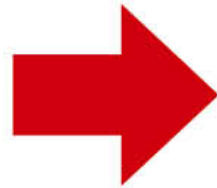


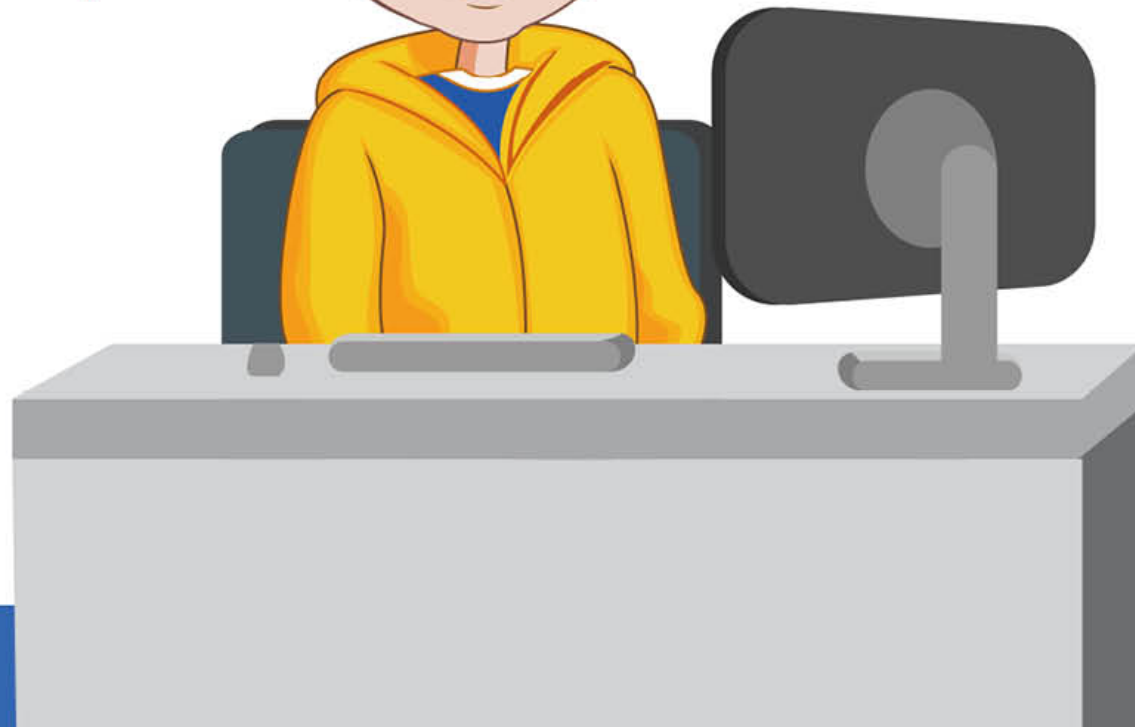


# Are You Ready?

Listen to me.



Eyes on me.





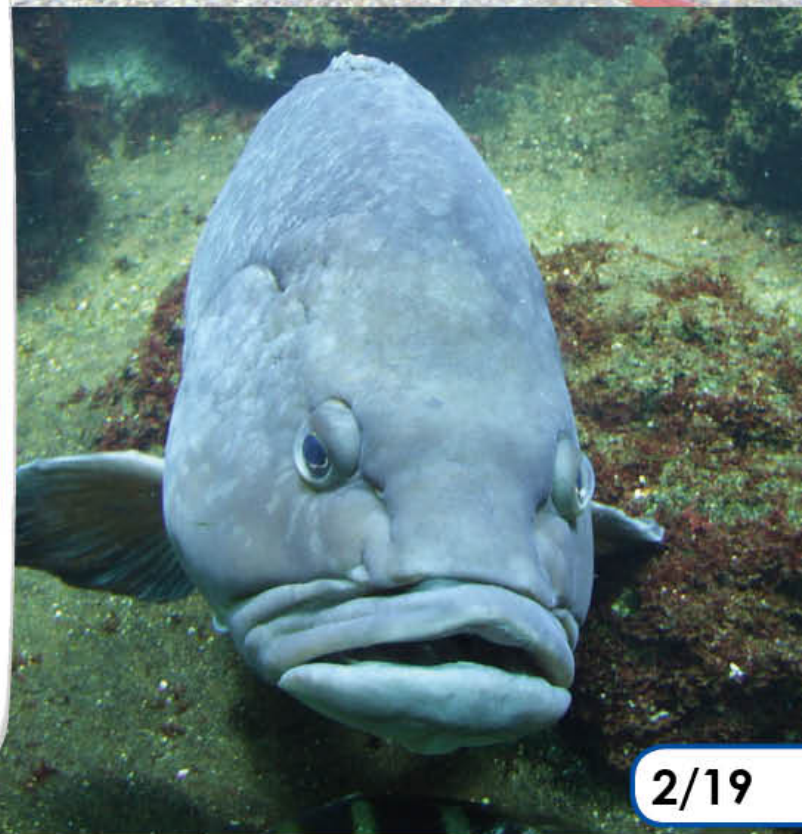
## Intensive Reading

Classic English Junior Level 5 - Unit 9 Holidays

Lesson

7

# A Day at the Great Barrier Reef





# 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 journal called**

**A Day at the Great Barrier Reef**

**Learn the comprehension skill**

**Facts or opinions**

Recall the last lesson by choosing either true (T) or false (F).

- ☒ **F** I preferred snorkeling to scuba diving because I could get close to the marine organisms.
- ☐ The humphead wrasse was almost two meters long.
- ☐ Corals will bite people.
- ☐ The Great Barrier Reef may disappear in the near future.







# Let's Go!



# Comprehension Skill

01:30



A statement of **fact** can be proven true or false.

Tick the following sentences that state facts.

1

The corals at the Great Barrier Reef are amazing.

☐

3

Corals are living creatures which feed on plankton.

☐

2

I touched a big green turtle.

☐

4

The humphead wrasse was almost two meters long.

☐



# Comprehension Skill

01:30



A statement of **opinion** can be proven true or false.

Tick the following sentences that state opinions.

1

☐ We went to the Great Barrier Reef today.



3

☐ Scuba diving is more interesting than snorkeling.



2

☐ I got the chance to touch the corals.



4

☐ What a pity that will be!





# Intensive Reading—Comprehension

**02:00**

Read the passage and do the activity.

December 19, 2015 Saturday | Sunny

It was our third day in Australia.

We went to the Great Barrier Reef, which is one of the seven **natural** wonders of the world.



## Facts or Opinions

The author mainly wrote \_\_\_\_\_ in this paragraph.

- A. facts
- B. opinions

# Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

We tried **snorkeling** and **scuba diving** there. **I preferred scuba diving to snorkeling**, because I could get close to the **marine organisms**. I even slightly touched some big animals like green turtles and big lobsters.



## Grammar

“**Prefer ... to ...**” is used to say we like one thing or activity more than another.

Change the two sentences into one using “prefer ... to ...”.

I love math. But I love English even more.

\_\_\_\_\_.



# Intensive Reading—Comprehension

**03:00**

Read the passage and do the activity.

- ① The most interesting one was the humphead wrasse, a special fish which was almost two meters long. ② It had a sweet temper. ③ I touched it and even hugged it but it didn't get angry. ④ Dad took pictures for us. ⑤ That was amazing.
- ⑥ There were also many other creatures I couldn't name.



## Facts or Opinions

Facts: \_\_\_\_\_  
\_\_\_\_\_

Opinions: ① \_\_\_\_\_  
\_\_\_\_\_

# Intensive Reading—Comprehension

**02:00**

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

The Great Barrier Reef is most famous for its **corals**. It is the largest and longest coral reef in the world. I got the chance to touch the corals. Some of them were soft. I reached out my fingers and pulled back quickly as soon as I touched them.



## Facts or Opinions

Underline ( ~~~ ) the sentences that state opinions in this paragraph.



# Intensive Reading—Comprehension

03:00

Read the passage and do the activity.

They were so soft that they felt a little bit creepy. I knew that corals are living **creatures**. What if they bite me? When we got out of the sea, Dad told me that corals feed on **plankton**, tiny animals and plants that live in water. So the corals wouldn't hurt me.



**crea•ture** n

Creatures are living things that can move independently.

Circle the creatures in the following pictures.



# Intensive Reading—Comprehension

**02:00**

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

On our way home, Dad said that the world's man-made gases make the ocean warmer and warmer so that the corals can't live any more. The Great Barrier Reef may **disappear** in the near future. What a pity that will be! I hope that I could do something to protect it.



**Read and answer.**



What can you do to help protect the Great Barrier Reef?







**Let's  
Do More  
Activities!**



# Writing Project—Preparation

02:00

**Talk with your teacher.**

What did you do this morning/afternoon/evening?

I ...

How did you feel when you ...?



I ...



# Writing Project

**02:00**

Fill in the chart.

	Morning / Afternoon / Evening
<b>Facts:</b> What happened to you? What did you do?	I went to school at 8:00 ...
<b>Opinions:</b> How did you feel?	

Write a passage after class on your worksheet.



## Intensive Reading

A Day at the Great Barrier Reef

## Comprehension Skill

Facts or opinions







# Goodbye!

**51TALK**

