

## *English and Communications*

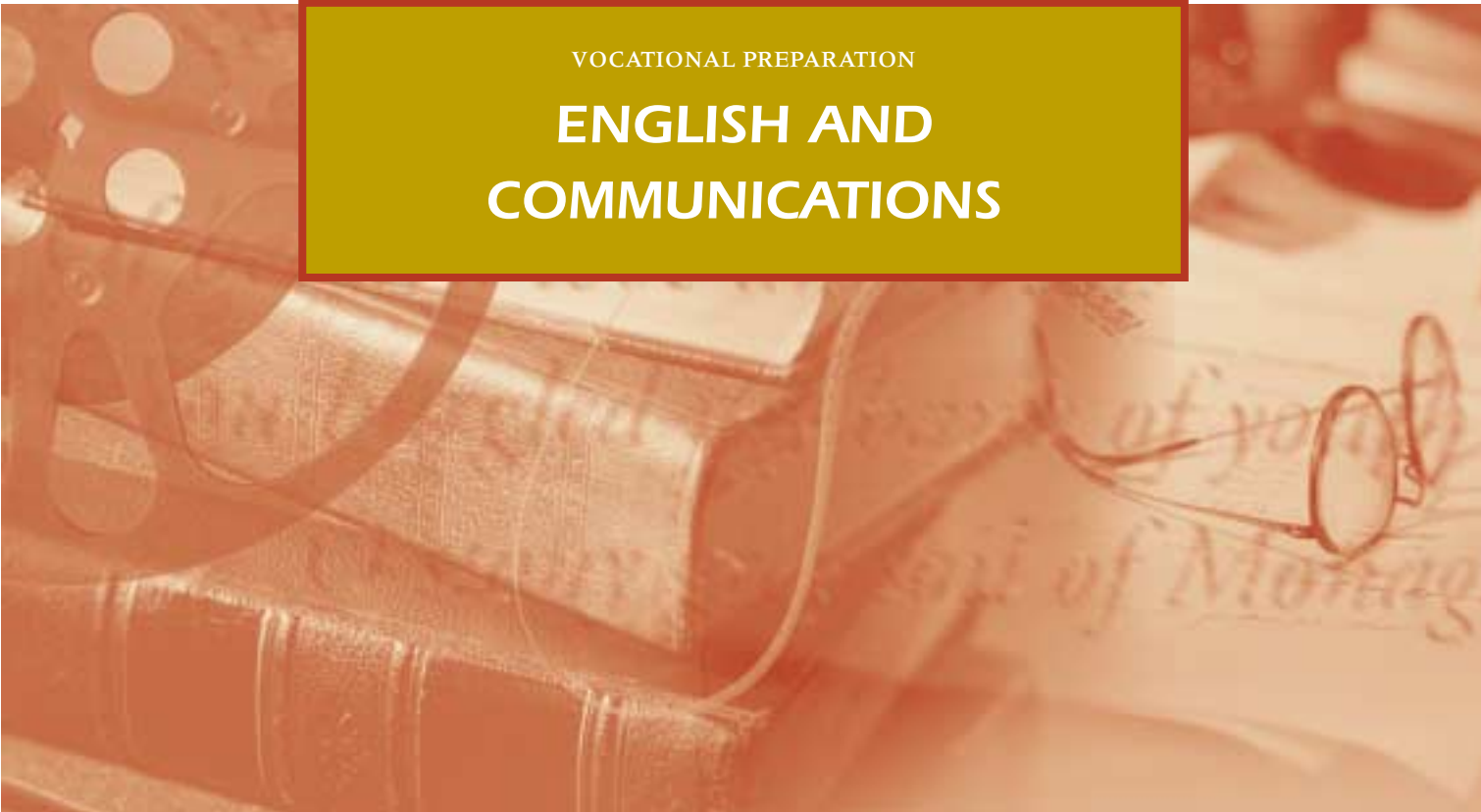


ENGLISH & COMMUNICATIONS	TOPICS IN COMMON								
	Advertising	Curriculum Vitae	Enterprise	Interpersonal Skills	Job Interview	Letter Writing	Listening Skills	Media	Telephone Techniques
<b>COURSE</b>									
Vocational Preparation & Guidance		■	■	■	■	■			■
Mathematical Applications			■						
Social Education	■			■			■	■	
Agriculture/Horticulture			■						
Active Leisure Studies				■					
Childcare/Community Care				■			■		■
Graphics & Construction Studies			■						
Craft & Design			■						
Engineering			■						
Hair & Beauty	■		■	■			■		■
Hotel Catering & Tourism	■		■	■			■		
Information & Communication Technology		■							
Office Administration & Customer Care	■		■	■		■			■
Technology			■						
Gaeilge				■		■	■		
Arts - Visual-Drama-Music & Dance	■						■		
Introduction to Information & Communications Technology		■							
Leisure & Recreation				■					
Modern Language				■			■	■	■
Religious Education				■			■		
Science									
Sign Language				■	■		■		■

LEAVING CERTIFICATE APPLIED

VOCATIONAL PREPARATION

# ENGLISH AND COMMUNICATIONS





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## INTRODUCTION

### RATIONALE

This course is designed on the premise that improving communication involves raising students' awareness about their own use of language and the language of others. This is achieved through the study of language in use in real communicative contexts. A text based approach is therefore recommended. The term 'text' as it is used throughout the guidelines refers to any communicative product, oral, written or visual. Letters, reports, newspaper articles, speeches, advertisements, films, songs, poems, novels can all be described as texts.

The course aims:

to equip students to meet the literacy demands of everyday life

to empower students to communicate effectively

to develop students' aesthetic appreciation of literature

to encourage students to express themselves creatively.

## NUMBER AND SEQUENCE OF MODULES

There are four modules to be completed sequentially in English and Communications in the Leaving Certificate Applied. These are:

Module 1: Communications and the Working World

Module 2: Communications and Enterprise

Module 3: The Communications Media

Module 4: Critical Literacy and Composition

## DESCRIPTION OF MODULES

The emphasis in Modules 1 and 2 is on communication in the context of work and enterprise. Module 3 focuses on media and its influence and addresses the issue of visual literacy. Film is considered from a technical and media perspective, whereas in Module 4 the emphasis is on the aesthetics of film. Module 4 has two basic foci: literature and composition.

While the focus of each module is different the acquisition of good communication skills is an aim which is central to all.



## GENERAL RECOMMENDATIONS

In each of the four modules there are opportunities for students to become involved in communications projects. Interviews, formal meetings, school magazines/newsletters, exhibitions are all examples of such projects.

The Teacher Guidelines provide suggestions in relation to classroom practice. Suggested strategies include out of school activities, visitors to the classroom, role-play, group work, writing workshops, audio-visual aids, IT etc. The guidelines are not prescriptive. There is scope for teachers to exercise their own professional judgement based on the interests, needs and abilities of the group. However, it is essential that the fundamental principles of the Leaving Certificate Applied are upheld. Teachers are therefore required to adopt a methodology which is student centred, activity based and affirming.



ENGLISH AND COMMUNICATIONS

MODULE 1

**COMMUNICATIONS  
AND THE WORKING WORLD**

## MODULE 1:

# COMMUNICATIONS AND THE WORKING WORLD

### PURPOSE

The purpose of this module is to enable Leaving Certificate Applied students develop and apply good communication skills. An emphasis is placed on oral, aural and functional communication. The module is designed on the premise that the development of effective communication requires an understanding of how language works in a variety of communicative contexts. This module provides opportunities for the acquisition and application of communicative skills through active engagement with a range of texts. The term 'text' may refer to any communicative product, oral, written, or visual. Letters, reports, newspaper articles, speeches, short stories, poems, novels, films etc. can all be described as texts.

The skills of communication are central to the learning activities of the Leaving Certificate Applied programme. This module introduces skills which will serve the needs of other courses including telephone techniques, letter writing, research methodologies and report writing. The skills acquired in this module will be developed in the ensuing modules.

### PREREQUISITES

None.

## AIMS

This module aims:

- to develop the students' understanding of the communicative process
- to provide opportunities for students to learn and practise skills in interpersonal communication
- to develop accurate and effective oral, aural, reading and writing skills
- to identify the mode of communication and register of language appropriate to a variety of communicative situations including the world of work
- to develop the students' awareness of language
- to introduce students to such terms and concepts as: context, theme, tone, structure, style and register
- to familiarise students with a range of communication skills central to the active learning methodologies of the Leaving Certificate Applied, including researching and presenting reports and participating in discussion and debates.

## UNITS

- Unit 1: Introduction to Communication
- Unit 2: Oral Communication and Listening Skills
- Unit 3: Telephone Techniques
- Unit 4: Language Skills and Composition
- Unit 5: Letter Writing
- Unit 6: Research Skills and Report Writing

## Unit 1: Introduction to Communication

### LEARNING OUTCOMES

The student should be able to:

1. explain what is meant by communication
2. list all the written, verbal and non-verbal communications s/he encounters in daily living
3. outline the factors which contribute
  - (1) to effective communication
  - (2) to ineffective communication

### TEACHER GUIDELINES

- ▶ Brainstorm ideas on a definition of communication.
- ▶ Brainstorm the different ways of communicating information. Use a worksheet to list examples of written, verbal and non-verbal communication.

Use short film clips as a focus for identification and discussion of verbal and non-verbal communication such as gesture, facial expression eye contact, posture etc.

Role play various forms of non-verbal communication.

Play charades and analyse the communication process.

- ▶ Form small groups.

Each group is assigned a specific short communication exercise e.g. a party invitation, directions for a visitor to the school, a notice to the local radio station of a disco, concert, sporting event to be held in the school, an announcement for the inter-com, an e-mail. Each group reads and/or presents a written copy of the communication (an overhead projector or flip chart is useful here). A structured discussion of the good points and possible shortcomings of each follows. Necessary corrections are made.

## Unit 1: Introduction to Communication (Continued)

## LEARNING OUTCOMES

4. Read a short story, poem or any literary text which explores the theme of communication and discuss the writer's ideas and the tone of the writing.

## TEACHER GUIDELINES

Use clips from film, television interviews/discussion, advertisements, radio etc. as a basis for discussion of effective and ineffective communication.

Brainstorm and draw up guidelines for good communication.

- Choose a text or texts appropriate to the interests and abilities of the group. Do a pre-reading exercise i.e. identify the genre, the context and some of the key issues explored in the text. Read the text. Discuss and carry out assignments which require a close re-reading of the text.

Read two or more literary texts or extracts to compare styles of presenting the theme of communication.

## Unit 2: Oral Communication and Listening Skills

### LEARNING OUTCOMES

The student will be able to:

1. exchange greetings and introduce her/himself in an appropriate manner in the following contexts:
  - to peers
  - to adults outside the family circle
  - to persons in authority
  - at a job interview
  - to tutor/work supervisor
  - to a client/customer in a work situation
2. provide some basic information about him/herself e.g. family, hobbies, school, future aspirations etc.

### TEACHER GUIDELINES

- ▶ In pairs students role-play exchanging greetings and introductions in a variety of contexts.

Two volunteers are given specific scenarios or role playing greetings and introductions.

The group identifies the context of each. Discussion follows.

Design a worksheet listing various forms of greetings and a set of contexts. Students match these as they think appropriate. Discussion follows.

- ▶ In pairs students engage in conversation with peers asking and receiving basic information. In fours students adopt the identity of their partner and present him/her to the other members of the group.

In small groups students draw up short personal profiles of well known personalities, based on specific key information. The other groups try to identify the person. This exercise may help familiarise students with the idea of a personal profile and serve as an ice breaker.



**Unit 2: Oral Communication and Listening Skills (Continued)****LEARNING OUTCOMES**

3. obtain basic information from peers
  - (1) in a personal context
  - (2) in a work context
4. discuss the meaning and importance of confidentiality
  - (1) in a personal context
  - (2) in a work context
5. participate in class group discussion and debate

**TEACHER GUIDELINES**

- ▶ Some preliminary discussion of appropriate and inappropriate questions may be helpful.
- ▶ Students form small groups. Short case studies on issues of confidentiality are presented to each group for discussion. Feedback is taken from a spokesperson from each group. General discussion follows.
- ▶ The teacher/trainer proposes a motion. The students brainstorm arguments first for the proposition and then for the opposition. The class is divided into two groups with half the group proposing and the other half opposing the motion. A speaker is nominated by each group. Arguments are prepared. The debate takes place and is reviewed in a class discussion. Alternatively students participate in a walking debate.
- ▶ The class is brought to a local inter schools debate.
- ▶ A representative of the local youth service, Chamber of Commerce or Toastmasters Club may work with the group on this.

## Unit 2: Oral Communication and Listening Skills (Continued)

## LEARNING OUTCOMES

6. plan and present a short oral account of a personal experience e.g. a sporting event, a visitor to the classroom, a school outing, film, television programme etc.
7. listen attentively to a piece of spoken communication in one of the following forms:
  - one to one conversation
  - small group discussion
  - lecture/talk
  - radio news report and sum up the content verbally
8. listen to a poem, short story or drama and comment on features of presentation such as tone of voice, sound effects as well as content
9. plan and participate in a visitor exercise.

## TEACHER GUIDELINES

- ▶ Introduce students to relevant texts such as newspaper reports, extracts from autobiographical accounts, film reviews, radio tapes. Use these as a stimulus for the students own presentations.
- ▶ Use a radio recording of a news report, discussion or phone in, or a film or television clip. Students listen and report on the content.
- ▶ Choose a text on audio cassette appropriate to the interests and abilities of the group. Do a pre-listening exercise i.e. raise some general questions for consideration during the listening. Listen to the text. Listen closely a second time and answer a set of specific questions. The questions should be designed to encourage understanding at an inferential as well as literal level.
- ▶ Discuss the groups interest in the topic. Prepare questions. Participate in a question and answer session with the visitor. Prepare and deliver an appropriate 'thank you' to the visitor. Review the experience.

## Unit 3: Telephone Techniques

### LEARNING OUTCOMES

The student will be able to:

1. locate telephone numbers by effective use of a telephone directory
  
2. list the essential points to be considered when making and taking telephone calls
  
  
  
  
  
  
  
  
  
3. role play appropriate techniques for:
  - making telephone calls
  - taking telephone calls

### TEACHER GUIDELINES

▶ Use a telephone directory to do a number of specific exercises e.g. identification of international codes, area codes, telecom services and business listings.

▶ Brainstorm ideas. Conduct a guided discussion which will refer to such considerations as:

- identification of the caller
- clarity of the communication
- tone of voice
- timing of the call
- appropriate closure
- cost etc.

Use short case studies as a basis for discussion.

Draw up a checklist for good practice in the making and taking of calls.

The students might work in pairs or small groups.

▶ Ask two students to conduct a scripted/guided role play of a telephone call.

The group observes and discusses the effectiveness of the telephone techniques.

Students work in pairs on role plays. Tape recorders may be useful.

## Unit 3: Telephone Techniques (Continued)

## LEARNING OUTCOMES

4. role-play effective ways of dealing with difficult calls
  
5. practise leaving messages on answering machines
  
6. take a telephone message and make a written record of the essential details
  
7. list the advantages and disadvantages of mobile phones.

## TEACHER GUIDELINES

- ▶ Present students with a typical scenario of an angry caller. Discuss how the call could best be dealt with.  
  
Present one or more scripted role plays as a basis for discussion. The teacher/trainer might participate in one.  
  
Invite students to work in pairs on their own role plays.
- ▶ Listen to examples of messages left on answering machines. Discuss and evaluate on the basis of tone, clarity and effectiveness.  
  
Working with a set of scenarios (students may be able in groups or pairs to devise some of these), students use a tape recorder to leave messages. Typical scenarios might include:
  - returning a telephone call
  - enquiring about the cost and availability of a product or service
  - changing arrangements for a social meeting.
- ▶ Collect samples of forms for recording telephone messages.  
  
Record in writing telephone messages in a real or simulated setting. Work in pairs or small groups to design suitable forms for telephone messages.
- ▶ Brainstorm the advantages and disadvantages of using mobile phones. Discuss. Include in the discussion the question of the inappropriate use of mobile phones.

## Unit 4: Language Skills and Composition

### LEARNING OUTCOMES

The student will be able to:

1. use punctuation correctly including sentence structure, paragraphs, capital letters, full stops, commas, colons and apostrophes
2. complete a range of vocabulary enlargement exercises
3. use a dictionary

Read one of the following:

a short story, novel (or extract)  
poem(s) and comment on the writers purpose, viewpoint and style

4. Show some understanding of each of the following terms and concepts: genre, setting, theme, character, tone and register
5. Compose a short text which expresses a personal experience or viewpoint.

### TEACHER GUIDELINES

- ▶ Practise doing exercises on punctuation.
- ▶ Introduce a short text appropriate to the interests and abilities of the group. Discuss the format of the writing e.g. sentence structure, paragraphs, range of vocabulary.
- ▶ Worksheets, word games and texts may be done in pairs or small groups.
- ▶ Make a good dictionary and thesaurus available to the group.
- ▶ Explain some key literary terms. Read and discuss a text from the point of view of content and style.
- ▶ Using a suitable text discuss in small groups specific questions in relation to the writer's ideas and style. Prepare written answers to the questions.
- ▶ Introduce and carry out an assignment in the process of:
  - pre-writing i.e. brainstorming ideas
  - drafting i.e. free writing
  - redrafting i.e. organising and refining
  - editing i.e. re reading and making necessary changes
  - proof reading i.e. checking spelling and punctuation.

Where possible I.T. should be used in this exercise.

## Unit 5: Letter Writing

### LEARNING OUTCOMES

The student will be able to:

1. lay out and present a standard personal letter
2. lay out and present a standard business letter
3. write a covering letter to accompany a C.V. or a job application form
4. address envelopes correctly and legibly
5. write a letter of complaint, request or acknowledgement
6. reply to a letter of complaint, request or acknowledgement
7. prepare and present a C.V.

### TEACHER GUIDELINES

- ▶ Examine sample letters and practise the layout. Use business letters as exemplars. Practise writing specific types of letters e.g. letter to a penpal, thank you letters etc.
- ▶ Using exemplars of business letters practise writing specific types e.g. letters of application covering letters to accompany a C.V.
- ▶ Working in pairs or small groups students share and discuss samples of their own work.
- ▶ Use exemplar Curriculum Vitaes. Explain the headings of these. Students draw up their own C.V.s. When these have been checked and approved, they use the computer for layout and printing.
- ▶ The guidance counsellor, local youth services, Chamber of Commerce, FÁS representative etc.. may be willing to help with the preparation of C.V.s.

## Unit 6: Research Skills and Report Writing

### LEARNING OUTCOMES

The student will be able to:

1. outline the type of research that can be carried out using:
  - the local library
  - an art gallery
  - a museum
  - interpretative centres
  
2. outline the type of information that can be accessed by computer
  
3. prepare and conduct an interview to obtain information

### TEACHER GUIDELINES

- ▶ Brainstorm ideas on a definition of research.
- ▶ Brainstorm situations where research is used and draw up a list of the different kinds of research e.g. medical research, research for a novel, market research etc.
- ▶ Visit the local library and if possible arrange a tour and a talk by the library staff on how to use the library.
- ▶ If an art gallery, museum or interpretative centre exists in the locality students should visit the premises and be given specific research tasks to perform.
- ▶ In consultation with the Information Technology teacher demonstrate the use of the computer for research. Use the Internet in the school. If there is a Cyber Cafe in the locality arrange a visit.
- ▶ The teacher suggests and/or the group brainstorms suggestions for personal interviews that are interesting, relevant to any other module in Session 1 and manageable. Examples might include an interview with a person working in a specific area, the owner/manager of a fast food outlet, an older member of the community, a person working in a community project. Each student decides on the kind of interview s/he wishes to conduct.

## Unit 6: Research Skills and Report Writing (Continued)

## LEARNING OUTCOMES

4. write away for information
5. conduct a vox pop
6. research, prepare and present a short report on a given topic

## TEACHER GUIDELINES

Some students may prefer to work in pairs. Using the skills acquired in units 3 and 5 they telephone or write to arrange the interview. Questions are prepared and checked. Students agree beforehand with the interviewee whether or not the interview will be taped.

Role play is used to practise interviews. This can be done in pairs.

They conduct the interview and review the experience.

Students then write and thank the interviewee.

- ▶ Discuss the work students are doing in other modules or for their tasks. Identify an area where it would be helpful to write away for information. Students research the relevant names and addresses and write a letter requesting information.
- ▶ Discuss the meaning and uses of a vox pop. Identify popular issues suitable for a vox pop. Conduct a vox pop within the school. Review the experience. Conduct a vox pop outside of the school.
- ▶ Students identify research topics of interest to them or relevant to the work they are doing in other modules. Through discussion with the teacher they ensure that the topic is focused and manageable.



## Unit 6: Research Skills and Report Writing (Continued)

## LEARNING OUTCOMES

7. prepare and present a work experience placement report using a suitable layout.

## TEACHER GUIDELINES

They are helped to plan what they need to do and how they will do it. They carry out the research and present their findings in a written report under a set of headings agreed in consultation with the teacher.

The learning is evaluated.

- In consultation with the teacher delivering the Work Experience 1 module in Vocational Preparation and Guidance, a set of guidelines for the writing of a report on the Work Experience placement is drawn up.

Students write a draft of the report. This is checked and a final draft is made. If possible the computer is used for layout and printing.

Exemplars of good work experience reports may be used.

### **General Guidelines to an Approach to Teaching this Module**

The above guidelines are not prescriptive. In the delivery of this module, teachers are encouraged to use strategies which are suited to the needs and abilities of their particular students. In working to meet the aims of the module teachers may need to be selective and prioritise learning outcomes. It is however essential that active learning methodologies are employed in the delivery of the module.

Good communication is an integral part of every learning experience. In the context of Leaving Certificate Applied, English and Communication will have a role to play in all elements of the course including work experience and the student task. It is important therefore, to work in consultation with other members of the teaching team in the timing of specific learning activities.

Since Information Technology is at the centre of communication in today's working world, the use of the computer in the delivery of this module is highly desirable. Word processing, for example will facilitate the process of drafting, re-drafting, editing and proof-reading involved in composition. The final printed text gives students a sense of ownership and achievement and will in some measure address the issue of literacy.

## RESOURCES

Communications and the Working World

*Communication Skills*, by S. Daunt, Gill & Macmillan, Dublin 1996

(This is a resource for the teacher; it would not be suitable for direct use by the students)

*English Alive! An Introduction to Communication*

*and Everyday English*, by E. Leddy, & A. Collins,  
Gill & Macmillan Dublin

*LCVP Programme Materials for Students*, by M. Hannon,

E.E.C. Publishing, 1998

*Showtime! A Guide to Making Effective Presentations*, by E. Tierney,

Oak Tree Press, Dublin

*Finding Out About Society*, by L. Williams, Collins Educational

*Information Studies*, by P. Wroe, E. Humphries, J. Kelleher, A. Lannon

and P. O'Brien Transition Year Support Team and Dun Laoghaire  
Youth Information Centre

*Yarns An Anthology of Short Stories* by M. Smith, editor.,

The Educational Company, Dublin

*Learning in Practice*, National Adult Literacy Agency (N.A.L.A.)

N.A.L.A. 76 Lr. Gardiner Street, Dublin 1.

*Photocopiable Resources*, B&D Publishing,

telephone: 0044 1422 352852/368691.

# KEY ASSIGNMENTS

MODULE 1: COMMUNICATIONS AND THE WORKING WORLD

## CHECKLIST

I have visited with my class one of the following:

- a library
- cinema
- theatre
- heritage centre
- interpretative centre
- museum
- art gallery

and presented a report on this experience

*or*

I participated in a visitor exercise and I completed a report on the event.

I have prepared a C.V. and covering letter

*or*

a personal letter and a business letter using I.T.

I have read one of the following:

- a short story
- a novel (or extract)
- a drama (or extract)
- a poem or song

and I have written or taped my review of one of the above.

I have conducted one of the following:

- an interview
- a vox pop
- a piece of research

and I have presented my findings.

MODULE 2

**COMMUNICATIONS  
AND ENTERPRISE**

## MODULE 2:

# COMMUNICATIONS AND ENTERPRISE

### PURPOSE

The purpose of this module is to enable students develop and apply good communication skills in the context of enterprise. The delivery of this module is concurrent with the Enterprise 1 Module in Vocational Preparation and Guidance. The active involvement in the setting up and running of a company, which is the focus of the Enterprise 1 module, affords opportunities for the application of a range of communicative skills. The focus of this module is communications. It builds on the speaking, listening, reading and writing skills acquired in Module one. It aims to develop interpersonal communication and the skills of co-operation. The implementation of this module involves the expansion of language skills in relation to business.

The operation of the enterprise is not the focus of this module.

### PREREQUISITES

Module 1: Communications and the Working World.

## AIMS

This Module aims:

- to expand the students' language skills in relation to business
- to develop students' writing skills in relation to letters, reports, orders, invoices, cheques, receipts, fax messages etc.
- to develop the students' skills of speaking and listening in a variety of communicative situations related to enterprise
- to familiarise students with the concept of customer care
- to enhance students' interpersonal communication and co-operative skills
- to develop the students' self confidence, creativity, initiative and personal resourcefulness
- to provide opportunities for students to interact effectively with the local community
- to familiarise students with some of the key terminology associated with advertising
- to prepare students for writing job applications and presenting C.V.s
- to help students acquire and practise good interview techniques
- to provide opportunities for the development of decision making, problem solving, co-operative and leadership skills
- to familiarise students with the procedure at meetings.

## UNITS

Unit 1: Introduction

Unit 2: Preparation

Unit 3: Interpersonal Communication

## Unit 1: Introduction

### LEARNING OUTCOMES

The student will be able to:

1. explain the term 'enterprise'
2. compile a list of oral, aural, reading and writing skills needed for participation in an enterprise
3. identify the role of the communications media in an enterprise
4. identify good communication skills within the class group

### TEACHER GUIDELINES

- ▶ Students discuss their understanding of the term and then check a dictionary. The teacher/trainer clarifies the issues.
- ▶ Brainstorm ideas on communication in an enterprise e.g. face to face communication with customers, telephone calls, letters etc.
- ▶ Present a short case study of a specific enterprise. Brainstorm the communications skills needed in that enterprise. Discuss and categorise these skills.
- ▶ Brainstorm a definition of the communications media. Discuss the role each might play in an enterprise e.g. advertising.
- ▶ Present a short case study of a specific enterprise. Brainstorm the communications skills needed in that enterprise. Discuss and categorise these skills.
- ▶ Discuss the range and level of skills available within the group e.g. typing skills, internet, speaking, writing, drawing etc.



## Unit 1: Introduction (Continued)

## LEARNING OUTCOMES

5. outline the management structure of an enterprise
6. describe the main functions of each manager
  
7. discuss a desirable image for the group's enterprise.

## TEACHER GUIDELINES

- ▶ Working in consultation with the enterprise advisor discuss the management structure of an enterprise. Use handouts and worksheets to describe the managerial functions within a business.

If possible organise a visitor exercise with a business person or representative of the Chamber of Commerce.

- ▶ If the company name and logo have been decided discuss the basis on which the decision was made.

Guide the discussion to take account of such considerations as whether the product or service is seasonal, high or low cost, where and how it is to be marketed.

The discussion regarding advertising will take account of factors such as resources skills, company image.

Close consultation with teacher/trainer delivering the Enterprise 1 module is advised.

## Unit 2: Preparation

### LEARNING OUTCOMES

The student will be able to:

1. prepare and present his/her C.V.
2. make an application for a position within the mini-company
3. list the factors to be considered when preparing for an interview
4. role play appropriate interviewer and interview techniques

### TEACHER GUIDELINES

- ▶ Using an exemplar the student draws up or updates his/her C.V. The teacher/trainer checks this. The student uses I.T. for layout and printing.
- ▶ Similarly a covering letter is prepared.
- ▶ Brainstorm ideas. Use a handout as a basis for discussion.
- ▶ A copy of a job advertisement is distributed or put on the board.

A guided role play of a weak interview is prepared. Two volunteers leave the room to practise.

The remainder of the group brainstorm the qualities the employer is likely to look for in this situation.

A set of criteria (i.e. approximately 5 points) which will be used in assessing the interviewee's performance is identified.

The role play is presented.

Working in small groups the students observe and assess the performance of the interviewee/applicant.

Discussion takes place during which the interviewer and interviewee give their assessment. Follow up exercises might include:

## Unit 2: Preparation (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>5. participate in an interview with an external interviewer or enterprise advisor</p> <p>6. analyse their personal performance at the interview based on feedback from interviewer</p> <p>7. interview and/or participate in a visitor exercise with a self employed person</p> <p>8. demonstrate some understanding of each of the following terms:</p> <ul style="list-style-type: none"> <li>- shareholder</li> <li>- market research</li> <li>- feasibility study</li> <li>- lodgement</li> <li>- withdrawal</li> <li>- statement</li> <li>- logo</li> <li>- prototype</li> <li>- quality control</li> <li>- customer care.</li> </ul>	<ul style="list-style-type: none"> <li>- drawing up tips for good interview practice</li> <li>- role playing a successful interview</li> <li>- viewing and assessing an interview on video.</li> </ul> <p>▶ If possible ask the Guidance Counsellor to become involved. Local Youth Services, or actively retired people may be willing to help.</p> <p>▶ If possible arrange a visit from a self employed or retired self employed person. Questions are prepared in advance of the interview/visit. The experience is reviewed.</p> <p>▶ Using a handout pre-teach the relevant vocabulary. Throughout the implementation of this module there will be several opportunities for the reinforcement of this learning.</p>

## Unit 3: Advertising

### LEARNING OUTCOMES

The student will be able to:

1. list the various forms of advertising
2. identify specific aspects of advertisements including:
  - life styles associated with a product/service
  - gender stereotyping
  - age stereotyping
  - value systems
  - target audience

### TEACHER GUIDELINES

- ▶ Brainstorm the various forms of advertising and discuss the special features of each.
- ▶ Read and discuss a literary text which explores the theme of 'image', lifestyle or advertising. Examples might include the following poems:
  - '*Film Star*' - Ian Serraillier
  - '*Adman*' - Nigel Gray
  - '*Executive*' - John Betjeman.
- ▶ Students undertake to bring in samples of advertisements in relation to a range of topics e.g. food, alcohol, cars, hi-fi equipment, financial services, holidays.

A small selection is discussed with the group as a whole.

Working in small groups with a worksheet, students analyse a range of advertisements. Feedback is taken and discussion follows.

Television and radio advertisements are recorded and used in the same way in the classroom.

**Unit 3: Advertising (Continued)****LEARNING OUTCOMES**

3. examine and critically evaluate different advertisements

4. Design or create an advertisement in any one form of the media.

**TEACHER GUIDELINES**

► Brainstorm the factors advertisers consider when promoting a product.

Prepare students for factors to consider when viewing a television advertisement. These might include:

- the timing of the advertisement
- its place in the programme schedule
- target audience
- information
- techniques of persuasion.

View the advertisement.

Discuss and evaluate.

Repeat the exercise using other advertising mediums.

If possible organise a visitor exercise with a person working in advertising.

## Unit 4: Interpersonal Communications

### LEARNING OUTCOMES

The student will be able to:

1. discuss and the importance of good interpersonal skills in the running of an enterprise
2. identify an appropriate approach when selling shares
3. discuss and practise appropriate communications by letter and telephone for researching the cost and availability of materials
4. participate in designing a market research questionnaire
5. conduct a market research survey

### TEACHER GUIDELINES

► Discuss how shares will be offered for sale and to whom. Draft an explanatory letter. Role play approaches to selling.

► Using exemplars practise drafting letters of enquiry.

Role play telephone enquiries. Use the telephone directory/golden pages to identify suppliers. If possible arrange opportunities for students to make calls.

► It is important to work in close consultation with the teacher/trainer delivering the Enterprise 1 module in Vocational Preparation and Guidance.

Discuss with the group the meaning and purpose of market research.

Collect and examine examples of market research questionnaires. (take copies from text books if necessary)

Through brainstorming and discussion identify four or five key questions for the purposes of the research. Work on a draft questionnaire. Test it by distributing it to a smaller group. Make any necessary modifications.

► Discuss how the questionnaire is to be distributed and collected. Students conduct the research.

**Unit 4: Interpersonal Communications (Continued)****LEARNING OUTCOMES**

6. analyse findings

7. present a market research report

**TEACHER GUIDELINES**

If possible, enlist the help of the maths and/or IT teacher to work with the students on the analysis and presentation of results.

Discuss the results in the group. Guide the discussion to help students draw conclusions and make decisions regarding the marketing of the product or service.

- ▶ Give students an outline for the writing of a report on their market research findings. Explain it to them and allow them work in small groups on different aspects of it.

The following is a suggested outline:

- aim/purpose of the research
- methods - who was surveyed?
- what were the main questions asked?
- how was the questionnaire distributed?
- how was the questionnaire collected?
- how many were given out and how many were returned?
- how was it analysed?
- results - these could be shown graphically with the help of maths or I.T.

## Unit 4: Interpersonal Communications (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>8. complete copies of the documentation involved in an enterprise e.g.</p> <ul style="list-style-type: none"> <li>- record of shareholders</li> <li>- order book</li> <li>- invoice</li> <li>- receipt</li> <li>- cheque etc.</li> </ul> <p>9. discuss and design an appropriate advertising campaign e.g.</p> <ul style="list-style-type: none"> <li>- posters</li> <li>- flyers</li> <li>- press release</li> <li>- announcement for the school PA system</li> </ul> <p>taking account of target audience, logo and marketing strategy</p> <p>10. outline an appropriate strategy for dealing with queries and complaints</p> <p>11. outline the procedure for meetings</p> <p>12. explain the role of the chairperson and secretary at meetings</p>	<ul style="list-style-type: none"> <li>- findings – a brief written account of the results.</li> <li>- conclusion-refers to decisions if any which were taken on the basis of the findings.</li> </ul> <p>▶ Using sample documentation from <i>'The Mini Company Kit'</i> and/or samples of real documentation, practise completing forms. A short case study might be helpful in this exercise.</p> <p>▶ Discuss ideas for advertising. Work in small groups on designs, slogans and information to be included on advertising material. If possible work with the art and/or I.T. teacher on producing of material.</p> <p>▶ Use case studies as a basis for discussion of how queries and complaints should be dealt with.</p> <p>Use role play to practise techniques.</p> <p>▶ With the help of handouts the teacher/trainer outlines the procedure for meetings and explains the key terminology.</p>



**Unit 4: Interpersonal Communications (Continued)****LEARNING OUTCOMES**

13. demonstrate an understanding of
- agenda
  - minutes
  - motion
  - proposal
  - a.o.b.
14. list the points to be included in reports by each of the following:
- General Manger
  - Production Manager
  - Finance Manager
  - Personnel Manager
15. discuss the procedure and participate effectively in the final shareholders meeting
16. Participate in the Regional Trade Fair.

**TEACHER GUIDELINES**

- ▶ A short case study is presented. Students work on exercises e.g. drafting agendas and writing minutes. Opportunities are provided in the course of the enterprise for students to hold meetings.
- ▶ Working in consultation with the enterprise advisor and/or the person delivering the Enterprise I module discuss the information to be included in the various management reports.  
Use worksheets to categorise information.  
In a simulated exercise a case study might be used.
- ▶ Discuss the purpose of the shareholders' meeting. Students work with the enterprise advisor and/or teacher delivering the Enterprise I module to plan the shareholders meeting. The English and Communications teacher/trainer works with students drafting, re-writing, and checking reports.  
Students role play or practise presenting reports.
- ▶ Students prepare reports, documents, advertising material (possibly a video) and plan their presentation at the Trade Fair.

### **General Guidelines to an Approach to Teaching this Module**

This module should be delivered in conjunction with the Enterprise 1 module in Vocational Preparation and Guidance. The focus for the teacher/trainer delivering this module is on communication in relation to enterprise.

The successful implementation of this module requires active teaching methodologies. Visitors to the class group and out of school activities are an essential part of this module. Local employers, active retirement groups, the local Chamber of Commerce and local Youth Services can be very helpful in working with students on aspects of their enterprise and interview techniques. The module offers opportunities for active learning through meetings and discussion; role play; surveys and a range of communicative situations essential to enterprise.

Teachers may find 'The Mini-Company Kit- Administration Documents' useful or students may collect more up to date forms, possibly through their work experience. They could also use IT to design their own company documents. Throughout the delivery of this module the use of IT is highly desirable.

### **RESOURCES**

*Communication Skills*, by S. Daunt, Gill & Macmillan, Dublin 1996

*LCVP Programme Materials for Students* by M. Hannon,  
E.E.C. Publishing, 1998

*The Mini Company Kit* Shannon Curriculum Development Unit.

# KEY ASSIGNMENTS

MODULE 2: COMMUNICATIONS AND ENTERPRISE

## CHECKLIST

I have participated in a visitor exercise with one of the following:

- a self employed person
- an enterprise advisor
- a bank/Credit Union representative

and I have presented a report on the exercise

*or*

I have participated in an outing with my class in relation to enterprise e.g. a Trade Fair and I have presented a report on the exercise

I have completed a short study of aspects of advertising and I have presented my report

I have participated in the planning and evaluating of a sales and marketing strategy in an enterprise and I have kept notes of our meetings

I have presented a report on my role in the enterprise

(Where possible I have used IT in the completion of one or more of the above assignments).



MODULE 3

**THE COMMUNICATIONS MEDIA**

## MODULE 3:

# THE COMMUNICATIONS MEDIA

### PURPOSE

The purpose of this module is to enable Leaving Certificate Applied students become more media literate. The module is designed to focus the attention of students on different aspects of the media including newspapers, radio, television and film. By developing an awareness of the influence of media in our lives, students can become better informed, more discriminating and more aesthetically aware. In a culture that places an increasing emphasis on visual and oral texts we need to develop a visual and critical literacy. Without this we can become vulnerable to the power of the media to manipulate. This module is designed on the premise that the skills of media literacy should be developed within an integrated study of texts, written as well as electronic. A focus on literature in the media is central to the development of the language and skills of literary criticism already introduced in Module 1.

This module builds on the skills acquired in the two previous modules and applies speaking, listening, reading and writing in a variety of contexts. It provides opportunities to develop and practise research skills. The knowledge and skills acquired in this module will be developed in the fourth module.

### PREREQUISITES

Module 1: Communications and the Working World.

Module 2: Communications and Enterprise.

## AIMS

This module aims:

- to introduce students to the different forms of media
- to give the students an understanding of the influence of modern mass communications on aspects of our lives
- to develop the students' ability to evaluate critically various media presentations and to enhance speaking, listening, reading and writing skills in this evaluation
- to provide opportunities to develop the techniques of literary criticism in the context of electronic media
- to develop communication and research skills through an investigation of aspects of the media
- to familiarise students with some of the key terminology associated with different aspects of media
- to familiarise students with media techniques and technology.

## UNITS

Unit 1: Newspapers

Unit 2: Radio

Unit 3: Television

Unit 4: Film

Unit 5: Advertising

## Unit 1: Newspapers

### LEARNING OUTCOMES

The student will be able to:

1. distinguish between a broadsheet and a tabloid giving examples of each
2. list the various types of newspaper e.g. national, provincial, local, daily, evening, Sunday etc.
3. explain each of the following terms:
  - banner headline
  - sub-heading
  - typeface
  - caption
  - column
  - editorial comment
  - feature article
  - pre-view
  - review

### TEACHER GUIDELINES

- ▶ Explain the terms broadsheet and tabloid. Using samples of each discuss in a general way the content and layout.
- ▶ Brainstorm the different kinds of newspaper. Ask students to identify examples of each.  
  
Collect different kinds of newspapers and ask students to categorise them.
- ▶ Working with sample newspapers identify and explain types of headlines, reportage etc.



**Unit 1: Newspapers (Continued)****LEARNING OUTCOMES**

4. compare and contrast two types of newspaper under the following headings:
  - target readership
  - type of coverage
  - layout
  - photos
  - graphics
  - type of advertising
  - cost
5. read newspapers critically by comparing and contrasting the coverage of a particular event or news story
6. identify sensationalism, objectivity and bias
7. write a short report of an event or news item for a newspaper choosing a suitable headline.

**TEACHER GUIDELINES**

- ▶ Distribute samples of newspapers. Working in small groups students complete worksheets designed to identify similarities and differences between two types of newspaper.
- ▶ Examine two or more examples of coverage of the same event.  
Discuss aspects such as headlines, language, position in the newspaper, length of the text, photos, objectivity, viewpoint.  
Work in small groups or pairs on similar exercises.
- ▶ Explain the terms: sensationalism, objectivity and bias using examples of each.
- ▶ In pairs or small groups ask students to make up headlines for a range of newspaper reports. Share and discuss the ideas.
- ▶ Invite a visitor from a local newspaper. Students prepare questions and participate in discussion. Review the experience.

## Unit 2: Radio

### LEARNING OUTCOMES

The student will be able to:

1. describe the range of radio programmes which is broadcast on national radio
2. describe the range of radio programmes which is broadcast on local radio
3. compare the time allocation of programme types on national radio with local radio
  
4. compare and contrast 'the news' as it is broadcast on national and local radio

### TEACHER GUIDELINES

► Brainstorm the different kinds of radio programmes.

► Using a radio schedule examine the daily/weekly broadcasts on Radio 1 and 2FM or local radio.

Categorise the broadcasts, the timing and time allocation of these broadcasts using a worksheet.

This may be done individually, in pairs or in groups.

► Record news broadcasts on the same day on national and local radio. Prepare students for active listening by discussing questions to be considered. These might include:

- time allocation
- international, national and local coverage
- interviews
- depth of analysis
- tone of delivery.

## Unit 2: Radio (Continued)

## LEARNING OUTCOMES

5. listen actively to a radio play or short story and prepare a review of the programme
  
6. conduct a vox pop survey on radio listening and report on the findings
  
7. participate in a visit to a local radio station or in a visitor exercise with a representative of a local station

## TEACHER GUIDELINES

- ▶ Pre-record a play or short story. Prepare students for active listening by discussing the points to be considered in the review. These might include:
  - theme
  - setting
  - characterisation
  - story line
  - music and sound effects
  - target audience
  - personal response.
  
- ▶ Brainstorm ideas on survey questions. Agree a set of questions through a process of discussion. Students work in pairs. Each pair chooses or is assigned a question. Prepare and practise the 'vox pop' among the group as a whole. Conduct the survey. Analyse and present the findings.
  
- ▶ Arrange a visit to a local radio station or a visit to the school by a representative. Discuss the purpose of the visit/visitor exercise and the type of information needed. Prepare relevant questions. Participate in the exercise and present a personal account of the experience.

## Unit 2: Radio (Continued)

## LEARNING OUTCOMES

- participate in the preparation and recording of a short radio programme by the class or group.

## TEACHER GUIDELINES

- ▶ Through a process of discussion the group agrees on target audience, content, music, speakers, sound effects, time and duration.

The programme is presented either over the public address system or as a recording.

The experience is reviewed.

A representative from local radio, experienced local DJ, student or person working in communications may be willing to act as advisor.

## Unit 3: Television

### LEARNING OUTCOMES

The student will be able to:

1. categorise the various types of television programme and estimate the amount of time given to each by the different channels
  
2. explain the importance of time slots
  
3. conduct a survey of TV viewing habits of different age groups

### TEACHER GUIDELINES

- ▶ Brainstorm to identify the different types of television programmes. Using a programme schedule discuss and analyse the range of programmes and time allocation on one television channel on a given evening.

Use a worksheet to show categories, time allocation etc.

Working in small groups students examine programme schedules for the different channels and complete worksheets. Feedback is taken from each group. Discussion follows.

- ▶ Using a programme schedule discuss the importance of time slots. Focus on one particular time slot e.g. 7-8 p.m. and examine how it is filled across the channels.
  
- ▶ Discuss the focus of the survey with the group. Devise a simple questionnaire designed to discover the amount of viewing time, the likes and dislikes etc.. of different age groups. Test the survey. Make any necessary modifications. Carry out the survey. Analyse and present findings. (The Maths and/or I.T. teacher may be willing to help). Review the experience.

## Unit 3: Television (Continued)

## LEARNING OUTCOMES

4. examine two or more news broadcasts and identify differences in presentation
  
5. watch and present a review of one of the following:
  - a TV drama
  - a televised adaptation of a novel
  - a documentary based on the life of a writer or poet

## TEACHER GUIDELINES

- ▶ Record news broadcasts. Students note the order in which items appear, the time given to items, live coverage, on the spot interviews, link ups, visuals, style of presentation etc.

Findings are discussed.

- ▶ Record a TV drama, televised version of a novel (or episode) or a documentary on the life of a literary figure. Hold a preparatory discussion on features of style pertaining to the particular genre.

View the programme.

Answer specific questions which will form the basis of a review.

## Unit 3: Television (Continued)

## LEARNING OUTCOMES

6. identify the characteristics of soap operas and discuss their audience appeal.

## TEACHER GUIDELINES

- ▶ Students collect and read pre-views and reviews of soap operas from newspapers and magazines.

Using a worksheet students compile key factual information about the various popular soap operas. This might include:

- tv channel
- time slot
- frequency on a weekly basis
- writer(s)
- director
- leading actors
- setting.

Using a recording of one episode from a popular soap or extracts from two, students discuss aspects such as:

- setting
- characterisation
- dialogue
- story line
- exploration of social issues
- humour
- special effects
- cliff hanger endings
- lifestyle and values portrayed
- gender or age stereotyping
- audience profile
- personal response.

## Unit 4: Film

### LEARNING OUTCOMES

The student will be able to:

1. outline the main types of film
2. view a film and present a personal response

### TEACHER GUIDELINES

- ▶ Brainstorm the various categories of film and list popular/current examples of each. Using a video guide, magazine or film guide, categorise a range of films.
- ▶ If possible organise a group visit to the cinema and view a film. Then study the same film in sections on video in the class room. Where this is not practical, the film can be viewed on video in its totality and then in sections.

Preview the film i.e. discuss the film in a general way in the context of its social and cultural setting and its main themes.

View the film in its totality and conduct a guided discussion on the general response.

Select two or three short, significant episodes for a more focused study.

View each episode with specific questions in mind. These might include questions relating to costumes and props; music; camera angles; long shot and close-ups; character or narrative development.

Consider the film as a whole under certain headings. These might include: film type, setting, themes, atmosphere, music, characters, values, personal response.

Present a review. Where possible use IT.



**Unit 4: Film (Continued)****LEARNING OUTCOMES**

3. discuss the institutions involved in the film industry
4. explain the role in the making of a film of each of the following: the producer, director, screenwriter, film editor, sound editor
5. explain each of the following critical terms:
  - plot
  - theme
  - setting
  - characterisation
  - conflict
  - dialogue
  - visual qualities
  - special effects
6. explain each of the following technical terms:
  - shot
  - close-up
  - sequence
  - longshot
  - pan
  - zoom
  - tracking shot
  - boom shot
  - cutting

**TEACHER GUIDELINES**

- ▶ Pre-record a televised programme on the making of a film. View and discuss.
- ▶ If possible organise a visitor exercise with a person working in the film industry, a teacher or student of a course in film studies.
- ▶ Using a hand-out pre-teach some of the essential terminology for the study of film.

Reinforce the learning throughout the viewing exercises, questions and discussions that take place in the course of the unit.

**Unit 4: Film (Continued)****LEARNING OUTCOMES**

7. use a story board to script a scene to be filmed or video taped.

**TEACHER GUIDELINES**

- Brainstorm ideas on location, characters and setting. Make drawings (even stick drawings) as in a comic strip. Add captions showing dialogue, movement of characters and camera. From a completed story board work on a shooting script, i.e. a basic script beside the picture describing the size of the shot(close-up, mid shot, etc.) and movement of the camera.

### General Guidelines to an Approach to Teaching this Module

In the delivery of this module teachers may need to be selective and prioritise learning outcomes on the basis of the interests, needs and abilities of their students.

While the study of the media is the focus of this module each unit provides opportunities for students to enjoy literature and to learn and apply some of the key terminology of literary criticism. Teachers are encouraged to explore a range of literary texts through the medium of radio, television and film.

As in all areas of the Leaving Certificate Applied programme, teachers should adopt a methodological approach which actively engages the students. Students should be encouraged to create their own radio recording, film or television presentation. The possibilities of using IT in the production of a newspaper/page should be explored. Similarly IT can be used in the presentation of survey results. An integrated approach involving for example teachers delivering the Social Education and Arts Education modules would be most helpful. In the Social Education course, the Contemporary Issues Module in session 3, examines the influence of the media. The successful delivery of this module will achieve a balance between the critical and the creative.

### RESOURCES

*Media Matters*, by D. Kelly, Exemplar Publications Ltd.,

*A Series of Film Study Guides*, by S. Conlon, C&N Media,  
26 Georgian Close, Drogheda, Co. Louth

*Key Guide to Film Studies*, by J. Nicholl, Mentor, 1999

*Media Studies An Introduction*, by B. Dutton, J. Mundy, Longman

# KEY ASSIGNMENTS

MODULE 3: THE COMMUNICATIONS MEDIA

## CHECKLIST

I have studied the coverage of a particular event or news story in two newspapers and I have written a short report on the differences and similarities between them.

*or*

I have written an account of an event or news item to be included in a newspaper and I have given my article an appropriate headline.

I have visited my local radio station or newspaper office or I have participated in a visitor exercise with a representative from either of these and I have presented a report on this experience.

*or*

I have participated in a survey on radio listening or TV viewing and I have presented my findings.

I have completed a review of a T.V. programme, film or documentary etc.

*or*

I have planned a TV programme schedule for an evening taking account of time slots, audience and a range of programme types. I have presented a report explaining my choices.

I have completed a short study of aspects of film and I have presented my report

(I have used IT in the presentation of at least one of the above).

MODULE 4

**CRITICAL LITERACY  
AND COMPOSITION**

## MODULE 4:

# CRITICAL LITERACY AND COMPOSITION

### PURPOSE

The purpose of this module is to foster in students a critical literacy and to encourage them to express themselves creatively. Critical literacy is applicable to all texts aural, visual and written. This module is designed to develop students' critical thinking skills through active involvement with a range of texts in a variety of genres.

Students are encouraged to read, listen and view texts at an inferential and not just literal level. They are encouraged to identify and challenge assumptions in texts. The module is designed to develop students' reflective abilities, their aesthetic appreciation of literature and film and confidence in their own perceptions.

The module affords students opportunities to use language to shape and order experience for themselves. Whereas modules 1, 2 and 3 placed an emphasis on structure and accuracy in functional communications such as formal letters, reports etc., this module gives the students scope to explore their own potential in the area of creative writing.

This emphasis on personal response, self expression and creative work will serve to facilitate the personal development and enhanced the self esteem in Leaving Certificate Applied students.

### PREREQUISITES

Module 1: Communications and the Working World.

Module 2: Communications and Enterprise.

Module 3: Communications Media.

## AIMS

This module aims:

- to develop students' appreciation of the value of literature, film and the electronic media
- to develop in students an interest and enjoyment in using language
- to encourage students to see the art of speaking, listening, reading and writing as interpretative, creative activities
- to encourage students to become more reflective
- to develop skills of analysis and interpretation
- to develop in students an awareness of their own response to texts
- to encourage students to articulate their personal response to texts
- to engage students in the processes of creative composition
- to foster in students through the medium of creative writing a sense of personal significance.

## UNITS

Unit 1: The Poetry of popular song

Unit 2: Poetry

Unit 3: Short Story

Unit 4: Novel

Unit 5: Drama

Unit 6: Film

## Unit 1: The poetry of popular song

### LEARNING OUTCOMES

The student will be able to:

1. analyse the lyrics of a popular song
2. use powers of discrimination in his/her experience of popular songs
3. apply the following critical vocabulary which can also be used in the context of poetry:
  - theme
  - emotions/mood/atmosphere
  - sound: rhyme, rhythm, repetition, figurative language
  - images
  - comparisons
4. write a personal response to the lyrics of a song that is presented to the group
5. write about a song that has particular meaning or appeal for them
6. write the lyrics of a song or a short poem that reflect feelings and experience
7. participate in a visitor exercise with a local singer or songwriter.

### TEACHER GUIDELINES

- ▶ Students listen to a recording of a song chosen by the teacher and with the help of a word sheet discuss in a general way the lyrics of the song.
- ▶ A list of critical terminology is written on the board and discussed. Students will be familiar with some of this vocabulary from earlier Modules.  
The song is played a second time. A more detailed discussion with the use of appropriate critical terminology follows.
- ▶ Repeat the exercise using a different song. Ask students to write a personal response.
- ▶ Students are encouraged to bring into class their own favourite songs on tape, if possible with a transcript of the lyrics. The teacher listens to them in advance of the class. A range of songs of the students choice is heard and discussed in class.
- ▶ If possible organise a visitor exercise with a local singer or songwriter. Students consider and discuss in advance of the exercise some of the questions they would like to ask.



## Unit 2: Poetry

### LEARNING OUTCOMES

The student will be able to:

1. read and respond to a range of accessible contemporary poetry
2. compare and contrast poems according to their themes and use of language
3. apply critical terminology:
  - theme
  - mood/atmosphere
  - sound: rhythm, rhyme, repetition
  - imagery
  - figurative language: metaphors and similes
4. choose two poems which explore similar or closely linked themes and write about the different treatment of the topic by each poet
5. write an account of the work of a particular poet (3 or 4 poems would suffice)
6. compose a short poem
7. participate in a visitor exercise with a practising poet.

### TEACHER GUIDELINES

- ▶ A range of accessible poetry is chosen to meet the interests and abilities of the group. Some poems are read purely for enjoyment and not discussed. Other poems are studied closely from the point of view of the poet's ideas and style. Guided discussion to encourage students articulate their own responses follows the reading of each poem. Students conduct a number of short written exercises in which they use some of the relevant critical terminology.
  - ▶ Audio tapes of poems and particularly of poets reading their own work might be used.
  - ▶ When looking at the work of one poet, students should be encouraged to identify features of the poet's individual style such as: thematic concerns, language, recurring images, sound patterns etc.
  - ▶ When composing their own poems students might begin by imitating 'shapes' of poems. They might practise writing simple Limericks or Haikus.
- Fun exercises, for example with alliteration or similes, can be good 'ice-breakers'. Music can also be helpful.

## Unit 3: Short Story

### LEARNING OUTCOMES

The student will be able to:

1. read a short story critically
2. apply the following critical terms:
  - setting
  - theme
  - plot
  - character
  - narrator
  - climax
  - flashback
3. identify those elements that make a good story
4. discuss the differences between the short story and novel genre
5. compare and contrast short stories using a range of critical vocabulary

### TEACHER GUIDELINES

- ▶ A range of short stories is chosen. Some are read purely for entertainment and not discussed at all or only superficially. Others are read and discussed more fully. Through guided discussion students are asked to identify themes, describe the setting and comment on characterisation etc.. A personal response is to be encouraged. Questions in relation to plot are asked to aid recall but should not be the focus of the exercise.

A radio broadcast or audio cassette version of a short story might be used. Students discuss how the medium differs from the written text.

**Unit 3: Short Story (Continued)****LEARNING OUTCOMES**

6. compose in a range of contexts e.g.
  - anecdote
  - short story
  - autobiographical sketch
  
7. participate in a visitor exercise with a writer of short stories.

**TEACHER GUIDELINES**

- ▶ To encourage students to write in an anecdotal or autobiographical context some short exemplars of autobiographical writing are examined. These may be in the medium of radio interviews. The characteristics of good autobiographical writing are discussed. In small groups students discuss some of their childhood memories. They identify one person or object or event and write just one descriptive paragraph on that. With the help of the teacher they redraft. The exercise is repeated and a third paragraph is added to link the first two. The use of I.T. can be helpful in this process.

## Unit 4: Novel

### LEARNING OUTCOMES

The student will be able to:

1. read a novel or extracts from novels critically
2. analyse a novel under the following headings:
  - setting
  - theme
  - characterisation
3. articulate a personal response to a novel or aspects of a novel
4. write a short review of a novel
5. discuss the difficulties inherent in adapting a novel for stage or screen
6. examine the screen treatment of a novel they have read

### TEACHER GUIDELINES

- ▶ A novel may be approached as a written text, in extract form, on audio cassette or supported by video tape.

Through guided discussion students are encouraged to develop and express a personal response to the novel.

In their writing they are encouraged to avoid the banal plot summary. This may be achieved by ensuring that assignments given are from the perspective of themes, character development and style.

- ▶ For the purposes of this exercise the film (if it is in video form) is divided into episodes. Guided discussion takes place after each episode is viewed. One or two specific episodes may be identified for special study. Students work in small groups with work sheets designed to focus attention on some of the tools

## Unit 4: Novel (Continued)

## LEARNING OUTCOMES

- participate in a visitor exercise with a writer.

## TEACHER GUIDELINES

used by filmmakers to develop character, setting, plot, point of view and symbols. These might include:

- the interpretation of roles by the actors
- the location of scenes
- atmosphere
- music, sound effects, voice-over and dialogue

Students consider and discuss whether or not the film adaptation seems to have remained faithful to the author's intention.

## Unit 5: Drama

### LEARNING OUTCOMES

The student will be able to:

1. write a report on a visit to the theatre local drama or drama presentation within the school
2. discuss the part played by costumes, lighting, scenery, sets, make-up and music in the theatrical experience
3. analyse a piece of drama using the following critical vocabulary:
  - theme
  - plot
  - characterisation
  - motivation
  - setting
  - dialogue
  - conflict
4. identify the different characteristics of radio drama, television drama and a live performance

### TEACHER GUIDELINES

- ▶ If possible arrange for students to see a live dramatic performance. Some theatres or drama groups may be willing to organise a back stage tour. Throughout this unit an emphasis should be placed on the theatrical and performance aspects of the drama.
- ▶ Students will be familiar with some of the critical terminology from their study of other genres. A short recall exercise may be needed. A suitable text is introduced. This may be:
  - a live performance
  - radio drama
  - television drama
  - a written text.

The text is discussed in a general way to encourage individual response.

A more structured discussion takes place in which the appropriate critical terms are applied.

Some written assignments are given.

Where time permits a range of drama texts could be explored.

It would be a valuable and enjoyable exercise for Leaving Certificate Applied students to become involved in the direction of a short drama performance with first or second year students.

**Unit 5: Drama (Continued)****LEARNING OUTCOMES**

5. prepare a programme or design the outline of a programme for a theatrical performance
  
  
  
  
  
  
  
  
  
  
6. participate in a visitor exercise with a local director or a member of a theatre group.

**TEACHER GUIDELINES**

- Examine a sample range of theatre programmes. Discuss such features as:
- essential information
  - layout
  - design

Work in small groups on different aspects of the programme. Use I.T. if at all possible.

## Unit 6: Film

### LEARNING OUTCOMES

The student will be able to:

1. conduct a film/video review exercise
2. write a film review
3. analyse a film applying to the following critical terms:
  - plot
  - theme
  - setting
  - characterisation
  - conflict
  - dialogue
  - visual qualities
  - special effects
  - music
4. apply the following terms when examining particular scenes
  - shot
  - close-up
  - sequence
  - longshot
  - cut
  - pan
  - zoom
  - tracking/dolly shot
  - crane/aerial shot
  - subjective shot

### TEACHER GUIDELINES

- ▶ Films achieve much of their impact from the size of the screen, the quality of sound and the social context in which they are viewed. Where ever possible students should experience film in a cinema setting.

If a film can be viewed in its entirety in the cinema and later video taped episodes studied in the classroom, it will allow students experience the imaginative impact of the film and give them a focus for more detailed study.

Before a film is viewed either in the cinema or on video some initial discussion of its setting, themes and genre might be appropriate.

- ▶ The film is viewed as a whole and discussed in a general way. Personal responses are encouraged. The film is then viewed as a series of episodes. Students are asked to watch an episode for specific points such as how the character develops, costumes, music etc. Key moments in the film are identified and a particular shot or image might be chosen for close analysis.



**Unit 6: Film (Continued)****LEARNING OUTCOMES**

5. categorise films according to genre e.g. comedy, thriller, science fiction, horror, romance, period drama etc.
6. compare and contrast the experience of watching a film on video and on a cinema screen
7. critically compare a short film extract of a modern film with an earlier version.

**TEACHER GUIDELINES**

- ▶ Give the group a brief synopsis or introduction to the main features of the of the film to be viewed.

Raise certain questions for consideration when viewing the film extracts. View one of the extracts and discuss generally. View the other version of the same scene and compare the two.

Scenes from old and modern versions of films might be viewed for comparative purposes.

Students need to be directed during discussion and in their assignments in the use of appropriate critical and technical terms. They will, it is hoped, be familiar with much of the terminology from Module 3 and from the other units in this module.

They may need to be given a suggested outline for the writing of a film review. This may help them avoid writing a mere summary of the plot.

**General Guidelines to an Approach to Teaching this Module.**

While it may be necessary for teachers to focus more closely on some units than on others, it is essential that students encounter some texts from each of the genres represented in the six units. Texts should be chosen according to the interests and abilities of the group. This need not preclude the possibility of students offering their own choice of text for consideration, particularly in Unit 1 ‘The Poetry of Popular Song’.

As in all aspects of the Leaving Certificate Applied programme the successful implementation of this module will require a teaching approach which actively engages the students. There is abundant scope for the use of audio recordings of short stories, novels, poems etc.; videos; film and live drama as well as the written text. Group discussion, work sheets, writing workshops and IT are all useful strategies.

Within the confines of time, teachers may find it helpful or necessary to approach elements of this module as a kind of comparative study, choosing as texts for example a novel and its film version.

The approach to teaching this module will necessarily be less detailed and less academic than the approach traditionally associated with the teaching of Leaving Certificate English. Texts should be approached as something to be enjoyed, performed, interpreted, discussed. In this context students must be given opportunities for their own creative expression. The composition element of the module should not be overlooked.

## RESOURCES

*Spectrum 3*, by J. Moriarty, Mentor, 1999

*Tracks – Language & Literature for Senior Cycle*, by M. Smith,  
The Educational Company Dublin

*Yarns – An Anthology of Short Stories*, by M. Smith,  
The Educational Company

*Spangles*, by D. O’Neill, Folens 1994

*Photocopiable Resources*, B&D Publishing,  
telephone: 0044 1422 352852/368691.

*A Series of Film Study Guides*, by S. Conlon, C&N Media,  
26 Georgian Close, Drogheda, Co. Louth

*Key Guide to Film Studies*, by J. Nicholl, Mentor, 1999

# KEY ASSIGNMENTS

MODULE 3: CRITICAL LITERACY AND COMPOSITION

## CHECKLIST

I have made a close study of a number of texts from three of the following:

- the work of a songwriter, singer or group;
- a range of contemporary poetry or the work of a contemporary poet;
- a short story writer or anthology;
- a novel or extracts from a novel;
- a play;
- a film

and I have kept evidence of my work.

I have kept one or more samples of my own creative writing and where possible I have used I.T.



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