LEGENDS: MODULE OUTLINE

Field: Imaginative world   **Band:** Lower secondary (Year 10)

Purpose

Students read and analyse the legend of Hercules and gather evidence and information to develop another story set in modern or science-fiction times. They present the story outline, an incident and the dialogue for an episode.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending **DB6.1, DB6.2, DB6.3**

Composing **DB6.4, DB6.5, DB6.6**

Some students could be in the lower intermediate or elementary stages of LOTE learning.

Outcomes for students at the lower intermediate stage would be:

Comprehending **5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

Composing **5.4, 5.5, 5.6, 6.4, 6.5, 6.6**

Outcomes for students at the elementary stage would be:

Comprehending **3.1, 3.2, 3.3, 4.1, 4.2, 4.3**

Composing **3.4, 3.5, 3.6, 4.4, 4.5, 4.6**

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks, and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate process skills and strategies that will meet the current needs of the students. Students' needs and teaching programs will determine the specific content of form-focused instruction.

Sociocultural understanding

Students develop an understanding of strategies that can be used to explore myths and legends from the Japanese culture.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- identifying and asking about people, places and things: characters, relationships, kinship terms, labours, skills, places

- identifying and asking when: before, after, first, last, next, modern day, one year, ancient times

- identifying and asking about situations, activities and events: incidents, labours, tasks

- describing people, places and things: personality traits, qualities, skills, abilities, monsters

- describing situations, activities and events: incidents, labours, tasks, circumstances

- giving reasons: because …, therefore …

- giving and responding to instructions: Bring, take, you must …

- asking for and giving directions and locations: Ancient Greece, places where tasks are set

- expressing opinions: I think …, I believe …

- expressing possession: relationships

- expressing agreement and disagreement: That doesn't fit there …, you are confusing … with …, didn't that happen after …? I don't think …

- expressing ability and inability: can, can't, could

- expressing probability and improbability: He probably had …

- expressing and asking about needs: requirements for overcoming a monster

- offering suggestions: You should …, what about …?

Assessment strategy

In Task 2 and Task 6 the teacher can gather and analyse information on students' abilities to comprehend written texts. At what level can students understand texts that describe incidents?

In Task 4 and Task 5 the teacher can gather and analyse information on students' abilities to comprehend spoken texts. At what level can students understand language that describes incidents?

In Task 7 and Task 8 the teacher can collect and analyse samples of students' writing. At what level can students use language in a variety of genres to identify and describe events?

In Task 6 and Task 8 and from discussion in class throughout the unit the teacher can observe and analyse students' abilities to use spoken language. At what level can students use language to describe and talk about characters and incidents in a story?

Teaching considerations

Sample units

One work unit is provided for this module:

Unit 1: Hercules

Teaching considerations

Legends like Hercules are culturally specific and a product of their time. Consultation with English teachers may facilitate a team approach to discussing and challenging stereotypical images of particular groups, for example, the notions of men needing to protect women or having to be strong and heroic.

Stereotypes may be challenged by asking students to describe particular social groups as they are represented in legends and inviting students to consider how these identities are different from those of groups today.

HERCULES: UNIT OVERVIEW

Orientating tasks

1 Read about the Greek gods and identify members of Hercules' family.

2 Read segments telling the story of Hercules. Match segments to illustrations and sequence the story.

Enhancing tasks

3 Recount what is already known about Hercules. Read his report card, suggest ratings and comments, and discuss areas that need improvement. Write a report card for a similar character in a modern or science-fiction context.

4 Listen to or read a brief account of Hercules' twelve labours. Classify the labours according to the skills that would be required to complete them. Devise some tasks for a modern-day or science-fiction character who would need similar skills.

5 Listen again to Hercules' journey and trace it on a map of Ancient Greece. Plot a journey for a modern-day or science-fiction character and indicate each place to be visited and a task to be completed there.

6 Read about Hercules' second labour. Identify the skills that helped him overcome the monster. Devise a monster and work out and describe how a monster could be overcome.

7 Read the cartoon story of the twelfth labour of Hercules. Complete and expand on the speech bubbles and perform the story as a short drama using the speech bubbles as dialogue.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.

Synthesising task

8 Develop a story set in modern or science-fiction times based on the story of Hercules. Present a story outline, an incident and the dialogue for an episode.

Print all Unit Tasks

Print all Unit Resources

Print all Unit Suggested Teacher Language