ENGLISH

Lesson 2

Year 5

Topic: Fantasy stories

Examining language used to represent events

Today you will:

- understand how to present and reflect on viewpoints about events in a literary texts using vocabulary which is specific to the text.

Resources

Text

Baillie, A and Harris, W 2012, *DragonQuest*, Walker Books, Sydney. (Or use an online search engine to find a read-aloud version of the story.)

Digital

Video — Precise vocabulary (4:28)

Video — Using a cline (2:38)

Find and prepare

Exercise book

Key terms

character, cline, event, point of view, precise vocabulary, quest, setting, synonym

For definitions and explanations of terms, please see the Glossary.

Lesson

Note

This lesson is completed over two sessions.

Explore *DragonQuest*

In today's lesson, we will look at how authors use precise vocabulary to describe characters, events and settings. But firstly, let's look at quests. Do you know what a quest is?



In many fantasy books, the characters are on a **quest**.

- A quest is an expedition, a search or an adventurous journey.
- A quest is undertaken for a definite reason.
- The reason could be to find something.
- The reason could be to rescue someone.

1. Re-read or listen to an online reading of *DragonQuest* and complete the sentence.
   The quest in *DragonQuest* is …

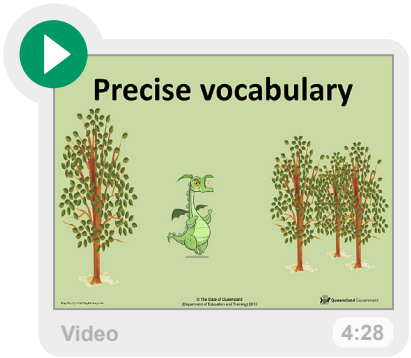
Hot tip

Your sentence should include the main characters and what is being searched for.

Examine language used to represent fantasy elements in *DragonQuest*

2. View the **Video — Precise vocabulary** to learn what precise vocabulary is.

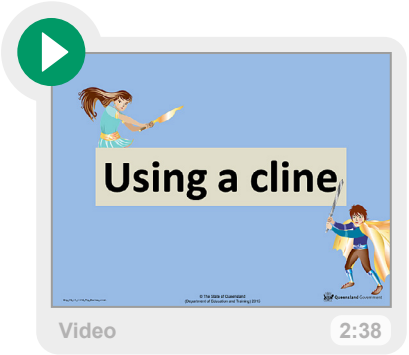
   In this video, you learned that authors choose their words carefully because they want to paint a picture in the mind of the reader. To do this they use **precise vocabulary**.



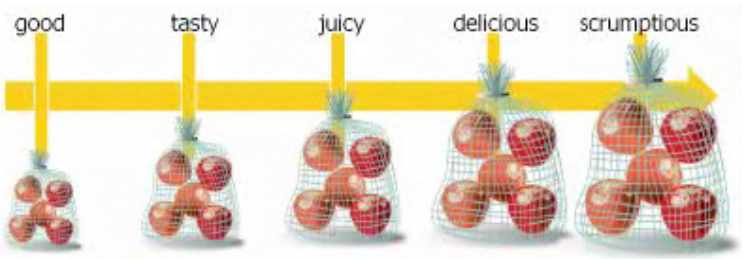


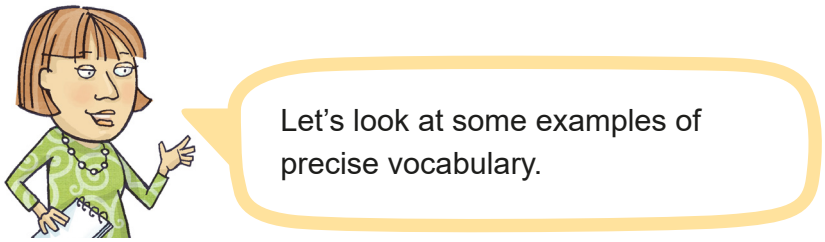
A great way to practise using precise vocabulary is to use a cline.

3. View the **Video — Using a cline** to remind you how to use a cline. Remember a cline can be drawn as an arrow going in either one direction or in both directions.



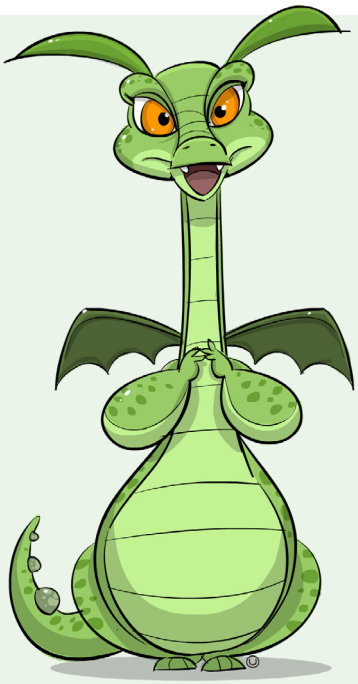
In this video, you learned that a cline is like a number line that is made up of words. It shows the change in the strength of meaning. For example, if we wanted to describe how an apple tasted, we could use the cline below to help make our vocabulary more precise. The further along the cline we travel, the more precise the vocabulary becomes.





4. Read the following paragraph about a dragon.

As the sun sets and the nightbirds begin their calls, the dragon emerges from inside his dark cave. It is time again for the scaly skinned beast to begin his nightly hunt. All those in his path scuttle in fear, for to meet him in this state could pose doom to their fate. As he stalks around the dense, thick bushes, his eyes gleam, so bright and green, alert to the smallest movement that could mean he has found tonight's fare. All at once he freezes. His razor-sharp claws ready to strike. He stands to attention. The forest is eerily still and then without warning, thick smoke begins streaming, fire curling from the creature's fearsome nostrils. The dragon seizes his prey. The rest of the animals breathe a sigh of relief. Safe for another evening.



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?	
What precise verb is used to describe the dragon's claws?	
What precise verb is used to describe the dragon's fire?	

b. What image of the dragon do these words create in the reader's mind?

c. What effect does this language have on the reader? Chose the answer you think is correct.

- ☐ It makes the reader feel relaxed.
- ☐ It makes the reader feel nervous for all other animals in the forest.

Write and share points of view about the quest

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?
   b. Would this quest be an exciting adventure for you? Why or why not? (2–3 sentences)

Reading

Remember to complete your daily reading today. You can read at any time, for example: when you first wake up, during free time or at bedtime.

At the end of each text, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.

Department of Education and Training
C2C Independent Learning Materials
Queensland Government