

The English Series

English:

Year 5

Aligned with the NEW
v8.1 Curriculum.

A Short Story – The Last Lesson
This short story was written when the Prussian Empire occupied parts of what is now Germany, Belgium, Poland, Denmark and Russia. The events take place in the French-speaking regions of the Empire called Alsace-Lorraine that came under Prussian control after a war in 1871.

The Last Lesson by Alphonse Daudet (1840-1897)
I started for school very late that morning and was in great dread of a scolding, especially because Monsieur Hamel had said that he would question us on verb participles, and I did not know the first thing about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright, the birds were chirping at the edge of the woods, and in the open field at the back of the school, the Prussian soldiers were drilling. It was all much more tempting than learning the rule for participles, but I summoned the strength to resist, and hurried off in the direction of the school.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there – the lost battles, the draft, the orders of the commanding officer – and I thought to myself, without stopping, "What can be the matter now?"

Then, as I hurried by as fast as I could go, the blacksmith, Wicher, who was there with his apprentice reading the bulletin, called after me. "Don't go so fast, but you'll get to your school in plenty of time!" I thought he was making fun of me and I reached Monsieur Hamel's little garden struggling for breath.

Usually, when school began, there was a great hubbub which could be heard great ruler rattling on the table. But now it was all so still. I had counted on the commotion to get but, of course, that day everything had to be so quiet as Sunday morning. Through the window I saw my classmates already in their places and Monsieur Hamel walking up and down with his terrible even ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was. But nothing happened. The schoolmaster saw me and said

Plot Analysis 2

Read the short story entitled "The Last Lesson" and complete the following activity.

1. Why has Monsieur Hamel been late?

2. To find a girl he had loved, he had to leave his home and his family. What do you think could be the reason for this?

3. The teacher blames the government for the situation. Complete the following sentence.

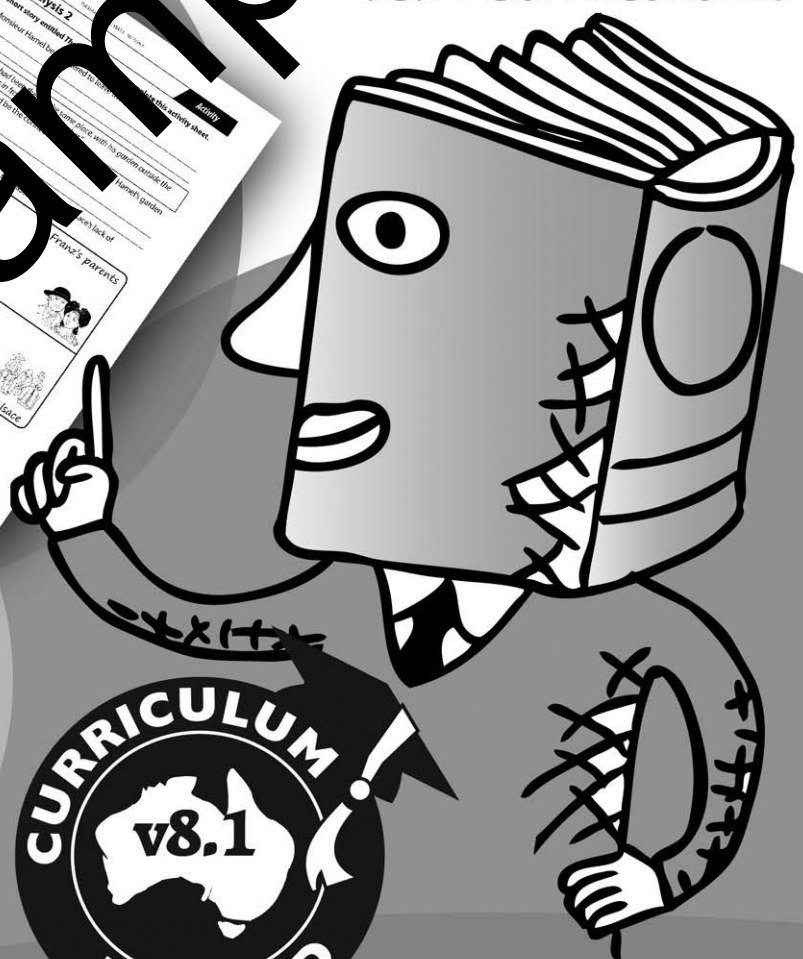
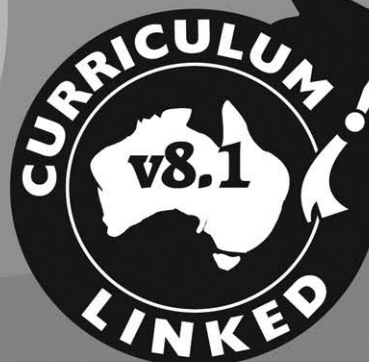
It is the fault of _____ that we are in this situation.

4. Who is to blame for the situation?

People of Alsace

5. What do you think life was like for Monsieur Hamel after his dismissal?

By Lisa Craig



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Teachers' Notes

This book is part of the Australian English Series which consists of six books altogether. It is linked to the new v8.1 Australian national curriculum and each page in the book references the content descriptor/s and elaboration/s which it specifically addresses. Activities are linked to text types and resources that will enable students to develop capabilities in much of the new English 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 account, 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.

v8.1 Curriculum Links

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Elaboration

- Exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Elaboration

- Becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

- Elaboration
Observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example, 'Snakes are reptiles. They have scales and no legs, many snakes are poisonous. However, in Australia they are protected')

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

Elaboration

- Learning that in Standard Australian English regular plural nouns ending in 's' form the possessive by adding just the apostrophe, for example 'my parents' car'
Learning that in Standard Australian English for proper nouns the regular possessive form is always possible but a variant form without the second 's' is sometimes found, for example 'James's house' or 'James' house'

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

Elaboration

Knowing that complex sentences make connections between ideas
Knowing that a complex sentence typically consists of a main clause and a subordinate clause

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

Elaboration

- Learning how to expand a description by combining a related set of nouns and adjectives, 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Elaboration

- Moving from general 'all-purpose' words, for example 'cut', to more specific words, for example 'slice', 'dice', 'fillet', 'segment'.

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)

Elaboration

- Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals, for example 'cactus' and 'cacti', 'louse' and 'lice'

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Elaboration

- Describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Elaboration

- Posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgements about the dilemmas characters face and relative merit and harm

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Elaboration

- Orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Elaboration

- Examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response.

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Elaboration

- Setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Elaboration

- Identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narrative on empathy and engagement.

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Elaboration

- Explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of a text.

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Elaborations

- Selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement.
- Using vocabulary, including technical vocabulary, appropriate to purpose and context.

Persuasive Texts – Stimulus Material

○ Study these three different types of persuasive texts.

- A.** Introduction of speech given by Prime Minister Billy Hughes, Sept. 1916.
- Nearly three hundred thousand men have enlisted. Why should some take on their shoulders the burden that belongs to all? If life be such a sacred thing that no government or no individual has a right to lay hands upon it, why should these three hundred thousand be chosen to die, that we may live, untouched, allowing the roll and thunder of battle to pass over us undisturbed? This war must be brought home to every man and woman in this great Commonwealth of Australia. If voluntaryism fails, the war will fail. The interests at issue are too great. Australia must do her part. It may be that voluntaryism will save us; but if it does not, then we must still be saved.

- B.** Advertisement



Want nails to show off?
try NUTRINAIL PLUS
**easy to apply *100% natural*
MONEY BACK GUARANTEE
**not tested on animals*

- C.** Extract from business magazine editorial
- CYBERSPACE NO-NOS**

Social networking has millions of Australians sharing everything from baby photos to favourite books to charitable causes. Yes, we are a generous bunch. But are we over-sharing? There are a handful of personal details that should stay that way, no matter what assurances are given by Facebook, Twitter, Instagram and dozens of similar sites. If you're not looking to be Ned Kellied by crooks – cyber or otherwise – there are 770,000 good reasons not to reveal so much. That's the same number of Australians who fell victim to cybercrimes last year. You don't want to become part of that statistic, do you?

This risk-taking also applies to rash Facebook postings or tweets that have been the undoing of many a well-intentioned sharer. People losing their jobs, having their life insurance cancelled or being dumped by partners is not that uncommon, so what should you never do or say or post on any networking site? Now, here's the Top 5 no-nos.



Persuasive Texts

Activity

- Read the three persuasive texts on the previous page to complete this activity sheet.

The purpose of a persuasive text is not only to persuade people that a certain point of view is valid; it is also to inform, inspire, enrage, encourage or even give comfort.

1. What do you think are the purposes of the persuasive texts on page 16? Write your answers below. Compare your answers with a partner.

Text A: Speech	Text B: Advertisement	Text C: Editorial
Purpose/s:	Purpose/s:	Purpose/s:

2. Persuasive texts usually focus on one main issue. Identify the main issue in each text.

Speech	Advertisement	Editorial

3. How do the following rhetorical questions position the reader/listener to feel?

a) **SPEECH:** "Why should some take on their shoulders the burden that belongs to all?"

b) **ADVERTISEMENT:** "Want nails to show off?"

c) **EDITORIAL:** "You don't want to become part of that statistic, do you?"

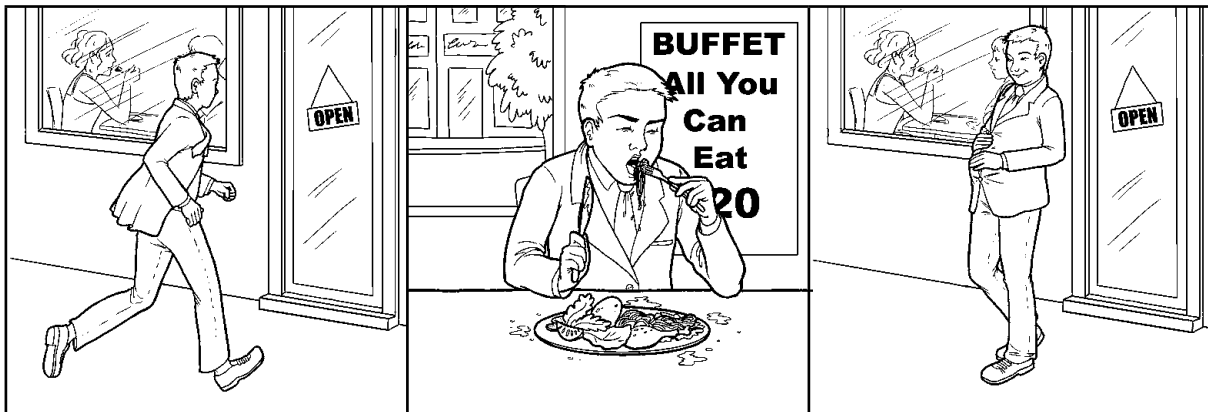
4. Give two examples of emotive language (strong adjectives) used in the texts.

a) _____ b) _____



Finding the Right Word

Activity



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

- He walked to the restaurant. He ate his lunch, then walked home.
- 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.

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

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

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

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

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

- He ran to the phone to answer it.
- The thief took my bag as I was getting off the bus.
- She got a cup for coming top in the Spelling Bee.
- I saw the metallic object in the sand.



Shades of Meaning

Activity

- The all-purpose words listed below could be substituted in speech and written text by words with similar, but more specific meanings. Organise the all-purpose words under the correct headings.

1. Organise the specific verbs under the two headings. These specific words replace the all-purpose word "walk".

traipse march plod stroll hike wander
saunter prowl tiptoe patrol stagger trudge

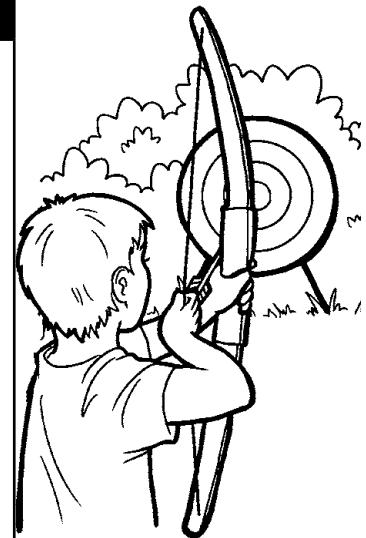
more controlled manner	less controlled manner
	stagger



2. Organise the specific verbs under the two headings. These specific words replace the all-purpose word "look".

glance scrutinise glimpse scan peek examine
glare oggle spy catch sight of observe spot

for a short time	for a longer time
	observe



- Highlight the new vocabulary that you have encountered in this task. Are there other verbs for ways to walk or look that you know? Make a list on the back of this sheet.