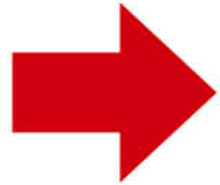




Are You Ready?

Listen to me.



Eyes on me.



51Talk
无忧英语

INTENSIVE READING

Lesson

3

Classic English Junior Level 6 - Unit 8 Work and Jobs

A Special Day as an Artist



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

A Special Day as an Artist

Learn the comprehension skill

Story structure

- beginning, middle, end

Put the items in the word bank into the correct boxes.

Character

Setting

Word bank

1. Timmy
2. at the school bus stop
3. 7:30 a.m.
4. a big man





Let's Go!



Comprehension Skill

03:00

Learn.



A story is arranged from beginning to end.



Beginning

introduces the characters and the setting of the story



Middle

tells you more details about what happens to the main character in the story



End

brings the story to a close

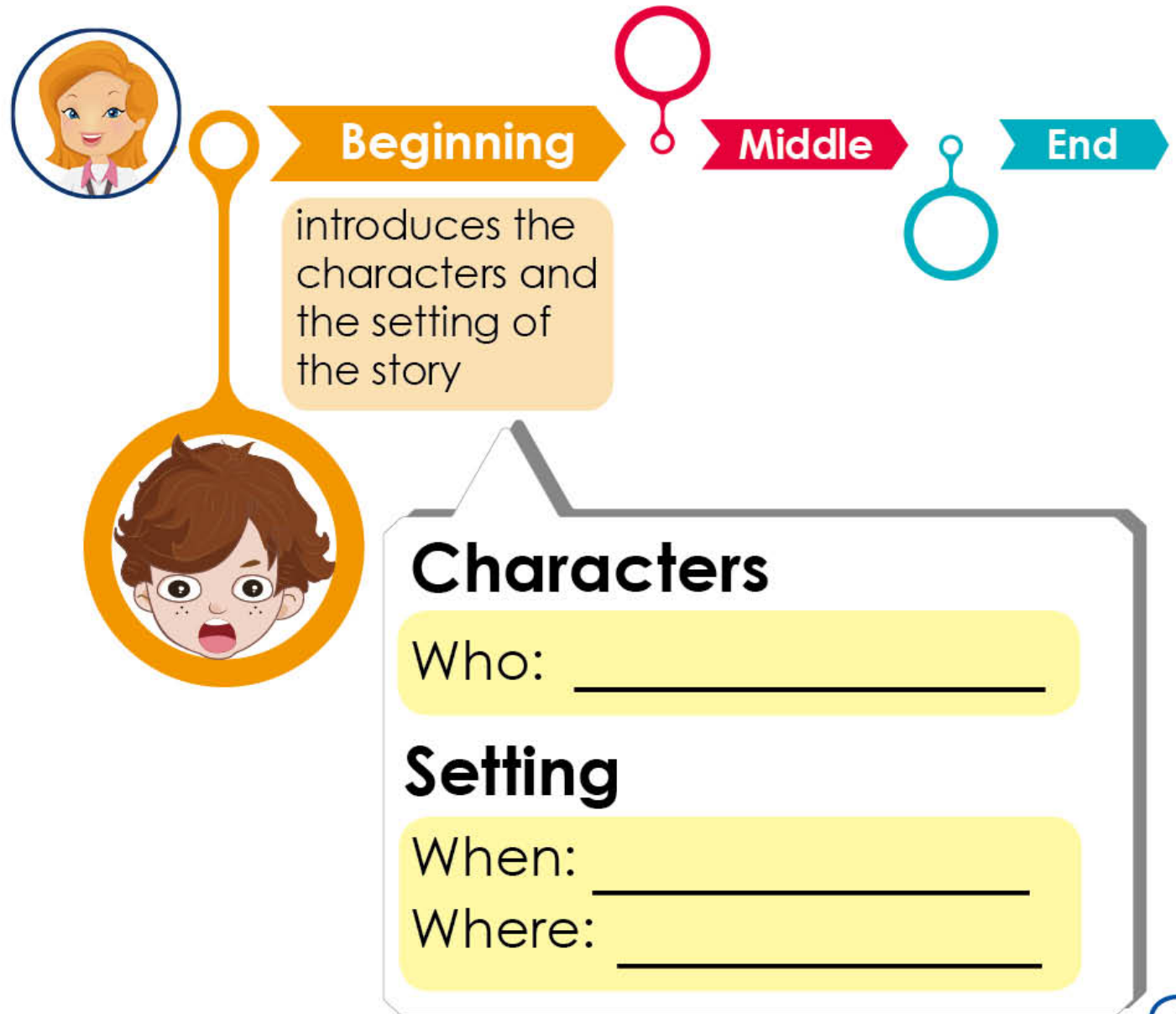
Intensive Reading—Comprehension

02:00

Read and fill in the chart.

This morning, a really **weird** thing happened to me.

At 7:30 a.m., when I left my house and walked toward the school bus stop, a man rushed up to me. He gave me some cool sunglasses and pushed me into an expensive car!!!



Intensive Reading—Comprehension

03:00

Read and tick the correct answer.

I was totally shocked and kept yelling
“What’s happening?”

“**Who are you?**” I kept asking.

“Sir, you are already late for your art
exhibition ceremony. All of the guests
are waiting for you.”

“What? I have an art ex...?”

Before I could finish my words, the car
shot out like an arrow.



How did the main character
feel?



☐ angry



☐ shy



☐ shocked

Grammar

We use “who...” questions to ask
questions that identify a person.
e.g. Who’s the boy in red?

Intensive Reading—Comprehension

02:00

Read the passage and tick the correct picture of the key word.

Then we stopped in front of an art **gallery**. Several big men ran over and helped me out of the car. They put a fancy coat on me and pushed me onto a huge stage surrounded by **crowds** of people.

“Finally, here is our great **artist**, Timmy Smith!” said a beautiful presenter, “We all know that he is too shy to speak to the public, but he uses all of these fantastic drawings to express the words he wants to say to the world! Let’s give him a round of applause for all his great work!”

**gal•le•ry** *n*

a place that has permanent exhibitions of works of art in it



Intensive Reading—Comprehension

02:00

Read the passage and tick the correct answer.

“So I am an artist?” I said, confused. The beautiful presenter, who I could now see was Cindy, said, “Yes, this is my best friend, Timmy. I don’t know anyone who loves drawing like him. He could keep drawing for months without going anywhere. He would even forget to eat. He never stops drawing, even on our way to church every Sunday. He deserves lots of **honors** for being so diligent!”



Did Timmy know he was an artist? How did he feel?

☐ confused☐ shy☐ shocked

Intensive Reading—Comprehension

02:00

Read the passage and answer the question.

I couldn't believe what I heard.
“Wow, I am SO diligent!” As I was wondering, I heard Cindy say, “Yes, Mr. Smith draws almost everything: from nature to people, buildings to animals. And he draws on everything: walls, paper, **canvas**, wood, glass, and even leaves.”



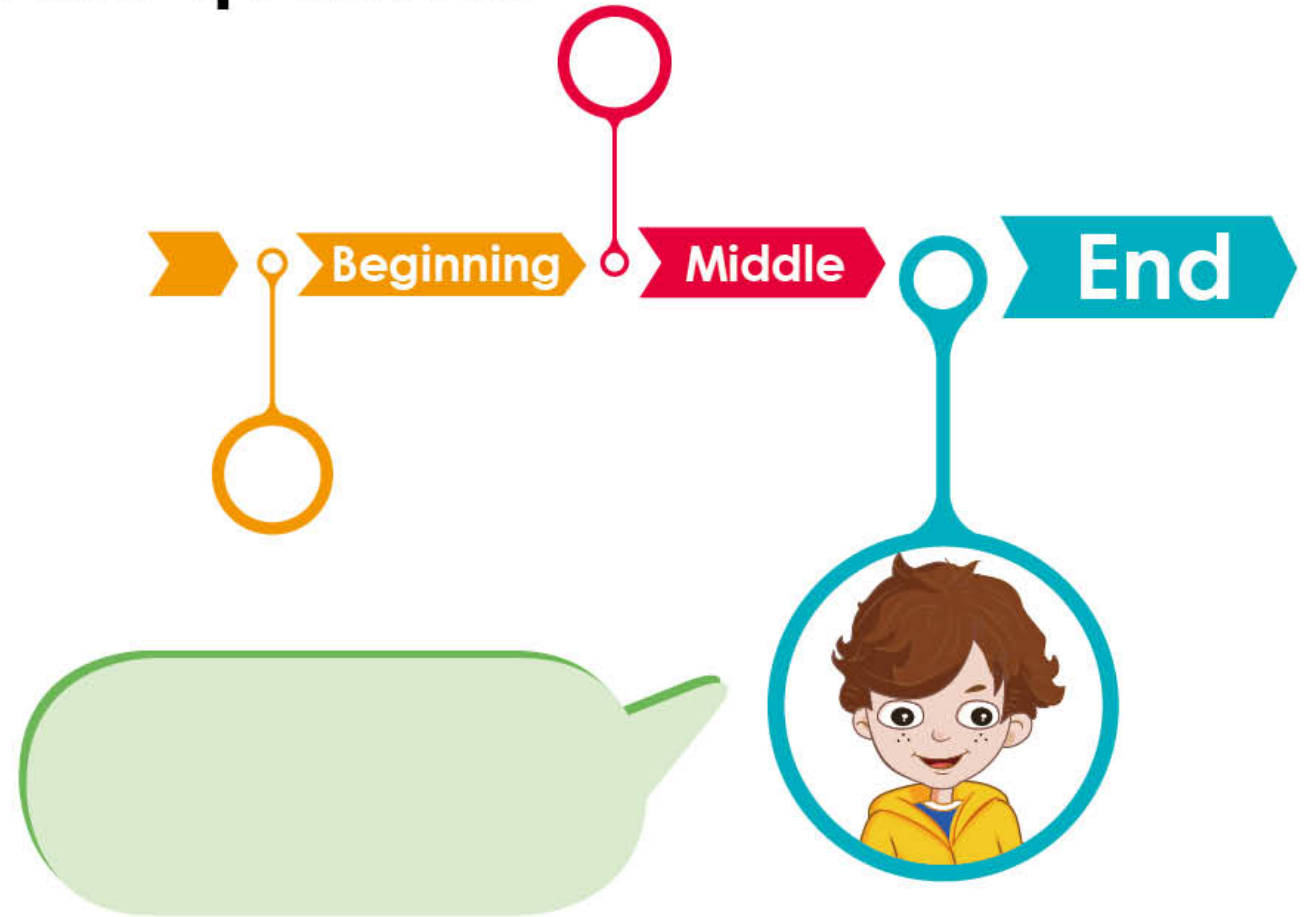
How was the main character described in the passage on the left?

Intensive Reading—Comprehension

02:00

Read the passage and answer the question.

When I was still smiling about what she said, suddenly, something soft hit my head. "You are already late for school, Timmy! Hurry up!" Oh my, it was all just a dream.



What happened at the end of the story?



**Let's
Do More
Activities!**



Writing Project - Preparation

02:00

Talk about the narrative fiction you have learned.



What happened to Timmy after he left the house that morning?

Empty response box for the first question.



What was Timmy late for?

Empty response box for the second question.



How do you know Timmy was not a real artist?

Empty response box for the third question.



Writing project

03:00

Retell the story to your teacher using the graphic organizer.



Who were the characters?
When and where did the story happen?



What happened to the characters?



What happened at the end?





**Beginning****Middle****End**

Write the story in your own words after class.

Wrap-up**02:00**

I Can Do It

Intensive Reading

**A Special Day as
an Artist**

Comprehension Skill

Story structure:
beginning,
middle, end





Goodbye!

51TALK

