

# 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.

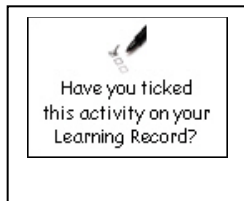
<b>Theme</b>	<b>The study of fiction and short stories.</b>
<b>Level</b>	<b>A1 – B1</b>
<b>Language focus</b>	vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using English textbooks and accessing curriculum content and learning activities.
<b>Activity types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

## 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:



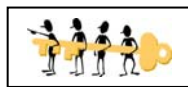
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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		



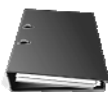
Get your teacher to check this, then file it in your folder so you can use it in the future.

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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.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of fiction writing and short stories

Level: A1  
Type of activity: Pairs or individual

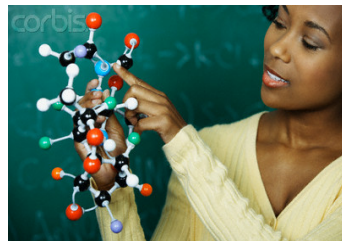
Focus: vocabulary, spelling, dictionary  
Suggested time: 30 minutes

## Working with words - Tick the correct answer



1)

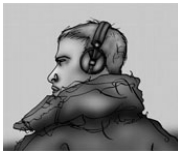
- a) she is a hero
- b) she is a policewoman
- c) she is a teacher
- d) she is a dancer



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



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of fiction writing and short stories

**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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: The study of fiction writing and short stories

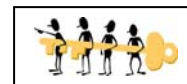
Level: A1 / A2

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: \_\_\_\_\_  
ENGLISH: The study of fiction writing and short stories

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.

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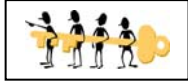
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Check that all the adjectives you used are in your personal dictionary.

**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?

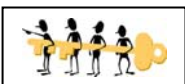
Have you got this word in your personal dictionary?



### 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)



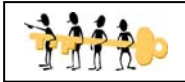
**BAQDQOZ QW CKO! =**

**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.

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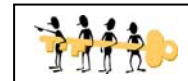
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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Level: A2 / B1  
Type of activity:  
Individual

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.

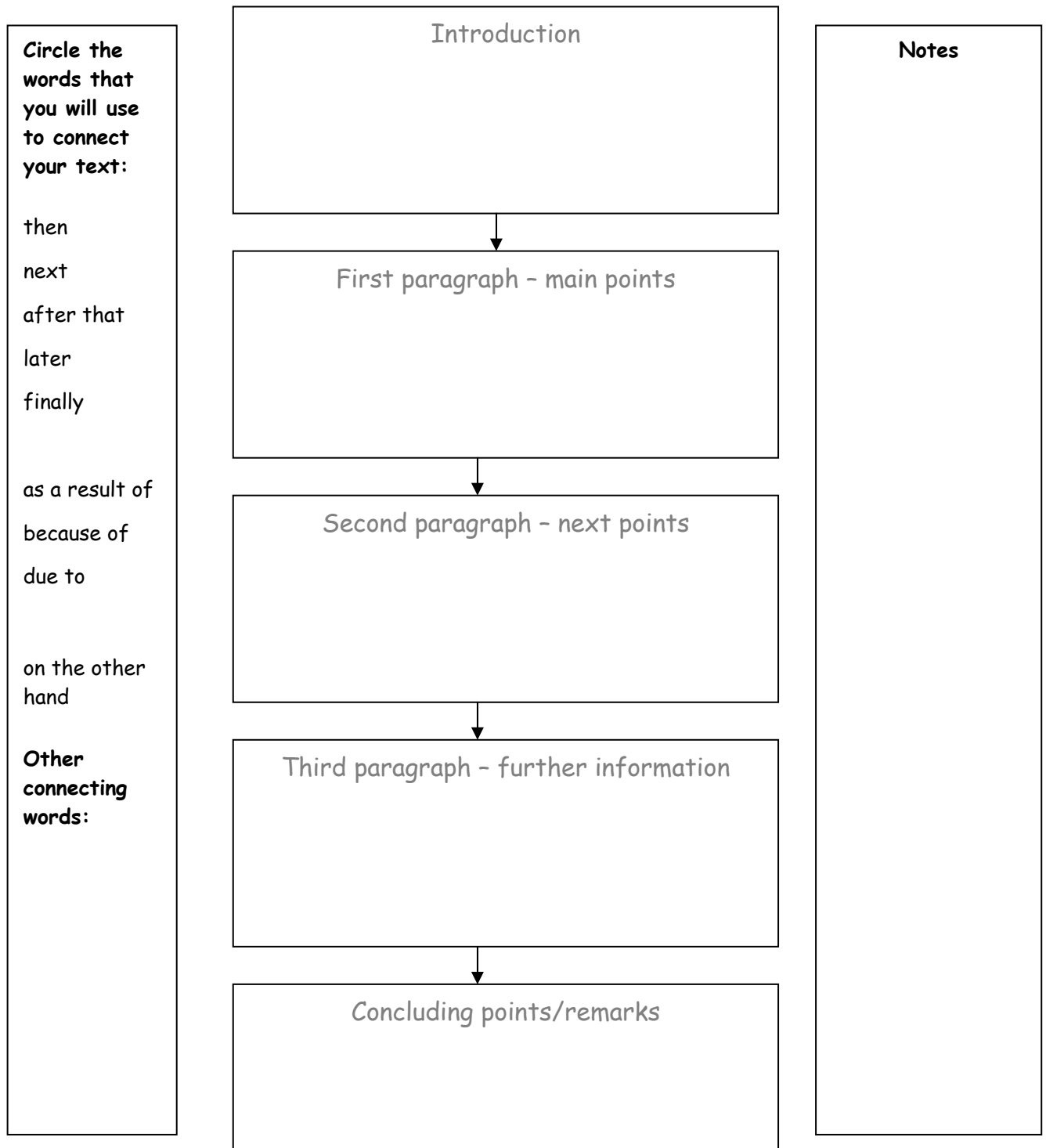
### Word Box

**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

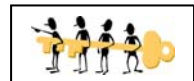
choose

had

Score: \_\_\_\_\_ points

leather

describe



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 \_\_\_\_\_

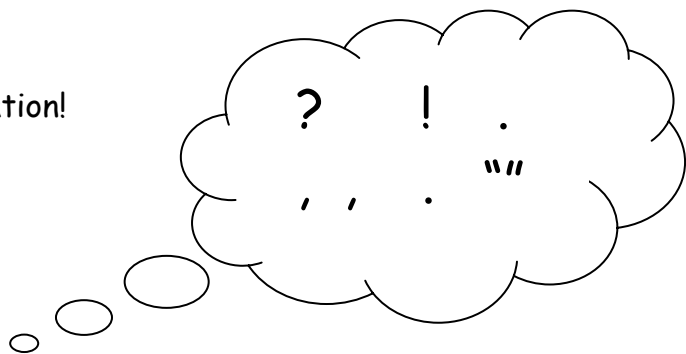
I'm \_\_\_\_\_

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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ENGLISH: The study of fiction writing and short stories

Levels: A1 / A2

## Alphaboxes

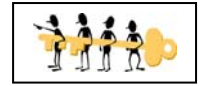
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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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.



<b>storyteller</b>	<b>storyteller</b>
<b>prose</b>	<b>prose</b>
<b>modern</b>	<b>modern</b>

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**think**

**think**

**make**

**make**

**stories**

**stories**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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**suddenly**

**suddenly**

**understood**

**understood**

**couldn't**

**couldn't**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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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