

Leaving Certificate Applied

English

Critical Literacy and Composition

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Levels	Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
Learning focus	Using LCA English textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Communicate! Text and Coursework Book for LCA English</i> by Angela Doyle.	
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Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on Module 4 (Critical Literacy and Composition) of the Leaving Certificate Applied English curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

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.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for all four LCA English units is as follows:

Nouns

ability
action
activity
advertisements (ads)
advertising
aims
assessment
assignments
business
career
certificate
common skills
conclusions
contribution
core
debate
document
emphasis
enterprise
evaluation
experience
folder
future
ideas
individual
interview
interviewer
investigation
items
language skills
media
modules
motion
objectives
opinions
opportunity
optional
oral communication

organisation
outcomes
placement
plan
portfolio
post
presentation
projector
purpose
questions
recommendations
record
report
report writing
research
role-play
scenario
steps
student
subjects
summary
teamwork
technology
templates
text
tone
visit
visitor
work

Verbs

can
must
should

to achieve
to assess
to assign
to brainstorm
to communicate

to conclude
to decide
to engage
to evaluate
to identify
to invite
to learn
to make
to oppose
to participate
to plan
to prepare
to propose
to recommend
to record
to revisit
to role-play
to submit
to thank

Adjectives

aware
compulsory
concise
effective
elaborate
mandatory
non-verbal
optional
oral
related
relevant
specific
verbal
voluntary

Other terms

actively (adverb)

NAME: _____ DATE: _____
LCA English: Critical Literacy and Composition

Vocabulary file (1) for the topic
Critical Literacy and Composition

Word	Meaning	Page(s) in my textbook	Note
poetry			
lyrics			
mood			
narrative			
character			
plot			
novel			
drama			
theatre			



NAME: _____ DATE: _____
LCA English: Critical Literacy and Composition

Vocabulary file (2) for the topic
Critical Literacy and Composition

Word	Meaning	Page(s) in my textbook	Note
setting			
genre			
dialogue			
special effects			
verse			
act			
images			
climax			
flashback			



Introduction

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:

- My favourite poem
- My favourite song
- My favourite book

- 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.

Level: A2/B1 Individual / pair

Focus on vocabulary

1. Matching – poetry and songs

The following words are often used when talking about poetry or songs. Match each word in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
emotion	When the end parts of the words sound the same.
imagery	A strong feeling such as love or anger.
mood	The ways that parts of something are arranged or put together.
rhyme	One of the parts that a poem or song is divided into (<i>also called verse</i>).
stanza	The feeling which exists in a place or situation.
structure	The use of word pictures to describe ideas or situations.

2. Vocabulary in use

Check your understanding of some of the key words by adding them to the blanks in the sentence below:

- She was overcome with _____ and burst into tears.
- The way in which language is used in a poem helps to give a shape and _____ to the poet's thoughts.
- In the first stanza, the word *less* _____ with *holiness*. In the second _____, however the words at the end of each line rhyme.
- The fog descended like a blanket is an example of _____ (a simile).
- The _____ of the poem of dark and the images are of death and dying.

3. Words to describe mood or atmosphere

The following words are sometimes used to describe the atmosphere or mood of the poem/song or poet/songwriter. Find the definition that best matches the word. You can work in pairs or use a dictionary to help you. We have done the first one for you.

Mood	Meaning
<u>pensive</u>	sad because you are not with other people
miserable	very interested and excited about something and wanting to be involved
frustrated	extremely sad about something that has happened
heart-broken	relaxed and not worried, frightened or excited
lonely	feeling very pleased when you have won something or succeeded
calm	annoyed because things aren't happening the way that they should
enthusiastic	always believing that good things will happen
lazy	<u>thinking and wondering</u>
optimistic	very unhappy
triumphant	slow and relaxed, not wanting to do any work

4. Practising new words

Discuss or write answers to the question below. Use words from exercise 3 above.

How do the conditions below affect your mood?

- The weather or the temperature
- The day of the week
- The time of the year

5. Matching – stories, plays, films

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
setting	The things that happen in a story, film or play.
theme	Serious disagreement
character	The most exciting or important part of something
narrator	Part of a film or book that goes back in time to something that happened before the main story began
plot	The place where something is or where something happens.
conflict	The person who tells the story in a book, film, play etc.
climax	A person in a book, film etc.
flashback	The subject of a book, film, speech etc.

6. Vocabulary in use

Check your understanding of some of the words, by putting them in the gaps in the following sentences.

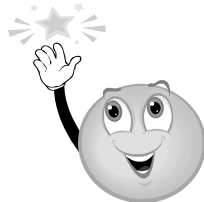
- The pub provided the _____ for the big row on Coronation Street last night.
- The _____ of loss runs through most of his novels.
- The main _____ in the film is Billy Elliot.
- I don't like films with complicated _____ - I can never follow them!
- The boy was in _____ with his father over his choice of friends.
- The _____ of her career was winning a gold medal.

Level: A2/B1
Individual / pair

Focus on grammar

7. Cause and effect

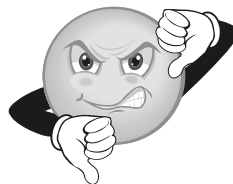
a) Notice some of the ways in which the following single sentence can be added to.



Yes, I liked the film

- because** it's funny.
- because of** the characters.
- although** I found it difficult to understand at first.
- even though** the language was difficult.

b) Now practise using these linking words by finishing the sentences below using the phrases from the boxes.



No, I didn't like the film

- because** _____
- because of** _____
- although** _____
- even though** _____

I like the actors

it won an Oscar.

it was too violent.

the violence.

8. Linking parts of sentences

The first part of each sentence describes a film/play/story/TV programme. Complete each sentence with a clause beginning **because** or **even though** and using the words given in the second part.

The lyrics are sad	even though because	the music is lively.
		his girl friend has left him.
The film is very violent		it's about gangland war.
		it is rated 12.
The language of the play is simple		there are some specialised words.
	it is meant for children.	
The soap opera is really popular		it always ends with a cliff hanger.
		it's more than 30 years old.
The second story is my favourite		it's very sad.
		it reminds me of my family.

9. Writing your own sentences

Next write your own endings to the following sentences:

I like studying English because _____

I like studying English because of _____

I like studying English even though _____

I like studying English although _____

Level: B1 / B2
Individual / pair

Focus on reading

10. Reading for the main idea

When you read in English, it is very important to have a **reason** for reading. If not, you might read too slowly, and stop at every word you are not sure of. Always read the questions first, then read the passage in order to find the answers.

- Name the director and the film being written about.
- Why did people think the book could not be made into a film?
- What helped him to make the film?

The Director

The Lord of the Rings was directed by Peter Jackson. Jackson was born in 1961 in New Zealand. As a child he had a very lively imagination and was always reading comics and fantasy books. It was when he was watching the 1933 film King Kong that he realised that he wanted more than anything to be a film director. His first movies were shock horror movies, featuring vampires and monsters. He directed Brain-dead, Heavenly Creatures and the Frighteners before starting work on the Lord of the Rings.

Most people believed that Tolkien's book could not be made into a live action movie because with over a thousand pages it just seemed to be too long and complicated. Jackson solved this problem by making three films. Jackson made all three movies at the same time. He approached it as if he was just making one long movie and the entire process took over two years.

Jackson was aware that The Lord of the Rings was one of the best loved books of the twentieth century. It is estimated that it has been read by over 100 million people. People who loved the book would have very strong ideas about how it should be filmed, and would be very critical if it was not true to the book. At the same time Jackson also wanted his audience to understand and enjoy the film even if they had never read the book. He is quite happy that he has stayed true to the 'heart and spirit' of Tolkien's vision. Advances in technology made it possible for him to bring Middle-earth and its people alive in a way that would not have been possible ten years ago.

11. Reading to remember

a. The text in the box gives you information on how to review a novel.

Read the article and underline or highlight all of the important points.

b. Turn over the page and try to remember as many of the important points as possible. Write down what you can remember. Then reread the article to check how good your memory skills are!

Reviewing a novel

When you are reviewing a novel you should concentrate on your own personal response to it. Begin by giving the title of the novel and the name of the author.

Start your review by giving some idea of what the novel is about, where it is set and who the main characters are. Give enough of the story line to make the reader interested but do not give away the ending. Go on to say what you liked or disliked about it.

- How did the novel make you feel when you read it?
- Did you think the story was good/ Why?
- Did the writer bring the settings and characters alive for you? How did he do this?
- Which characters did you like and why?
- Did you like the ending? Why/Why not?
- Can you pick out certain sections that you particularly liked? Can you describe them briefly and say why you like them?

At the end of the review you might recommend the book. You might also say what age group you think it is aimed at.

Level: B1 / B2 Individual / pair

Focus on writing

12. Describing people

In exams, you are often asked to describe a character from a film, play or story. Before doing so, do these two exercises to help your writing.

a) Physical characteristics check list. Study these terms and check you understand them.

age	old...elderly...middle-aged...young... is (looks) about (50)
appearance	good-looking...handsome...ugly /beautiful... pretty... plain
height	tall... of average height...short
shape	well-built...broad shouldered...has a good figure...plump...thin
face	round...long...square...oval...wrinkled...freckled
features	beard...moustache...bald head...crooked nose...scarred...tattooed
hair	black...dark...fair...red...short...curly...straight...wavy...tangled
eyes	blue...brown...green...grey...piercing...crooked

b) Personality checklist

On the left are some of the words (adjectives) from exercise 3. On the right are words which are opposite in meaning, but they are mixed up. Draw a line between the words that are opposite in meaning.

pensive	happy, cheerful
miserable	carefree
heart-broken	hopeful
calm	sorrowful/regretful
enthusiastic	nervous, quick tempered
lazy	bored, fed up
optimistic	hardworking
triumphant	pessimistic

c) Now write the description!

Choose a character from your favourite film, story, TV programme and describe him/her.

Answer key

1. Matching

emotion	A strong feeling such as love or anger
imagery	The use of word pictures to describe ideas or situations.
mood	The feeling which exists in a place or situation.
rhyme	When the end parts of the words sound the same.
stanza	One of the parts that a poem or song is divided into (<i>also called verse</i>).
structure	The ways that parts of something are arranged or put together.

2. Vocabulary in use

- She was overcome with **emotion** and burst into tears.
- The way in which language is used in a poem helps to give a shape and **structure** to the poet's thoughts.
- In the first stanza, the word *less* **rhymes** with holiness. In the second **stanza**, however the words at the end of each line rhyme.
- The fog descended like a blanket is an example of **imagery** (a simile).
- The **mood** of the poem is dark and the images are of death and dying.

3. Words to describe mood or atmosphere

Mood	Meaning
pensive	thinking and wondering
miserable	very unhappy
frustrated	annoyed because things aren't happening the way that they should
heart-broken	extremely sad about something that has happened
lonely	sad because you are not with other people
calm	relaxed and not worried, frightened or excited
enthusiastic	very interested and excited about something and wanting to be involved
lazy	slow and relaxed, not wanting to do any work
optimistic	always believing that good things will happen
triumphant	feeling very pleased when you have won something or succeeded

5. Matching – stories, plays, films

Column A	Column B
setting	The place where something is or where something happens.
theme	The subject of a book, film, speech etc.
character	A person in a book, film etc.
narrator	The person who tells the story in a book, film, play etc.
plot	The things that happen in a story, film or play.
conflict	Serious disagreement.
climax	The most exciting or important part of something.
flashback	Part of a film or book that goes back in time to something that happened before the main story began,

6. Vocabulary in use

- The pub provided the **setting** for the big row on Coronation Street last night.
- The **theme** of loss runs through most of his novels.
- The main **character** in the film is Billy Elliot.
- I don't like films with complicated **plots** – I can never follow them!
- The boy was in **conflict** with his father over his choice of friends.
- The **climax** of her career was winning a gold medal.

7. Cause and effect

- b) No, I didn't like the film because it was too violent.
 No, I didn't like the film because of the violence.
 No, I didn't like the film although/even though it won an Oscar.
 No, I didn't like the film although/even though I like the actors.

8. Linking parts of sentences

The lyrics are sad even though the music is lively. The lyrics are sad because his girl friend has left him.
The film is very violent because it's about gangland war. The film is very violent even though it is rated 12
The language of the play is simple even though there are some specialised words. The language of the play is simple because it is meant for children.
The soap opera is really popular because it always ends with a cliff hanger. The soap opera is really popular it's even though more than 30 years old.
The second story is my favourite even though it's very sad. The second story is my favourite because it reminds me of my family.

10. Reading for the main idea

- The Lord of the Rings directed by Peter Jackson
- Because it was over a thousand pages long
- Advances in technology

11. b) Personality checklist

pensive/carefree

miserable/happy, cheerful

heart-broken/hopeful

calm/nervous, quick tempered

enthusiastic/bored, fed-up

lazy /hard working

optimistic/pessimistic

triumphant /sorrowful, regretful