ENGLISH

Year 5
Answers

Lesson 1

Topic: Analysis of a written comparison

Exploring a narrative text 1

Lesson concepts

- Evaluating texts — Effects on particular audiences
- Text-processing strategies — Navigation, reading for specific purposes

Lesson notes

In this lesson, students will understand the effect of language features of a narrative on an audience. They will recall their prior knowledge of the distinguishing features of a narrative and consider the effects of text structure and plot elements.

Lesson answers

1. View the **Slideshow — Features of a narrative.** No answer required.
2. Read **Sheet 9 — Figurative language**. Complete the questions on the sheet. See **Sheet 9 Answers — Figurative language** attached.
3. Open **Sheet 2 — The storm** and read the short story and answer the following questions:
   a. Identify words in the text that indicate a flashback from the current point in the story.
      Was it only yesterday morning …
   b. Who is the main character? What words does the author use to describe the main character?
      Sandy is the main character. Descriptions of Sandy include ‘freckled, dimpled face’ and ‘short spindly legs’.
   c. What words does the author use to describe the setting? Find two examples in the text.
      For example, ‘windswept deserted beach’, ‘the sun glinted off the white crests of the waves’, ‘soft dry sand’, ‘the wet soggy sand’, ‘steamy horizon’, ‘dark grey clouds were brewing’, ‘the salty breeze’, ‘the frothy white waves crested higher and higher’, ’dark black threatening sky’, ‘the sun was high in the endless blue sky’.
   d. Describe the main event or action taking place in the story.
      For example: Sandy is searching the beach for any treasures that have washed ashore after the big storm that interrupted his fishing the day before.
   e. Identify the complication in the story.
      The complication is that the storm forces Sandy to abandon his fishing and run for shelter.
   f. Identify the climax in the story.
      ‘It was only when under protective shelter he remembered his rod. Crash! Bang! Crack! The dark black threatening sky had been a foreboding of a rocky night ahead. He could not go back. His new rod would be lost to the greedy sea.’

g. How is the story resolved?

The storm is over by the next day and Sandy finds some treasure: a fishing reel he can use to catch fish.

h. Identify articles, adjectives and nouns used in the following noun groups.
An example is provided.

Noun group	Article	Adjectives	Noun
the white feathery pelican	the	white, feathery	pelican
the soft dry sand	the	soft, dry	sand
the steamy horizon	the	steamy	horizon
dark grey clouds		dark, grey	clouds
a gentle ocean breeze	a	gentle, ocean	breeze

i. Identify figurative language from **Sheet 2** in the table. Indicate if the words from the short story are an example of personification, onomatopoeia, idiom or a simile. The first one has been done for you.

Text	Figurative language
One person's trash is another person's treasure.	idiom
… as the temperature climbed.	personification
The frothy, white waves crested higher and higher as they churned like a washing machine.	simile
Crash! Bang! Crack!	onomatopoeia

j. What effect does the use of figurative language have on you when you read it?

For example: Using figurative language can appeal to the imagination of the reader and make the writing richer. Figurative language is not intended to be taken literally, but instead paints a picture in the mind of the reader.

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Lesson 2

Topic: Analysis of a written comparison

Exploring a narrative text 2

Lesson concepts

- Expressing opinions — Taking account of differing perspectives and points of view
- Text and context — Details about social, cultural and historical contexts conveyed in literary texts
- Point of view — Presenting viewpoints, using appropriate metalanguage of literary analysis
- Evaluating texts — Effects on particular audiences
- Text-processing strategies — Navigation, reading for specific purposes

Lesson notes

In this lesson, students will summarise the main events in the narrative 'The storm'. They will respond to the narrative by presenting their opinions and, if possible, share these opinions with another person.

Lesson answers

1. Re-read the short story on **Sheet 2 — The storm**. No answer required.
2. Using dot points, summarise the main events in the narrative.

   For example:
   - Sandy wandered along the beach that was strewn with wreckage.
   - Yesterday, he came to the beach and it was a sunny day.
   - He dug some yabbies for bait.
   - He stood in the waves and fished for his dinner.
   - A storm broke and he rushed to the shack.
   - The following day he found a fishing reel washed up on the beach.
3. Here are some examples of issues. Add an issue that you feel strongly about to the list.

   Personal response required.
4. Think about short story 'The storm'. The main issue in the short story is protection of the environment. The author highlights this by describing the differences between the beach before and after a storm.

   a. What message do you think the author is trying to convey about the environment?

      For example: The author is trying to convey the importance of protecting Australia's oceans and beaches from pollution.

b. Do you think this is an important issue today? Why?

For example: Protecting the environment is an important issue globally and in Australia because population growth puts more pressure on the environment. The environment needs to be protected for future generations.

5. Write a paragraph explaining your opinion of the short story on **Sheet 2**. Remember to refer to language features, setting, plot structure, use of a flashback, characters and events.
Personal response required.

6. You might like to share your viewpoint with a friend or family member.
No answer required.

Lesson 3

Topic: Analysis of a written comparison

Exploring narrative in a film adaptation 1

Lesson concepts

- Visual language — Organisation and sequencing of images for effects: print texts, digital texts
- Text-processing strategies — Navigation, reading for specific purposes, predicting and confirming, skimming and scanning

Lesson notes

In this lesson students will revise film camera techniques.

Lesson answers

1. Read the descriptions of animated film features below and indicate whether each is a feature of stop-motion animations or computer-generated animations. The first one has been done for you.

Feature	Stop-motion animation	Computer-generated animation
captures one frame at a time and pieces them together to give the impression of movement	✓	☐
objects in the animation are not real and cannot be touched	☐	✓
uses clay figures or other 3D objects	✓	☐
uses computer technology to create moving images	☐	✓

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2. Name a stop-motion or claymation animation you have seen.
   Personal response required, for example: *Chicken run.*
3. Name a computer-generated animation you have seen.
   Personal response required, for example: *How to train your dragon.*
4. Tick the type of text that best suits the actions below. The first one has been done for you.

Actions	Book	Film
read words	☑	☐
listen to music and sound effects	☐	☑
view moving images	☐	☑
view illustrations	☑	☐
listen to dialogue	☐	☑

5. Open the **Slideshow — Lights, camera, action: Camera** and read through *Basic film terms*. The slideshow contains answers.
6. Open **Sheet 3 — Shot size, camera angles, point of view and camera movement** and complete the activities. **Sheet 3 Answers — Shot size, camera angles, point of view and camera movement** (attached).

Lesson 4

Topic: Analysis of a written comparison

Exploring narrative in a film adaptation 2

Lesson concepts

- Expressing opinions — Taking account of differing perspectives and points of view
- Point of view — Presenting viewpoints, using appropriate metalanguage of literary analysis

Lesson notes

Students will understand the effect of text structures, language features, visual features and multimodal features of an adaptation and consider how characters are developed in an adaptation.

Lesson answers

1. Write the title of a film you have seen that is based on a book you have read. Choose a **different** book and movie from the one that you are studying in these lessons.
   Personal response required.
2. Refer to your answer from Question 1 (above) and answer the following questions.
   a. Does the adaptation keep the same chronology as in the original book? If not, what are some of the main differences? Answers will vary.
   b. Are any of the events in the book different to the events in the film? If so, what are they? Answers will vary.
   c. What is the music like in the film? Do you think the music helps to make the story more engaging? Answers will vary.
3. Open **Sheet 4 — Characters in a film adaptation** and complete the questions.
   Personal response required.
4. Complete the following activities. Answers for this task are based on the film adaptation of the book *The Lorax* by Dr Seuss.
   a. Write 2–3 sentences about your overall opinion of the film adaptation. Describe the aspects of the film you particularly liked. For example:
      I enjoyed the film adaptation of *The Lorax* because it is colourful and uses Dr Seuss's original words. I liked the animations of the factory workers knitting Thneeds, the animals playing and the Super-Axe-Hackers on the rampage.
   b. Which do you prefer, the book or the film adaptation? For example:
      I preferred the book, *The Lorax* to the film adaptation.
   c. In 2–3 sentences, explain the reasons for your preference, giving examples to support your answer. For example:
      I prefer the book to the film because the rhyme and rhythm of the book's language is highly enjoyable, and the illustrations are imaginative. I think the songs that have been added to the film aren't as clever as Dr Seuss's verses.

Lesson 6

Topic: Analysis of a written comparison

Making comparisons 1

Lesson concepts

- Expressing opinions — Taking account of differing perspectives and points of view
- Evaluating texts — Effects on particular audiences
- Features of literary texts — Viewpoints in texts lead to different interpretations

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Lesson notes

In this lesson, students make comparisons between a narrative and an adaptation. They examine a stop-motion animation called 'Granny dilemma' and then read the narrative. They give their opinion about the differences between the two. Students complete **Sheet 6 — Comparing versions of 'Granny dilemma'** and need to keep this sheet for use in future lessons.

Lesson answers

1. View the **Video — Granny dilemma**. No answer required.
2. Open **Sheet 5 — Granny dilemma** and read the narrative. No answer required.
3. Open **Sheet 6 — Comparing versions of 'Granny dilemma'** and complete Task 1. **Sheet 6 — Comparing versions of 'Granny dilemma'**.
4. Complete Task 2 on **Sheet 6**. **Sheet 6 — Comparing versions of 'Granny dilemma'**.

Lesson 7

Topic: Analysis of a written comparison

Making comparisons 2

Lesson concepts

- Point of view — Presenting viewpoints, using appropriate metalanguage of literary analysis
- Evaluating texts — Effects on particular audiences
- Features of literary texts — Viewpoints in texts lead to different interpretations
- Listening and speaking skills — Paraphrasing, questioning, interpreting non-verbal cues, choosing appropriate vocabulary for audience and purpose

Lesson notes

In this lesson, students review how to make comparisons and explain why they have a preference for either the novel or film adaptation. If possible ,students will share their opinions with another person.

Note: If students are having difficulty with constructing comparative sentences, refer them to **Sheet 8** and model writing comparative sentences using the words on this sheet.

Lesson answers

1. Open **Sheet 7 — Which text do I prefer?** and complete Tasks 1 and 2. **Sheet 7 Answers — Which text do I prefer?** (attached).
2. Open **Sheet 8 — Compare and contrast words** and read the compare and contrast words that can be used in written comparisons. No answer required.

3. Open **Sheet 6 — Comparing versions of 'Granny dilemma'** and read what you wrote in Lesson 6 about an issue, an event and a character. No answer required.
4. Write a sentence to compare each of the three elements below. Refer to **Sheet 8** to find a comparative conjunction to include in each of your comparison sentences.
   Personal response requred.

   For example:

   a. an issue

      In the narrative, Posey shares her dilemma with her mother *whereas* in the film she doesn't discuss it with anyone.

   b. an event

      Posey's dress receives a warm response from the party guests in the narrative *as well as* the film.

   c. a character

      The film depicts Granny as caring and thoughtful *while* the narrative gives more details about Posey and Granny only having each other.
5. Return to **Sheet 7** and complete Tasks 3 and 4. **Sheet 7 Answers — Which text do I prefer?** (attached).
6. Share the paragraph you wrote in Task 4 on **Sheet 7** with another person.
   No answer required.

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Shot size, camera angles, point of view and camera movement

Sheet 3 Answers



When filming, the positioning of the camera is vital in creating the mood, setting and characterisation. In early films, the whole human figure could be seen at all times from the frontal position, as if the audience was watching action on a stage. By adjusting shot size and camera angles, today's directors can lure the audience into a closer relationship with the characters on the screen.

Shot size refers to the relative size of a subject on the screen, the distance of the subject from the camera, and the implied distance of the audience from the subject.

1. Match the key term to its definition by placing the corresponding letter next to each key term.

Key term	Definition
long shot (B)	A. A camera shot in which a person's head and shoulders take up the whole screen.
medium shot (C)	B. A camera shot framing the whole human in the context of their environment.
close-up (A)	C. A camera shot framing a person from the middle half of their body, such as from the waist upwards.

Camera angle refers to the angle from which a camera shot is taken. A camera can be directed at its subject from any angle, but the four main angles are neutral, high, low and oblique.

Word bank

up eye down low higher
tilting skewed horizontal

2. Use the word bank to fill in the missing words from the following definitions.
   a. A neutral angle shot positions the camera at eye level, without tilting.
   b. A high angle shot positions the camera at a higher level than the subject on screen, with the camera tilting down towards the subject.
   c. A low angle shot positions the camera at a lower level (below eye level) than the subject on screen, with the camera tilted up towards the subject.
   d. An oblique angle shot positions the camera to one side so the horizontal line is not level and the world is represented from a skewed perspective.

Another critical component of the camera position for the director is the perspective from which the camera and the viewers see the action. Point of view refers to the perspective from which the camera is positioned to view the action in a shot. In a point-of-view shot, the camera position is aligned with the viewing position of a character on the screen.

Sheet 3 Answers

Camera movement refers to the motion of the camera in relation to what is being filmed. The first cameras were too large to move and so it was the motion in the picture rather than the motion of the camera that created the on-screen action.



3. Match the key terms to their correct definitions by inserting the term in the correct definition that follows.

Key terms

panning shot tracking shot crane shot
tilting shot handheld camera

Definitions

a. A panning shot is a camera movement that scans screen space along the horizontal plane, moving right to left to give the impression of a head turning, often to follow a moving figure.

b. A tilting shot can be used for both static and mobile framing. A static camera can be tilted up, down or at an oblique sideways angle and locked in position on a tripod to shoot from a high, low or oblique angle.

c. A tracking shot, also known as a travelling shot, is a mobile framing technique where the camera is mounted on tracks, wheels or any device that allows it to move through space and follow the action.

d. A crane shot enables a wide range of sophisticated camera movements by mounting the camera on a vehicle with wheels as well as an elevated mechanical arm that can move the camera, up, down or sideways.

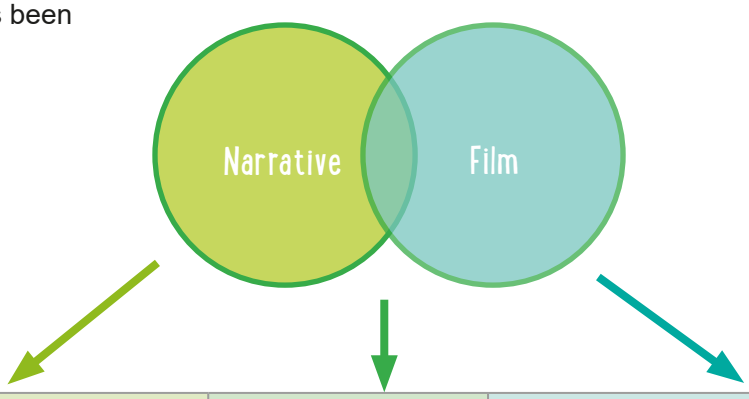
e. A handheld camera is a mobile framing technique in which the cinematographer carries the camera instead of using a tripod, producing a wide range of movements with a jerky appearance.

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Comparing versions of 'Granny dilemma'

Sheet 6 Answers

1. Compare the elements (an issue, an event and a character) of the narrative and the stop-motion film in the table below.
   - Describe the similarities or differences. Use examples from the texts to support your responses.
   - Place your responses in the appropriate cells of the table.
   - The first one (an issue) has been started for you.



Element	Narrative's depiction	Similarities/ Differences	Stop-motion depiction
Choose an issue: loyalty	The ethical dilemma in this event is resolved because Posey wears the dress that Granny bought her and accessorises according to her own taste. Posey is loyal to Grandma and Sally is loyal to Posey.	loyalty	An ethical dilemma is resolved because Posey wears the dress Granny bought her as well as adding accessories according to her own taste. Posey doesn't share her dilemma with anyone and is loyal to her grandmother.
Choose an event: Posey wears the dress Granny gave her.	In the narrative, Posey's friend Sally does not like the dress either but has the dilemma of being honest or lying.	Posey's dress receives a warm welcome from the party guests.	'The party crowd gasped in unison.' Posey doesn't want to wear the dress her grandmother gave her, but she doesn't want to disappoint Granny by not wearing it.
Choose a character: Granny	There is more detail about the relationship between Granny and Posey. 'Granny is all I have and I'm all Granny has.'	'Happy Birthday, Posey. I bought you a lovely present!' said Granny.	Granny is depicted as caring and thoughtful, if a little short-sighted. 'I'm not sure about your accessories, Posey, but I'm so glad you wore the dress I bought you!' exclaimed Granny.

Sheet 6 Answers

There are some similarities and differences between the narrative text and the stop-motion adaptation of 'Granny dilemma'. For instance, Posey wears Granny's gift to the party. This is similar in both versions. However, the stop-motion adaptation leaves out some details (for example, Posey helping Granny all day to get ready for the party).

2. Answer the questions below by giving your personal opinion and reasons.
   a. What aspects of the narrative are you glad that the stop-motion film changed?

      For example: I am glad the stop-motion film did not include Sally's reaction to Posey's dress.

   b. What aspects of the narrative do you wish the stop-motion film had changed?

      For example: I wish the stop-motion film had shown what would have happened if Posey didn't wear the dress.

   c. What aspects of the narrative do you wish the stop-motion film hadn't changed?

      For example: I wish the stop-motion film included more details about Whiskers the cat, like it does in the narrative. I also wish the film showed the preparation for the party.

   d. What aspects of the narrative are you glad the stop-motion film kept the same?

      For example: I am glad the stop-motion film kept the positive reaction of the party guests to Posey's new outfit.

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Which text do I prefer?

Sheet 7 Answers

1. Consider your preferences for how each of the aspects of the narratives were dealt with in the narrative and stop-motion film.
2. Write a brief reason for your choice in the appropriate column.

The first answer is done for you. It shows a preference for the depiction of characters in the narrative. The answer is put in the narrative column and the stop-motion column is left empty.

Personal response required. For example:

Aspects of the narratives	'Granny dilemma' narrative	'Granny dilemma' stop-motion film
depiction of characters	The narrative tells more about the characters such as that Posey and Granny only have each other.	
entertainment		The visuals, sound and music in the stop-motion animation are more engaging than the narrative script alone.
setting		The setting in the film is visually appealing and quite quirky because of the different props used.
depiction of major issues	The major issues in the narrative are teased out more than they are in the film.	
originality		The film is more original with its selection of characters and props.
authors style	The author's style in the narrative is more engaging and descriptive.	
emotional impact	It is easier to empathise with the characters and the effect of the events in the narrative.	
pace		The film moved the story along in an exciting way.
visual features		The visual features are the highlights of the stop-motion film.
ending	The ending is more poignant and revealing in the narrative because it includes another character's perspective.	

Sheet 7 Answers

3. Which version did you select the most preferences for?

   Personal response required. For example:the stop-motion film

4. Write a paragraph to explain which version of the story you prefer. Make sure you provide reasons for your opinions and refer to the metalanguage and ideas you recorded in the table.

   Personal response required. For example:

   The stop-motion animation is original and entertaining, with visuals, sound and music, and the setting is appealing and quirky with a variety of props. However, it is quite short. The narrative provides a more descriptive representation of characters, more dialogue, and there is more scope for characterisation and development of the plot. The author's style is engaging and the ending is poignant and revealing. I did enjoy viewing the film more, however, because it has a more exciting pace overall.

Figurative language

Sheet 9 Answers

Read through the descriptions of figurative language below and answer the questions.

Metaphor

1. A metaphor is a word or phrase given to an object or concept that is not meant to be taken literally, for example: 'He had a heart of stone' means he was not very caring, not that his heart was actually made of stone.

   a. Tick the sentence below which is an example of a metaphor.

   - [x] My new puppy is a real pig when he eats his dinner.
   - [ ] My old dog snoozes lazily in the sun.

   b. Write a metaphor below to describe a character, setting, object or event from your chosen novel.

   Personal response required. Answers will vary depending on the novel students have chosen.

Simile

2. A simile is a literary device used to create a comparison between different things, using the words 'like' or 'as'. For example: 'The girl was like a racehorse on the athletics track.'; 'He was as fast as a flash of lightning'.

   a. Tick the sentence below which is an example of a simile.

   - [ ] My new hat was red with a fuzzy pom-pom.
   - [x] My new jumper was as fluffy as a kitten.

   b. Write a simile below to describe a character, setting, object or event from your chosen novel.

   Personal response required. Answers will vary depending on the novel students have chosen.

Idiom

3. An idiom is a phrase or expression that has a meaning that is different to the literal (exact) meaning. Idioms are usually only understood by the people of the culture they are used in. For example, the idiom 'curiosity killed the cat' does not mean that a cat was actually killed by curiosity; it means that if you are too nosey, you will end up in trouble.

   a. Tick the expressions below that are examples of idioms.

   - [x] Beating around the bush
   - [x] Dropping like flies
   - [ ] The soaring pelican
   - [x] Break a leg
   - [ ] The thundering of hooves
   - [x] Great minds think alike

Sheet 9 Answers

Personification

4. Personification is a literary device that gives human qualities to something that is not human, for example: 'The wattle blossoms danced in the breeze.'

   a. Tick the expressions below that are examples of personification.

   - [x] The ancient fortress squatted on the hill, frowning down upon the valley below.
   - [ ] The bees buzzed quietly in the summer sunshine.
   - [ ] The girl ran swiftly over the frosty ground.
   - [x] The fields slept under a blanket of snow.
   - [x] The forest guarded the tiny cottage.

   b. Use personification to describe a setting (for example: a castle, a garden, a school).

   Personal response required. Answers will vary depending on the novel students have chosen.

Onomatopoeia

Onomatopoeia is a word that imitates the sound it describes, for example 'clang', 'moo', and 'babble'.

5. List the examples of onomatopoeia in the following examples.

- The sausages sizzled on the barbecue. ____
- The babbling of the brook was like music. ____
- The twanging and clanging cowbells ____
- The hens cackled in the coop. ____