



Teacher's notes

Reinforcement worksheet 1

- Pupils read the story and complete the gaps with the words *for*, *since* or *still*.

Key: 2 for ..., still, 3 still, 4 for, 5 still, 6 for ..., still, 7 for.

- Focus on the clocks. Ask pupils what time the dolphin landed on the beach (10 am) and what time Harry found it (12.00). Now pupils read the story again and complete the times that things happened.

Key: b 1.00, d 2.30, f 3.30, g 4.00.

- **Optional follow-up activity:** Pupils work in pairs. Pupil A is a reporter; Pupil B is Harry (or a rescuer). Pupil A interviews Harry at 3 pm, e.g. *How long have you been here? What's happened?* etc. Ask a few pupils to act out their interview.

Reinforcement worksheet 2

- Pupils look at the pictures and find the words in the wordsearch. One of the sea animals is missing. Pupils need to identify which one it is.

Key: 2 lobster, 3 octopus, 4 coral, 5 seal, 7 crab
Missing word: jellyfish.

- Next, pupils use the rest of the letters in the wordsearch in the order they appear to make a clue about the jellyfish.

Key: It has got no brain or bones.

- **Optional follow-up activity:** Pupils choose one of the animals on the page and make a poster about it.

Extension worksheet 1

- Pupils read the letters from sea animals to the Ocean Doctor. In pairs, pupils correct the first sentence of each paragraph. Do the first one with the pupils as an example.

Key: 1 I have lived inside a big shell since 2008. 2 My classmates have laughed at me for many years. 3 My friend Colin Crab hasn't talked to me for two weeks. 4 Sam Seal has never invited me to play football. 5 I've looked for a wife for years but I still haven't found anyone.

- Ask pupils to read the Ocean Doctor's replies. Who is each piece of advice for? Pupils write the name. Check answers.

Key: a Sally, b Lucy, c Ollie, d Jim.

- **Optional follow-up activity:** Pupils imagine they are the Ocean Doctor and write some advice for Katy Crab.

Extension worksheet 2

- Explain that Mrs Green's class is making an aquarium using boxes, paint, scissors and string. Pupils listen to the conversation (Track 9) and draw lines from the names to the people in the picture.

TRACK 9 Tapescript

NARRATOR: Listen and look. Mrs Green's class is making an aquarium. What are the pupils doing? Listen and draw lines. There is one example.

M: So what are your pupils doing today, Mrs Green?

F: They're making an aquarium! Each pupil is doing something different.

M: That sounds fun! What's Katy doing?

F: She's painting her box blue – the same colour as the ocean. When the paint dries she's going to hang the fish from the top.

NARRATOR: Can you see the line? This is an example.

Now you listen and draw lines.

M: What is Tom doing over there?

F: Oh, he's nearly finished. He's drawn some fish and he's colouring them.

M: Have the pupils drawn any other sea animals?

F: Yes. Emma has drawn a jellyfish. She's colouring it in.

M: What is Bill doing with that cardboard box?

F: That's the aquarium! Look. He's cut a hole in the front. People can look through it and see the fish and sea animals in the water.

M: What about Mary? She's not doing anything!

F: She's using wet paper to make coral. When it is dry she is going to paint it and stick it on the bottom of the box.

M: John looks busy. What's he doing?

F: Ah, he's putting string through the fish and the other sea animals. He's going to hang them from the roof of the box.

M: So he's waiting for the paint ...

F: To dry! Yes, he is.

Key: Lines should be drawn as follows: Tom to the boy colouring the fish. Emma to the girl colouring the jellyfish. Bill to the boy cutting a hole in a box. Mary to the girl working with wet paper. John to the boy threading string through a fish.

- **Optional follow-up activity:** Pupils make their own aquariums in groups. Each group will need one cardboard box, some string, some blue paint and scissors. Make a list of the different roles on the board and the pupils decide who does what in their groups.

Song worksheet

- Pupils match the rhyming words.

Key: air / pear, go / know, eat / feet, three / sea, sail / whale.

- Then they complete the song with rhyming words.

Key: a sea, b whale, c feet, d pear, e know.

- Pupils read the song and choose the correct past participle from the crabs by guessing from context. Finally, pupils listen to the song (Track 10) and check their answers.

Key: 2 found, 3 seen, 4 ridden, 5 caught, 6 met, 7 sat, 8 felt, 9 thought, 10 flown, 11 eaten, 12 swum, 13 had, 14 been.

- **Optional follow-up activity:** Pupils think of actions for the song (e.g. they point to their watch for *half past three*) and sing it again with their actions.

Topic worksheet

- Pre-teach: *attack*, *shy*, *kill*, *fin*, *die*, *tins* and *car number plates*. First, pupils read the first two paragraphs. Discuss, as a class, how dangerous sharks really are.
- Pupils read the rest of the text, which is about what humans do to sharks. They underline the reasons humans kill them.

Key: For sport, to eat, to make shark fin soup, to sell in pet shops or put in aquariums, and because we throw rubbish in the ocean.

- Finally, ask pupils to cover the text and look only at the four photos. They talk about the pictures, using all the information they can remember from the text.

- **Optional follow-up activity:** Pupils create posters emphasising the need to keep the seas and oceans clean.

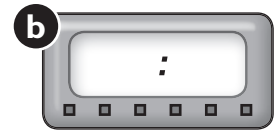
1 Complete the sentences with *for*, *since* or *still*.



1 Harry and his friends have found a dolphin on the beach. It's been on the sand since 10 am.



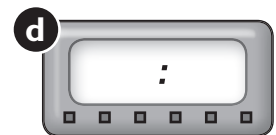
2 The rescuers have arrived! The dolphin has been there three hours and it hasn't eaten anything.



3 It's 1.30 pm. The rescuers have given the dolphin some food, but they haven't pulled the dolphin out to sea.



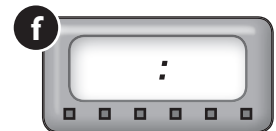
4 The dolphin has been on the beach since 10 am. It's been there four and a half hours! The rescue people have put water on it.



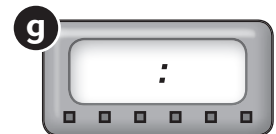
5 It's 3 pm. Some people are flying over the sea in a small plane. They are looking for the dolphin's mother, but they haven't seen her.



6 The rescuers have been there two and a half hours. They haven't had lunch and they're hungry!



7 They're pulling the dolphin out to sea! Harry is very happy. The poor dolphin has been on the beach six hours.



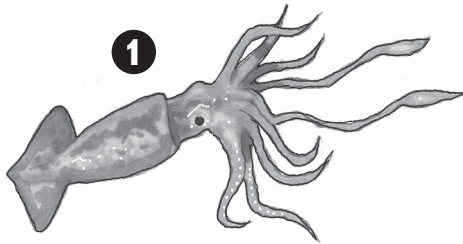
2 Read the story again. Write the correct time on the clocks.

Unit 5

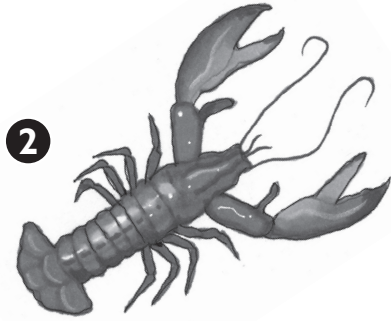


Reinforcement worksheet 2

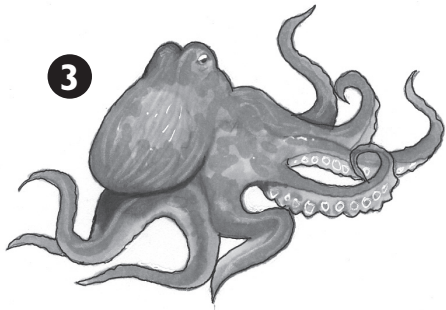
1 Find and circle words to label six of the pictures.



...squid.....

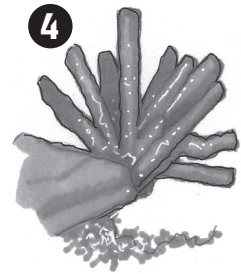


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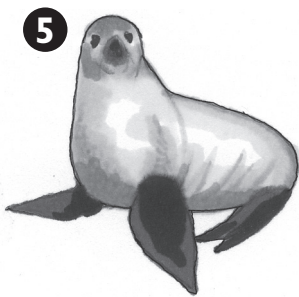


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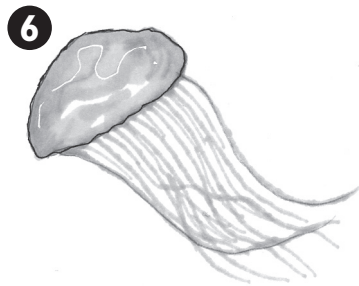
i	s	t	x	o	h	r	a
s	q	g	o	c	e	t	c
n	u	o	b	t	c	s	r
r	i	a	s	o	o	e	a
i	d	b	n	p	r	a	b
o	o	r	b	u	a	l	o
l	x	n	e	s	l	s	x



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2 Label the other picture in Activity 1.

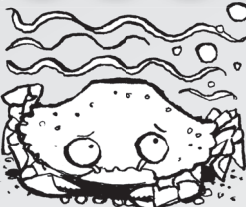
3 Look at the other letters in the wordsearch. Cross out each letter 'x'. Find a clue about the missing sea animal.

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- 1 Read the sea animals' letters to the Ocean Doctor. Correct the underlined sentences.

Ocean Doctor's problem page

1  I live inside a big shell since 2008. There's a party next week and I really want to go, but I'm scared to come out of my shell. I'm shy.
Katy Crab

2 My classmates have laughed at me since many years. They say I haven't got a brain. I hate it when people laugh at me. It hurts.
Jim Jellyfish

3 My friend Colin Crab doesn't talk to me for two weeks. He says I look very strange because I haven't got a round body like him.
Lucy Lobster

4 Sam Seal hasn't never invited me to play football. He says that girls are not good at playing football. But I know I can play well!
Sally Squid

5 I look for a wife for years but I still don't find anyone. Kim Coral likes me, but I want a wife with legs so she can swim with me.
Ollie Octopus

- 1 I have lived
- 2
- 3
- 4
- 5

- 2 Read and match the Ocean Doctor's advice with the sea animals.

a Dear,
Don't wait for other creatures to invite you. Ask your girl friends to play in a team with you. Then the boys will see that you are good!

b Dear,
He is *not* your friend. Good friends like you because you are nice on the *inside*, not the outside. Go and find some good friends!

c Dear,
Don't wait for someone perfect. Remember, no-one is perfect!

d Dear,
Smile and be happy! If they see that it hurts, they will do it more.



1 Listen and draw lines.

Tom

Katy

Mary

Bill



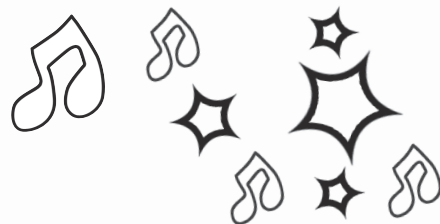
Emma

John

Richard

Unit 5

Song worksheet



1 Match the rhyming words. Choose words to complete boxes a–e.

air go eat three sail

feet whale know sea pear

2 Choose words from the crabs to complete the song.

I've (1) been at the beach since half past three.

I've picked up stones and shells from the **a** .

I've walked in the water and I've touched it with my hand.

I've (2) rock pools and I've played with the sand.

I still haven't (3) a dolphin or a **b** .

I still haven't (4) in a boat with a sail.

I still haven't (5) a fish to eat

Or (6) a mermaid without any **c** .

But I've (7) on my towel, (8) the sun on my face

And I've (9) that this is my favourite place.

I've watched the birds as they've (10) in the air.

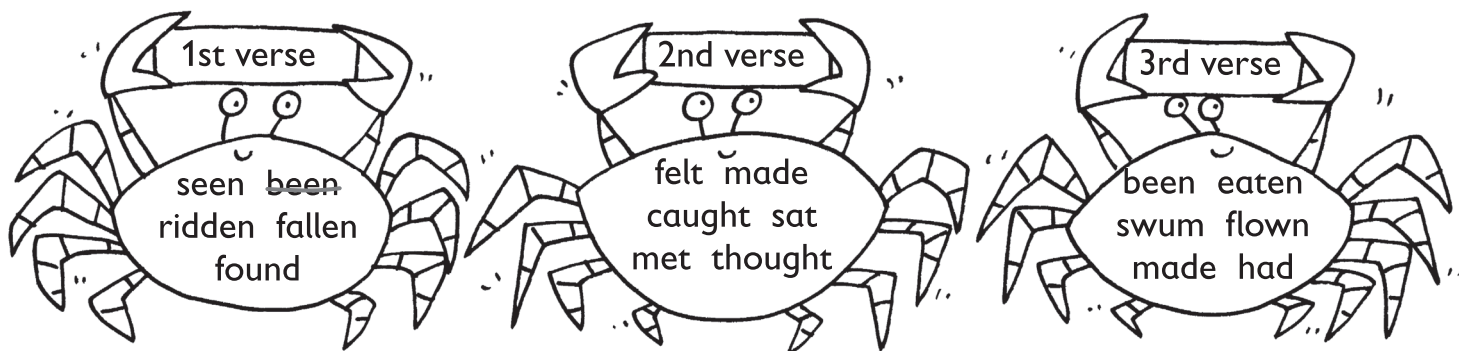
I've (11) a sandwich, an apple and a **d** .

I've (12) with my friends, made castles with my dad.

It's one of the best days that I've ever (13) !

We've (14) here for hours, now it's time to go.

I love the beach, that's all I need to **e** (x3)



3 Listen and check.

Unit 5

Topic worksheet



1 Read about sharks. Are they really dangerous, as in films?

It was a beautiful day. Many people were swimming in the sea when a shark attacked and scared everyone. A true story? No, it's a film!

In real life, sharks are not very dangerous. There are 360 species of sharks, but only four species attack humans. The others are shy! Sharks attack because they can't see clearly. When they look up and see someone on a surfboard swimming in the sea, sharks think it is a sea animal that they like to eat so they will attack it. Sharks have killed only 40 people since the year 2001.

2 Now read about humans. Underline five reasons why we are dangerous.

Did you know humans kill about 40 million sharks every year? Why? There are many reasons. For some people killing sharks is a kind of sport, like going fishing, but most people kill sharks for food.

Sharks are popular food in many countries. In Australia they often eat shark with chips. In India people eat baby sharks. People say shark meat tastes very good and it is good for you. Fishermen often catch sharks for their fins. When the fishermen have taken the fins the sharks can't swim so they die in the ocean. The fishermen sell the fins to make soup.

Some people catch them to sell in pet shops or to put in aquariums. Many sharks get ill or die in these aquariums because they are not happy there. They want to go back to the ocean.

Sharks often die because humans throw rubbish into the ocean. Scientists have found tins, boots, handbags and car number plates in sharks' stomachs. Other sea animals die from eating the rubbish that humans put in the ocean. Turtles often eat plastic bags because they think they are jellyfish.

3 Cover the text. Talk about the photos.

