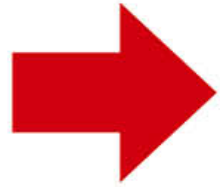




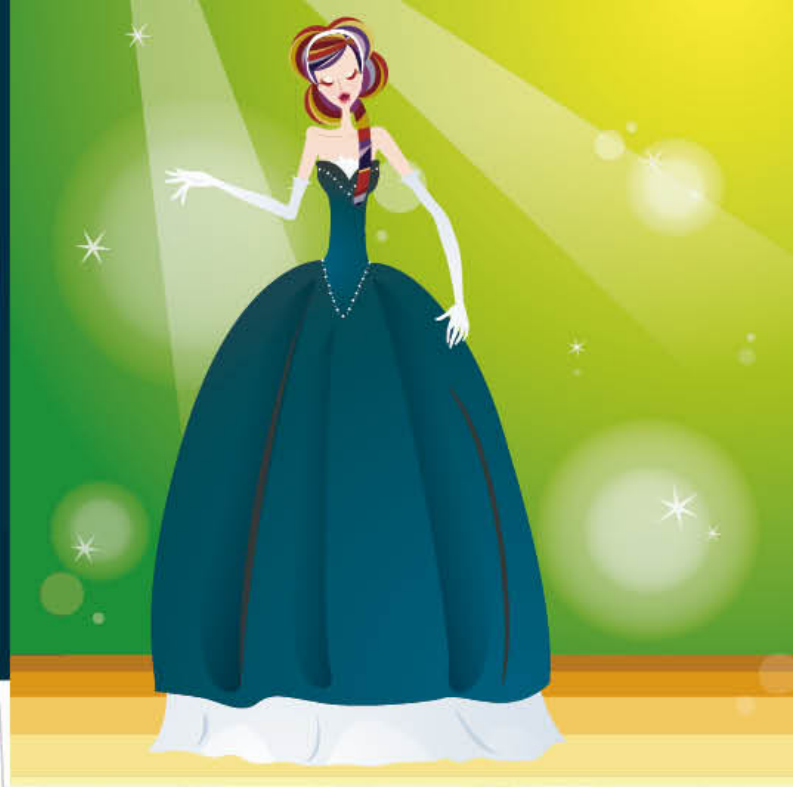
# Are You Ready?

Listen to me.



Eyes on me.





## INTENSIVE READING

Lesson

3

Classic English Junior Level 6 - Unit 15 Values

# Talent Night



# 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 a narrative fiction story called**

**Talent Night**

**Learn the comprehension skill**

**Problem and solution**

## Warm-up

02:00

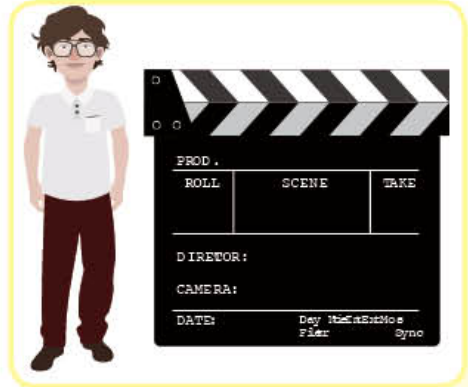
Unscramble the red letters below to fill in the blank.



display



audience



producer



astonish



intermission

T\_\_\_\_\_ can't be taught, but it can be awakened.



# Let's Go!





# Comprehension Skill

03:00



A **problem** means a difficult puzzle, question or situation for the characters.  
A **solution** means a way to solve the problem.

*Direction:* Match the problems with the solutions.



He had difficulty in solving the math problem.

I cut my finger.

Timmy left his pencil case at home.



I put a Band Aid on it.

Timmy borrowed a pencil from Cindy.

He turned to his math teacher for help.

# Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

## Talent Night



*(I have a problem. Talent Night is coming up, and I have no talents.)*

Let me introduce myself: Benjamin Belinski, Human Talent **Void**.

Kate can make anything using origami. Tommy creates breathtaking beats on plastic buckets. Olivia trained her poodle to do tricks. And those are just my friends. My grade also boasts a gymnast, two bakers, and five artists, among others.



What is Benjamin's problem?





# Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

Every day my teacher asks if I've decided what to do.

"I'll just have to be sick the day of the show," I announce to my friends one afternoon.

"You must have a talent," says Kate. "What are you good at?"

"Eating," I answer. Kate rolls her eyes.

"Benjamin, be serious."

**In spite of** my bad attitude, Kate looks at our friends and continues, "Come on, guys. What are Benjamin's talents?"

## Grammar

1. We use **in spite of** to introduce a fact which makes the other part of the sentence surprising.
2. **in spite of** + *noun/pronoun* (this/that/what) /-ing

e.g. **In spite of the rain**, we enjoyed our holiday.

**In spite of having** very little money, they are happy.

Make a sentence using "in spite of."



# Intensive Reading—Comprehension

**03:00**

**Read the passage and do the activity.**

“He’s good with dogs,” says Olivia.

“Benjamin’s funny,” says Tommy.

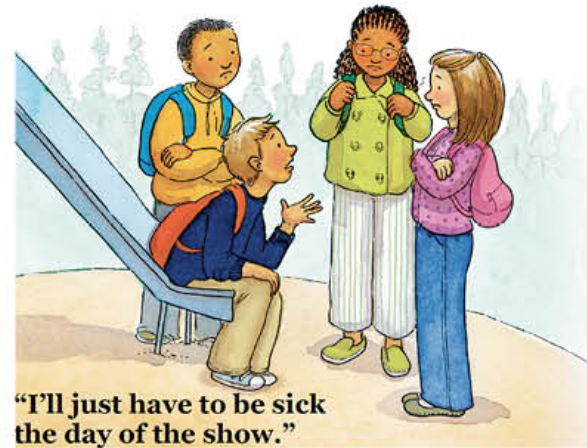
“Yeah,” agrees Olivia, “and you always get us together to do stuff. Like having game nights or riding bikes after school. The week you had the flu we didn’t do anything fun.”

“You’re like the glue that holds us together,” adds Tommy.

Their comments get me thinking. I **come up with** a plan and tell my teacher. “That’s a marvelous idea,” she says.



How do Benjamin's friends help him solve his problem?



“I’ll just have to be sick the day of the show.”





# Intensive Reading—Comprehension

**03:00**

**Read the passage and do the activity.**

In the next few weeks, I write a zillion lists, make sure every item gets **checked off**, and ask a lot of people to do jobs.

When the show begins, each person with an act knows his or her place. Tommy wows us with his drumming. The gymnast **astonishes** us with handsprings.

During **intermission**, our guests smack their lips over student-baked cookies as they browse the **display** of paintings, pottery, and other artwork.

## check off

When you check things off, you check or count them while referring to a list of them, to make sure you have considered all of them.

**e.g.** One by one she checked them off on her register.



Make a sentence using "check off."



# Intensive Reading—Comprehension

**03:00**

**Read the passage and do the activity.**

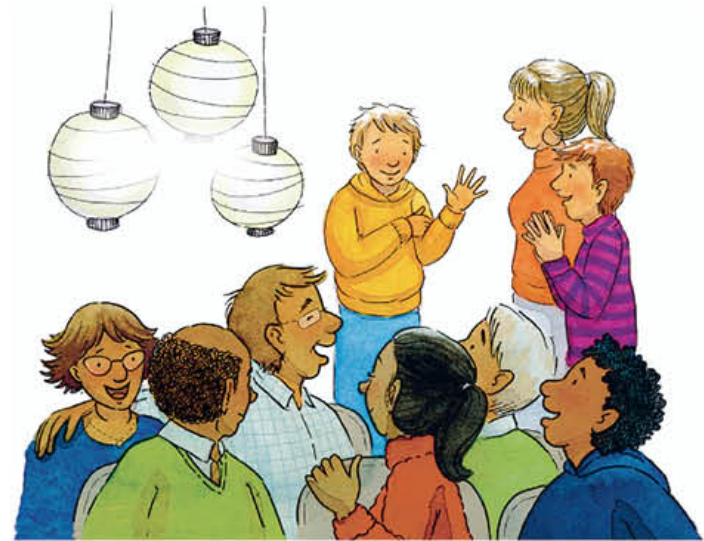
After the last act, my teacher steps onto the stage.

“Everybody contributed to this marvelous night,” she announces. “However, one person deserves special recognition for taking the reins to make it proceed so smoothly. Please give a big hand to an enormous talent—Benjamin Belinski, **Producer!**”

“Bravo!” the **audience** shouts. I like the sound of that.



Why does the audience shout "bravo" to Benjamin?







# Writing Project—Preparation

02:00

**Retell the story to your teacher.**



What problem does Benjamin have?

...



How do his friends help him solve the problem?

...



What happens at the end of the story?

...





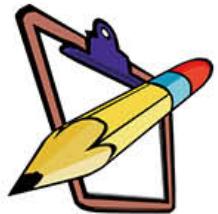


# Writing Project

02:00

Write down Benjamin's problem and the solution to it.

Problem 	Solution 
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Rewrite the story after class on your worksheet.

**Wrap-up****01:00**

# I Can Do It

**Intensive Reading**

---

Talent Night

**Comprehension Skill**

---

Problem and  
solution





**51TALK**

**See You  
Soon!**

