

Junior
Certificate
School
Programme



Exploring Student Workbook

by Aideen Doyle



An Roinn Oideachais
agus Scileanna
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Exploring

STUDENT WORKBOOK

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This workbook has been designed to support teaching and learning. It is not, of course, envisaged that students would have to complete every question.

EXPLORING

This workbook is divided into the following sections:

Section 1: Exploring Me

Overview: This section allows you to write about yourself, people who are important to you and the area where you live.

- Exercise 1: Writing about yourself
- Exercise 2: Memories
- Exercise 3: Autobiographical writing
- Exercise 4: Relationships
- Exercise 5: Researching my area
- Learning log

Section 2: Exploring others

Overview: Exploring others allows you to read and write about inspiring people.

- Exercise 1: Conor Mc Gregor Case study
- Exercise 2: Feature article preparation
- Exercise 3: Local celebrity interview with....
- Exercise 4: Learning log

Section 3: Exploring literature

Overview: Exploring literature helps you understand, discuss and write about characters in literature.

- Exercise 1: Exploring characters from literature
- Exercise 2: Character Facebook profile
- Exercise 3: Discussing a theme or issue
- Exercise 4: Researching my novel
- Learning log

Section 4: Exploring language

Overview: This final section will allow you to understand how we use language and explore digital writing

- Exercise 1: Language observation sheets 1,2 and 3
- Exercise 2: Understanding paragraphs
- Exercise 3: How to write a blog 1 and 2
- Learning log

At the end of the workbook there is a **Toolkit** where you will find some examples of adjectives, adverbs and sentence starters you can use to add to your work

SECTION 1: EXPLORING ME

**All About Me
Writing about yourself**

Photo of myself



Photo comment

Capturing the moment

Write five sentences about this photo. Consider when the photo was taken, where it was taken, what you were wearing and how you were feeling at the time the photo was taken.

SECTION 1: EXPLORING ME

Oral activity
Tell the class about yourself

Writing about me

Date :

Write five sentences about your physical appearance (hair colour, eyes, face, height etc).
You can use the adjective sheet at back of workbook.

For example: I am very tall with long black wavy hair. My eyes are dark brown.

Write five sentences about your personality. For example, you might describe yourself as being quiet, loud, funny, friendly, shy...

For example: I am not your typical 13 year-old. I'm actually quite mature for my age.
You can use the personality adjective sheet.

SECTION 1: EXPLORING MEOral activity
Tell your neighbour

Read the poem *Mid-Term Break* by Seamus Heaney. As you are reading, think carefully about the kind of language the poet is using and the scene he is trying to create.

Answer the questions below.

1. What do you think of when you think of Mid-Term Break?

2. Who are the characters in this poem?

3. What exactly has happened?

4. Which word in the first stanza hints that this is a poem about death?

SECTION 1: EXPLORING ME

5. What is strange about events in the first stanza?

6. What are the boy's feelings towards his parents in the poem?

7. The boy seems surprised at the way the neighbours speak to him. Why?

8. What is the usual function of an ambulance? In what way is it used in this poem?

9. Why do you think he does not go to see his brother immediately?

SECTION 1: EXPLORING ME

10. Why do you think the word smoothed is used?

11. Why do you think he uses the noun "Poppy" as an adjective to describe the bruise?

12. Why is the last line by itself?

13. What is the tone of the last seven lines?

14. Comment on the use of alliteration in the last seven lines.

SECTION 1: EXPLORING ME

**15. Everything in this poem seems to be upside down, in what way?
How does it affect the poem?**

16. What do you think is the saddest or most moving line in the poem?

**17. What did you think of this poem? How did it make you feel?
(Use lines from the poem to help you).**

Select three images the poet uses to share the sorrow of his memory with us and explain why you have chosen them.

Listen to Seamus Heaney reading the poem on Youtube.

Name another famous poet you have heard of.

SECTION 1: EXPLORING ME**Relationships 1**

Select two special relationships and write about them.

Relationship 1:

Example: I have a really close relationship with my nanny. She is kind, warm and loving.

Relationship 2:

SECTION 1: EXPLORING ME**Researching my area**

1. Google your county and find a media broadcast related to your county.
2. Now find the broadcast on Youtube.
3. Watch the broadcast.

4. Complete the following:

Narrator/reporter:

Video/clip location:

Camera angle:

Language:

5. Comment on the broadcast (Write 5-10 sentences)

Ideas: I located this video on youtube. The video lasts 6 mins. The main content is...

Key words: narrator, reporter, clip, location, cinema angle...

SECTION 1: EXPLORING ME

Reflecting on my learning

Use the following template to record any new vocabulary, quotes, phrases or any other exciting information. You can use what you have learned to improve your writing.

New vocabulary	Words/phrases/images I liked	My thoughts on what I have read, heard, written and spoken about so far	Quotes	How I will improve my work

SECTION 2: EXPLORING OTHERS**Overview**

Now that you have explored yourself, key moments in your life and important relationships you are ready to explore others.

Using Conor McGregor as a case study you will explore the article below on Conor McGregor.

This will help you write a similar article about a classmate.

Reading the article that follows will assist you as you will see how journalists structure articles:

Read the following feature article in The Irish Times about Conor McGregor.

<http://www.irishtimes.com/life-and-style/people/uncaged-the-fashion-sense-of-a-fighter-1.1720969>

Watch the following documentary on Youtube.

<http://www.thescore.ie/conor-mcgregor-documentary-3-1363822-Mar2014/>

SECTION 2: EXPLORING OTHERS**Feature Article preparation**

This section is an opportunity for you to get to know your classmates and write an article.

Interview a partner and complete the details below

Name: _____

Age: _____

Gender: _____

Born: _____

Lives: _____

Family: _____

School: _____

Likes: _____

Dislikes: _____

Interests: _____

Currently reading: _____

Currently watching: _____

Hangouts: _____

Passion: _____

Pet Hates: _____

Future: _____

Find and read an article about a celebrity. As you are reading it think about how journalists structure articles.

SECTION 2: EXPLORING OTHERS**Local celebrity interview with...****Article Template**

Having found and read an article about a celebrity complete as many of the details below as you can.

Headline: _____

Paragraph 1**Factual details:**

Age: _____

Background: _____

Occupation: _____

Paragraph 2

Interests: _____

How he or she became interested in the area: _____

Paragraph 3

Likes: _____

Dislikes: _____

Paragraph 4

What he/she is reading: _____

What he/she is watching: _____

Paragraph 5

Favourite food: _____

Social networking hangouts: _____

SECTION 2: EXPLORING OTHERS

Reflecting on my learning

Use the following template to record any new vocabulary, quotes, phrases or any other exciting information. You can use what you have learned to improve your writing.

New vocabulary	Words/phrases/images I liked	My thoughts on what I have read, heard, written and spoken about so far	Quotes	How I will improve my work

SECTION 3: EXPLORING LITERATURE**Overview**

So far you have explored yourself and others. Now it's time to explore characters from books, plays and poems and their lives, relationships and experiences.

People: Appearance and personality

Select a character from a text you are studying and complete the following:

1. A detailed description of your chosen character's physical appearance:

2. Now write about your chosen character's personality (See the adjective sheet in the Toolkit at the end of this workbook for examples of adjectives you could use):

SECTION 3: EXPLORING LITERATURE

Using what you have written about the character you have chosen, create an imaginary Facebook page for them.

Character Facebook Profile

Status: _____

Likes: _____

Recent posts: _____

Relationship status: _____

Friends: _____

Current location: _____

Music: _____

Interests: _____

Tags: _____

SECTION 3: EXPLORING LITERATURE**Theme****Theme/ Issue:**

Write down what you think the words above mean:

Look up the meaning of the word "theme" and write down its definition

With a partner, circle any of the themes in the list below that you have come across in any of the texts you have studied:

love friendship racism death isolation motherhood war injustice

greed growing up religion poverty youth family

Think

Describe how this theme is introduced in one of the texts you have studied.

SECTION 3: EXPLORING LITERATURE

Researching a novel

Novel title: _____

Author: _____

Location: _____

Google maps: _____

Weather: _____

Main language: _____

Rural or urban: _____

Other information: _____

Describe why you would or would not recommend this novel to a friend

SECTION 3: EXPLORING LITERATURE

Reflecting on my learning

Use the following template to record any new vocabulary, quotes, phrases or any other exciting information. You can use what you have learned to improve your writing.

New vocabulary	Words/phrases/images I liked	My thoughts on what I have read, heard, written and spoken about so far	Quotes	How I will improve my work

SECTION 4: EXPLORING LANGUAGE

Language observation worksheets

Audience	Format	Style	Personal
young children parents teenagers middle aged women/men	letter narrative speech play dialogue poem	informal formal casual colloquial fanciful	entertaining thought-provoking warming unusual difficult

Select any piece of writing and complete the following grid

What is the purpose of the piece?	
You are the audience. Write down other age groups as possible audiences:	
What format has been used for this piece of writing?	
Comment on the writer's style	
What are your personal thoughts on the piece?	

SECTION 4: EXPLORING LANGUAGE**Language observation sheet 2**

Using the example you chose and the answers you wrote in the grid complete the following sentences

1. The purpose of this piece of writing is

2. In my opinion the audience is

3. Writing is in a

4. The style of the piece is

5. This piece of writing appeals to me as

SECTION 4: EXPLORING LANGUAGE

Peer comment: _____

Language observation sheet 3

Challenge yourself. You have five minutes to select five verbs, five adjectives, five nouns, five personal pronouns and five connectives from a selected piece of writing.

Verbs	Adjectives	Nouns	Personal pronouns	Connectives

Hints:

A verb is a doing word. Example: Tom walks to school every day.

An adjective is a describing word. Example: Luke has dark brown hair.

A noun is a person, place or thing. Example: Zoe lives in a house in Dublin.

A personal pronoun tells you who is speaking, spoken to or spoken about. **Example: I, me, we, us, you, she, he, it, they, her, him and them.**

A connective joins two parts of a sentence, ideas or paragraphs together. **Example: and, but, moreover, too, also, before, next, likewise, equally.**

SECTION 4: EXPLORING LANGUAGE**Paragraphs****Blogs**

What is a blog? A blog is an online diary that is regularly updated. Entries vary in length but are usually short. Bloggers write about everything from food to fashion. Followers of blogs can leave comments.

Write your own blog in five easy steps:

1. Decide what you are going to write about. For example it could be about (sport, food, fashion, beauty, music, gaming etc)
2. Select a name for your blog. The title of your blog could be, A complete guide to..., Secrets to..., Tips for busy...
3. Create a mind map on your selected topic to generate ideas.
4. Write your first blog post.
5. Pass your post to your neighbour to write a comment.

Blogging topics:

Sport, beauty, fashion, food, travel and subject blogs.

Research blogs by Googling the blog topics above.

Digital opportunity:

Visit *www.blogger.com*

www.wordpress.com

www.writing.ie

and follow the instructions on writing a blog

SECTION 4: EXPLORING LANGUAGE

Here is an example of a section of a blog

Blog title: Bebeautiful
First post: Hi, I'm Sarah another beauty blogger. My blog is called Bebeautiful because I love sharing my beauty tips.
Second post: <i>January blues:</i> Feeling low and poor after the holiday season? I have the perfect solution. Treat your skin to a 30 minute pampering session. 1. Go to your kitchen press and find a jar of honey. 2. Place two tablespoons of honey in a small container. 3. Rub honey on clean skin and relax for thirty minutes. 4. Wash off with tepid water and enjoy your nourished skin. Comment: Hi Sarah. Thank you for the tip. My skin is most definitely glowing following my honey mask. <i>Sinead</i> Reply: Sinead, glad you took my advice. Keep a close eye on my blog for more beauty tips.

Select a character from a novel, play or film you are studying. Imagine that they have decided to write a blog.

Name: _____ **Date:** _____

Example: How dare a Montague gate-crash my uncle's party? Seriously, the utter cheek of Romeo. He is my enemy and always will be. My blood boils as I write this blog.

Can you guess who wrote the above blog?

SECTION 4: EXPLORING LANGUAGE

Now start writing your own character blog. Remember this is where you write as if you are that person.

Name:	Date:

SECTION 4: EXPLORING LANGUAGE

Reflecting on my learning

Use the following template to record any new vocabulary, quotes, phrases or any other exciting information. You can use what you have learned to improve your writing.

New vocabulary	Words/phrases/images I liked	My thoughts on what I have read, heard, written and spoken about so far	Quotes	How I will improve my work

SECTION 4: EXPLORING LANGUAGE

Toolkit

In this section you will find examples of language that you may find useful in your writing or discussions.

Adjectives for descriptive writing or describing characters/ people

Describing characters

aggressive	blunt	charitable	deranged	elegant
ambitious	bold	chivalrous	determined	energetic
amiable	boisterous	compliant	deceitful	enigmatic
anxious	bombastic	conceited	decent	entertaining
arrogant	caring	conscientious	defiant	enthusiastic
assertive	carefree	confident	diligent	feeble
astute	candid	considerate	dishonest	flippant
avaricious	cantankerous	contrary	disrespectful	formidable
bashful	capricious	convincing	dour	frank
belligerent	casual	cranky	dynamic	frugal
benevolent	cautious	creative	eccentric	gallant
generous	hyperactive	knowledgeable	narrow minded	patient
genial	ignorant	level headed	neurotic	persistent
gentle	immature	loathsome	obdurate	pessimistic
gregarious	impatient	malicious	obedient	phlegmatic
grotesque	inconsiderate	malingering	obliging	placid
heroic	independent	mature	obstinate	pompous
hostile	insensitive	meek	obnoxious	precocious
humane	irritating	modest	optimistic	prickly
humble	jaunty	miserly	outspoken	proud
humorous	jovial	mournful	overbearing	pugnacious
pusillanimous	responsible	sensitive	surly	unpredictable
quarrelsome	rowdy	sharp	sympathetic	unruly
reckless	ruthless	spiteful	temperamental	unscrupulous
repulsive	sarcastic	squeamish	tenacious	vain
resilient	scheming	stern	thoughtful	valiant
resourceful	self-centred	stubborn	treacherous	vicious
respectful	self-conscious	sulky	truculent	violent

SECTION 4: EXPLORING LANGUAGE

Some adjectives to describe settings in a narrative

attractive	crowded	glittering	peaceful	secluded
barren	deserted	gloomy	picturesque	sedate
beautiful	desolate	glum	placid	shaded
bleak	dingy	isolated	polluted	spacious
built-up	drab	lively	pulsating	stunning
cluttered	dreary	luxurious	quaint	tranquil
colourful	dusty	magnificent	remote	vibrant
cosmopolitan	eerie	modern	restful	warm
cosy	exquisite	mysterious	rural	welcoming
cramped	extravagant	old-fashioned	scenic	windswept

Adverbs to describe actions in narratives /stories

accidentally	bravely	courageously	energetically	gallantly
admiringly	carefully	courteously	exquisitely	generously
adoringly	carelessly	decisively	erratically	gently
aggressively	caringly	defiantly	excitedly	gingerly
angrily	casually	desperately	expressively	gracefully
anxiously	cautiously	determinedly	ferociously	graciously
assuredly	clumsily	disrespectfully	firmly	gratefully
awkwardly	confidently	ecstatically	foolishly	harshly
beautifully	continually	eloquently	forcefully	hesitantly
boldly	convincingly	emphatically	frankly	hysterically
imaginatively	menacingly	persistently	sarcastically	thoughtlessly
impatiently	modestly	persuasively	sensitively	timidly
impressively	needlessly	promptly	spitefully	urgently
insensitively	negatively	proudly	surreptitiously	vaguely
instantly	nervously	pessimistically	suspiciously	viciously
instinctively	nonchalantly	rapidly	sympathetically	violently
lazily	optimistically	reluctantly	tantalizingly	willingly
loosely	painstakingly	resentfully	tenderly	wisely
maliciously	perilously	respectfully	thoughtfully	worriedly

SECTION 4: EXPLORING LANGUAGE

Vary the start of your sentences to make them more interesting

To compare:	To summarise:
In the same way... However... Then again... In contrast	In conclusion In summary Overall Therefore

This is in contrast to	
To give examples: For example... Such as... For instance... To illustrate...	To add ideas: Also... As well as... Furthermore... Equally importantly... In addition...
To show sequence: Firstly, secondly, thirdly, lastly Finally, eventually, next, meanwhile, Afterwards....	Connectives: And, but, if, yet, so, also, like, therefore, because, however, although, whereas, instead, otherwise.
Start with an adverb: Slowly, quietly, carefully, jauntily	To describe: The map shows/ the picture shows

NOTES
