

Doc On One: *Don't Go far* Resource Pack

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers

RTÉ Documentary on One - *Don't Go Far*

An Irish radio documentary from RTÉ Radio 1, Ireland - Documentary on One:



<http://www.rte.ie/radio1/doconone/radio-documentary-dont-go-far.html>

- Age appropriate - voices of primary and second level pupils
- Range of voices and variety of language registers
- Use of cultural/social references to capture the era
- Added focus on the oral dimension of language
- PDF available to meet the language needs of EAL students

Doc on One English Class Plan

Class:

No of Periods: 5

Learning Outcomes →	Assessment →	Instruction →	Content
<p>Main Learning Outcomes:</p> <p>OL 12: Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts</p> <p>W3: Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read</p> <p>Supplementary Learning Outcomes:</p> <p>OL 11: Engage with the world of oral language use as a pleasurable and purposeful activity</p> <p>W3: Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate</p>	<p>Teacher Observation</p> <p>Feedback</p> <p>Teacher to Student</p> <p>Student to Student</p> <p>Student to Self</p>	<p>Explanation of what we are going to do and what the expectations are by the end of the lesson</p> <p>Listen to Doc on One entirely and then with specific focus</p> <p>Clearly outline the task and allow time for students to engage</p> <p>Explicit Instruction of RAFT</p> <p>Peer teaching</p> <p>Extension writing activities</p>	<p>Don't Go Far - Doc on One</p> <p>Transcript</p> <p>Handouts</p>

Task One: Listen to the documentary 'Don't Go Far' (37 minutes in total)

Listen to Don't Go Far Clip 1 for a sample of the variety of register and richness of the text

Overview of the documentary

Dublin in August 1985 and two boys aged 10 and 13 hop on a DART train for a ride that will take them a few thousand miles beyond their stop.

Keith and Noel were friends. They had a knack for bunking off. One day they hopped on a Dart and skipped out to Dun Laoghaire for a laugh. Nothing there but boats and day trippers. So they snuck on a ferry and went to Holyhead. They'd been there before. The last time they'd been spotted and sent packing. This time they made it off the boat and bunked on to the train to London. Back home their dinners were getting cold.

They got talking to a fellow voyager who admired their skills and offered them a meal and a sofa for the night in the family home. Then he dropped them back to the London station. They saw a tube for Heathrow and figured they might fly home. Keith and Noel were used to getting trains and buses and ferries. This wasn't their first adventure. They'd been to Butlins, they'd been all over. Keith used to bunk off school and go on little adventures. But they'd never taken a plane.

They hadn't any luggage to speak of. Heathrow was a pretty big place for a 10 year old, but no one bothered them, no one asked to see their tickets. Keith and Noel just walked on through the checkpoints telling anyone who needed to know that their mum was just behind them. That's all. Straight through Heathrow international airport with nothing but a few coins they'd nicked from the charity fountain. Dead easy.

The lads asked a passenger where his plane was going. He said New York. Keith looked at Noel. Noel looked at Keith. In for a penny. Surely someone would stop them. Someone did. They told them they were sitting in their seats. The lads got up and moved down to the back of the plane, an Air India Boeing 747, just like the one that had blown up off the Irish coast two months before killing everyone on board. Security was tight. Someone was going to twig it.

Then the doors closed, the plane moved away from its gate. A few minutes later Keith and Noel were taking off in to the London sky bound for JF Kennedy International airport in New York. Outbound movie playing that week was the new James Bond - "A View to a Kill".

First broadcast: Saturday 21st August, 2010, 6.05pm

Produced by: Paul Russell with Ronan Kelly

Task Two: What is register?

I concur with you
wholeheartedly!

Fo shizzle Jay Z, that rap
is wicked. Respect!



Register

The way we speak changes depending on a great many things.
You wouldn't talk to your parents the same way you would talk to your
siblings. You wouldn't speak to your principal the same way as you would talk
to your friends. You change the way you speak, often without knowing it, but
now it's time to study that phenomenon... it's called REGISTER.

Task Three:

Different Registers

Imagine you are the boys asking the following people for five euro

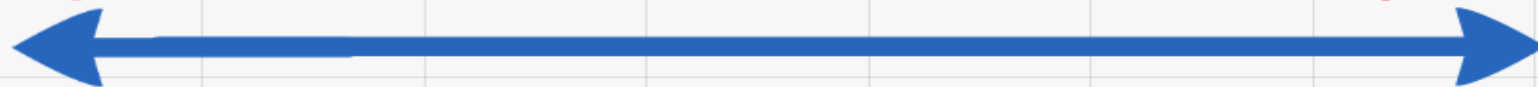
- * Their mother
- * A friend they met in Dublin
- * The American lieutenant
- * A stranger in the airport

In pairs write each question

Students read out some of their questions and the class decide:

- * does the person they are addressing affect how they talk?
- * in what way?
- * where on the spectrum would you place each question?

Very formal



Very informal

Task Four: Listen to **Don't Go Far Clip 2**

On your own:

Look at the information required on Worksheet 1

Listen to the two minute clip and fill in as much as you can

Team up with the person beside you:

Share your answers

Choose specific things to listen out for to help complete the sheet

Listen carefully to the clip again:

Complete the worksheet together

Square up with the pair beside you and pool your answers

Feedback to the class

Worksheet 1

Register

We are likely to use several different registers each day, one kind of language with friends, another when speaking to strangers, another when writing a formal document. Register can change from informal to formal in both spoken and written language

Useful Terms

Standard English – considered to be ‘correct’ English

Colloquialism – language as it is informally spoken

Slang – considered ‘not proper’ but is widely used and understood







List the different voices that you hear	Is the register Formal / Informal?		Who are they talking to?	Pick out some words or phrases that makes the language formal/informal

Task Five: RAFT






Imagine the story is set in 2014 and Keith is a keen tweeter.

In 140 characters or less, write three tweets one from Keith, one from a tabloid journalist who is covering the story and the Garda Síochána Twitter feed.






1.

<p>Role of Writer</p> <p>Keith - age 10 </p>	<p>Audience</p> <p>Followers on Twitter </p>
<p>Format</p> <p>Tweet - max 140 characters Text talk - use of abbreviations </p>	<p>Topic</p> <p>Just before he sets out on his adventure   </p>

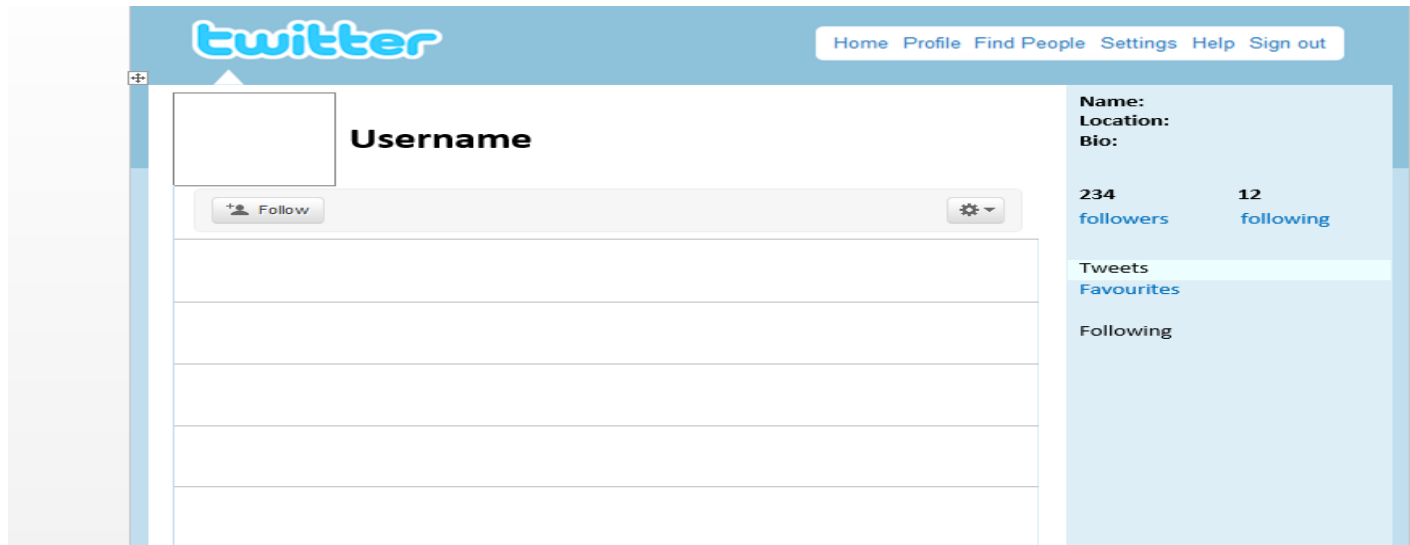
2.

<p>Role of Writer</p> <p>Tabloid Journalist</p>	<p>Audience</p> <p>Followers on Twitter </p>
<p>Format</p> <p>Tweet - max 140 characters Sensationalist language </p>	<p>Topic</p> <p>Just after the boys have been found in New York   </p>

3.

<p>Role of Writer</p> <p>Garda Síochána</p>	<p>Audience</p> <p>Followers on Twitter </p>
<p>Format</p> <p>Tweet - max 140 characters Formal language </p>	<p>Topic</p> <p>Just after the boys have returned home   </p>

Twitter Templates for *Doc on One* Writing Exercise



Task Six: Extension RAFT writing activities

In groups of two choose one of the following tasks:

Role of the writer	Audience
Format	Topic
<p>You are Keith's mother and you have been asked by RTE to address the public about your son's disappearance. At this stage he has been missing for two days.</p> <p>You have a 30 second slot.</p>	

Role of the writer	Audience
Format	Topic
<p>You are the head of security in Air India. You are both embarrassed and annoyed at the bad press Air India has received. You are meeting the flight attendants who let the boys on. What are you going to say?</p>	

Role of the writer	Audience
Format	Topic
<p>For class you have been asked to dramatise the conversation between Keith and his mother after all the cameras are gone and they are in the kitchen alone.</p>	

Role of the writer	Audience
Format	Topic
<p>Create your own</p>	