ENGLISH

Year 5
Answers

Lesson 1

Topic: Fantasy stories

Exploring elements of fantasy

Lesson concepts

- Point of view — Presenting viewpoints using appropriate metalanguage of literary analysis
- Point of view — Considering other viewpoints
- Language devices — Imagery, simile, metaphor, personification
- Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will understand structural elements of imaginative fantasy texts and how to present points of view about particular texts. Ensure students' responses include reference to particular elements of the fantasy genre that are introduced and discussed in the videos.

Lesson answers

1. View the **Video — The fantasy genre**. No answer required.
2. Find a copy or search online for a read-aloud version of *DragonQuest* by Allan Baillie. Look at the front and back covers of the book and read the blurb. No answer required.
3. Predict what you think the story will be about and who the main characters will be. Write brief notes in the spaces below. Personal response required. Encourage students to look through the pictures, to read the blurb on the back of the book and to skim the words in the story to find some key words so they can make sensible guesses or predictions.
4. Read or listen to the book *DragonQuest*. No answer required.
5. What did you think of the book *DragonQuest*? Complete one of the following sentences:
   I liked *DragonQuest* because ... I did not like *DragonQuest* because ... Personal response required. Students only need to choose one option and write a sentence.
6. Orientation: C. The young boy is called to go on a quest with the knight.
   Complication: B. The young boy and the knight encounter many perils on the journey. When they reach the top of Glass Mountain, the knight cannot see the dragon.
   Resolution: A. The young boy sees the dragon but does not want to fight the dragon. He just wanted to see it.
7. Rewrite your answer from Task 5 formally. This means writing your sentence without saying 'I liked' or 'I did not like' to express your point of view about *DragonQuest*. Write 2–3 sentences to justify your point of view about the characters, setting and events in the book. Personal response required. Example response: *DragonQuest* is a great book because Allan Baillie uses language that makes the setting, events and characters very real. The reader feels like they are sharing the characters' experiences on the quest.

Lesson 2

Topic: Fantasy stories

Examining language used to represent events

Lesson concepts

- Use of vocabulary — Precise vocabulary
- Use of vocabulary — Meaning related to context
- Point of view — Presenting viewpoints using appropriate metalanguage of literary analysis
- Point of view — Considering other viewpoints
- Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will understand how to present and reflect on viewpoints about events in a fantasy text. They will explore how authors use precise vocabulary to create a picture of characters, events and settings. Students will use words and vocabulary specific to the text to present points of view about events.

Lesson answers

1. Re-read or listen to an online reading of *DragonQuest* and complete the sentence.
   The quest in *DragonQuest* is about a boy and a knight on a quest to find the last dragon.
2. View the **Video — Precise vocabulary**. No answer required.
3. View the **Video — Using a cline**. No answer required.
4. Read the following paragraph about a dragon. Students read paragraph in lesson.
   a. Find examples of precise vocabulary that are used to describe the dragon in the paragraph. Write your answers below.

What precise words are used to describe the dragon's eye?	gleam, so bright and green
What precise verb is used to describe the dragon's claws?	strike
What precise verb is used to describe the dragon's fire?	curling

   b. What image of the dragon do these words create in the reader's mind?
   Personal response required.
   c. What effect does this language have on the reader? Choose the answer you think is correct.

- [ ] It makes the reader feel relaxed.
- [x] It makes the reader feel nervous for all other animals in the forest.

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5. Answer the following questions in your exercise book. (**Hint**: Use words from *DragonQuest* to support your point of view.)
   a. What is your point of view about the boy in *DragonQuest.* Do you think he is brave? Why or why not? Personal response required. Example response: The boy in *DragonQuest* is brave because he is prepared to undertake a very dangerous journey to see a rare and amazing creature.
   b. Would this quest be an exciting adventure for you? Why/Why not? Personal response required.

Lesson 3

Topic: Fantasy stories

Exploring characterisation

Lesson concepts

- N Expressing opinions — Taking account of differing perspectives and points of view
- OM Use of vocabulary — Precise vocabulary
- OM Use of vocabulary — Meaning related to context
- OM Point of view — Presenting viewpoints using appropriate metalanguage of literary analysis
- OM Point of view — Considering other viewpoints
- O Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will understand how to identify and use precise vocabulary that describes characters. Students experiment with clines to discover and use more precise vocabulary in their descriptions. They understand how to form and reflect on viewpoints about characters.

Lesson answers

1. View the **Video — Precise vocabulary**. No answer required.
2. Re-read the story *DragonQuest* or listen to an online reading of the book. No answer required.
3. a. What word does Allan Baillie use to describe the knight? epic knight
   b. Allan Baillie could have used the noun group *a big knight* or *an impressive knight* but he chose to use *an epic knight*. Why do you think he chose these words? For example: Allan Baillie was using a more precise word to describe exactly what he wanted to say. The word *epic* creates a stronger image in the reader's mind than the words *impressive* and *big*.
   c. What image of the knight do the words *an epic knight* create in the reader's mind? For example: The noun group *an epic knight* creates the image of a strong character that has faced and overcome many dangerous challenges that no normal person could handle.

4. Read or listen to the part in the story where the knight explains the safest way to cross the desert.
   a. Find the verb groups the knight uses to explain to the boy what they need to do to survive crossing the desert. (**Hint**: Look for the verb groups starting with *must*.) 'must watch' and 'must always be ready'
   b. Tick the statement below which best matches what these verb groups tell the reader about the knight's character.
      - ☐ The knight is not sure what they need to do to complete their quest.
      - ☑ The knight is very certain of what they need to do to complete their quest.

5. a. Find two similes the knight uses to describe how strong and brave he is. Write them in the space below. Students find the sentences where 'as' is used to describe how brave and strong the knight is compared to animals.
   b. What do these similes tell the reader about the knight's character? How do they do this? For example: These similes tell us that the knight is very confident in his ability to protect the boy by comparing his bravery and strength to groups of animals known for having these traits — elephants and lions.
   c. How effective are the use of these similes in creating a clear image in the mind of the reader about the knight? Why? For example: The similes the author has used are very effective in creating a clear image in the reader's mind because they explain how strong and brave he is when facing the dangers of the quest.

6. Read what these two characters have to say about the boy from *DragonQuest*.
   a. Which statement do you think is the most formal? Statement B
   b. Which statement is the most convincing? Statement B
   c. Which statement uses personal pronouns to express an opinion? Statement A

7. Write 2–3 sentences explaining your point of view or opinion about the knight's character from *DragonQuest*. Personal response required. Encourage students to include how precise vocabulary is used to create a clear image of the knight's character in their sentences.

Lesson 4

Topic: Fantasy stories

Exploring plot, setting and theme

Lesson concepts

- N/M Complex sentences — Main clauses, subordinate clauses
- N Evaluating texts — Effects of texts on particular audiences
- N Comprehension strategies — Constructing meaning from print sources

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Lesson notes

In this lesson, students will understand how to use metalanguage of literary texts to describe the effects language features have on audiences. They will understand how to write a complex sentence to state a purpose. Encourage students to use metalanguage when analysing characters, plot, theme and settings.

Lesson answers

1. Rearrange the events into the correct order to summarise the plot of *DragonQuest*.
   In the answer spaces below, list the letters of the event in the order they occur.

A	Boy and Knight clear troll country.
B	Boy and Knight make it through the desert.
C	Knight encouraging Boy to go on a quest.
D	Falling rocks, watching for dragons. Boy doesn't want to fight the dragon — he just wants to see it.
E	Boy and Knight start journey. There are scorpions and wasps.
F	Boy and Knight riding on horse. There are toads, webs, owls, wolves, goblins and witches.
G	Boy and Knight can't find a dragon — or can they?
H	Boy and Knight clear the forest.
I	On the way up the mountain there are werewolves, demons, dracula bats and a double-headed troll. Boy and Knight lose the horse.

   The correct order of events:

1.	2.	3.	4.	5.	6.	7.	8.	9.
C	E	B	F	H	I	A	D	G

2. Complete the following sentences about the settings in *DragonQuest*. The first one has been done for you.
   a. The boy is sitting *in a big chair*.
   b. They found scorpions and wasps in the shifting sands.
   c. They are dangers in the forest.
   d. A troll lurks in the hills.
   e. There are werewolves in the abyss.
   f. The Knight cannot see the dragon from the top of the mountain.

3. The theme of a story can often be summed up with a saying. Read the examples of story themes below and the saying that sums up the theme.

Theme	Saying
A story about someone who has success because they are the first person on the job.	The early bird gets the worm.
A story about everyone chipping in to help.	Many hands make light work.
A story about what happens when there are too many people trying to help.	Too many cooks spoil the broth.
A story about things not being what they seem.	Looks can be deceiving.

Choose one of the sayings above that sums up the theme (main idea) of *DragonQuest*. Write it in the space below. Looks can be deceiving.

4. a. How do the settings in *DragonQuest* help create a picture of the boy or knight's character? Are they enjoying the adventure? For example: The settings in the story are exciting because they are very different to ordinary life. The story is set in a faraway land with many dangerous creatures. This shows a lot about the boy's character because he is willing to face these dangers to achieve his goal of seeing a dragon.

   b. Does *DragonQuest* remind you of any other books you have read? Think about the setting and characters. In what way/s are they similar? Personal response required.

   c. How does the plot influence the characters and how they behave? Do the events in the story cause the characters to act a certain way? For example: The dangers the characters face in the plot and events mean that they must be brave and decisive in their quest.

   d. The theme of *DragonQuest* could be 'having courage' or 'overcoming your fears'. Find an example in the story where the characters are being courageous. Use some words from the text to help you explain why you think they are being courageous. Personal response required.

5. View the **Slideshow — Understanding sentence structure**. No answer required.

6. Complete **Sheet 3 — Complex sentences.** **Sheet 3 Answers — Complex sentences** (attached).

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Complex sentences

Sheet 3 Answers

Read the sentences below and identify the dependent clauses. Write either 'Clause A' or 'Clause B' and the dependent clause for the each sentence in the space provided. Remember that the dependent clause cannot stand alone because it is not a complete sentence.

The first one has been done for you.

Clause A	Clause B
i. The boy looked fascinated	when they travelled through the tangled forest.
ii. After *DragonQuest*	we will read *The Forests of Silence*
iii. You must not go alone	because the forest is dangerous.
iv. I felt brave on my quest	because the Knight was with me.
v. When we found the dragon,	our quest was complete.

Dependent clauses:

i. Clause B — when they travelled through the tangled forest.

ii. Clause A — After DragonQuest

iii. Clause B — because the forest is dangerous.

iv. Clause B — because the Knight was with me.

v. Clause A — When we found the dragon



Complete the dependent clause to make a complex sentence about how the boy's character is shown in the events and the setting, and through the theme.

Event

a. We learn that the boy is brave when

he agrees to go on the quest.

Setting

b. The boy shows he is adventurous and kind when

he finds the dragon but does not want to fight.

Theme

c. The boy realises that looks can be deceiving when

he sees the dragon camouflaged in the valley.

Baillie, A and Harris, W 2012, *DragonQuest*, Walker Books, Sydney.