

Leaving Certificate Applied

English

Communication and the Working World

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.	
Contents of this Unit		Page
	Keywords	3
	Vocabulary file	4, 5
	Activating students' knowledge	6
	Focus on vocabulary	7,8
	Focus on grammar (<i>verb + prepositions, relative clauses</i>)	9,10
	Focus on reading	11,12
	Focus on writing (<i>writing a letter of complaint</i>)	13
	Answer Key	14,15

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 1 (Communication and the Working World) of the Leaving Certificate Applied English and Communication 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 combined list of keywords for the 4 LCA units is unit 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: Communication and the Working World

Vocabulary file (1) for the topic
Communication and the Working World

Word	Meaning	Page(s) in my textbook	Note
communication			
listening			
telephone			
letter writing			
research			
assignment			
discussion			
process			
recap			



NAME: _____ DATE: _____
LCA English: Communication and the Working World

Vocabulary file (2) for the topic
Communication and the Working World

Word	Meaning	Page(s) in my textbook	Note
gestures			
appearance			
facial expression			
introducing yourself			
presentation			
preparation			
telephone directory			
messages			
punctuation			



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:

- Communication
- Speaking
- Writing
- Texting

- 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. Word building

a) Study the definitions below:

To communicate: To share information with others by speaking, writing, moving your body, or using other signals.

Communication: The act of communicating with other people

b) Check your understanding by putting a line through the word that doesn't belong.

Written communication

letter text email speech

Verbal communication

speech scream text phone call

Non-verbal communication

smile talking frown shrugging shoulders

c) Match a phrase in the box on the right with the examples in the box on the left:

- written communication
- lack of communication
- channel of communication
- verbal communication
- barrier to communication
- non-verbal communication

- Examples**
- speaking, singing
 - not speaking, answering with a grunt
 - noise, broken machines
 - voice, radio, TV, computer, telephone,
 - writing – text, letter, email
 - facial expression, gestures, posture

2. Matching

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

Column A	Column B
discussion	A talk giving information about something
debate	A meeting in which someone asks you questions to see if you are suitable for a job or course/or a meeting when someone is asked questions for a newspaper article, television show etc.
presentation	A document which describes your qualifications and the jobs you have done
composition	A short piece of writing about a particular subject, done by a student.
Curriculum Vitae	To discuss a subject in a formal way, with planning, preparation and two different opinions
interview	When people talk about something and tell each other their ideas or opinions

3. Vocabulary in use

Check your understanding of the 6 words, by putting them in the gaps in the following sentences.

- Each student will choose a subject and prepare a short _____ to deliver in front of the class.
- A _____ will usually give the following information: personal details, education, work experience, interests and hobbies.
- _____ often happen quite naturally without planning, when you simply give your opinions on topics that come up in class.
- A _____ is a type of contest and has winners and losers.
- You should listen carefully during an _____ – sometimes we are so busy concentrating on the next question that we fail to listen properly.
- Students often have to write _____ in English exams.

Level: A2/B1
Individual / pair

Focus on grammar

4. Verb + prepositions

Verb (a word or group of words that refers to an action, state or experience, example: make, arrive)

Preposition (a word or group of words that is used before a noun to show place, direction, time etc example: on, at)

a) Study the prepositions (underlined) used with the verb **to communicate**, and then finish the sentences in the boxes.

- He can't communicate with his parents
- We can now communicate instantly with people on the other side of the world.
- Christy Brown communicated by using his left foot.
- I communicate with my friends by text everyday.

We use *communicate* with:

We use *communicate* by:

b) Fill in the correct word, with or by, in the sentences below.

- Irish people communicate _____ text more than other Europeans.
- She can't communicate _____ her friends because her mobile phone was stolen.
- He communicated his happiness _____ playing music.
- He communicated his anger _____ banging his head off the wall.

c) Now it's your turn!

Write four sample sentences using **communicate with**, or **communicate by**.

5. Using 'who'

(*who* is a 'relative clause' and can be used to define/give more information about a noun).

a) Read the sentences from your textbook:

- The sender is the person who sends a message.
- The receiver is the person who gets the message.
- The sender is the teacher who gives an instruction.
- The receiver is the student who listens to the teacher.

b) Now complete the following sentences:

I like people who.....

I dislike people who....

c) Practise making sentences with who, by writing sentences about these professions. The first one is done for you.

A policeman: Someone who directs traffic

Sentence: A policeman is someone who directs traffic.

A taxi driver

An artist

A hairdresser

A scientist

A doctor

d) Guessing Game

Think of other jobs. Write 5 sentences but delete the job. You must guess one another's!

Example: _____ is someone who works in a shop.

Level: B1 / B2
Individual / pair

Focus on reading

6. 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 three types of communication
- What is non-verbal communication?
- Give two examples of non-verbal communication

Body language or non-verbal communication

So far we have concentrated on VERBAL and WRITTEN forms of communication. There is a third form of communication, which is very powerful – NON-VERBAL COMMUNICATION, or communication without words.

We are constantly sending messages to others through our body language. Our body language can either reinforce or contradict what we are saying; body language is a powerful way of sending messages about our activities and feelings. We need to be aware of our own body language, both in the workplace and in our personal lives. An understanding of body language can also help us understand better what others are thinking and feeling.

Some types of non-verbal communication are learned in a formal way, for example the sign language used by people whose hearing and speech are impaired.

In certain situations signals can replace speech when speech is impossible. The floor manager in a television studio, for example, will use hand signals to count down the seconds before going on air. Can you think of other workers or groups who might use signals?

7. Reading to develop vocabulary

- a) Read the six explanations of words below. Can you guess what these words might be? Write in your guesses.

_____ : To make something stronger

_____ : A quick look

_____ : Someone who reads the news on radio or television

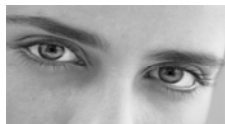
_____ : A machine that gives a signal to tell someone to start speaking

_____ : to often do a particular thing

_____ : looking dishonest

- b) Read the text once to get the general idea.

- c) Now read the text more carefully in order to find the six words which are explained above.



Eye Contact

Eye contact can be very powerful, either used by itself or to reinforce the spoken word. How often have you exchanged a 'knowing glance' with a friend – no words are spoken but you both know exactly what is meant? We have all seen examples of people who can establish order with just a look.

When we are watching the news on television, the newscaster seems to be looking directly at us. We feel that we are being spoken to personally and directly. If the autocue breaks down and the newscaster has to look down at the text, eye contact has been broken and we lose that feeling of being spoken to personally. It is the same in ordinary conversation. We depend on eye contact to keep the other person's attention. Eye contact also gives us feedback as to how the other person is thinking or feeling. If we do not look at the person who is speaking to us, they might accuse us of not listening.

If we do not maintain good eye contact in an interview situation, we tend to come across as shifty or dishonest. Can you explain why this is so?

On the other hand, in certain situations we might find it easier to talk to people if they are not looking directly at us. Give some examples of this.

Level: B1 / B2
Individual / pair

Focus on writing

8. Letters of complaint

a) Read the following letter of complaint and the language notes following it.

<p>School of Joy West Circular Road Dublin 88</p>
<p>Refuse Collection Department South Street Dublin 98</p> <p>December 8th 2009</p> <p>Dear Sir/Madam</p> <p>We are forced to write to you about the collection of grey bins in the area of our school. This morning for the third time in three weeks, the refuse collectors left a dreadful amount of rubbish – paper, ash, cans and bottles – on the footpaths of West Circular Road. This rubbish has been blowing all over the area. Children are stepping in it, and sometimes even slipping on it.</p> <p>It must be possible to collect rubbish without spreading half of it out on the streets. We would be most grateful if you could put this matter to right immediately.</p> <p>Yours faithfully</p>

Language notes:

Introducing the subject

I am writing because.....

... to draw your attention to...

... on the subject of...

Complaining

I must object to...

I must complain about...

I feel that something ought to be done/said about...

b) Using the sample letter and the language notes to help you, write a letter of complaint about one of the following:

- the cost of school books
- dogs running wild in your local park
- *think up a real situation yourself*

Answer key

1. Word building

b) Written communication: ~~speech~~

Verbal communication: ~~text~~

Non-verbal communication ~~talking~~

c) Written communication writing/text, letter, email

lack of communication/not speaking, answering with a grunt

channel of communication/voice, radio, TV, computer, telephone

verbal communication/ speaking, singing

barrier to communication/ noise, broken machines

non-verbal communication/ facial expression, gestures, posture

2. Matching

Column A	Column B
discussion	When people talk about something and tell each other their ideas or opinions.
debate	To discuss a subject in a formal way, with planning and preparation.
presentation	A talk giving information about something.
composition	A short piece of writing about a particular subject, done by a student.
Curriculum Vitae	A document which describes your qualifications and the jobs you have done.
interview	A meeting in which someone asks you questions to see if you are suitable for a job or course.

3. Vocabulary in use

- Each student will choose a subject and prepare a short **presentation** to deliver in front of the class.
- A **Curriculum Vitae (CV)** will usually give the following information: personal details, education, work experience, interests and hobbies.
- **Discussions** often happen quite naturally without planning, when you simply give your opinions on topics that come up in class.
- A **debate** is a type of contest and has winners and losers.
- You should listen carefully during an **interview** – sometimes we are so busy concentrating on the next question that we fail to listen properly.
- Students often have to write **compositions** in English exams.

4. Verb + preposition

We use communicate with: a person (his parents, her teachers etc.)

We use communicate by: to show *how* we communicate (by email, text etc)

- Irish people communicate **by** text more than other Europeans.
- She can't communicate **with** her friends because her mobile phone was stolen.
- He communicated his happiness **by** playing music.
- He communicated his anger **by** banging his head off the wall.

5. Using 'who'

c) Sample answers

A taxi driver is someone who drives taxis (for a living).

An artist is someone who paints (for a living).

A hairdresser is someone who cuts and styles hair (for a living).

A scientist is someone who uses science to discover more about the world.

A doctor is someone who treats patients.

d) a sales assistant.

6. Reading for the main idea

Verbal, written and non-verbal communication.

Communication without words.

Sign language, hand signals.

7. Reading to develop vocabulary

Reinforce, glance, newscaster, autocue, tend to, shifty