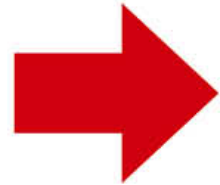




Are You Ready?

Listen to me.



Eyes on me.



INTENSIVE READING

Classic English Junior Level 6 - Unit 17 Literature

Lesson

7

The Most Valuable Treasure



Lesson Structure

1	Learning Objective
2	Warm-up
3	Comprehension Skill
4	Intensive Reading
5	Writing Project
6	Wrap-up

You are going to:

Review the article called

The Most Valuable Treasure

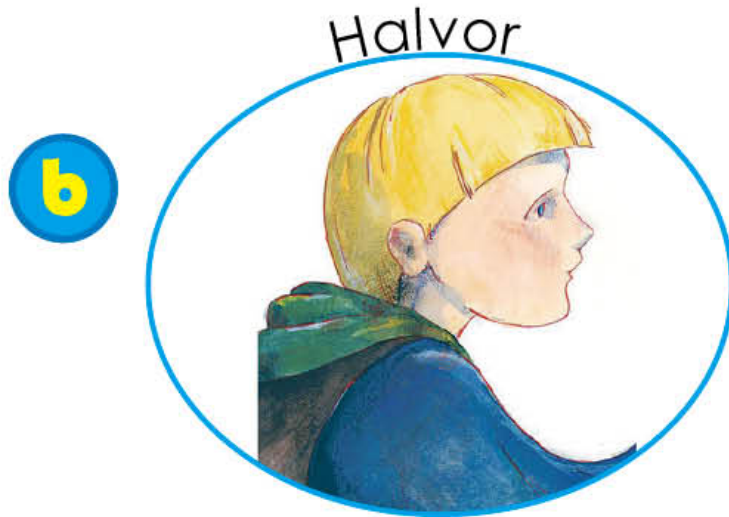
Learn the comprehension skill

Predicting outcomes

Warm-up

02:00

Recall the last lesson by matching the people with their wishes.



1

I wish that the person I love best becomes rich.

2

I wish that the person I love best is safe for as long as he/she lives.





Let's Go!



Comprehension Skill

02:00

Predicting outcomes



Thinking about **what might happen next** is called **predicting outcomes**.

Timmy played basketball all day on Saturday and scored five goals for his team. His coach asked Timmy to see him before he went home. "I have something to ask you," he said.

What might Timmy's coach ask him?

- ☐ A. He might ask Timmy what Timmy ate for breakfast.
- ☐ B. He might ask Timmy if Timmy would like to help him coach the younger players.



Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

The Most Valuable Treasure

Long ago, there once was a boy called Halvor. He lived with his mother in a cottage near the great forest.

Every day **by the time** Halvor's mother finished the work, her hands were **calloused** and red, for she sewed all day to earn enough to keep them **alive**.

One winter night he said, "When I grow up, I will find a way to become rich. You will be served thick soup. A

Grammar



"By the time ..." is used for saying what has already happened at the time something else happens.

1. It's too late to go to the library now. **By the time** we **get** there, it will be closed.
2. I had a lot of homework to do yesterday evening. I was very tired **by the time** I **finished**.



Make a sentence using "by the time + something happens"?

Intensive Reading—Comprehension

03:00

Read the passage and answer the question.

fire will **roar** in the fireplace.”

“I don’t need thick soup or a roaring fire, my treasure,” his mother said.
“You are all I need.”

That night Halvor lay awake, thinking. There must be something even a young boy could do to become rich.

Halvor had heard that if you trapped a pixie, it would give you one wish in exchange for its freedom.



What do you think Halvor will do next?

Halvor will ...



Intensive Reading—Comprehension

03:00

Read the passage and answer the question.

Early the next morning, Halvor **set off** in the direction of the forest.

A pixie slipped past him. Halvor grabbed it.

“What do you want?” it asked. “A wish, I suppose?”

“Yes,” said Halvor. “Give my mother the treasure that is most **precious** to her,” he said. “Make sure she never loses it.”



What kind of person do you think Halvor is?

I think Halvor is ...



Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

The pixie **chuckled**, “Is that all?” “Yes,” Halvor replied.



No sooner did he let the pixie go than he was standing in front of his home. What a surprise! There, before his very eyes, stood ... the cottage, which looked as dilapidated as ever. Perhaps his mother had the treasure inside?

The door **burst open**. The cottage was empty. “Halvor, my treasure,” she cried. “Where have you been?”



Predict what Halvor will say to his mom.

Halvor might say, “ ... ”



Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

"I've been trying to make you rich. I went into the forest and caught a pixie. I asked it to **grant** you the treasure that was most precious to you, and to make sure it was safe as long as you lived. That puny pixie tricked me! We are still poor."

"The pixie didn't trick you," she said. "You are my most valuable treasure, and now I can be sure that you will be safe all my life. It was the best thing you could have wished for."



To **grant** means to agree to give. Which of the following pictures shows the action of granting?

A



B



Picture ... shows ...



Writing Project—Preparation

02:00

Talk about what would happen next according to the given information.

... “Give my mother a big warm house and gold,” Halvor said. “Make sure she never loses them.”

The pixie **chuckled**, “Is that all?” “Yes,” Halvor replied.

No sooner did he let the pixie go than he was standing in front of his home.



If you were the author, what do you think would happen next?



...



Writing Project

03:00

Write down what you have just talked about with your teacher using the following structure.

The story continues like this ...

Characters

Setting

Plot

Beginning: _____

Middle: _____

End: _____



Write a passage after class on your worksheet.

Wrap-up**01:00**

I Can Do It

Intensive Reading

The Most Valuable
Treasure

Comprehension Skill

Predicting outcomes



See You Soon!

A cartoon illustration of a young boy with brown, curly hair and freckles, wearing a yellow zip-up hoodie over a blue shirt and dark blue pants with white shoes. He is smiling and waving his right hand. He is positioned in front of several large, stylized yellow and orange stars. A large orange banner is in front of him.

51TALK

