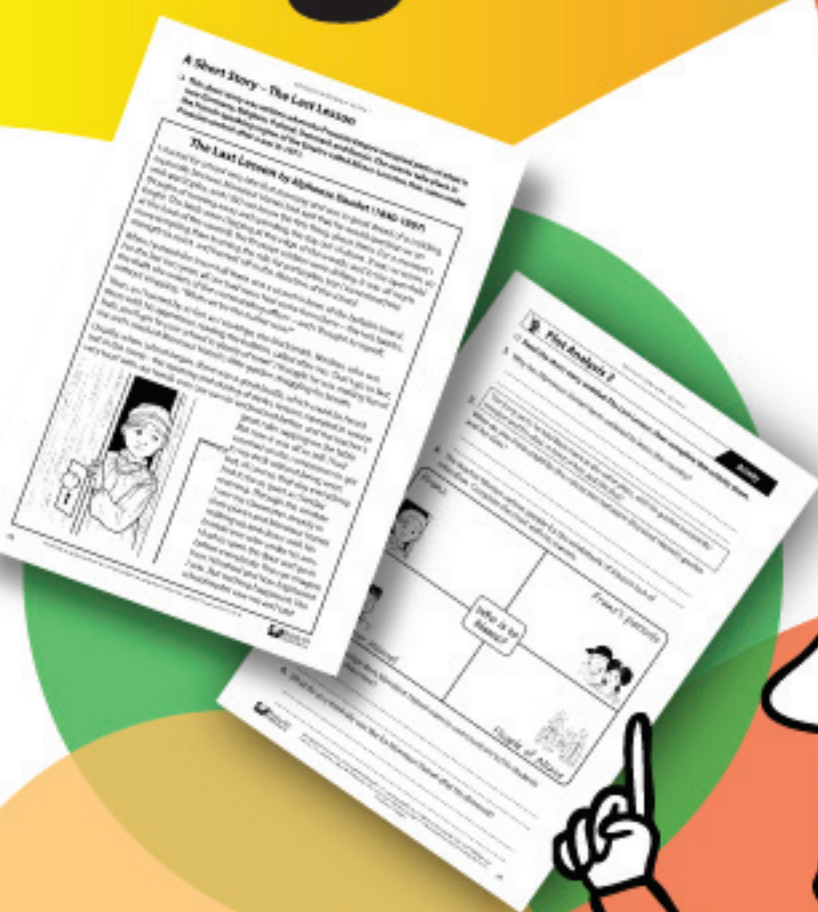


The English Series

English: Year 5



By Lisa Craig



Teachers' Notes

This book is part of the Australian English Series which consists of six books altogether. Activities are linked to text types and resources that will enable students to develop capabilities in much of the curriculum for Year 5 students.

Stimulus material chosen for activities demonstrates varying degrees of formality. Activities guide students to identify and reflect on how texts can be constructed for their intended purpose and audience through a deliberate choice of language features. Emphasis has also been given to incorporating texts that address the curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability through English. Answers are provided at the back of the book.

This book is divided into four sections, which are detailed below.

Section One: Text Structure and Organisation

Students will be engaged in activities to make meaning of a selection of informative, persuasive and imaginative texts ranging from a historical recount, speech excerpt, advertisement, film review and expository argument about the Tasmanian Devil. Thinking skills will be developed by asking students to analyse text structure and to evaluate language features, such as: use of passive voice, powerful adjectives, rhetorical techniques and emotive appeals to the reader.

Section Two: Expressing and Developing Ideas

This section delves deeper into the craft of writing by exploring how writers build up a setting or character with unusual noun/adjective groups and a variation of simple, compound and complex sentences. Students will examine original texts from Henry Lawson and George Orwell with the aim of creating their own well-crafted texts.

Section Three: Interacting with Literature

The short story, *The Last Lesson*, transports students to another time and place where characters face difficult choices. Activities in this section require a close-reading of the story to discover the motivation behind the different characters' actions and be able to step into a young boy's mind in war time to write a letter in his voice.

Section Four: Voice in Text

To experiment with the stylistic features of poetry, students will be invited to break the rules in their own shape poem based on the Indigenous perspective of Lionel Fogarty's poem, *Weather Comes*. Students will also plan, draft and publish their own text on an environmental issue about which they feel strongly.



Text Types

Activity

1. Look at the names of the text types in the box below. Place them under the correct headings in the table below. There might be text types that could be placed under more than one category. Read the purpose of each text type to help you.

novel	advertisement	comic strip	news article	song lyrics
rules and regulations	speech	film script	recipe	short story
school textbook	letter to the editor	travel guide	poem	essay
blog	report	recount of events	user manual	music review

Imaginative	Informative	Persuasive
The main purpose of an imaginative text is to entertain the reader with its originality, new views on the world and creative use of language.	The main purpose of an informative text is to give a reader information in a direct way through an explanation, description, procedure, analysis, etc.	The main purpose of a persuasive text is to convince a reader to share the author's point of view supported by evidence and arguments.
Examples:	Examples:	Examples:

The degree of formal language included in a text will depend on its purpose and its intended audience. Formal texts avoid using colloquial terms, abbreviations and contractions of words. Sentences in formal texts are more complex and the passive voice appears more frequently. Technical and scientific vocabulary related to the topic is used.

2. Choose six different text types from Question 1 and arrange them on the scale below from less formal writing to more formal writing.

less formal more formal



Film Review

Activity

○ Read the film review on the previous page to complete this activity sheet.

1. A good film review has a number of purposes. The film review *Transfixers: The Droth Attack* informs, describes, analyses and advises. Give examples below.









2. What does the reviewer believe are the film's positive points?

3. Film reviews include vocabulary and expressions related to film-making. Identify technical words/phrases used in the review.

4. Do you know of other technical terms that could be used in a film review?



Expanding Noun Groups

Activity

Including descriptive details in a text is like putting icing on a cake. Readers can appreciate how you have crafted your writing to incorporate precise imagery so they too, can savour the world that you have created.

- Read this paragraph taken from a narrative.

Josh slept. He was out of reach so he could finally dream. An owl's call punctuated the forest as tree branches scratched at the night sky. The air was filled with the soothing aroma of banksia. Little light came now from the fire embers. Over the ridge, a universe away, a storm was raging, but it would not touch them tonight. Tilly stifled a yawn.



1. The author has painted a picture with words. What do you see? In the space below, draw your interpretation of what is happening in this paragraph.

Sample

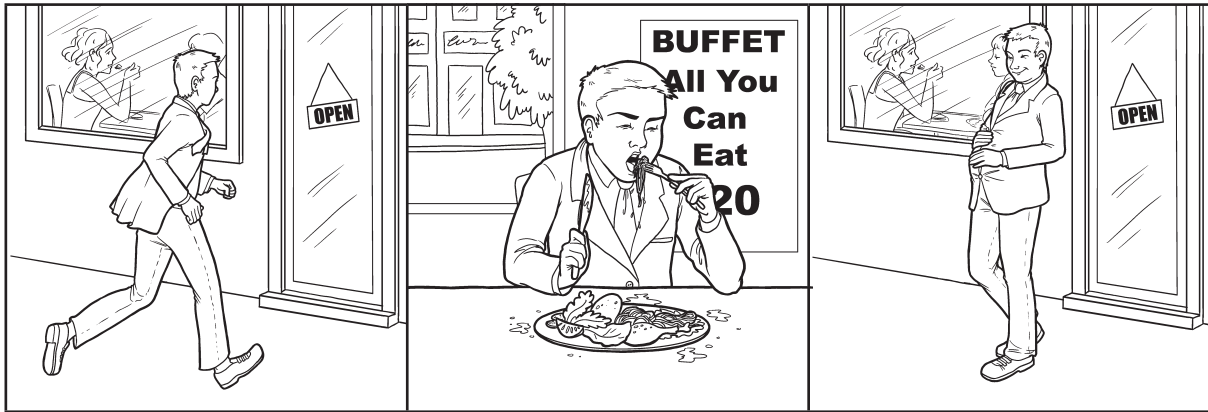
2. Swap your drawing with a partner. What details has he/she interpreted from the text? Rewrite 4 sentences from the text with new descriptive details. For example: *Josh slept in a leafy clearing.* / *A speckled owl's call punctuated the forest.*

- a) _____
- b) _____
- c) _____
- d) _____



Finding the Right Word

Activity



1. Study these two versions of the comic strip above.

- a. He walked to the restaurant. He ate his lunch, then walked home.
- b. He dashed to the restaurant. He wolfed down his lunch, then ambled home.

Which version sums up the visual text more effectively? How has this been achieved?

2. How does using a more specific word for the all-purpose verb “write,” add to the meaning in these sentences? Use a dictionary to help you.

- a. She was copying down the song’s lyrics in her diary.

- b. She was scribbling the song’s lyrics in her diary.

- c. She was jotting down the song’s lyrics in her diary.

- d. She was annotating the song’s lyrics in her diary.

3. Replace the underlined word in each sentence with a more specific word.

- a. He ran to the phone to answer it.

- b. The thief took my bag as I was getting off the bus.

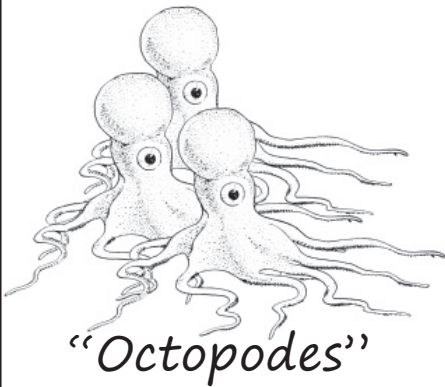
- c. She got a cup for coming top in the Spelling Bee.

- d. I saw the metallic object in the sand.



Unusual Plural Nouns

Activity



You will be familiar with irregular plural nouns like:

child → children

mouse → mice

woman → women

tooth → teeth

person → people

sheep → sheep

But did you know that there are hundreds of nouns in the English language that don't fit into the usual pattern of adding **s** or **es** to form their plural?

Origins of irregular forms

Many of the irregular plural forms stem from their Latin and Greek roots. When the English language borrowed words from other languages, it often kept the spelling rules. For example: **cactus → cacti**, **larva → larvae**, **medium → media**

Latin and Greek were the languages of culture and learning so it was not unusual to borrow the vocabulary associated with science, mathematics, astronomy, medicine and the natural world.

1. Using the examples given in the above paragraph as a guide, how would you form the plurals of these singular nouns?

a. alga →	b. fungus →
c. curriculum →	d. bacterium →
e. antenna →	f. stimulus →

2. Many plural nouns that belong to the field of mathematics are irregular. Using a dictionary and your own knowledge, write the plural forms of the following in the boxes.

<p>a. radius _____</p>	<p>b. vertex _____</p>	<p>c. axis _____</p>
<p>d. matrix _____</p> $\begin{bmatrix} 1 & 2 & 3 \\ 4 & 5 & 6 \\ 7 & 8 & 9 \end{bmatrix}$	<p>e. formula _____</p> $a^2 + b^2 = c^2$	<p>f. datum _____</p>



School Days

Activity

○ Read the short story entitled *The Last Lesson*, then complete this activity sheet.

1. Highlight details in the short story that refer to the education system. What was school like in the 1870s for Franz? On the post-it notes below, make observations under these headings about the changes that have taken place over the last 150 years. An example has been given to start you off.

<p>The School Environment</p> <p>Then: - The school had only one room. - Monsieur Hamel lived above the school room. - There was a flower garden in front of the school.</p> <p>Now:</p>	<p>Lessons</p> <p>Then:</p> <p>Now:</p>
<p>The Teacher</p> <p>Then:</p> <p>Now:</p>	<p>School Equipment</p> <p>Then:</p> <p>Now:</p>

2. You have identified the changes, but can you now find two similarities?

- a) _____
- b) _____