



The Great Barrier Reef

SPECIFIC OBJECTIVES

- * Appreciating and enjoying the beauties of nature.
- * Learning about the threats to our planet and its natural heritage - the dangers and how to recognise and overcome them, thus preserving nature.
- * Understanding the benefits of travel to different places - enjoyment and education.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Determiners, articles and their usage.
- * Words: words, meanings, suffixes, usage, phrases, pronunciation.
- * Learning to speak and converse correctly.

- * Learning to enjoy, appreciate and preserve nature.
- * Appreciating the benefits of travel - enjoyment and a learning experience.
- * Learning about determiners and articles and their usage.
- * Speaking and writing correctly.

- * Ask the students to see the picture and try to find out the names of the fishes seen in it.
- * They can use the Internet to try and identify the fishes.
- * These are some fishes that are seen in the Great Barrier Reef.
- * The teacher can check out the Internet too and write down the names of the fishes.
- * Do the exercise orally first and then write the answers on the board.

- * Ask the students to read the lesson aloud.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about marine life in different parts of the world and how it is being adversely affected by indiscriminate fishing, pollution and global warming.
- * Focus on the central idea of the story: Travelling for enjoyment and to learn more about the wonderful places and different aspects of nature on Earth.

Outcome

Get Set

Read and Enjoy

Read and Understand

- * Relate the story to the students' own observations about what they see and observe around them: trees, parks, sanctuaries, rivers, lakes, birds, animals, etc.
- * Discuss the questions in Exercises A, B, C and D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B–D.

Grammar Spotlight

- * Use the board to explain determiners – their relation to different words and how they include words that may be a different part of speech but the usage makes them determiners.
- * Explain in detail the three articles – a, an and the. Clarify their usage.
- * Explain by using the given examples and also your own, and ask students to think of examples too.
- * Exercises A, B and C may be done orally first. Then ask the students to write the right answers. Announce the answers aloud and have the partners check them.

Spell Well

- * Getting to know new words.
- * Exercise A: Learn to recognise the new words by selecting and completing them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary if required.
- * After doing Exercise A orally first, ask the students to write down the answers.

Word Power

- * Learning about words with suffixes and phrases.
- * Exercise A: Read this with the students and as you give examples of each suffix, you can add your own examples, or ask the students to suggest them.
- * It is advisable to make sentences orally when explaining suffixes. Also ensure that correct pronunciation is learnt.
- * Exercise B: First ask the students to orally select the right phrase.
- * Then, as the correct answers come up, they may write down the phrases in their notebooks.
- * It is desirable to practise more sentences orally using phrases in common use. Examples: take off; go ahead; open up; cool down; shake up; make do; etc.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read aloud the questions and ask the students to answer them.
- * When the correct answers are received, write them down on the board.
- * Check the students where necessary as they answer the questions orally.

Listen and Learn

- * Read the conversation aloud and make sure the students have understood it.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

Converse and Connect

- * Exercise A: Ask the students to look at the picture.
- * Then ask them to describe it.
- * You may ask different students to say a sentence each.
- * Correct them where required. Relate to the issues raised in the lesson regarding pollution – pollution in towns, cities, beaches, mountains, etc. Link to natural disasters and endangered species.
- * This will help the students to express themselves frankly.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

Speak and Express

- * Let the students listen to the DigiDisc so that you are sure of the right way to say the words.
- * Let the students say aloud all the words.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the students learn the phonetic symbols also.

Pronunciation Practice

- * Exercise A: Discuss the sequence of events/conversation, based on the lesson.
- * Ask the students to suggest the sequence.
- * Make sure they understand it well.
- * Announce the correct sequence aloud and let the partners check the work.

Write Well

Project Work

- * A. Make groups of four students and then give them time to collect the material.
- * Each group's work should be displayed class.
- * If time permits, ask them to say a few in sentences about their display.

Values and Life Skills

- * A. Read aloud the values and discuss them: let the students come out with what they find beautiful in nature.
- * B. Discuss the questions with the class. Ask some of the students at random what special views they have on nature.
- * C. Discuss the question and the given options and let the students say which options are appropriate. Correct them if they are not.