

# Leaving Certificate

# English

## Paper 2: Study of a Single Text

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

<b>Learning Support</b>	Vocabulary, key terms working with text and writing text	Pages 3-8, 11-14
<b>Language Support</b>	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-14
<b>Subject class</b>	Key vocabulary	Pages 3-8
<b>Learning focus</b>	Using English textbooks and accessing curriculum content and learning activities.	
<b>Levels for Language Support students</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>Acknowledgement</b>	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.	
<b>Contents of this Unit</b>	Keywords Vocabulary file Activating students' knowledge Focus on vocabulary Focus on grammar <i>(adjectives to describe personality)</i> Focus on reading Focus on writing <i>(writing character descriptions)</i> Answer Key	<b>Page</b> 3 4, 5 6 7.8 9.10  11,12,13 14 15-17

## Using this unit

### Learning support, language support and mainstream subject class

The sections *Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for **Learning Support**.

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

*Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for use in **Learning Support**, **Language Support** and **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 the *Study of a single text*, from paper 2 of the Leaving Certificate exam. 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

agreement  
answer  
argument  
aspects  
attitude  
central character  
characters  
characteristics  
climax  
comparative study  
comparison  
comprehension  
conclusion  
decision  
description  
example  
extract  
features  
fiction  
hero  
heroine  
images  
issues  
literature  
memory  
motivation  
narrative  
nouns  
novel  
pace  
passage  
play  
plot  
points  
position  
problems  
quote  
quotation  
references  
relationships  
resolution  
rule  
setting

social setting  
stance  
(state of) tension  
texts  
theme  
things  
tone  
verbs  
villain  
writer

### Verbs

to answer  
to agree  
to ask  
to build up  
to communicate  
to complete  
to continue  
to deal (with)  
to decide  
to describe  
to disagree  
to discuss  
to expand  
to explain  
to feel  
to fill  
to focus  
to give  
to handle  
to have  
to hear  
to identify  
to imagine  
to justify  
to know  
to learn  
to look  
to make  
to open  
to outline  
to point

to quote  
to read  
to remember  
to rephrase  
to reply  
to reread  
to rewrite  
to seem  
to sound  
to stare  
to study  
to suppose  
to tell  
to treat  
to turn  
to write

### Adjectives

central  
deep  
definite  
descriptive  
effective  
essential  
good  
high  
important  
in-depth  
interesting  
main  
reflective  
relevant

### Adverbs

effectively

### Useful phrases

- give reasons for your answer
- support your answer

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC English Paper 2: Study of a Single Text

Vocabulary file (1) for the topic  
**Study of a single text**

Word	Meaning	Page(s) in my textbook	Note
climax			
character			
conclusion			
fiction			
hero			
heroine			
motivation			
narrative			
theme			



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC English Paper 2: Study of a Single Text

Vocabulary file (2) for the topic  
**Study of a single text**

Word	Meaning	Page(s) in my textbook	Note
pace			
passage			
quotation			
tension			
villain			
to identify			
to justify			
to reply			
to rephrase			



## 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 hero

### My favourite villain

- 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. Missing words

The following sentences are taken from your textbooks. First, check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

The study of a single text.

In this section you must:

- Know the main features or characteristics of the \_\_\_\_\_ well.
- Study the \_\_\_\_\_ and how it develops in the text.
- Know how language and \_\_\_\_\_ are used to serve the writer's purpose.
- Study key \_\_\_\_\_ that describe the motivations of the characters and the attitude of the writer to both the characters and the issues that are treated in the text.

imagery	central characters	quotes	plot
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### 2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are not sure.

rewrite \_\_\_\_\_

evidence \_\_\_\_\_

paragraph \_\_\_\_\_

organise \_\_\_\_\_

rough draft \_\_\_\_\_

essay \_\_\_\_\_



### 3. Matching

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

Column A	Column B
conflict	Relate it to someone or something.
dilemma	The final part of something (also, the opinion you have after considering everything).
reference	A serious disagreement.
character portrait	A book or film with an exciting story, often about crime.
thriller	A description of a person's qualities and personality.
conclusion	When you have to make a difficult choice about two things you could do.

### 4. Vocabulary in use

Check your understanding of the key words from Exercise 3 by fitting them into the sentences below.

- Outline clearly some of the \_\_\_\_\_ which Michael Dillon is forced to face in the novel.
- The novel is based on a central \_\_\_\_\_ between two different types of people. Write a note on this.
- What type of person was Alec's mother? Make \_\_\_\_\_ to the novel to support your answer.
- Draw a \_\_\_\_\_ of Major Glendinning.
- Do you consider that the opening chapters of the novel set the scene well? In your answer take into account the fact that the novel is written as a \_\_\_\_\_.
- Show how the conflict is resolved at the \_\_\_\_\_ of the novel.

**Make a note of the following verb + noun combinations:**

*to face* a dilemma  
*to resolve* a conflict

*to draw* a conclusion  
*to reach* a conclusion



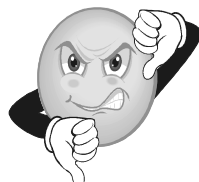


Language Level: B1  
 Individual / pair

## Focus on grammar

### 5. Nouns and adjectives

When discussing characters in a novel film or play, you need to be able to describe their personality. In the table you will find ten negative character traits. Using your dictionary to help you, write in the adjective connected to the noun, and make sure you understand the meaning.



Noun	Adjective	Meaning in my language
vanity	<i>vain</i>	
arrogance		
shyness		
hypocrisy		
selfishness		
meanness		
dishonesty		
stubbornness		
aggressiveness		
possessiveness		

### 6. Writing sentences.

Select at least six adjectives from the list above and put them into sentences. Putting the words into sentences will help you to remember them.

Example:

#### Vain

The wicked witch was a very vain woman who spent all day looking at herself in the mirror.



### 7. Nouns and adjectives continued

In the table below you will find ten positive character traits. Using your dictionary to help you, write in the adjective connected to the noun, and make sure you understand the meaning.

Noun	Adjective	Meaning in my language
compassion	<i>compassionate</i>	
tolerance		
sincerity		
modesty		
patience		
imagination		
generosity		
courage		
humility		
creativity		

### 8. Writing sentences.

Select at least six adjectives from the list above and put them into sentences. Putting the words into sentences will help you to remember them.

Example:

#### Compassionate

He was a very *compassionate* man who spent most of his life helping others and sharing whatever he had.



(For more practice, turn to the writing section on page 13)

Language Level: B1 / B2  
Individual / pair

## Focus on reading

### 9. Reading Comprehension

Read the opening paragraphs of an essay describing the story of the film *Billy Elliott*. Then read the three questions below. Read the text again, and then discuss your answers with other students.

**Billy Elliott directed by Stephen Daldry** (2010 and 2011 exams)

#### The story

The opening sequence of the film shows a hand turning a record on a machine and we hear the words of a song, 'I was dancing when I was twelve'. Then Billy jumps up and down on the screen. The next scene shows us Billy dressed in sports shorts and preparing breakfast in an untidy kitchen. Billy discovers his granny has gone wandering so we see him leave the house to find her and bring her back.

We next see a group of policemen lining up with armoury for attack and we realise that the miners are on strike and are fighting with the police. Billy's father and brother, Tony, are both miners and are on strike. Billy spends time playing the piano, which was obviously a favourite pastime of his mother, who is dead.

Billy heads off for the boxing club and meets his friend Michael, who clearly has no interest in boxing. It turns out that the hall is shared by a ballet class and a boxing group. Billy does not like boxing and we see he is becoming fascinated by the ballet. When the boxing is over, Billy wanders into the ballet class and is totally captivated. The teacher, Mrs Wilkinson, throws a pair of ballet shoes at him and says, 'I dare you'. Billy slowly puts them on and begins to practise with all the girls. At the end of the class he leaves. Mrs Wilkinson follows him in the car with her young daughter and tells him he has the potential to become a ballet dancer.

- a. What do you learn about Billy? (his parents, his life)
- b. What are the differences between boxing and ballet?
- c. What do you think is going to happen next in the film? Make a prediction.

(To find out the answer to c., the best thing to do is watch the film! If not, your teacher might tell you).

## 10. Guessing the meaning of words in a text

- Read the text first to get the main idea.
- The text contains words which may be new to you. We have underlined 5 of these. Do the exercises 1-5 to help you guess the meanings of these words from the context (*the situation where you see the words*).

### The Grapes of Wrath by John Steinbeck (2010 and 2011 exams)

#### Social Setting

The novel is set in the United States, specifically Oklahoma and California, in the 1930s. The story is based on the Great Depression, which occurred as a result of drought and caused a great deal of poverty and suffering.

Much of the story traces the path of migrant farmers who are forced to leave their farms because of large banking corporations who need the land to make more money.

The camps where many of the families settle when they reach California are called 'Hoovervilles'; this name came from President Hoover. They are filthy, cramped and impoverished places.

They manage to get temporary work picking peaches or cotton. There is no sustained work offered to the migrants and control of the economy is kept in the hands of a small number of people. Exploitation is rampant in this society. There are hints that the people will rise up against injustice and evil. The title of the novel becomes an ironic metaphor for the seeds of hatred and anger growing in people's minds as a result of this unjust situation.

#### 1. drought

This caused suffering and poverty. Is drought a good thing?

Select the most likely meaning:

- a) a long period without rain
- b) a long period of happiness
- c) a long period of sunshine

#### 2. migrant farmers who are forced to leave their farms

Select the most likely meaning:

- a) someone who goes to a different place in order to find adventure
- b) someone who goes to a different place in order to find work
- c) someone who goes to a different place in order to find love

3. They are **filthy**, cramped and impoverished places.

Is filthy likely to be positive or negative in meaning?

Select the most likely meaning:

- a) extremely high
- b) extremely cold
- c) extremely dirty

4. There is no **sustained** work...

Is this likely to be a good thing or a bad thing?

Select the most likely meaning:

- a) continuing for a period of time
- b) well paid
- c) easy

5. Exploitation is **rampant**

Exploitation (*not paying or rewarding someone enough for something*)

Do you think there is a little or lot of exploitation?

Select the most likely meaning:

- a) rare, not happening often
- b) happening once or twice
- c) growing or spreading quickly

Language Level: B1 / B2  
Individual / pair

## Focus on writing

### 11. Writing about character

1) Write down the personal characteristics (good and bad) that you would expect to find in these people:

- a. a hero
- b. a villain
- c. a politician
- d. a teacher

If possible, compare your words with another student's.

2) Think about your favourite book. This can be something you read recently or a story from when you were little.

Write a paragraph answering one the following questions. (Remember to use some of the adjectives from exercises 5-8).

**Which character did you admire most in (*your title*)?**

**Explain your choice by reference to the novel/story.**

**OR**

**If you were asked to play the part of one of the characters from (*your title*) in a new film adaptation of the novel/story, which character would you choose?**

**Explain your choice by reference to the novel/story.**

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## Answer key

### 1. Missing words

The study of a single text.

In this section you must:

- Know the main features or characteristics of the **central characters** well.
- Study the **plot** and how it develops in the text.
- Know how language and **imagery** are used to serve the writer's purpose.
- Study key **quotes** that describe the motivations of the characters and the attitude of the writer to both the characters and the issues that are treated in the text.

### 3. Matching

Conflict	A serious disagreement.
Dilemma	When you have to make a difficult choice about two things you could do.
Reference	Relate it to someone or something.
Character portrait	A description of a person's qualities and personality.
Thriller	A book or film with an exciting story, often about crime.
Conclusion	The final part of something (also, the opinion you have after considering everything).

### 4. Vocabulary in use.

- Outline clearly some of the **dilemmas** which Michael Dillon is forced to face in the novel.
- The novel is based on a central **conflict** between two different types of people. Write a note on this.
- What type of person was Alec's mother? Make **reference** to the novel to support your answer.
- Draw a **character portrait** of Major Glendinning.
- Do you consider that the opening chapters of the novel set the scene well? IN your answer take into account the fact that the novel is written as a **thriller**.
- Show how the conflict is resolved at the **conclusion** of the novel.

**5. Nouns and adjectives – negative**

<b>Noun</b>	<b>Adjective</b>
vanity	<i>vain</i>
arrogance	<i>arrogant</i>
shyness	<i>shy</i>
hypocrisy	<i>hypocritical</i>
selfishness	<i>selfish</i>
meanness	<i>mean</i>
dishonesty	<i>dishonest</i>
stubbornness	<i>stubborn</i>
aggressiveness	<i>aggressive</i>
possessiveness	<i>possessive</i>

**7. Nouns and adjectives – positive**

<b>Noun</b>	<b>Adjective</b>
compassion	<i>compassionate</i>
tolerance	<i>tolerant</i>
sincerity	<i>sincere</i>
modesty	<i>modest</i>
patience	<i>patient</i>
imagination	<i>imaginative</i>
generosity	<i>generous</i>
courage	<i>courageous</i>
humility	<i>humble</i>
creativity	<i>creative</i>

**9. Reading Comprehension**

Answers might contain some of the following points:

- Billy likes music, he looks after his grandmother, his father and brother are miners, he likes music, his mother is dead, his mother used to play piano, he has a friend, he is not interested in boxing, he becomes interested in ballet.
- Ballet is typically for girls, boxing for boys. Ballet is artistic, and boxing aggressive. Boxing is seen as a working class hobby, ballet is more a middle or upper class hobby.



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**LC English Paper 2: Study of a Single Text**

**10. Guessing the meaning of words in a text**

drought – a long period without rain

migrant - someone who goes to a different place in order to find work

filthy – extremely dirty

sustained – continuing for a period of time

rampant – growing or spreading quickly