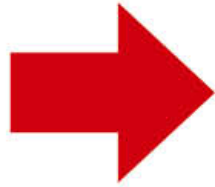




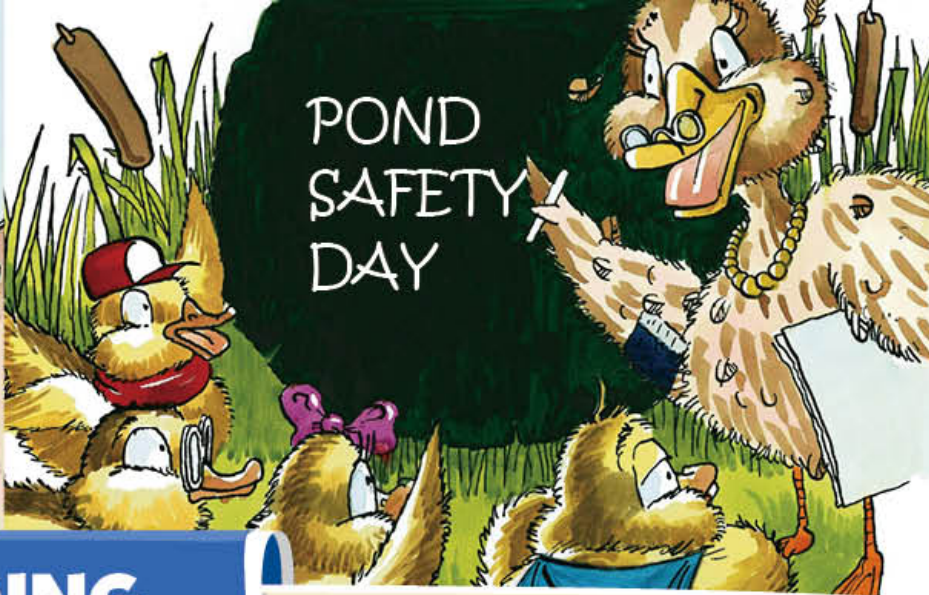
# Are You Ready?

Listen to me.



Eyes on me.





## INTENSIVE READING

Lesson

3

Classic English Junior Level 5 - Unit 15 Value

# The Amazing Adventures of BATBIRD





# Lesson Structure

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

**You are going to:**

**Review the article called**

**The Amazing Adventures of BATBIRD**

**Learn the comprehension skill**

**Using a character web to analyze a character**

# Warm-up

02:00

## Panic speech.



What do you remember about the story about Dunkan from the previous lesson?



Now you have to give a nonstop speech about what happened in the story for 1 minute.







# Let's

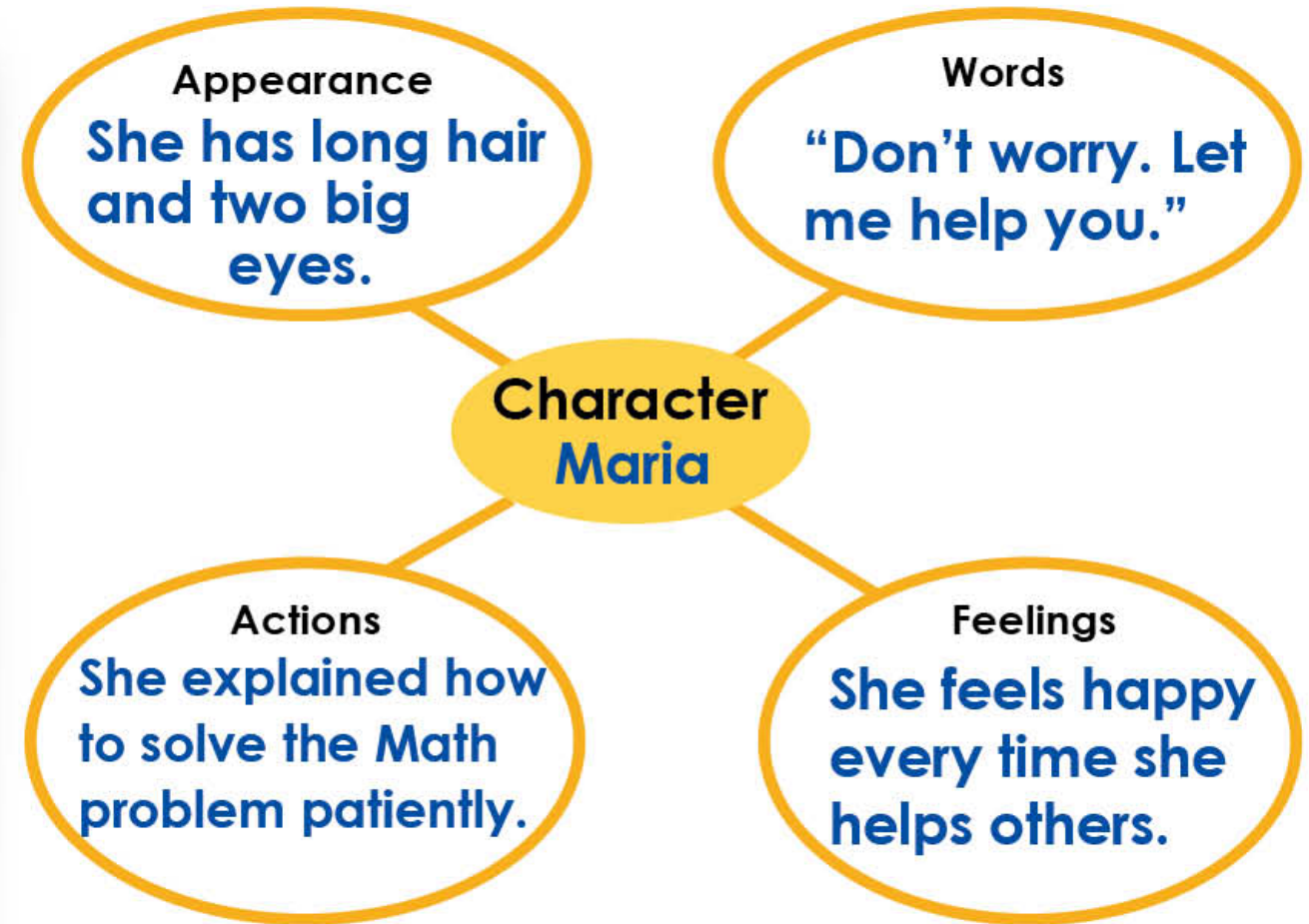
# Go!



# Comprehension Skill

03:00

We use a character web to analyze a character.



From the web we can see that Maria is very **friendly and willing to help**.



# Intensive Reading—Comprehension

**02:00**

Read the passage, fill in the character web and answer the question.

## SUPERDUCK

**KERSWISH!** (1)Dunkan swirled his Batbird cape around him.

(2)**"KERQUACK!"** he **yelled**.

**KERZOOM!** (3)He **dashed** back home to the nest under the willow tree.

(4)"Batbird's here to save the universe!" he announced.



Words

(2) \_\_\_\_\_

Actions

\_\_\_\_\_

Character  
Dunkan



What can you conclude from the character web?



From the character web ...



# Intensive Reading—Comprehension

**02:00**

Read the passage and do the activity.

At bedtime, Dunkan wanted to sleep hanging upside down from the branch of the willow tree like Batbird.



"You can try to sleep like that as long as you don't disturb Dad," Mom said. "He needs his rest when his new feathers are growing."



In the middle of the night Dunkan lost his **grip**.

## Grammar

**Try to do** = attempt to do, make an effort to do

**Try doing** = do something as an experiment or test

e.g. I was very tired. I **tried to keep** my eyes open, but I couldn't.

A: The machine doesn't seem to be working.

B: **Try pressing** the green button.



**Make sentences using "try to do" and "try doing."**

# Intensive Reading—Comprehension

**02:00**

Read the passage and answer the question.

**KERQUAAAAAAACK!**

Duncan crashed to the ground.

“Put your head under your wing like a good duckling and go to sleep, Duncan,” Mom told him.

“I’m not Duncan,” said Duncan, “I’m Batbird! Superducks don’t need sleep!”

“It’s hard to live with a superduck,” Dad **groaned**.



Why did Duncan say “I’m not Duncan”?

- A. Because he forgot his name.
- B. Because he thought he was Batbird.
- C. Because he was scared of being called that name.



Because ...



# Intensive Reading—Comprehension

**02:00**

Read the passage and do the activity.

## WATCH OUT! FOX ABOUT!

The next day at school was Pond Safety Day. “Why must you be careful when you go to the pond?” Miss Waddle asked the class.

“**KER-ZZZZZZZZZ!**” Dunkan **snored**.

Miss Waddle raised her voice. “Watch out! Fox about! Can you hear me, Dunkan?”

“I’m not Dunkan,” yawned Dunkan.

“I’m Batbird. Superducks aren’t afraid of the fox!”

“Oh dear,” Miss Waddle **sighed**.



**snore** v

To snore means to breathe in a very noisy way while you are sleeping.



**Complete the following sentence.**

I could hear Paul \_\_\_\_\_ in the next room.



# Intensive Reading—Comprehension

**02:00**

Read the passage and do the activity.

## KERSWISH! KERQUACK! KERTHUNK!

That night, Dunkan hung upside down from the willow tree. He was so busy dreaming about Batbird saving the universe that he didn't hear the rustling in the reed bed beneath him.

A moonlight shadow slunk across the nest. A shadow with a bushy tail and sharp **fangs**. The shadow opened its jaws ...

Just at that moment, Dunkan lost his grip.

**KERSWISH!** His cape swirled.  
**"KERQUACK!"** he yelled as he fell.



**fang** *n*

A fang means a long sharp tooth.



**Circle the monster that has fangs.**

1



2





# Intensive Reading—Comprehension

**02:00**

Read the passage and answer the questions.

**KERTHUNK!** He landed on top of the fox! Batbird's cape flapped in the fox's eyes. The fox didn't know what had hit him.

**"Oooooooooooooooooow!"** the fox **howled**, and he ran away as fast as his legs would carry him.

"You saved us!" Mom and Dad cried.

"And that was a real fox!" Dunkan gasped. "It was really, really dangerous and really, really scary!"

He took off his cape.

"I'm going to stop being Batbird," he announced.



What did Dunkan decide to do at the end of the story?



He ...



What do you think of the main character Dunkan?



I think ...



# Activity Time!





# Writing Project—Preparation

03:00

Talk about the story *The Amazing Adventures of BATBIRD* with your teacher.

1 What did Dunkan think about himself?

Dunkan ...

2 What happened next?

...

3 Did Dunkan change his mind at the end of the story? Why?



...

# Writing Project

**03:00**

Use the following structure to retell the story.

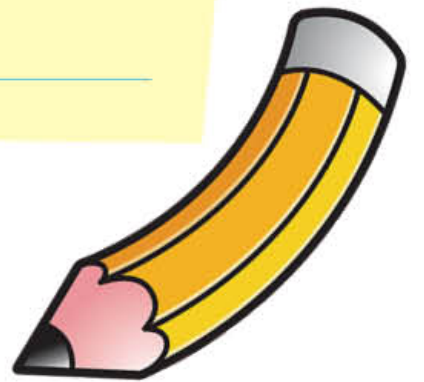


## The Amazing Adventures of BATBIRD

Beginning: ...

Middle: ...

End: ...



Write a passage after class on your worksheet.



Today we read a narrative fiction story called The Amazing Adventures of BATBIRD.

## Intensive Reading

The Amazing Adventures  
of BATBIRD

## Comprehension Skill

Using a character web  
to analyze a character





# See You Soon!

**51TALK**

