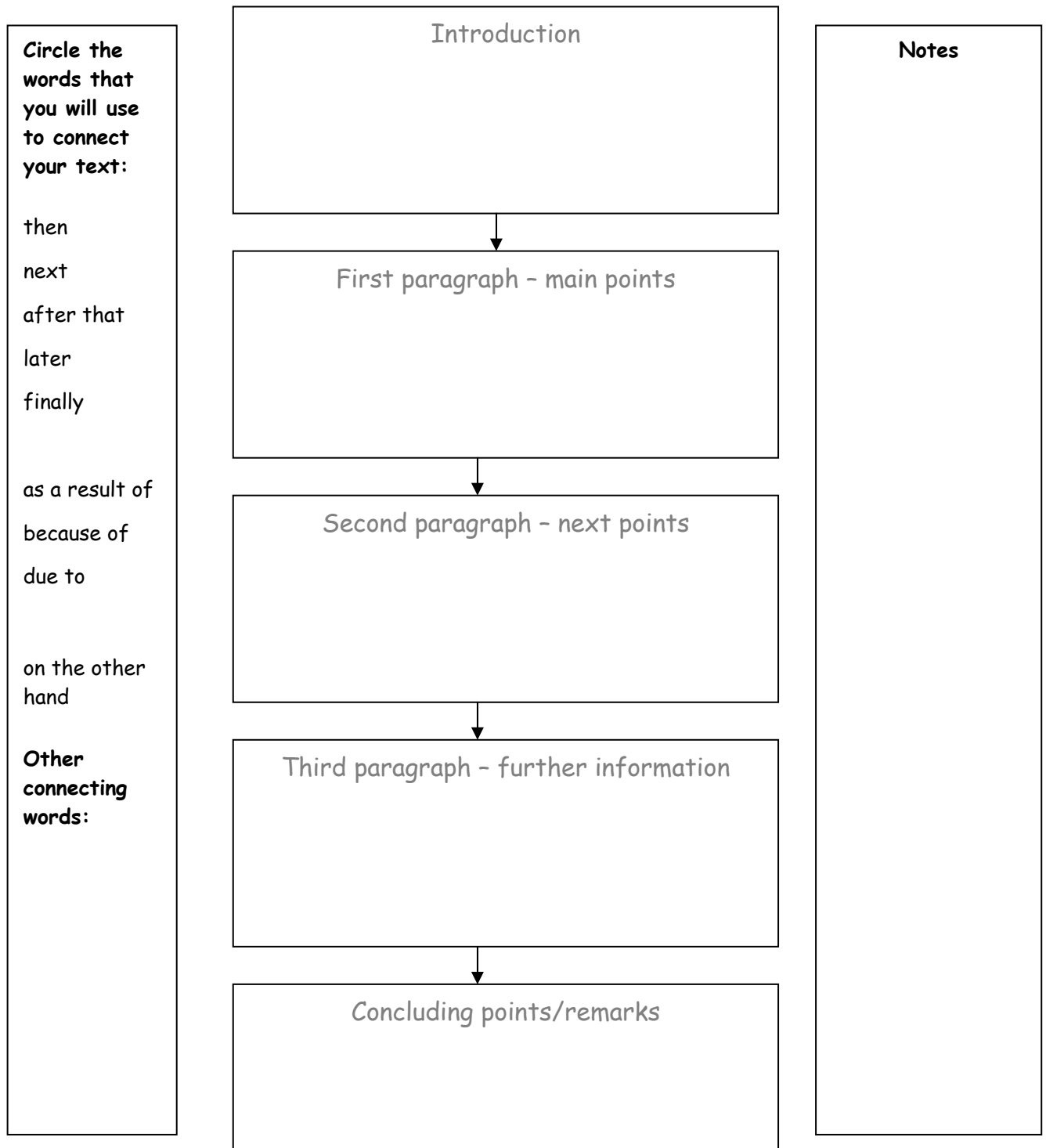
Word Box

Title: _____

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Now plan how you will organize and connect your summary.

Title: _____



Now you are ready to write your summary.



Keep this plan in your file so that you can use it in future.

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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 verbs:

- to explain
- to identify
- to discuss

Write 3 sentences using each of these verbs.

explain: _____

identify: _____

discuss: _____

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!

front

reread

but

upon

story

listen

pushed

point-of-view

make

yelled

drama

conclusion

think

prose

find

mother

resolution

choose

had

Score: _____ points

leather

describe



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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 contractions.
Look through your textbook to find examples of these words.
Check the meanings in your dictionary.
Write phrases or short sentences using these contractions.

Example: I didn't like it.

didn't _____

don't _____

couldn't _____

you'll _____

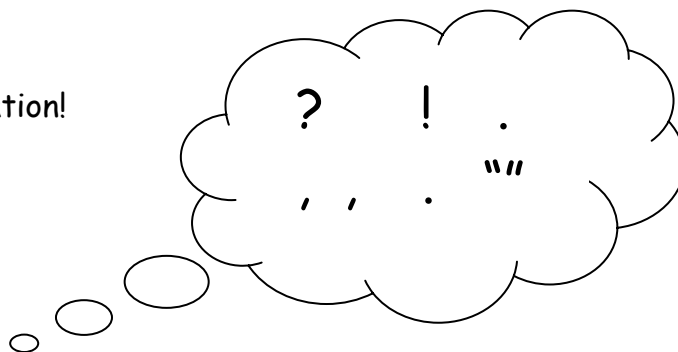
I'm _____

won't _____

haven't _____

it's _____

Be careful about punctuation!



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

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Levels: A1 / A2

Alphaboxes

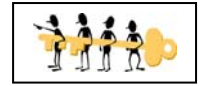
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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.



Word Search

Level: All levels

Find the words below. When you have found all the words, write each word in your own language.

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

ATTITUDE
 CLIMAX
 COMPREHENSION
 CONCLUSION
 DRAMA
 FORM
 GENRE

HERO
 MOOD
 PLOT
 POINTOFVIEW
 PROSE
 QUESTION
 RESOLUTION

SENTENCE
 SETTING
 STORIES
 STORYTELLER
 STRUCTURE

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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.



storyteller	storyteller
prose	prose
modern	modern

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think

think

make

make

stories

stories

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suddenly

suddenly

understood

understood

couldn't

couldn't

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discuss

discuss

setting

setting

write

write

Answer key

Odd One Out = boy, window, cat, sugar

Letter Scramble = introduction, structure, imagine, suddenly

Secret Code = writing is fun!

Completing Text =

All fiction involves storytelling. Sometimes there will be a narrator or storyteller who can be easily identified. If the character is telling his or her own story then it is a first-person narrator. If the character is referred to as 'he' or 'she', 'him' or 'her' then it is a third person narrator. Occasionally a question will focus on the person telling the story, asking you to deal with the narrator's attitudes or feelings about another character or some aspect of the plot.

(Less Stress More Success – English Revision for the Junior Certificate, page 125)

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

Grammar Points = pushed (*to push*), yelled (*to yell*), think, choose, reread, had (*to have*), describe, listen, make, find

Word Search:

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