ENGLISH

Year 4
Answers

Lesson 11

Topic: Language in literary recounts

Analysing language and speech in a literary historical description

Lesson concepts

- Standard Australian English — Social dialects
- Sentences — Quoted (direct) and reported (indirect) speech in different texts
- Evaluating texts — Using metalanguage to describe effects of ideas, text structures, language features
- Features of literary texts — Authors and illustrators use techniques to involve readers: character development, plot tension
- Text processing strategies — Crosschecking, reviewing
- Comprehension strategies — Expanding content knowledge, integrating and linking ideas

Lesson notes

In this lesson, students will understand how to identify language features and different types of speech in a literary historical description. Students will look at the way that authors use quoted (direct) and reported (indirect) speech in different texts to develop characters and plot tension.

Lesson answers

1. Open **Sheet 2 — Historical description of convict Thomas Richardson**. Read the text and answer the following questions.

   a. What is being described in this text?

   For example: The text describes the arrival of Thomas Richardson on a convict ship in Sydney Cove. It describes the conditions on the ship and how Thomas was feeling when he arrived. It then describes his life in the convict settlement.

   b. How is this recount similar to other recounts you have studied? For example, the journal entries of the officer on board the *Friendship,* or Chapter 3 of the literary recount, *Eliza Bird, child convict*. Think about other recounts and use the table below to compare the following:

   For example: The following answers are based on the historical recount, **Sheet 2 — Historical description of convict Thomas Richardson** and the text, *Eliza Bird, child convict*.

audience and purpose	**Sheet 2** and *Eliza Bird, child convict* have the same purpose — to inform the audience about the arrival of convicts to Australia on the First Fleet.

events	Both texts focus on the events of the First Fleet but the historical literary text, *Eliza Bird, child convict* includes more information about one girl's journey to become a convict in the First Fleet.
perspective	Both recounts are written from the perspective of a convict.
language features	The author of *Eliza Bird, child convict* has used many language features to engage the audience in the life and experiences of Eliza. The author of **Sheet 2**, however, has included few language features and the overall length of this recount is very short.

2. Re-read **Sheet 2** and complete the following table.

   a. For example:

	Language features that tell us about Thomas Richardson	
	First paragraph	**Second paragraph**
verb / verb groups	• was raised • clambered • been replaced • waved • was waving • join	• disembarked • thought
noun groups	• Thomas's time on the ship • eight long months • hot, damp, stinking and overcrowded conditions • the top deck • the bowsprit • the *Lady Penrhyn* • Sydney Cove • the British flag	• the tall ship • the touch of the crystal-clear, blue water • the sandy mud
adverbs, prepositional phrases	• up to the top deck • in the wind	
cohesive devices (including pronouns and text connectives)	• then • it • he	• as • he, him
direct speech or thoughts		'I know that as long as I do what I am asked, I will be all right.'

b. Explain how these language features describe Thomas Richardson's changing feelings about what was happening.

For example:

In the first part of the text, there are descriptions of the conditions on the convict ship as well as descriptions of the fresh, open air as the ship came into Sydney Cove. Thomas is feeling exhausted after the long voyage, but also excited about the new life awaiting him in the new colony. In the second part of the text, the language shows that Thomas's attention shifts to undertaking physical work and using tools that did not make the work any easier.

c. What effect does this change of language have on the reader?

For example:

The change of language has the effect of making the reader, who first felt excited for Thomas and his future, to now wonder what is going to happen next. The reader wonders if Thomas's new life in the colony is going to be what he hoped it might be.

3. Think about why the author used these language choices to develop the character and plot.

For example:

The author used different language features to help the audience form a clearer picture of the experiences and feelings of Thomas on his journey to Australia and the beginnings of his life as a convict.

4. Review the different ways of recording speech. No response required.

5. Read the following section of text from **Sheet 2**.

> 'I know that as long as I do what I am asked, I will be all right,' he thought to himself.

a. This speech is:

☑ direct speech

☐ reported speech.

b. Turn the sentence around so that the name of the person speaking is at the beginning of the sentence. Change the sentence so that it contains reported speech. Write the new sentence with reported speech in the space provided.

For example:

Thomas knew it would be all right if he did what he was asked.

c. Think about the differences between a sentence with direct speech and one with reported speech.

For example:

Direct speech gives the audience a clear insight into the character's feelings as it provides more information. Reported speech does not provide as much information about the character because the speech is only reported, so there is no opportunity to infer how the character is feeling.

Lesson 12

Topic: Language in literary recounts

Writing historical events from someone's perspective

Lesson concepts

- Expressing opinions — Differences between expressions of opinion and statements of fact
- Cohesive devices — Pronoun referencing, text connectives
- Sentences — Meaning enriched through noun groups/phrases, verb groups/phrases, prepositional phrases
- Sentences — Quoted (direct) and reported (indirect) speech in different texts
- Grammatical function — Adverb groups/phrases and prepositional phrases provide circumstantial details
- Use of vocabulary — New vocabulary from researched sources
- Text structures and language features that create texts — Providing key information and supporting details
- Handwriting style — Automaticity

Lesson notes

In this lesson, students will understand how to use events in a literary description to write from a character's perspective. Students will write using language features to enrich the meaning and express a character's feelings, thoughts and opinions about the events.

Lesson answers

1. Open and read the instructions on **Sheet 8 — Perspectives**. No response required.
2. Re-read **Sheet 2 — Historical description of convict Thomas Richardson**. If possible, have someone read this to you.

   No response required.
3. Complete **Sheet 8** using the questions to help you think about the main character.

   Example answers for **Sheet 8**:

   Where was Thomas at the beginning of the literary recount?

   On the convict ship, the *Lady Penrhyn*.

   What was he doing?

   Watching from the top deck as the ship was sailing into the cove.

   What did he see?

   He saw the British flag being raised on the topsails.

   What did he think?

   He thought that the flag was waving at him to join it.

How did he feel?

He felt exhausted and weak from the long voyage but also excited about his future.

Whose perspective is shown in this text?

Thomas's perspective.

How could this text be written from a different character's perspective?

The text could be written from the perspective of the sailors in charge of the convicts, or from the perspective of Aboriginal people who were on the beach watching the ships come in.

4. Watch the **Video — Point of view**. This video shows how two people can have different perspectives about the same event. No response required.
5. View the **Video — Perspectives**. This video examines how recounts set in the past are written in the first person. No response required.
6. Use the following table to list the language features used by the author in **Sheet 2**.

first-person pronouns	I
opinions expressed by the author	He felt exhausted and weak but excited about the future.
thinking and feeling verbs	excited, exhausted
direct/reported speech	'I know that as long as I do what I am asked, I will be all right,' he thought to himself.

7. Look at the following checklist, which lists all of the structural and language features that would appear in a literary recount.
   a. Construct a short recount of no more than three paragraphs, based on one event from **Sheet 2**. Personal response required.
   b. Organise your ideas by writing notes in your exercise book.

      Personal response required.
   c. Use these notes to write your short recount. Personal response required.
   d. When you have finished, use the checklist below to see if you have used all of the structural and language features that would appear in a literary recount.

      Students use the checklist in the lesson to see if they have used all of the structural and language features that would appear in a literary recount.

Lessons 13–14

Topic: Language in literary recounts

Writing a recount in the first person

Lesson concepts

- OM Expressing opinions — Differences between expressions of opinion and statements of fact
- OM Cohesive devices — Pronoun referencing, text connectives
- OM Sentences — Meaning enriched through noun groups/phrases, verb groups/phrases, prepositional phrases
- OM Sentences — Quoted (direct) and reported (indirect) speech in different texts
- OM Grammatical function — Adverb groups/phrases and prepositional phrases provide circumstantial details
- OM Use of vocabulary — New vocabulary from researched sources
- OM Text structures and language features that create texts — Providing key information and supporting details
- O Handwriting style — Automaticity

Lesson notes

This lesson is completed over two sessions.

In this lesson, students will understand how to add supporting details to recount notes to construct a recount of events from a character's perspective. Students will read a profile of a convict girl, make notes and then use these notes to write a recount in first person from the perspective of a convict girl.

Lesson answers

1. View the **Video — *The storm*: cohesive devices**.
2. Complete **Sheet 7 — *The storm***. **Sheet 7 Answers — *The storm*** (attached).
3. Look at **Sheet 6 — Recount by a convict girl**. Read the profile at the top of the sheet and answer the questions to develop a clear picture of what the girl is like. **Sheet 6 Answers — Recount by a convict girl** (attached).
4. Using the notes you made on **Sheet 6**, think about:
   - real events this recount might be based on
   - whose perspective is shown in the recount notes
   - similarities with this recount and others that you have read
   - the convict girl's experiences or things that happened to her.

   Personal response required.

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5. Write some language features in the following table to make your recount more interesting.

   For example:

first-person pronouns	I, we, us, me, my
language of opinion	in my opinion, to me
thinking and feeling verbs	I felt, I couldn't believe, I wondered
nouns and noun groups to describe the setting and other characters	an endless, clear, blue sky tired and sick children
adverbs, adverb groups and prepositional phrases to provide details about events	quickly snatched
direct speech and reported speech	'I am so cold and hungry,' I whispered. the solider demanded that we work more carefully
text connectives	after, over the coming months
language from the time (1788)	'I'll be giv'n' yer a lashin' '

6. Use your notes to write a recount from the convict girl's perspective. Write one or two paragraphs on **Sheet 6**. **Sheet 6 Answers — Recount by a convict girl** (attached).
7. Share your recount with another person. No response required.
8. Reflect on what you have learned in the lesson. In your exercise book, record descriptive words or phrases you encountered that may help you with your recount writing in the future. Personal response required.

Sheet 6 Answers

Recount by a convict girl

1. Read the following profile of a convict girl who was on board a ship of the First Fleet.

Convict girl — aged 10 years

- caught stealing on the streets of London
- transported to Sydney
- below deck on board a First Fleet ship entering Port Jackson
- heard the noise of her ship colliding with another ship
- has friends on board the ship
- had sores on her legs from leg-irons
- went ashore at Port Jackson

2. Think about her experiences during this time and make notes in the following table. You will need to use your imagination and think about some of the historical accounts and literary recounts you have read so far.

What is her name? Responses will vary but the name should be an appropriate girl's name from 1788.	What happened to her doing one of these events? Responses will vary but events should be based around any of the following: • being caught stealing • being transported to Sydney • being below deck as the ship enters Sydney • the ship colliding with another ship.	Whom was she with? Responses will vary but some detail about friends on board the ship should be included.
What were her feelings? Responses will vary.	What were the conditions on board the ship like? Responses will vary but may include a description of the sores on her legs from leg-irons.	How would she be feeling after such a long sea voyage? Responses will vary.
What did she think? Responses will vary.	What did she say? Responses will vary.	What did her friends on board say? Responses will vary.
What happened in the end? Responses will vary but may include going ashore at Port Jackson.	How did she feel when she stepped ashore? Responses will vary.	What were her thoughts and feelings afterwards? Responses will vary.

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3. Use your notes to write a recount from the convict girl's perspective, based around the points listed in the profile. Write one or two paragraphs in the space provided.

   Responses will vary but should include:

   - correct structure for a recount (orientation, sequence of events, concluding statement/ opinion)
   - first-person perspective
   - language of opinion
   - thinking and feeling verbs
   - nouns and noun groups
   - pronouns and text connectives
   - language from the time
   - direct speech or reported speech where appropriate.

Sheet 7 Answers

The storm

The following is a section of text written in first person from the perspective of Maggie.

Find two more text connectives and three more pronoun and pronoun references in this recount and highlight them.

***The storm* by Maggie**		**Pronoun references**
Text connectives Pronouns **Note** Not all examples are highlighted.	One night, out of nowhere came a terrible, frightening storm. Hattie and I were huddled below deck, clinging to each other. The wild rocking of the ship and the waves crashing down through the deck scared the living daylights out of us. 'Oh Hattie, I'm sure we're about to drown,' I screamed. She pulled me closer to her and it helped to calm me down. For days we stayed sheltering below deck. We were so hungry because only during a break from the storm would they throw food down to us. Suddenly, the air stood still. Everything went quiet. The storm had passed. The relief we felt made life worth living again. Afterwards, we were told that it was 26th January 1788 and we had reached land. I was so happy. The thought of getting back onto dry land and off this dangerous old hull made us all happy.	Maggie Maggie Hattie Maggie Hattie Maggie Hattie

We refers to Maggie and Hattie

I refers to Maggie

Us refers to Maggie and Hattie

Her refers to Hattie

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