



Fundamentals of English

Module A: Approaches to Areas of Study in English

Sample program 2: Heroes



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Fundamentals of English outcomes

1. A student recognises some of the relationships between text and meaning.
2. A student recognises the ways in which changes in context require changes in form.
3. A student understands how the responder interacts with text and context to shape meaning.
4. A student develops language relevant to English.
5. A student communicates ideas effectively using appropriate language, forms, features and structures.
6. A student responds to, and composes texts for a range of purposes and audiences, in various forms, modes and media.
7. A student interprets texts using key language patterns and structural features.
8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
9. A student uses effective work practices.



Teaching and learning strategies	Resources	Possible approaches for assessment
<ul style="list-style-type: none"> • images portrayed • figurative language • rhythm and rhyme <p>Stereotypes: “What are stereotypes?”</p> <p>Collate responses.</p> <p>Organise into points, e.g. physical appearance, personality, actions.</p> <p>Cloze passage as homework task.</p> <p>Meanings of vocabulary.</p> <p>Complete cloze in class.</p> <p>Viewing: <i>Gallipoli</i> or <i>Paradise Road</i></p> <p>Introduction of critical vocabulary to be used to discuss film, e.g. <i>protagonist, antagonist, climax, gender, exposition.</i></p> <p>Character profile:</p> <ul style="list-style-type: none"> • physical characteristics • attitudes • likes/dislikes. <p>Key scenes</p> <p>Key quotes</p> <p>Script rewrite: Key scene (working in pairs)</p> <p>Teacher works with students on text deconstruction</p> <p>Sample written scripts</p> <p>Rewrite script — whole class</p> <p>In pairs, students rewrite and deliver scripts orally</p> <p>Scripts to be word processed</p>	<p>“Lochinvar” by Sir Walter Scott</p> <p>“Man from Snowy River”, by A B Patterson</p> <p>“Football Hero” by K Lang</p> <p>“The Hero” by S Sassoon</p> <p>“Flanders Fields”</p> <p>Cartoons</p> <p>Fairy tales</p> <p>Comics</p> <p>Picture books</p> <p>Television shows</p> <p>Show clips</p> <p>Movie clips</p> <p><i>Heroes and Villains</i>, p. 234</p> <p>Film: <i>Gallipoli</i></p> <p><i>Heroes and Villains</i>, p. 210</p> <p>Character charts</p> <p>Video</p>	



Teaching and learning strategies	Resources	Possible approaches for assessment
<p>Film review: two reviews to be models for writing (favourable and unfavourable)</p> <p>Deconstruct text</p> <p>Write film review</p> <p>Listening task: Heroism in the media</p> <ul style="list-style-type: none"> • Current TV sports program or news item is first deconstructed by the teacher and class as a model of how to complete the task below. • Students take notes on heroic language and hyperbole during viewing. • Teacher needs to tape another sample for analysis by individual students. • Listening task instructions: <ul style="list-style-type: none"> – Before they hear the video recording, they will have 2 minutes to read the questions. – As they are listening to the video recording they are to follow the questions below. – The students may write notes if they wish during the first viewing. – Then they will watch the program a second time and the questions will be read aloud by the teacher. <p>Essay topics:</p> <p>Discuss one of the following, with specific reference to the texts you have studied:</p> <ol style="list-style-type: none"> 1. “The only true heroes are those people who fight battles to defend their country”. 2. “Heroes still exist. They are ambulance officers, surf lifesavers, peacekeeping forces, etc. However they only do what everyone would do if they had the training and were in that situation. Anyone can be a hero”. 3. “There are no longer any heroes, there are celebrities that are admired because they are rich, glamorous or royal”. 	<p>Sample scripts</p> <p><i>The Internet Movie Database</i> http://www.imdb.com/</p> <p>Commercial TV news, current affairs, sports programs</p> <p>Sports commentaries</p> <p>East Timor “Cosgrove”</p>	<p>Oral: Script presentation or role-play presented to class.</p> <p>Writing: Scripts presented for assessment.</p> <p>Ability to analyse film conventions (oral and written form).</p> <p>Students will answer the questions in a given time.</p> <ol style="list-style-type: none"> 1. What type of text is this? 2. What actions or characteristics about this personality are heroic? 3. List the words and phrases used to create the image of a heroic figure 4. Do you think this sportsperson deserves heroic status? 5. How does the presentation make this sportsperson’s achievements interesting for the audience? In your answer, comment on the different features in this program or recording. <p>Complete essay for marking.</p>