

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	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15-16
	Wordsearch	20
Learning support and Language support: 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	19
	Play Snap	21-24
Language support: Additional activities for Language Support:	Grammar points	17-18
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using textbooks and accessing content and learning activities of the English curriculum.	
Acknowledgement	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:



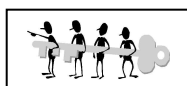
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

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

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

Vocabulary file 1

Word	Meaning	Note or example*
aspect		
attitude		
characters		
conclusion		
narrative		
form		
genre		

* 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.

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

Vocabulary file 2

Word	Meaning	Note or example
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.

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

Vocabulary file 3

Word	Meaning	Note or example
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

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:

Stories

Drama

- 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.

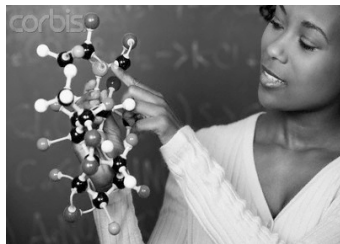
NAME: _____ DATE: _____
ENGLISH: The study of fiction writing and short stories

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

Working with words - Tick the correct answer

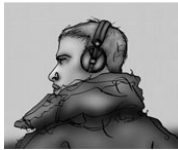


1.
a) She is a hero.
b) She is a policewoman.
c) She is a teacher.
d) She is a dancer.



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

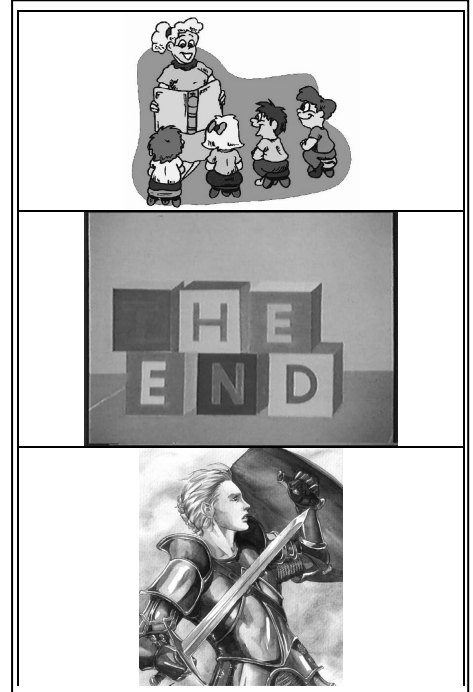
Language Level: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes

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.

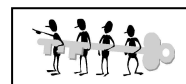
One person is _____.

Two people are _____.

sitting playing three standing

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

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**

- 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 textbook or 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

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

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.

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.

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

Language Level: B1
Type of activity: Pairs / small groups
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: _____

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

Now plan how you will organize and connect your summary.

Title: _____

<p>Circle the words that you will use to connect your text:</p> <p>then next after that later finally</p> <p>as a result of because of due to</p> <p>on the other hand</p> <p>Other connecting words:</p>	<p>Introduction</p> <p>↓</p> <p>First paragraph - main points</p> <p>↓</p> <p>Second paragraph - next points</p> <p>↓</p> <p>Third paragraph - further information</p> <p>↓</p> <p>Concluding points/remarks</p>	<p>Notes</p>
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Now you are ready to write your summary.



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

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

Language Level: All
Type of activity: Individual
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following verbs:

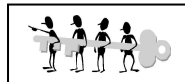
- to explain
- to identify
- to discuss

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

story

make

upon

point-of-view

conclusion

pushed

drama

find

yelled

prose

think

resolution

mother

had

Score: _____ points

choose

describe

leather

but

reread

listen

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

Language Level: All
Type of activity: Individual
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 _____

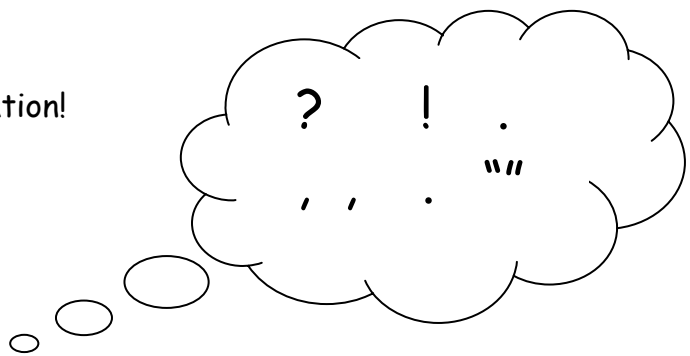
I'm _____

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.

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

Alphaboxes

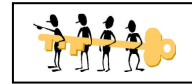
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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

Find the words below.

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: _____

ENGLISH: The study of fiction writing and short stories

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

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

think

think

make

make

stories

stories

NAME: _____ DATE: _____

ENGLISH: The study of fiction writing and short stories

suddenly

suddenly

understood

understood

couldn't

couldn't

NAME: _____ DATE: _____

ENGLISH: The study of fiction writing and short stories

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)

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

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