

# *Leaving Certificate Applied*

# English

## The Communications Media

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

<b>Levels</b>	Students' English language skills should be developed to <b>Level B1</b> during funded Language Support. Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
<b>Learning focus</b>	Using LCA English textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	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 3 (The Communications Media) 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 4 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: The Communications Media**

Vocabulary file (1) for the topic  
**The Communications Media**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
media			
mass media			
passive			
influence			
newspapers			
tabloids			
broadsheets			
target audience			
radio station			



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**LCA English: The Communications Media**

Vocabulary file (2) for the topic  
**The Communications Media**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
local radio			
current affairs			
soap opera			
reality television			
situation comedy (sitcom)			
cinema			
actor			
director			
audience			



## 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 TV programme
- My favourite film
- My favourite radio station

- 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.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LCA English: The Communications Media

Level: A2/B1  
Individual / pair

### Focus on vocabulary

#### 1. Word building

a) Study the definition

*the media/mass media*: television, newspapers, magazines, film and radio, considered as a group

Example: *The story has received lots of attention in the media.*

b) Check how much you know about the Irish media, by crossing out the word that doesn't belong. (If possible work in pairs).

#### Irish Newspapers

The Star

the Herald

the Irish Independent

RTE

#### Television Stations

RTE1

The Irish Times

TG4

RTE2

#### Radio Stations

Spin 103.8

TV3

Today FM

Phantom 105.2

#### 2. Jobs

Match a job in the box on the left with one of the media on the right. (The jobs can be used more than once).

- editor
- reporter
- journalist
- actor
- director
- presenter
- researcher
- camera crew
- sound engineer

- Television
- Radio
- Newspaper
- Film

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LCA English: The Communications Media

### 3. Matching

Match each word in Column A with a definition in Column B. Draw a line between them.

Column A	Column B
editorial	A television programme about the lives of a group of people that is broadcast several times every week.
target audience	A funny television programme that is about the same group of people every week in different situations.
talkback radio	The viewers/listeners at which the ad or programme is aimed.
soap opera	Where TV cameras constantly film a group of people who have been locked away together and are usually competing for a prize.
situation comedy (Sitcom)	An article in a newspaper that gives the opinion of the editor.
reality TV	Programmes where listeners can phone in and be heard on the radio.

### 4. Vocabulary in use

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

- All the producer of a \_\_\_\_\_ programme has to do is to sit back and wait for personality clashes and rivalries to develop.
- \_\_\_\_\_ also deal with social issues. There is open discussion among the characters of issues such as domestic violence and drug abuse.
- Listeners who phone in on \_\_\_\_\_ radio programmes seem to find it easy to talk about the, most personal details of their lives.
- The \_\_\_\_\_ writes the editorial setting out his/her own views on important issues.
- Different types of newspapers have different \_\_\_\_\_; they are aimed at particular groups of people.
- Irish TV stations import lots of American \_\_\_\_\_ such as Friends and Two and a Half Men.



Level: A2/B1  
Individual / pair

### Focus on grammar

#### 5. Talking tenses!

a) Read this paragraph from your book to check that you understand the main idea.



Radio has been with us since the beginning of the twentieth century. With the advent of television it was feared that its days were numbered. However, not only has radio survived: it has also gone from strength to strength, with more stations coming on air all the time.

Why is radio still so popular and how has it managed to survive?

Radio is portable – we can take it with us jogging, lying on the beach or driving in the car. The fact that radio is so accessible makes it a unique form of communication.

b) Now search for examples in the text for the verb forms: **has/have + -ed**

(there are four examples in the text, sometimes there is a word between the verbs)

\_\_\_\_\_

\_\_\_\_\_

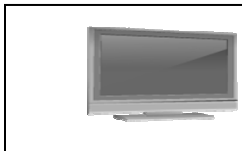
c) Now answer these questions?

- Did we have radio in the past?
- Do we have radio now?

We use **has/have + -ed** (*the present perfect tense*) to talk about the present result of a past action.

Or to talk about something that happened just a short time ago.

Write a paragraph about television, using the model above, and using some examples of the present perfect tenses.



Television *has been* with us since \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LCA English: The Communications Media

### 6. News Headlines!

a) News headlines are usually short – to catch our attention. The first sentence gives us more detail. Because the news is telling us what happened very recently, the present perfect tense is used. Below are some of the international news headlines on 8/9/09. Underline the examples of the present perfect tense which follow each headline.

#### **Miners killed in blast in China.**

Officials from the government's work safety office and the provincial government have arrived at the scene.

#### **Call for recount after Gabon poll**

Post-election violence has been evident in Gabon.

#### **Suicide bomber hits Baghdad mosque**

At least 15 people have been killed in a series of bomb attacks in Iraq

#### **McDonald's loses Mc trademark case**

McDonald's has lost a trademark case in Malaysia

#### **Slump in exports revealed**

A slump in exports has been revealed in Japan

b) Write out first sentences for the following (imaginary headlines)

#### **Man killed in fire**

---

#### **Irish family win Euro millions**

---

#### **Taoiseach resigns**

---

c) For homework. Either: listen to a news bulletin on radio or television and bring in examples of present perfect tenses. Or: look in a newspaper for examples.

Share the examples and study them in class together.

Level: B1 / B2  
Individual / pair

## Focus on reading

### 7. Reading and predicting

The title of a text will can give you lots of information before you read. Thinking about the subject before reading, makes reading easier. Look at the title of the text in the box and guess the answers to the questions. Then read the text to see if your predictions were right.

- What two things make a soap opera successful?
- What are soap operas usually about?
- What is the best ending for an episode of a soap opera?

#### What makes a Soap Opera successful?

Like any drama, if soap is to succeed it must have two essential ingredients: great characters and great storylines. In this sense, today's soaps are no different from the instalments written by Dickens over 150 years ago. Dickens was able to create marvellous characters; he was also a master story teller; building up the atmosphere and tension and leaving his readers with a 'cliff-hanger' at the end of each episode. Writers of modern soap operas use exactly the same techniques. However, soap opera is not written by just one person, this would be impossible given the amount of material that is needed. Scripts are written by a team of writers and editors and members of the team are constantly changing.

The writers still develop the same age old themes, such as love, jealousy, hatred and rivalry. These are the same themes that Shakespeare wrote about in his plays and that Dickens dealt with in his novels. The writers have to translate these themes into believable stories.

At the writer's meeting new storylines are agreed on and each writer goes away to concentrate on one story and one set of characters. Writers also have to make sure that each episode has a 'good' ending – very often a cliff-hanger. This will make sure that the viewers tune into the next episode.

**8. Reading to develop vocabulary**

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

\_\_\_\_\_ : when an organisation is established

\_\_\_\_\_ : a plan that gives events or activities and the times that they will happen.

\_\_\_\_\_ : someone whose job involves practical work with scientific or electrical equipment

\_\_\_\_\_ : not supporting or preferring any person group or plan more than others.

\_\_\_\_\_ : someone who reports news for television, radio or newspapers usually from another country.

\_\_\_\_\_ : a short news programme on radio or television.

- b) Read the text once to get the main idea of what it is about.  
 c) Now read the text more carefully in order to find the six words which are explained above.

**News and Current Affairs**

Since its foundation in 1926, RTÉ Radio has regarded news and current affairs programmes as a very important part of its schedule. Radio has an advantage over both newspapers and television when it comes to news reporting. Newspapers as we have already seen will always be several hours behind with the news because of the time involved in printing and distribution.

Television is a visual medium and camera crews and technicians have to be moved from place to place. The radio reporter simply needs a mobile phone and a tape-recorder; with the basic equipment he can phone in his story to the radio station from anywhere in the world.

RTÉ has to be impartial and objective in its reporting of the news, and in discussion programmes it must make sure that the different points of view are represented.

RTÉ Radio gathers news items in much the same way as a newspaper does. Reporters are employed who specialise in certain areas such as politics, business, law and sports.

The station also has correspondents based in different parts of the world. In the case of RTÉ the same reporters contribute to both radio and television news bulletins, and you will be familiar with some of the names and faces. Watch the main RTÉ news tonight and see if you can identify the reporters who work on the following: Politics, business, sports.

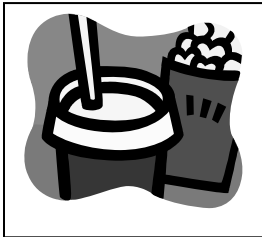
Level: B1 / B2  
Individual / pair

## Focus on writing

### 9. Writing a film Review

a) Two importance differences between an essay and a review:

1. The reviewer must comment on the performance (good or bad) as well as on the story and characters).
2. The reviewer must not tell the whole story; otherwise people will not be interested in going to see the film.



b) Study the plan of a film review.

**Title:** This should be catchy, and should show if the review is going to be positive or negative.

**Para 1:** Opening paragraph: start to summarise the film and give an early opinion on it.

**Para 2:** Continue the summary but don't give away the ending.

**Para 3:** Positive things you thought about the film. What did you like? Why? Use descriptive words. Think about the story and the setting. What about the music?

**Para 4:** Negative things you thought about the film. What didn't you like? Why?

**Para 5:** Talk about the characters. Did you like them? Did the actors play them well?

**Para 6:** Final comments. Who will like the film? Who won't? Give it a star rating out of 5.

c) Now write your own review! Think about a film that you loved or hated. Write a review for your class magazine. Use the plan above and the useful vocabulary in the box below.

Useful vocabulary:

directed by, starring, set in, spectacular visual effects, excessive violence, breathtaking, atmosphere, detail, scenery, wonderful, hilarious, plot twists, suspense, captivating, a moving portrayal of...

## Answer key

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LCA English: The Communications Media

### 1. Word building

Irish newspapers

RTE

Television stations

~~The Irish Times~~

Radio Stations

TV3

### 2. Jobs

Television: editor, reporter, actor, director, presenter, researcher, camera crew, sound engineer

Radio: editor, reporter, actor, director, presenter, researcher, sound engineer

Newspaper: editor, journalist, researcher

Film: editor, actor, director, camera crew, sound engineer

Note: You may wish to discuss some of these jobs with students. For example an editor in a newspaper has a different job to a film editor.

### 3. Matching

Column A	Column B
editorial	An article in a newspaper that gives the opinion of the editor.
target audience	The viewers/listeners at which the ad or programme is aimed.
talkback radio	Programmes where listeners can phone in and be heard on the radio.
soap opera	A television programme about the lives of a group of people that is broadcast several times every week.
situation comedy (Sitcom)	A funny television programme that is about the same group of people every week in different situations.
reality TV	Where TV cameras constantly film a group of people who have been locked away together and competing for a prize.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LCA English: The Communications Media

### 4. Vocabulary in use

- All the producer of a **reality TV** programme has to do is to sit back and wait for personality clashes and rivalries to develop.
- **Soap operas** also deal with social issues. There is open discussion among the characters of issues such as domestic violence and drug abuse.
- Listeners who phone in on **talkback radio** programmes seem to find it easy to talk about the, most personal details of their lives.
- The **editor** writes the editorial setting out his/her own views on important issues.
- Different types of newspapers have different **target audiences**; they are aimed at particular groups of people.
- Irish TV stations import lots of American **sitcoms** such as Friends and Two and a Half Men.

### 5. Talking tenses!

- b) examples of the present perfect (has/have + -ed)  
has been, has gone, has survived, has managed.

### 6. News Headlines

a) Have arrived

Has been

Have been killed (passive voice)

Has lost

Has been revealed (passive voice)

b) A man has been killed in a fire.

An Irish family has won the Euro millions lottery.

The Taoiseach has resigned from office.

### 7. Reading and predicting

great characters and great storylines

love, jealousy, hatred and rivalry

a cliff-hanger

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**LCA English: The Communications Media**

**8. Reading to develop vocabulary**

foundation

schedule

technician

impartial/objective

correspondent

bulletin