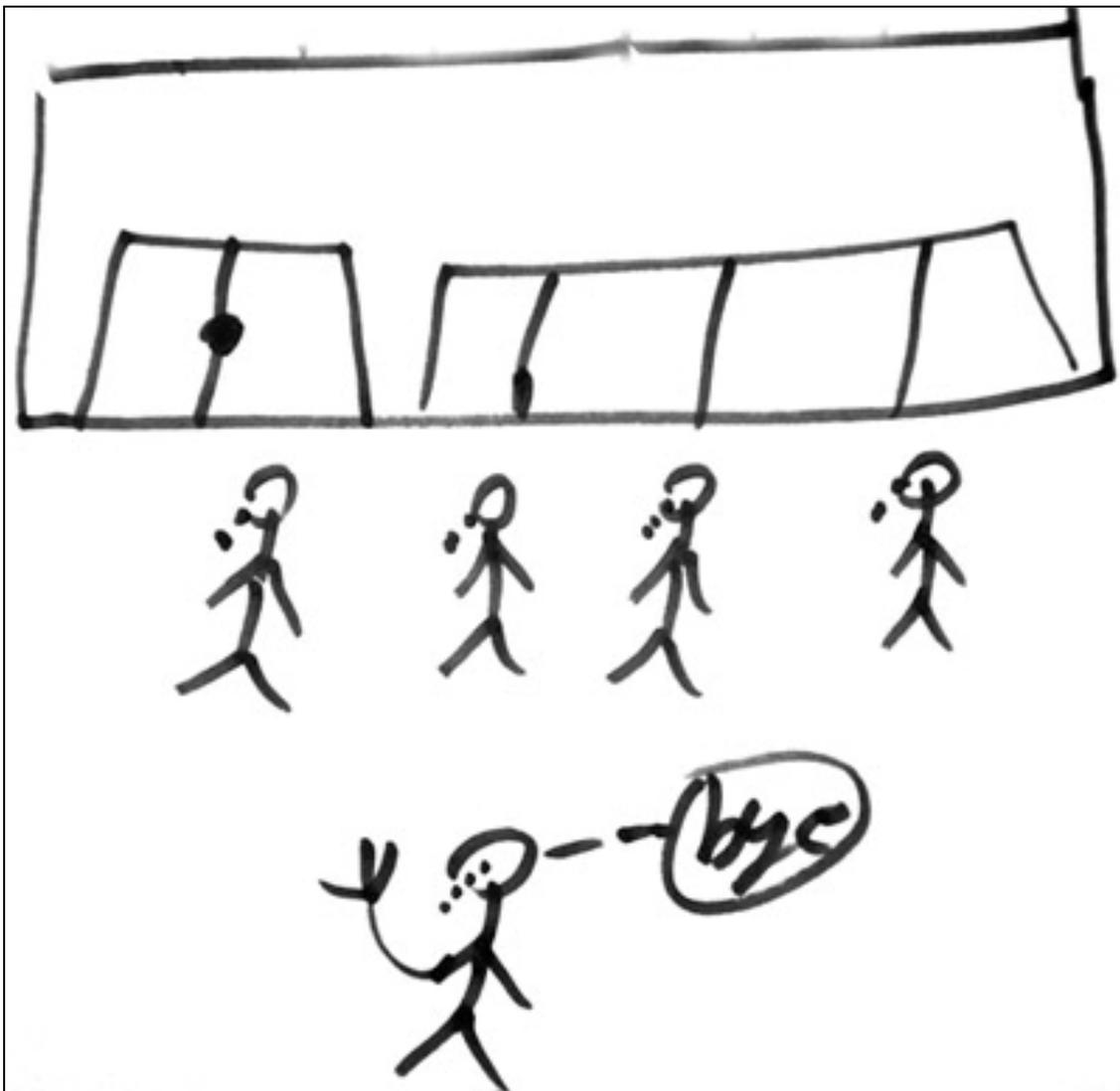




Lost and Found

Student workbook



Before you watch the film 'Lost and Found'

Talking about feelings

In many countries in the world, people don't talk much about what they are feeling. But in Australia, people sometimes want to know how you feel about different things.



How many words for different feelings do you know?

Write them down here, then compare your list with a classmate.

happy

annoyed

Writing

Choose three of the feelings in the box and write sentences about them. Follow the example.

I feel *annoyed when the bus comes late.*

I feel _____

I feel _____

I feel _____

If you want to, read them to another classmate or to the whole class.

What are they feeling?

Read these three short stories. In your class, talk about what you think each person is feeling at different times.

Story 1



Rachel is in class. Her teacher asks her to do a maths problem on the whiteboard in front of the class. She doesn't know how to do it, so she stays in her seat. Her teacher asks her again. She gets up and tries, but gets the wrong answer. The other students laugh. The teacher shouts at them to be quiet. Rachel sits down again.

Story 2



John is always very quiet at school. He doesn't play with the other students; instead he usually sits by himself at lunchtime. The other students leave him alone. One day a football lands close to him. He sees a group of students playing soccer nearby. He gets up and kicks the ball over to them. They ask him if he wants to play with them.

Story 3



Martha enjoys drawing and painting, so she likes art classes at school. She doesn't think her drawings are very good though. In term 4, the school organises a painting competition, and Martha's art teacher encourages her to enter the competition. She doesn't want to, but her friends talk her into it. Martha gets second place in the competition. Another student says to her, "I think your painting is stupid".

Talking about your strengths

How are you different from everyone else in the world? We all know that every person is unique. You are good at some things that other people can't do so well. These things are your **strengths**.

It's easy to think too much about what you are not good at, especially when you are in a new country and you feel out of place.

But it's important to think about what your strengths are too. These are the things that can help you get through the difficult times.



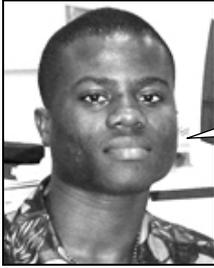
Talking about your strengths (continued)

In Australia, you will also need to talk about your strengths to get a job or to get into the course you want to do.

Here is a list of some personal strengths. You may need to look some of them up in a dictionary.

Put a tick next to the ones you think describe you.

✓	word	translation	✓	word	translation
<input type="checkbox"/>	accurate	_____	<input type="checkbox"/>	intelligent	_____
<input type="checkbox"/>	ambitious	_____	<input type="checkbox"/>	logical	_____
<input type="checkbox"/>	assertive	_____	<input type="checkbox"/>	loyal	_____
<input type="checkbox"/>	attentive to detail	_____	<input type="checkbox"/>	mature	_____
<input type="checkbox"/>	brave	_____	<input type="checkbox"/>	open-minded	_____
<input type="checkbox"/>	calm	_____	<input type="checkbox"/>	optimistic	_____
<input type="checkbox"/>	careful	_____	<input type="checkbox"/>	organised	_____
<input type="checkbox"/>	cheerful	_____	<input type="checkbox"/>	outgoing	_____
<input type="checkbox"/>	clear-thinking	_____	<input type="checkbox"/>	patient	_____
<input type="checkbox"/>	confident	_____	<input type="checkbox"/>	persevering	_____
<input type="checkbox"/>	conscientious	_____	<input type="checkbox"/>	persuasive	_____
<input type="checkbox"/>	consistent	_____	<input type="checkbox"/>	practical	_____
<input type="checkbox"/>	creative	_____	<input type="checkbox"/>	punctual	_____
<input type="checkbox"/>	curious	_____	<input type="checkbox"/>	quick	_____
<input type="checkbox"/>	easy-going	_____	<input type="checkbox"/>	quiet	_____
<input type="checkbox"/>	enthusiastic	_____	<input type="checkbox"/>	reliable	_____
<input type="checkbox"/>	friendly	_____	<input type="checkbox"/>	resourceful	_____
<input type="checkbox"/>	good-natured	_____	<input type="checkbox"/>	responsible	_____
<input type="checkbox"/>	helpful	_____	<input type="checkbox"/>	self-controlled	_____
<input type="checkbox"/>	honest	_____	<input type="checkbox"/>	supportive	_____
<input type="checkbox"/>	humorous	_____	<input type="checkbox"/>	trustworthy	_____
<input type="checkbox"/>	independent	_____	<input type="checkbox"/>		_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>		_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>		_____



I'm quiet and creative.



I'm an easy-going and practical person.

Discuss these questions in your class.

- Can you think of any other strengths to add to the list? Write them on the lines at the bottom.
- In your own country, do men and women show different strengths?
- Do you think it is the same in Australia?
- If you said there are differences, why do you think they are there?

What strengths do you need?

Read these three short stories, and answer the questions for each one.

Story 4



Cristina comes home after school with a lot of homework to do. Her Year 10 exams are only five weeks away, and she has a lot of work to do. When she gets home, she finds her younger sister has played with her schoolbooks and they are in a big mess all over the room. Then Cristina's mother asks her to help prepare the dinner because they have some friends coming to visit.

What do you think Cristina should do?

What strengths does she need to help her? (use the list on page 4)

Story 5



Peter really wants to make friends with some of the other students in his new school. One group of boys sometimes laugh at him but they also seem friendly. One day they ask if he wants to join them at lunchtime. He says yes. The boys go behind one of the school buildings and take out a packet of cigarettes. They offer Peter a cigarette. He doesn't want to smoke but he wants to be friends with the boys.

What do you think Peter should do?

What strengths does he need to help him?

Story 6



Deng and Mabor are both from Sudan. They go to the same school and are friends. Deng works hard at his schoolwork and often helps Mabor. At the end of the term, the class has a science test. Deng studies hard for the test, but Mabor doesn't prepare for it properly. Half way through the test, the teacher goes out of the room for a few minutes. Mabor is sitting in front of Deng and turns around to him. He wants to copy some of Deng's answers.

Deng is a hard worker at school. What strengths does this show?

If Deng wants to help his friend, what strength is he showing?

If Deng decides not to help his friend, what strength is he showing?

What do you think Deng should do – let his friend copy or not?

Types of films

There are many different types of films (we can also say **genres**).

Can you give an example for each type in the table below?

Type of film	Examples
Action/adventure	
Animation	<i>The Lion King</i>
Documentary	
Drama	
Family/Children's	
Horror	
Romance	
Science Fiction	
Thriller	

Discuss these questions in your class.

- What types of films do you enjoy the most?
- Do you have a favourite film? If so, what is it and why?
- Students in Australian schools study films in English class. Did you do this overseas? Why do you think students study films here?

Film vocabulary

Use the words in the box to finish the sentences about making films. The first one has been done for you.

actor	director	scene	character	location
script	dialogue	plot	shot	

1. The person who makes the film is the director.
2. An _____ is a person who plays a part in a film, in front of the camera.
3. One part of a film is a _____. It usually happens in one place.
4. A _____ is one bit of a film that shows the view from one camera, without any change to a different view.
5. A person that is in a story is called a _____.
6. The place where a part of a film happens is called a _____ (for example, a petrol station).
7. The whole story of a film is usually called the _____.
8. The _____ is the words that the characters in a film say.
9. A piece of writing that describes all the events in a film, and what the characters say is called a _____.

Scene 1 – Childhood and Flight

Before watching

Look at these pictures from the first part of the film. What do you think they show? What do you think this part of the film will be about?



Understanding the story – childhood and war

The drawings in this scene tell a story.

What story do they tell?

Writing and discussion

Write answers to these questions and then discuss your answers in your class.

Think about the pictures in the scene about childhood. What did you enjoy doing when you were a child?

Think about the pictures of war and travel. What helps people get from there to here?

The film is about refugee life in Australia. Do you think it is important to show what happened before coming to Australia?

Look back at your list of strengths. What strengths help people settle in Australia?

Understanding the story – expectations of Australia

Write down the main things you knew about Australia before you came here. Then compare your ideas with another student's ideas. Were they similar?

Which ideas were accurate?

Read the story.

Gold!

Michael loved to go for walks in the countryside whenever he had some free time. If the weather was good, he chose a new place, drove there, then walked for a few hours all by himself. He loved the fresh air and the sounds of the birds. After each walk, he came home feeling relaxed and content.

One day Michael was walking along a creek when he saw something shining in the water. He picked it up. It was a piece of gold as big as his thumb! He looked around for more gold, but couldn't find any. He ran back to his car and drove home. The next day, he took the gold to a jeweler and sold it for \$2310. He was very happy.

The next weekend, Michael went back to the same creek with a spade and searched for more gold. After three hours he found some – one piece about as big as the fingernail on his little finger.

He got \$212 for the small piece of gold from the jeweler. He was very disappointed.

Every weekend after that, Michael went back to the creek to look for more gold. But he never found any, and every weekend he returned home disappointed and exhausted.

Answer the questions about the story on page 10.

Why did Michael go to the countryside at the start of the story?

What do you think he felt when he found the large piece of gold?

Why was he disappointed after he found the second piece of gold?

How would he have felt if he had found the small piece of gold first, then the second?

He would have felt _____

Do you think it was normal for Michael to expect more gold?

What does this story show about the effects of expectations?

What could Michael have done to stop feeling disappointed?

He could have _____

What do you think he should do now?

Discussion

Discuss the story in your class.

What effect do you think your expectations of Australia have on your life now?

What can you do about expectations that have not been realistic?

First impressions

Before watching

What are first impressions, and why are they important? Read Saleh's story and discuss the questions in your class.



I was very nervous on my first day in the language school. I walked into the first class before 9am. There was a boy laughing and dancing in the room. I laughed too. He looked at me and smiled. Straight away, I thought, "I think I like this school."

- What was Saleh's first impression of the other student? How did it help him?
- Can you remember a time when you had a strong first impression of someone?
- Do you think first impressions are always accurate?

What were your first impressions of Australia?

Talk about them with your class. Here are some questions to help you.

- What time of day or night was it when the airplane landed?
- What was the weather like?
- Did anyone meet you at the airport?
- What did they say to you?
- What did you see on the drive away from the airport?
- What did you think about the house or flat you went to?
- What feelings did you have on the first day in Australia?
- What feelings did you and your classmates have in common?

Watch the second part of the DVD, First Impressions.



Understanding the story

In your class, discuss these questions.

- What is happening in the story?
- What pictures of Melbourne can you remember in the film?
- Why do you think the film shows so many pictures at the same time?
- Do you think the film accurately shows what it's like to arrive in Melbourne for the first time?
- What pictures of Melbourne would you put in if you were the director?

Understanding the feelings

Look back at the list of emotions you made before you watched the film. Which words describe the feelings of the people in this part of the video? (You may need to add some more words.)

Discussion

Discuss these questions in your class.

- Think about your first impressions of Melbourne, and compare them with what you know now. Were your first impressions accurate?
- Think about your first day at school in Australia. What were your first impressions?
- What first impressions do you think other people at the school had of you?
- How can you make a good first impression on other people when you meet them for the first time?

Watch the third part of the DVD, At school.



Understanding the story

Write answer to the questions.

Paul finds it very difficult to hear the teacher. Why?

Why is the other boy rude to him?

Why didn't Paul do his school work?

What does the teacher think about Paul? Why does he react like that?

What do you think about the teacher?

What could you do if you had a teacher like that?

Understanding the feelings

What do you think Paul is feeling in each of these photos? Write your ideas under each picture. You can use the words from your list of feelings to help you.



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Discussion

Paul finds it difficult to do the schoolwork for his class. What advice would you give him? Write down some ideas before you discuss.

Talk with your teacher about where you can find help in your school. Write the information down here.
