

# 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	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a debate	15
	Wordsearch	19
<b>Learning support and Language support:</b>  Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	English Keywords	11
	Unscramble the letters	12
	Alphaboxes	18
	Play Snap	20-22
<b>Language support:</b>  Additional activities for Language Support:	Grammar points	16-17
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using textbooks and accessing content and learning activities of the English curriculum.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success – English Revision for the Junior Certificate</i> by Larry Cotter.	

**Note:** The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

## Making the best use of these units

### Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

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.

**Introduction** of a topic or activity 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 learning/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:



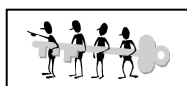
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

## 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

### Vocabulary file 1

Word	Meaning	Note or example*
apostrophe		
argument		
chairperson		
construction		
debate		
gap		
idea		

\* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Word	Meaning	Note or example
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

Word	Meaning	Note or example
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.

**Language Level:** All  
**Type of activity:** Whole class  
**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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



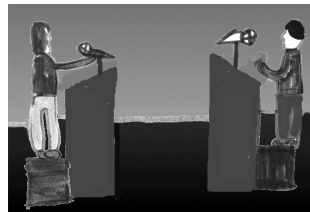
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

Language Level: A1  
Type of activity: Pairs or individual  
Suggested time: 30 minutes

### Working with words - Tick the correct answer



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



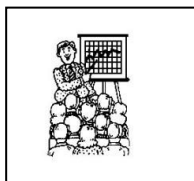
- 2)
- a) grammar
- b) a debate
- c) an apostrophe
- d) a country

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? \_\_\_\_\_



Language Level: A1  
Type of activity: Pairs or individual  
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 \_\_\_\_\_ .

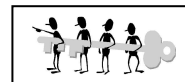
These \_\_\_\_\_ .

\_\_\_\_\_ is \_\_\_\_\_ .

\_\_\_\_\_ are \_\_\_\_\_ .

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

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

Language Level: A2 / B1  
Type of activity: Individual  
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.

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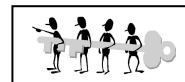
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Check that all the vocabulary you used is in your personal dictionary.

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

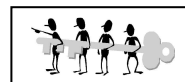


English=	A	E	G	I	L	M	N	R	S	T
Code=	B	X	Y	F	C	G	S	Q	R	O

Example: (code) YBGX = GAME (English)

YQBGGBQ FR XRRXSOFBC =

Language Level: A2 / B1  
Type of activity: Pairs or individual  
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

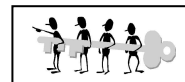
#### What do these words mean?

formally \_\_\_\_\_

informally \_\_\_\_\_

Use your dictionary if necessary!

Language Level: A2 / B1  
Type of activity: Individual  
Suggested time: 30 minutes



## Multiple choice

*(Read the text below and choose the best answers)*

### 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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Language Level: B1  
Type of activity: Pairs / small groups  
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!

Language Level: All  
Type of activity: Individual  
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



Language Level: All  
Type of activity: Individual  
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.



Have you ticked  
this activity on your  
Learning Record?

### 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.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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### Word Search



Find the words below.

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

- |              |              |              |
|--------------|--------------|--------------|
| ARGUMENT     | CONTENT      | PAGE         |
| AUDIENCE     | DEBATE       | PARAGRAPH    |
| CHAIRPERSON  | ESSAY        | PARTS        |
| COMMA        | GAPS         | PREPOSITIONS |
| COMPOSITION  | GRAMMAR      | PRONOUNS     |
| CONCEPT      | GROUP        | PUNCTUATION  |
| CONJUNCTIONS | IDEA         | PURPOSE      |
| CONSTRUCTION | MOTION       | SENSE        |
|              | ORGANISATION |              |

### Play Snap

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



<b>adjectives</b>	<b>adjectives</b>
<b>parts of speech</b>	<b>parts of speech</b>
<b>spelling</b>	<b>spelling</b>

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**apostrophe**

**apostrophe**

**grammar**

**grammar**

**improve**

**improve**

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**friends**

**friends**

**debate**

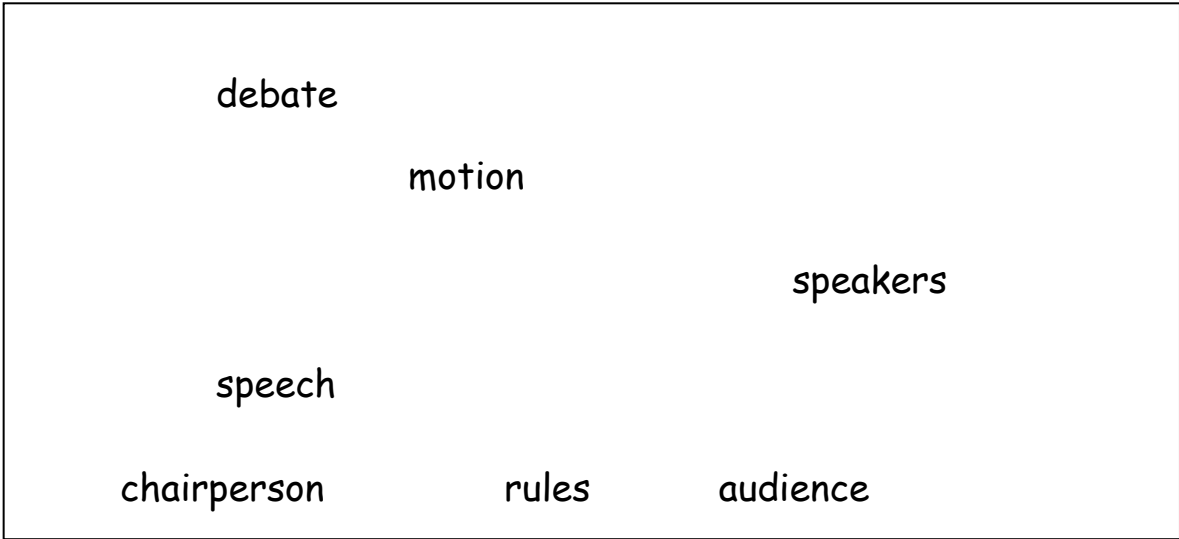
**debate**

**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



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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**Word Search:**

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