

Teaching Notes for

English: Western Australia ATAR Year 11

Overview

The book consists of 20 chapters. Each chapter is one of three types:

- skills-focussed
- text-focussed
- text type-focussed

The skills--focussed chapters explain key concepts in the Year 11 English ATAR syllabus:

- Chapter 1 Comprehension
- Chapter 2 Composition
- Chapter 3 Description
- Chapter 4 Characterisation
- Chapter 6 Visual conventions
- Chapter 9 Television genre
- Chapter 12 Structure
- Chapter 13 Perspectives
- Chapter 14 Comparisons
- Chapter 15 Mood
- Chapter 19 Voice

The following chapters are text-focussed

- Chapter 5 Short story study: 'The Drover's Wife'
- Chapter 8 Novel study: *The Messenger*
- Chapter 11 Film study: *Philadelphia*
- Chapter 17: Short story study: 'The Lottery'
- Chapter 18: Drama study: *Antigone*
- Chapter 20: Film study: *The Castle*

The texts in each chapter were selected primarily for their usefulness in illuminating key course concepts related to the relationship between texts and contexts, and values.

The text-type-focussed chapters are:

- Chapter 7 Rhetoric
- Chapter 10 Interpretive texts
- Chapter 16 Hybrid texts

The order of chapters largely follows the syllabus, with chapters 1-10 focussing on concepts from Unit 1 of the Year 11 English ATAR syllabus and chapters 11-20 focussing on concepts from Unit 2. However, we have not treated the unit structure as absolute, overlap between concepts from the two units being unavoidable. Thus some concepts from Unit 2 are dealt with in early chapters and some from Unit 1 in later chapters. In addition, some concepts in the Year 12 course are foreshadowed.

Chapter features

Each chapter consists of the following features.

Chapter introduction

This is in the form of a question and answers and provides a rationale for studying the topic of the chapter.

Table of aims

The general aims are drawn for the English: Western Australian Year 11 ATAR syllabus. The specific aims explain what aspects of the general aims are covered in the chapter.

Explanatory text

This provides explanations of key concepts and skills.

Passages and images

These are used to provide examples of the concepts being explained. Some passages are annotated to illustrate important points.

Information boxes

These provide additional detail about concepts, skills and texts.

Discussion points and activities

These appear next to light yellow speech box and provide the opportunity for student discussions and brief activities.

Sample analyses

These are work samples which demonstrate how the skills and concepts being taught might be put into practice with a particular passage. Many of these are accompanied by annotations, explaining key points.

End of chapter activities

These provide the opportunity to put into practice the skills and concepts taught in the chapter. They are grouped according to the sections used in the Year 11 WACE examination: Comprehending, Responding, Composing. Thus they also provide students with a bank of sample examination questions.

Using *English ATAR: Year 11*

The following pages provide suggestions for using the book in the classroom. Teachers are of course free to adopt alternative approaches.

Chapter 1 Comprehension

Before the lesson

Arrange for students to maintain a learning log book in which they record notes and activities in response to their use of the textbook. They could also use the learning log for other notes and activities from their English lessons

Chapter opening and Understanding comprehension, pp 1-6

Ask students to read pages 1 to 6 individually and jot down notes in their learning logs under the following headings:

- Information I already knew
- Information I found new or surprising
- Information I would like more clarification about

Direct students to pair up with another student and share their notes from headings 1 and 2 above. They should seek to clarify for each other any points under heading 3 or seek help from you if they unable to do so.

Pairs should then summarise in bullet point form in their learning logs what they believe to be the key ideas from pages 1 to 6.

Pairs present their summaries to the class and the class as a whole arrives at an agreed summary.

Practising inferential comprehension activity pp 6-7

This activity can be undertaken as a game of ‘inference bingo: you read the passage aloud; when a student hears evidence that Shannon is trying to seduce Scotty or that she is dangerous, the student calls out ‘Bingo!’ and is then required to explain why it is evidence.

Reading for representation pp 7-8

Student read the explanatory material on pages 7-8, then form a group with 3 or 4 other students and undertake the activity ‘Reading for Representation of Men and Women’. Groups share their answers with the class.

Critical comprehension pp 8-10

Students read pages 8-10, including the sample analysis, individually and record ‘Three important things to remember about textual analysis’ and ‘Three important things to remember about contextual reading’ in their learning logs. Class discussion of notes made.

End of chapter activities pp 11-13

Set 20 minutes for Comprehending activity 1. Instruct students to attempt to write at least 200 words, consisting of at least three paragraphs. When finished, students form groups of three or four students and pass around their answers. They choose the one they think best to share with the class as a whole, explaining what they think its strengths are.

For Comprehending activity 2, direct students back to the sample analysis on page 10. Through questioning elicit the structure followed by the sample. Ask students to follow this structure in completing the activity. Allocate the time appropriate for this class of students. Monitor writing and choose a few examples to read to the class

Comprehending activity 3 can be done as an oral activity in groups or the class as a whole.

Chapter 2 Composition

Before the lesson

Arrange for students to maintain a writer's journal and allocate about an hour a week for them to work on their journals.

The writer's journal p 15-17.

Read explanatory text on pages 16-7 and kick start the journal by allocating 30 minutes for students to write about topic 1.

After 30 minutes, form students into groups of three or four. Students are to pass around their journals and write comments on the work in each other's journals, pointing out strengths.

As a class discuss any difficulties in meeting the word limit in the time length. As a class decide whether to vary the word length or time limit.

Analytical texts pp 17-23

This section is intended primarily for reference when students are undertaking Comprehending activities in later chapters. Students could be asked to read this individually and make notes in their learning logs.

Persuasive essays pp 23-26

Students could be asked to read this section individually making notes and then complete the activity 'Analysing the Structure of A Persuasive Essay'. Students could then form groups and share their responses to the activity.

End of chapter activity: Composing p 27

Allow students to research their chosen topic, but explain that all sources must be cited using the methodology in the sample essay.

Chapter 3 Description

Chapter introduction p 29

Ask students to undertake a pre-test in their learning logs by attempting to define the terms in the specific aims: diction, word classes, connotation, imagery, simile, metaphor, metonymy and idiom. This could be done individually or in groups.

Diction, Figurative language and Imagery pp 30-33

Have students read the pages, making notes on the definitions of the above terms, correcting or adding to their original definitions.

Activity: Identifying and discussing examples of figurative language p 33

This can be undertaken as a jigsaw activity: form students into groups to undertake the activity. Once completed students form new groups with members of other groups to share their findings.

Metonymy and Idiom page 34

As for pages 24-7

How to approach discussing descriptive writing pp 35-37

Have students read the pages individually and then form groups to complete the activity 'Discussing description' on page 37.

End of chapter activity: Comprehending p 38

Review Analytical Texts Chapter 2 pages 17-23 before undertaking.

Allocate 20-30 minutes for students to complete the activity in silent writing approach. Monitor students' work and choose a couple of examples to read aloud at the end.

End of chapter activity: Composing p 38

This could be set as homework or an in-class exercise. The suggested time allocation is sixty minutes. Allow opportunities for students to share their completed work.

Chapter 4 Characterisation

Before the lesson

Ask the class to brainstorm a list of memorable characters from books, film, television, programs or graphic novels. Have one student whiteboard these as the brainstorm continues. At the end conduct a class discussion on what makes each character memorable. Summarise the qualities which might make a character memorable.

Pages 39-41

Ask students to read pages 39-41 individually and make notes summarising key points.

Activity 'Names in literature' p 42

Students can undertake this as a group activity

Activity 'Creating names' p 42

This is best undertaken in pairs.

Setting pp 42-3

Students read individually adding to the notes in their learning log.

Activity 'Rosie's bedroom' p 43

Students individually write answers and then share their findings with the class.

Physical Appearance and Activity 'Uriah Heep' p 44

This activity can be undertaken as a class discussion or group discussion, or students could be asked to write a response and then share with the class.

Behaviour and Body Language, and Activity 'Bond, James Bond' pp 44-5

Students individually read the explanatory text and passage write answers to the question 'What impressions of the girl are suggested by her body language and behaviour?' Then form groups to discuss the question 'How do these impressions contradict James Bond's initial thoughts about her?' Groups share findings with the class.

Dialogue and *Pride and Prejudice* activity p 45

Students individually write answers to the questions then form groups and share answers. Each group chooses the best answer to read to the class.

Character's thoughts and passage from *For Your Eyes Only* p 46

Read text and passage aloud and conduct a class discussion of the question 'What do you think?'

Review

Students review pages 44-6 and add to the notes on characterisation in their learning logs.

Other character's reactions, Narratorial Commentary and *Popcorn* activity pp 46-7

Students read individually, write answers to the activity questions and share answers with the class.

End of chapter activity: Comprehending

Review Analytical Texts Chapter 2 pages 17-23 before undertaking.

Allocate 20-30 minutes for students to complete the activity in silent writing approach. Monitor students' work and choose a couple of examples to read aloud at the end.

End of chapter activity: Responding

Draw attention to these topics as examples of possible examination topics. The topics could be used once students have studied a complete story, novel or play.

Chapter 5 Short Story Study: ‘The Drover’s Wife’

This chapter can be used to study the short story ‘The Drover’s Wife’ in its own right or as a model for studying a short story in terms of theme, narrative structure, characterisation, relationship to context and representation.

Pre-reading Activities

Prior to reading, ask students to form groups and brainstorm the ideas which come to mind from the following phrases:

- the Australian bush
- a typical Australian
- life in Australia in the nineteenth century

Chapter opening, Background and Focus Questions pp 49-51

Have students read individually and record the focus questions in their learning logs.

The story

Read aloud with the class following

Focus Questions activity pp 54

Have students write answers in note form to the focus questions then form groups and collate their answers onto a large sheet of paper. Pin up the sheets and allow students to walk around and read the sheets.

Theme, Narrative Structure and Narrative Structure in ‘The Drover’s Wife’ activity p 55

Read explanatory text aloud with the class and discuss the questions as a class. Students undertake the diagramming activity individually and then share diagrams in groups. Groups attempt to answer question 4 ‘How does this narrative structure contribute to the central theme of the story?’ Groups present findings to the class.

Characterisation p 56

Students write individual answers to questions 1- 3. Class discussion of answers. Teacher-led discussion of questions 4 and 5.

Relationship to context: representation of Aboriginal people pp 56-7

Students read the text individually, making notes in their learning logs, recording answers to ‘Evaluating Dramatic Construction’, ‘Exploring Racial Nomination’ and ‘Other Aspects of Discursive Construction’.

Class discussion of student answers.

Silences and Omissions p 58

Group discussion of ‘Exploring Silences and Omissions’. Groups share answers with class.

Summing up activity p 58

Allocate 30 minutes for students to write answers. If necessary, provide sentences starters such as 'One assumption about Aboriginal people revealed by 'The Drover's Wife' is that Aboriginal people This is suggested by ...'

Explaining and Evaluating Representation p 58

Read text aloud and conduct a class discussion of 'For Discussion' topic.

End of chapter activities: Responding p 59

Model possible topic sentences which could be used to structure an answer to one of the topics. Have each student choose one of the other topics and produce possible topic sentences for the topic.

If desired, then allocate 60 minutes for students to attempt a topic.

End of chapter activities: Composing p 59

These topics could be undertaken in students' writing journals.

Chapter 6 Visual Conventions

Chapter opening, A Framework for Analysis and Body Language pp 61-3

Form students into groups to read and complete the activities 'Connotation' and 'Body Language'. Jigsaw activity - once completed students form new groups with members of other groups to share their findings.

Conventions of technical construction pp 63-5

Students read individually and write answers to the questions in the activity 'Viewer Perspective'. Class discussion of answers.

Composition, The Rule of Thirds, Juxtaposition, Leading lines, Lighting and colour pp 66-9

Students read individually, making notes and writing answers to questions in the activities 'Composition' and 'Juxtaposition'. Class or group sharing of answers.

Writing about a visual image pp 69-71

Students read individually and then make a note-form framework of the structure of the sample analysis.

End of chapter activity: Comprehending p 72

Allow 20-30 minutes for students to complete the activity, monitor students' work and choose example to read to the class at the end.

End of chapter activities: Responding p 72

Students could attempt one or more of the topics using images from the chapter and/or other images of their choosing.

Chapter 7 Rhetoric

Chapter opening and Argumentative rhetorical devices pp 73-5

Have students read the text individually, making notes in their learning logs. Students complete the activity 'Identifying argumentative devices' and then form groups to compare their answers.

Stylistic rhetorical devices pp 76-9

Have students read the text individually, making notes in their learning logs. Students complete the activity 'Identifying stylistic devices' and then form pairs to compare their answers.

Rhetoric Example: The Gettysburg Address p 79-80

Ask students to read the sample in groups and make a list of rhetorical devices.

Writing about rhetoric and End of chapter activity: Comprehending pp 80-2

Have students read pages 80-2 and then attempt the Comprehending activity, using the sample analysis as a model. Allow 20-30 minutes writing time. Form students into groups to share their work.

End of chapter activities: Responding p 82

Ask students to attempt topic 1 using the speeches by Lincoln and Churchill in this chapter.

Alternately, before attempting one of the topics, students could search for other speeches online and read a speech they like to the class.

End of chapter activities: Composing p 82

As a class, brainstorm possible topics, related to current issues or situations before asking students to attempt this activity. Refer students back to Chapter 2 pages 23-4.

Chapter 8 Novel Study: *The Messenger*

This chapter can be used to study the novel *The Messenger* in its own right or as a model for studying a novel in terms of character development and theme, setting, narrative structure, central motifs, voice and genre.

Pre-reading activity

Before asking students to read the novel, brainstorm the connotations of the title. Are messengers generally seen as welcome or unwelcome? Make a list of, or research, famous messengers from mythology and literature e.g. Hermes, Pheidippides of the Battle of Marathon, Gandalf in *The Hobbit* and *The Lord of the Rings*, Hagrid in the first Harry Potter novel. Discuss their roles in the respective stories.

Exploring character development and theme p 83

Students individually read the introductory text and answer questions 1 and 2 individually. Students answer questions 3 to 5 in groups and share answers with the class.

Other characters p 85

Students read the explanatory text and complete the activity ‘Exploring Other Characters’ in groups.

Additional themes p 85

Form students into groups and allocate one of the other suggested themes to each group. Groups report findings back to class.

Setting p 86

The activity ‘Exploring Setting’ is best done as teacher-led whole class activity.

Characterisation of society p 86

The activity ‘Exploring Societal Issues’ can be done as an individual activity followed by class sharing.

Narrative Structure, Central Motif, Voice Genre and the Ending pp 87-9

The activities associated with these can be undertaken in groups.

End of chapter activity: Comprehending p 90

Before undertaking this activity refer students back to Chapter 2 pages 17-23. Allow 20-30 minutes for writing.

End of chapter activity: Responding, Composing pp 90-1

Divide the class into groups and allocate a topic to each group. Some groups might be allocated the same topic as another group. Groups are to come up with a plan for a response to their topic.

Chapter 9 Television Genre

Before the lesson

Before commencing this chapter, prepare copies of

- at least two news programs from different channels
- a current affairs program which covers an item on one of the news programs
- an SBS news program
- an ABC news program
- a situation comedy
- an episode of M*A*S*H (this can be purchased on DVD or online)
- an episode of television drama
- a range of DVD covers or promotional images for television programs.

Pre-reading activity

Conduct a class survey on television viewing habits: approximate hours of television watched per week; most commonly watched programs, reasons for popularity of certain programs.

Chapter opening and News and current affairs pp 93-7

Read aloud the text and complete the activity 'Sources of News' as a class.

The activities 'The evening news: audience and purpose' and 'News items' can be completed as a class activity.

Students individually read the text from the sentence 'Current affairs programs are the bigger siblings ...' and individually complete the activity 'Current affairs programs'. Undertake the activity 'Current affairs segments' as a class activity.

Read the extracts from the SBS and ABC charters aloud with the class and clarify any uncertainties of meaning. Undertake the activities 'SBS evening news' and 'Biased or not' as class activities.

Situation comedies pp 97-8

For the activities 'Examining a situation comedy' and 'Exploring M*A*S*H' watch the pre-selected episodes as a class; students write answers to the questions individually and share answers in groups or with the class as a whole.

Drama pp 99-100

Students read the text individually, making notes on differences between drama and sit-coms. Then form groups to undertake the activity 'Visual language techniques'.

Undertake the activity 'Values and attitudes' as a class.

Reality Television and Game Shows pp 100-1

Have students read the text individually and then form groups to undertake the activity 'The appeal of reality television'.

Changes in Viewing Habits p 101

Have students read the text individually and then form groups to undertake the activity 'Binge viewing'.

End of chapter activities: Comprehending p 103

Provide students with suitable images and allow students to negotiate a topic. Allocate 20 minutes writing time and then have students share their answers.

End of chapter activities: Responding, Composing p 103

Allocate different topics to different groups. Groups are required to report back with a plan for how the topic might be approached.

Chapter 10 Interpretive Texts

Chapter opening and Techniques associated with interpretive texts
pp 106-7

Have students read pages 106-8 making notes in their learning logs and individually complete the activity 'Columbus'. Ask students to share their answers with the class.

Writing about interpretive texts p 108

Have students read pages individually and make notes as they go.

Interpretive text example 2: 'Too Many Photos, Too Few Memories'
pp 109-10

Read this text aloud with the class. Then, before reading the sample analysis, ask students to go back to the bullet point under 'The thinking stage' and make notes about the passage for each point.

Sample analysis p 111

Ask students to read the sample analysis, identifying how many of the points in their notes feature in the sample analysis.

End of chapter activity: Comprehending p 112

Allow 20-30 minutes for this activity. Students to share their answers at the end.

End of chapter activity: Responding p 113

Students could use the articles from this chapter to attempt the topics.

End of chapter activity: Composing p 113

Students should be encouraged to use the passages in this chapter as models for their own writing.

Chapter 11 Film Study: *Philadelphia*

This chapter can be used to study the film *Philadelphia* in its own right or as a model for studying a film in terms of the relationship between context, purpose, characterisation, narrative structure, cinematography and motifs. Obtain a copy of the film beforehand.

Chapter opening, Synopsis, Setting and title pp 115-7

Students should read these pages individually, making notes in their learning log, before watching the film. Clarify any questions during and after note-taking.

Title-sequence

Play just the opening title sequence of the film, asking students to make detailed notes on what is shown. Discuss how the shots chosen position viewers to think about the subject of the film.

Before the film

Before watching the film, set students two focus questions to make notes on while watching:

- How does the characterisation of Andrew Beckett challenge some common stereotypes about homosexual people?
- How and why does Joe Miller's attitude to Beckett and homosexual people change over the course of the film?

After the film

Ask students to form groups to collate their notes.

Characterisation and Narrative Structure pp 118-23

Students read the text individually, adding to their notes where necessary.

The aria scene p 123

Watch the aria scene a couple of times, asking students to make detailed notes on Miller's body language and facial expressions. Then ask students to write a stream of consciousness account of Miller's thoughts from his point of view.

Cinematography and Soundtracks pp 123-4

Students read the text individually, making notes. Form students into groups and provide each group with a copy of the song lyrics, which are available on-line. Ask each group to report back on how they believe the lyrics and music contribute to the themes and purpose of the film.

Central motif p 124-5

Read aloud with the class. Ask students to suggest examples of motifs from other films.

End of chapter activity: Comprehending p 127

Refer students back to the sample analysis of a visual text on pages 70-1. Allow 20 minutes writing time for this activity.

End of chapter activities: Responding p 127

Form students into groups allocate each group a topic and ask groups to report back with possible plans of approach for their topic.

End of chapter activities: Composing p 127

Students could attempt one of these topics in their writing journal.

Chapter 12 Structure

Chapter opening, The elements of narrative and Narrative structure example 1 pp 129-31

Students read individually and make notes in their learning logs.

Other structural devices and Narrative structure example 2 pp 132-3

Form students into groups to read this. Ask students to try to think of examples of each device from their reading and viewing. Groups share findings with the class.

Narrative structure example 3 pp 133-4

Ask students to read this individually without looking ahead to the sample analysis . Students are to list the structural devices they notice in the passage.

Writing about structure and Sample analysis pp 134-5

Have students read individually and add points from the sample analysis to the notes made in the previous activity.

End of chapter activity: Comprehending p 136

Allow 20-30 minutes writing time for this activity and ask students to share the completed responses at the end.

End of chapter activity: Responding p 137

Students could use these topics to write about other texts they have studied.

Chapter 13 Perspectives

Chapter opening, Types of perspective, Physical perspective p 139-40

Students read individually, making notes. Students write individual answers to the questions in the 'Exploring narrator's context' activity and share with the class.

Temporal perspective, Psychosocial perspective pp 140-1

Students continue making notes.

Exploring psychosocial perspective p 142

Allow students to choose one of the characters suggested in this activity. Alternately, to ensure all characters are represented number off around the class.

Passage from 'The Tell-Tale Heart' p 142

Ask students to identify the evidence which could be used to justify describing the narrator as mad.

Perspectives example 1 and Sample analysis pp 142-3

Ask students to read individually and then discuss their thoughts on the sample analysis as a class.

Perspectives example 2 pp 144-5

You will need to read the passage aloud with the class following and clarify any vocabulary or phrasing which students do not understand. Before reading set two focus questions:

- What impression do you receive of Mr Dombey?
- Why does he think in the way he does?

Discuss the focus questions after reading and before reading the sample analysis. Ask students to annotate the sample analysis in a similar way to Perspectives example 1.

Ideological perspective p 146-7

Students read individually and make notes

End of chapter activity: Comprehending page 148

Ask students to read the two passages and then decide which of the three sample analyses they could use as models to write about each passage. Allow 20-30 minutes writing time per passage.

End of chapter activity: Responding page 149

Discuss the topics with students exploring how texts they have studied could be used to address each topic.

Chapter 14 Comparisons

This chapter is intended to be used at intervals throughout the course as teachers see fit.

On the first occasion students could be asked to read pages 151-5 making notes. Students could be asked to highlight the discourse marker in the sample analysis.

Students can then produce comparisons of the two pairs of texts provided at intervals as determined by you.

Students could form groups to discuss how they could approach the Responding topics using texts they have studied.

Chapter 15 Mood

Pre-reading activity

Before commencing, obtain some scenes from *Psycho* and/or other atmospheric films. Show these scenes to the class asking students to describe the mood created and how this mood is created.

Chapter opening, How mood is created, Relevant concepts pages 159-61

Students read individually, making notes and then form groups to undertake the activity 'Exploring how characters' thoughts create mood'. Groups share findings with the class.

Mood example 1 pp 162-3

Read the passage aloud to the class straight through to allow students to get a sense of the passage. Then read the passage aloud a second time asking students to play mood bingo. Students are to call out 'Bingo' when they hear diction, imagery or other techniques which seem instrumental in creating mood. Have one student whiteboard these as you go. Then ask students to compare their suggestions with those in the sample analysis.

Mood example 2 p 163

The same approach can be used with this passage and sample analysis.

End of chapter activity: Comprehending pp 165-6

Allow 20-30 minutes working time for each passage.

End of chapter activity: Responding p 166

In groups students brainstorm texts and approaches which could be used to address these topics.

End of chapter activity: Composing p 166

Students could be allowed to prepare notes at home for this exercise and then complete in class in a time frame as determined by you.

Chapter 16 Hybrid Texts

Before the lesson

Obtain one or more feature documentaries to be used in the activity on page 170.

Chapter opening, Genre and hybridity, Hybridity in television pp 167-9

Students read the text individually making notes in their learning logs, then form groups to undertake the activity 'Hybrid television texts'.

Advertorials, Hybridity in film pp 169-7

Students read the text individually and then individually complete the 'Brainstorming film genres' activity. Form a comprehensive class list of titles from students' brainstorms.

Feature documentaries p 170

Read the text aloud with the class, then show the first ten or so minutes of a feature documentary and discuss the questions in the activity 'Exploring feature documentaries'.

Creative non-fiction p 171

Students read the text individually and individually undertake the activity 'Exploring creative non-fiction', then form groups to share their findings.

Blended discourses p 172-3

Read aloud with the class and ask students to individually answer question 1 in the activity 'What's your interpretation'. Hold a class discussion on question 2.

Collage p 173-4

Ask students to read the text and undertake the activity by dividing a page into two columns with the headings 'How childhood is represented' and 'How adolescence is represented'. After the activity, hold a class discussion on students' responses.

End of chapter activity: Comprehending

This task will possibly require a degree of scaffolding. Ask students to read the poem and list the sources and genres drawn on providing examples from the poem e.g. funeral service, advertising slogans, television broadcasts, public signs, traffic noise, poetic description, conversations.

As a class discuss how each source or genre contributes to a view of the society of the time. Student could be encouraged to structure their answer to the Responding question around the identified genres, writing a paragraph about the role of each of the genres they think are most important.

End of chapter activities: Responding

Students should be encouraged to review the notes they made in earlier about television shows, feature films and documentaries, to find texts they could use for this activity.

End of chapter activities: Composing

Students could be encouraged to use one or more of the texts in this chapter as models for their own writing.

Chapter 17 Short story study: 'The Lottery'

This story was chosen largely because of its interesting use of narrative point of view and narrative structure.

Chapter opening, Synopsis and the story pp 177-81

The story is best read aloud to the class. To add to the drama, you could nominate specific students to read the parts of Ted and Grace.

Exploring the story, Narrative structure and narrative point of view p 182

Read the introductory texts aloud with the class and ask students to complete the first part of the activity, to re-read the story looking for evidence that Grace is unhappy in her marriage. Class discussion of students' findings.

Then, ask to reread the story again, making notes on how Ted's thoughts can be read as revealing that he is far from the good husband he believes he is any other aspects of his personality that could be read in a negative light. Class discussion of students' findings.

Students then form groups to discuss questions 1 to 3. Jigsaw activity: once completed students form new groups with members of other groups to share their findings.

Representation and context p 182

Read the text aloud with the class and ask students to write paragraph answers to the questions in the activity 'Exploring representation and context'. Students share their answers with the class upon completion.

Comparison p 183

To undertake the activity 'Comparing representations of marriage and gender roles' ask students to divide a page into two columns one for each story, fill out how marriage and gender are represented in 'The Lottery' and then re-read 'The Drover's Wife' making comparisons.

End of chapter activity: Responding p 184

Ask students to attempt one of the topics using 'The Lottery' and/or 'The Drover's Wife' as their texts.

End of chapter activity: Composing p 184

Students could attempt this topic in their writing journals.

Chapter 18: Drama study: *Antigone*

Antigone was chosen for study because of the way in which it has been interpreted differently in different contexts.

Before reading

Obtain copies of the play or direct students to online versions of which there are many. Any edition can be used

Chapter opening, The back story, Context, Conventions of Greek drama pp 185-7

Students should be asked to read and make notes from these sections before reading the play.

Reading the play

The play is best read aloud with various students taking specific parts. Students without parts can be asked to read the part of the chorus in choral fashion.

Summary p 188

Students should be encouraged to add the relevant page numbers from their edition of the play next to each scene, to facilitate their ability to find relevant sections later.

Interpretations of *Antigone*, A theocentric interpretation, A humanist interpretation p 189

Students read the text individually and then form groups to discuss the questions in the activity 'Exploring humanist interpretations of *Antigone*'. Groups then share their answers with the class.

A play about politics? p 190

Read the text aloud with the class and as a class discuss the questions in the activity 'Exploring a political interpretation of *Antigone*'.

A play about gender p 190

Read the text aloud with the class and ask students to write individual answers to the questions in the activity 'Exploring a feminist interpretation of *Antigone*'. Students' answers can then form the basis of group or whole-class discussion.

End of chapter activities: Responding p 191

Ask students to attempt one of the topics using *Antigone* as one of their texts. This can be a homework exercise or an in-class, set time exercise.

End of chapter activities: Composing p 191

This could be undertaken as a pair, group or individual exercise.

Chapter 19 Voice

Chapter opening, How is voice created, What are the effects of voice pp 193-4

Students read individually, making notes in their learning logs, then compare their notes with a partner.

Voice in non-fiction pp 195-6

Ask students to treat the question in the activity 'Exploring voice in non-fiction' as a short answer comprehending question and to write at least three paragraphs in 20 minutes.

Voice in fiction p 196-8

Ask students to read the passage from *Huckleberry Finn*, making notes on aspects of the language used by the narrator and the effect of these.

Sample analysis p 199

Students read the analysis, comparing the points made with their own notes, and adding to their notes where necessary.

End of chapter activities: Comprehending pp 200-1

Students could be asked to attempt either or both of the passages, drawing on the sample analysis as a model. Allocate 20 minutes writing time per passage.

End of chapter activities: Comprehending p 201

With a partner students discuss texts and approaches which could be used for each topic and report back to the class.

End of chapter activities: Composing p 201

This could be a writing journal exercise.

Chapter 20 Film study: *The Castle*

Chapter opening, Synopsis pp 203-4

Read this aloud with students and then show the film.

Narrative structure pp 204-5

Read aloud with students and then form students into groups to undertake the activity 'Exploring narrative structure'.

Resolution of text values, Characterisation of Darryl Kerrigan pp 205-6

Read the text aloud with students and then undertake the activity 'Exploring David versus Goliath' as a class activity.

Darryl Kerrigan's values p 206

Read the relevant text aloud with students, then replay the first half of the film asking students to make notes as per the activity 'Exploring Daryl Kerrigan's values'. Discuss questions 2 and 3 as a class.

Representation of the family in *The Castle* p 207

Read the relevant text aloud with students and discuss the questions in the activity 'The real Australia' as a class.

Other aspects of *The Castle* pp 207-8

The activity 'Exploring caricature' can be done as a class activity whereas the activities on sub-plot and voice-over narration can be done in pairs or groups.

End of chapter activities: Responding p 209

Students choose a topic and answers referring to *The Castle* and other texts of their choice. Allow preparation time and sixty minutes writing time.

End of chapter activities: Composing p 209

This can be done as a writing journal exercise.