



# TEACHER NOTES ENGLISH



TO BE USED IN CONJUNCTION WITH **WORKSHEETS 2A TO 2H**

## Lesson 1

**Strand Unit:** Competence And Confidence Using Language.

**Aims:** The child should be enabled to:

1. Make presentations about their everyday interests.
2. Discuss the meanings, effect and diversity of local words and expressions.
3. Become familiar with the functions of words.

**Resources:** DVD Name Game, **Worksheets 2A, 2B, 2C and 2D.**

**Suggested Activities:**

1. Brainstorm about Gaelic Games allowing all pupils, in small groups, to share what games they play and what the GAA means to them. Record the responses on the board and ask the children to summarise and prioritise the main ideas.
2. Encourage the children to talk about their experiences of playing or attending GAA matches.
3. As a follow-up to the previous activity, ask the pupils to make a list of local expressions and words used in connection with GAA and explain their meaning.
4. **Worksheets 2A, 2B, 2C and 2D** can be used to explore the functions of nouns, adjectives, verbs and adverbs.
5. Using the "Name Game" in the English section of the DVD, allow the children to place sporting objects in hiding and ask others to identify them through descriptions or questions.

**Extension Exercises:**

1. Brainstorm various adjectives to describe a GAA match. For example, it was exciting, thrilling etc.
2. Brainstorm adverbs to describe how players move and play. For example, terms such as quickly or skilfully.
3. Collect a series of newspaper articles from local and national newspapers. From these cuttings, and the cuttings supplied, keep a file of verbs, adverbs, prepositions, pronouns, adjectives and nouns. Think of words to replace the ones that have been used in the articles.

## Lesson 2

**Strand Unit:** Emotional And Imaginative Development Through Language.

**Aims:** The child should be enabled to express orally and in writing, reactions to the footage shown.

**Resources:** DVD English, View and Review.

**Suggested Activities:**

1. Watch the "View and Review" section on the DVD. These show various clips from different matches and the post-match analysis.
2. Discuss with the children:
  - (i) The tone of the commentator.
  - (ii) The use and effect of music in the film clip.
  - (iii) Their favourite moments.
  - (iv) The action in context of colour and atmosphere.
3. Use drama to allow the children to:
  - (i) Imagine they are a reporter, give a report for radio.
  - (ii) Imagine they are a player give an account of the action.
4. Ask the children to summarise the main points of the action seen.



**Extension Exercises:**

Listen to radio broadcasts on [www.rte.ie/gaa](http://www.rte.ie/gaa) and discuss the language used. Discuss the difference between the pre-match previews and the post-match analysis, as well as the match commentary.

**Lesson 3**

**Strand Unit:** Developing Cognitive Abilities Through Language.

**Aim:** The child should be enabled to:

1. To argue points of view through informal discussions and/or formal debate.
2. To argue the case in writing for a particular point of view.

**Suggested Activities:**

1. Begin the class discussion by announcing that in your opinion \_\_\_\_\_ is the best camogie player/hurler/footballer in the country. Justify your opinion with some short reasons.
2. Allow the children to react in pairs to this assertion and ask them to select whom they would consider the best player and justify their selection.
3. Present the class with some other topics for discussion or debate. For example:
  - (i) All GAA players should be professional.
  - (ii) Croke Park should only be used by GAA.
  - (iii) There should be a sin bin in GAA.
  - (iv) Fans should not be allowed onto the pitch after games.
  - (v) Helmets should not be compulsory in hurling.
  - (vi) Invite the children to raise other topics.
4. The children could then choose a topic and argue the case in writing for a particular point of view.

**Lesson 4**

**Strand Unit:** Competence And Confidence In Using Language.

**Aim:** The child should be enabled to:

1. To take part in co-operative writing activities.
2. To develop skills in the use of information technology.

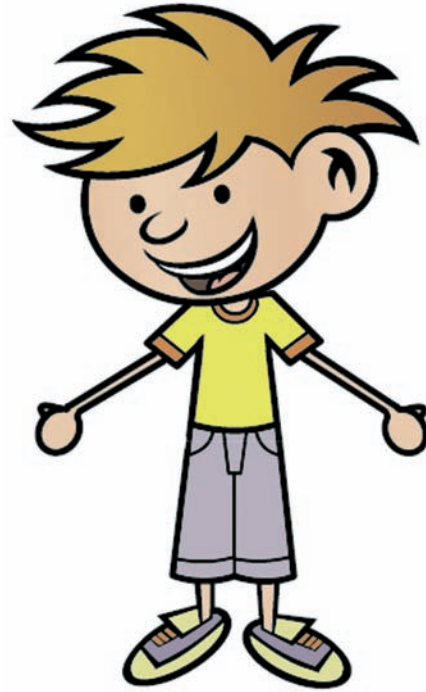
**Resources:** DVD, [www.culkidz.com](http://www.culkidz.com).

This unit work could be done over a four-week period in conjunction with some lessons below and integrating other subjects.



**Suggested Activities:**

1. Create a school GAA magazine/newspaper including:
  - Art work
  - Photographs
  - Interviews
  - Player profiles
  - Match reports
  - Poems and stories
  - Book reviews
2. Groups could work on different magazines for different audiences e.g. younger classes, peer classes, parents, teachers. These magazines can be displayed in the writing corner in the classroom or school. Each group should have an editor and designer so they can choose pictures for the cover etc.
3. The pupils could use computer programmes to present their work. They could also use a digital camera to take photographs of the school team and transfer them to the computer.  
The Cúl4kidz magazine and website [www.cul4kidz.com](http://www.cul4kidz.com) will help the pupils find information.

**Lesson 5**

**Strand Unit:** Developing Cognitive Abilities Through Language.

**Aim:** That the child should be enabled to write a list of questions about a particular topic and prioritise the questions.

**Resources:** DVD - Player Profiles, [www.rte.ie/gaa](http://www.rte.ie/gaa).

**Suggested Activities:**

1. Tell the pupils that they will have the opportunity to interview a famous GAA player.
2. Using the writing strand, ask the pupils to write a list of questions for the GAA star and then prioritise them.
3. Place the children in a position where they need to take notes to summarise the footage. Tell them that they are working for the sports section of the GAA magazine and ask them to prepare some questions for the GAA player. In groups they could compare and prioritise ten questions. Show them the 'Player Profiles' section of the DVD. They can check how many of their questions were answered. The children will take notes and then write the report for their magazine. There are more "Player Profiles" available at [www.rte.ie/gaa](http://www.rte.ie/gaa).

**Extension Exercise:**

Through integration with history, invite a local GAA personality to tell stories past and present about the GAA.

**Lesson 6**

**Strand Unit:** Developing Cognitive Abilities Through Language.

**Aim:** To enable the children to write in a variety of genres.

**Resources:** DVD - Famous Speeches.

There are a variety of topics on which the pupils could be asked to write, and various genres of writing. The following are some of those.



## Fiction

### Write a story about:

1. The day my county won the All-Ireland final. Ask the children to think about the preparations, the excitement in school, travelling to the game, the big day, the celebrations and returning home.
2. A fictional final where you were the player of the match.
3. The magical hurley/sliothar or the magical football boots.
4. Imagine you are captain of your county when you win the All-Ireland. Write the speech. The children could watch "Famous Speeches" on the DVD to see examples of speeches. Through integration with drama they could deliver the speech for the class.

## Recount Writing

### Write about:

1. A match that you played.
2. Watching your county team play.
3. A Go Games Blitz.

## Report Writing

### Write about:

1. The player you most admire.
2. My school/club/county team.
3. The U-CAN Skill Awards.
4. Write the directions to the local GAA pitch/Croke Park.



## Letter writing

1. Write a letter to an inter-county player.
2. Write a letter explaining how to play the game of hurling/Gaelic football/camogie/handball/rounders to a pen-pal in another country.
3. Write a letter of thanks to your coach for training your team.

## Poetry

1. Encourage the children to write a song/chant for their school or local team. They could base it on a well-known tune.
2. Compose acrostics for GAA teams.

## Lesson 7

**Strand Unit:** Developing Cognitive Abilities Through Language (Reading).

### Aims:

1. To enable the children to use a variety of comprehension skills.
2. To explore a range of non-fiction texts for various purposes.

**Resources:** Worksheets 2E, 2F.



### Suggested Activities:

1. Non-fictional piece: Read the extracts provided and answer the questions from **Worksheet 2E** and **Worksheet 2F**. Differentiation worksheets for SEN pupils are also available in this pack.
2. The pupils could study the sports section of the newspaper and discuss the structure of the newspaper, taking into account which sports take precedence and why. Try to have papers from different periods in the year. This ensures that the pupils get a variety of sports and headlines.
3. Read the GAA reports on [www.gaa.ie](http://www.gaa.ie) and [www.rte.ie](http://www.rte.ie).
4. Choose a GAA book which you have read and read a passage giving your opinion of the book.

### Other Activities:

The English section of the DVD shows a condensed 12-minute version of the Micheál Ó Muircheartaigh documentary shown by RTE called, "The Sound of Sunday". This wonderful piece will provide an opportunity for the pupils to discuss the importance of the media as well as providing opportunities to role play radio commentaries. Use **Worksheet 2G**.

