

Leaving Certificate

English

Paper 2 Comparative Texts

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

Learning Support	Vocabulary, key terms working with text and writing text	Pages 3-8, 11-13
Language Support	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-13
Subject class	Key vocabulary	Pages 3-8
Learning focus	Using English textbooks and accessing curriculum content and learning activities.	
Levels for Language Support students	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.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success, English Revision for Leaving Cert Ordinary Level</i> by Anne Gormley.	
Contents of this Unit	Keywords Vocabulary file Activating students' knowledge Focus on vocabulary Focus on grammar (<i>correcting errors</i>) Focus on reading Focus on writing (<i>describing the plot of a film</i>) Answer Key	Page 3 4, 5 6 7,8 9,10 11,12 13 14-16

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 *Comparative Texts* section of the Leaving Certificate Paper 2. 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 this unit is as follows:

Nouns

actor
appearance
audience
character
costume
description
dialogue
directions
drama
enjoyment
entertainment
example
expression
feelings
gesture
highlight
information
irony
lighting
(line of) thought
lines
make-up
meaning
memoir
movement
pace
passage
play
pleasure
posture
props
reader
scene
sense
sentences
show
stage
stance
style
summary
textbook
theatre
theme
tone
(train of) thought
understanding

vocabulary
voice
volume
words

Verbs

to absorb
to act
to appear
to begin
to create
to deliver
to describe
to develop
to dress
to enter
to explain
to explore
to exaggerate
to have (an idea)
to highlight
to imagine
to improve
to introduce
to know
to learn
to leave
to look
to pause
to play
to please
to read
to reread
to rewrite
to show
to skim
to speak
to start
to study
to summarise
to suppose
to take in
to tell
to think
to underline
to understand
to visualise

to watch
to write

must
will

Adjectives

accurate
appropriate
brief
casual
clear
common
complex
dramatic
essential
excited
facial
formal
important
informal
ironic
loud
personal
proper
quick
reasonable
significant
soft
well

Adverbs

descriptively
effectively

Other

- give reasons for your answer
- give your view
- take into account
- support your answer

NAME: _____ DATE: _____
LC English Paper 2: Comparative Texts

Vocabulary file (1) for the topic
Paper 2: Comparative texts

Word	Meaning	Page(s) in my textbook	Note
appearance			
audience			
character			
descriptions			
dialogue			
gesture			
highlight			
pleasure			
dramatic			



NAME: _____ DATE: _____
LC English Paper 2: Comparative Texts

Vocabulary file (2) for the topic
Paper 2: Comparative texts

Word	Meaning	Page(s) in my textbook	Note
tone			
to deliver (lines)			
to exaggerate			
to summarise			
to visualise			
accurate			
appropriate			
ironic			
significant			



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 writer**
- **My favourite book**
- **My favourite play**

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



All students should record vocabulary and terms from the spidergram in their personal dictionaries.

Language Level: B1
 Individual / pair

Focus on vocabulary

1. Matching

The following are key expressions from your text book. Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
comparative study	A bad person in a film, book etc.
hero/heroine	Feelings of nervousness, waiting for something to happen.
villain	A discussion of similarities and differences
theme	The type of society and the way people lived where the story happens.
social setting	The subject of a book, film, speech etc.
tension	Someone who does something brave or good which people respect or admire them for.

2. Missing words

The following sentences are taken from your textbooks. The 6 phrases from exercise 1 are missing. Check your understanding of the phrases by adding them to the gaps in the sentences.

- The _____ in this play is the father.
- _____ is an effective ingredient of good storytelling.
- Choose a text from your course that deals with a _____ that is universal.
- The _____ is Belfast in Northern Ireland in the twentieth century.
- Bessie Burgess seems to be the _____, as she gives her life protecting Nora.
- The notes in this book can be used for answering questions on both the in-depth study of a text, and the _____.

3. Vocabulary in use

Now write your own sentences using the key words.

theme _____

hero/heroine _____

villain _____

social setting _____

tension _____



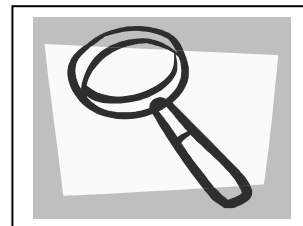
4. Characteristics of heroes and villains

Read the descriptions in the box below and **circle** those that describe a villain, and **put a line** under the words that describe a hero/heroine. Use your dictionary if you are not sure.

brave	hostile	
noble	loyal	
corrupt	violent	
humble	cold	kind
abusive	cruel	faithful
selfish	strong	determined
courageous		

Language Level: B1
Individual / pair

Focus on grammar



5. Finding and correcting errors

Before finishing your work, always read through it carefully and try to spot any errors. Practise by reading these sentences and finding the errors, and writing out what type of errors they are. The first one is done for you.

- a) The view was beuatiful and the sun was shining.

Spelling: beautiful _____

- b) I believe that women are equal of men.

- c) It's quiet hot in here.

- d) He did an interesting speech.

- e) He explained me how to get to the city centre.

- f) Our teacher is french and comes from Paris.

- g) Hurry, your going to be late!

- h) Mary was going into town, so I said I would go to.

- i) I didn't take much photographs.

6. Correcting a text

Now read the following sample answer to a question on the comparative study of texts. However, there are 10 errors in the text. Read through the sample answer and find the ten errors. If possible, work with a partner.

Sample Question:

Take two texts you have studied for your comparative course and compare the different social worlds represented in each text.

Sample Answer:

The texts I have chosen for this answer are the novel *Circle of Friends* by Maeve Binchy and the film *Cinema Paradiso*, directed by Giuseppe Tornatore.

The social world of the novel is dublin in the late fifties and early sixties. The novel gives a vivid insight into many different type of family, both rural and urban. The whole story centres on a group of friends who meet on University College Dublin as students. The social world is made up of parties and meeting for coffee and chats. We gain an insight into the middle classes in the background of Benny, one of the main characters. In the figure of eve, another central character, who was adapted by the nuns and reared in the convent, we see another social level. Jacks family is wealthy, as his father is a doctor, while Nan's parents are working class. There is a strong mixture of different social styles in the novel.

The social world of the film *Cinema Paradiso*, by contrast, is an small village in Sicily at the end of World War Two. The people in this small village in Sicily are simple and unsophisticated. They are enthralled by the cinema, and spend most from their leisure time enjoying a variety of films. Most of them are working class and come from a humble background.

We also sea the power of the parish priest who decides which films are suitable. Poverty is part of life in this village. Young Salvatore's father has obviously left his family and his wife is bring up the children on her own.

The social world changes as the story develops and we see the village become more prosperous. This prosperity does not lead to greater hapiness, however. The villagers become more discontented with life and more difficult to please.

Language Level: B1 / B2
Individual / pair

Focus on reading



7. Jigsaw reading

Below is a sample question and answer to a Leaving Certificate question. However we have jumbled the paragraphs!

- a. Read the 5 paragraphs to decide on the correct order (note: there is one paragraph on the next page).
- b. Discuss with a partner how you decided on the correct order. How does this help you with your own writing?

Question: *The most interesting relationships to read about are the ones that cause unhappiness to the people involved. Give your view of this statement. Support your answer by referring to key moments from two texts you have studied for your comparative course.*

Sample Answer:

1. The main relationship which causes a great deal of unhappiness is that between Gar and his father in the play *Philadelphia here I come!* In the novel *Lies of Silence*, the relationship between the central character, Michael Dillon, and his wife Moira, is one of the most interesting in the novel. In both texts there is undoubtedly a great deal of unhappiness for all characters.

2. Gar's mother died in childbirth and his father has never been able to face this fact. Furthermore, his father has retreated into a dull routine where he fails to engage in even the most basic means of communication. Father and son communicate through the medium of Madge, their housekeeper.

3. The texts which I propose to discuss for this answer are *Philadelphia, Here I Come!* by Brian Friel and *Lies of Silence* by Brian Moore.

4. It is the lack of real communication between himself and his father, which causes the main problem for Gar O'Donnell in *Philadelphia Here I Come!* Gar is determined that all his problems will be solved by going to Philadelphia. There is no communication between himself and his father and for that reason Gar feels like a failure in Ballybeg and repeatedly condemns the place. This sense of failure and this inability to communicate with his only living parent causes Gar to feel frustrated and deeply unhappy.

5. On the other hand, in the novel *Lies of silence*, Michael Dillon is having an affair with a young girl called Andrea, unknown to his wife Moira. Early on in the novel, Moira is taken prisoner and her life is endangered when the IRA break into her house and threaten her and her husband. She escapes, but spends her time attempting to revenge herself on the IRA. In reality, she is deeply upset because of her husband's betrayal. She has discovered the truth about his mistress. For most of the novel, we witness Michael caught in a dilemma between deciding to inform on the IRA or forget about the whole thing. Michael is deeply unhappy with this situation. Unfortunately, he delays, and because he is unable to make up his mind, he is murdered at the end of the story.

8. Reading to put sentences in order.

In this sample answer, we have given you the **first sentence** in each of the two paragraphs. You must reorder the other sentences.

Question:

Tension is an effective ingredient of good story telling. Show how this statement is true of one text on your course.

Sample Answer:

Paragraph 1: A state of tension is effectively built up throughout the film *Witness*, directed by Peter Weir.

- For that reason, Book seeks refuge in an Amish community.
- He is forced to go on the run because of the murder of a police officer by another policeman over narcotics and money.
- In this film, John Book finds himself alone in a corrupt police force.
- Book knows that the head of the police force is involved in shady dealings involving money laundering and illicit drug deals.

Paragraph 2: McFee and Schaeffer, the two police officers involved, discover where he is and hunt him down with guns.

- Book survives because of his ingenuity.
- Tension is built up when we realise that Book is in a barn without any weapon to protect him, while outside the police have the barn surrounded.
- He then shoots Mc Fee with the gun he has taken from the man he has killed.
- He manages to lure one of the men into the barn and drown him with a vast shower of grain.

LC English Paper 2: Comparative Texts

Language Level: B1 / B2
Individual / pair

Focus on writing

9. In a letter to a friend, you want to tell him/her about a film you went to – a film with a powerful story.

Using no more than 150 words write out the story of the film as clearly as possible.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Remember: *Always reread your work and check it for errors. Find the errors yourself; don't wait for the teacher or examiner to find them!*

Answer key

1. Matching

Column A	Column B
Comparative study	A discussion of similarities and differences.
Hero/heroine	Someone who does something brave or good which people respect or admire them for.
Villain	A bad person in a film, book etc.
Theme	The subject of a book, film, speech etc.
Social setting	The type of society and the way people lived where the story happens.
Tension	Feelings of nervousness, waiting for something to happen.

2. Missing words

- The **villain** in this play is the father.
- **Tension** is an effective ingredient of good storytelling.
- Choose a text from your course that deals with a **theme** that is universal.
- The social setting is Belfast in Northern Ireland in the twentieth century.
- Bessie Burgess seems to be the **heroine**, as she gives her life protecting Nora.
- The notes in this book can be used for answering questions on both the in-depth study of a text, and the **comparative study**.

4. Characteristics of heroes and villains

Hero/heroine: brave, noble, loyal, humble, kind, faithful, strong, determined, courageous

Villain: hostile, corrupt, violent, cold, abusive, cruel, selfish

5. Grammar - finding and correcting errors

- a) The view was beautiful and the sun was shining.
Spelling: beautiful
- b) I believe that women are equal of men.
wrong preposition – equal **to**
- c) It's quiet hot in here.
wrong word – **quite** hot
- d) He did an interesting speech.
Wrong verb – **made** an interesting speech
- e) He explained me how to get to the city centre.
missing preposition – explained **to** me
- f) Our teacher is french and comes from Paris.
Capital letter - **French**

g) Hurry, your going to be late!

You are (you're) not your

h) Mary was going into town, so I said I would go to.

Too, not to

i) I didn't take much photographs.

Many photographs (the word photographs is plural and countable)

6. Correcting a text

Sample Answer:

The texts I have chosen for this answer are the novel *Circle of Friends* by Maeve Binchy and the film *Cinema Paradiso*, directed by Giuseppe Tornatore.

The social world of the novel is **1. Dublin** in the late fifties and early sixties. The novel gives a vivid insight into many different type of family, both rural and urban. The whole story centres on a group of friends who meet **2. in** University College Dublin as students. The social world is made up of parties and meeting for coffee and chats. We gain an insight into the middle classes in the background of Benny, one of the main characters. In the figure of **3. Eve**, another central character, who was **4. adopted** by the nuns and reared in the convent, we see another social level. **5. Jack's** family is wealthy, as his father is a doctor, while Nan's parents are working class. There is a strong mixture of different social styles in the novel.

The social world of the film Cinema paradise, by contrast, is **6. a** small village in Sicily at the end of World War Two. The people in this small village in Sicily are simple and unsophisticated. They are enthralled by the cinema, and spend most **7. of** their leisure time enjoying a variety of films. Most of them are working class and come from a humble background.

We also **8. see** the power of the parish priest who decides which films are suitable. Poverty is part of life in this village. Young Salvatore's father has obviously left his family and his wife is **9. bringing** up the children on her own.

The social world changes as the story develops and we see the village become more prosperous. This prosperity does not lead to greater **10. happiness**, however. The villagers become more discontented with life and more difficult to please.

7. Jigsaw reading

The correct order of paragraphs is:

3. (This introduces the answer by naming the texts which the writer has chosen to discuss).
1. (General introduction to both texts).
4. 2. (Detailed answer on one of the texts).
5. (Detailed information on second text, introduced by the phrase 'On the other hand', so we know that this discussion comes second).

8. Reading to put sentences in order

Answer:

A state of tension is effectively built up throughout the film Witness, directed by Peter Weir. In this film, John Book finds himself alone in a corrupt police force. He is forced to go on the run because of the murder of a police officer by another policeman over narcotics and money. Book knows that the head of the police force is involved in shady dealings involving money laundering and illicit drug deals. For that reason, Book seeks refuge in an Amish community.

McFee and Schaeffer, the two police officers involved, discover where he is and hunt him down with guns. Tension is built up when we realise that Book is in a barn without any weapon to protect him, while outside the police have the barn surrounded. Book survives because of his ingenuity. He manages to lure one of the men into the barn and drown him with a vast shower of grain. He then shoots Mc Fee with the gun he has taken from the man he has killed.