



# 5 Teacher's notes

## Reinforcement worksheet 1

- Students read the story and complete the blank 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 students what time the dolphin landed on the beach (10 a.m.) and what time Harry found it (12:00). Now students 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:** Students work in pairs. Student A is a reporter; Student B is Harry (or a rescuer). Student A interviews Harry at 3 p.m., e.g., *How long have you been here? What's happened?* etc. Ask a few students to act out their interview.

## Reinforcement worksheet 2

- Students look at the pictures and find the words in the word search puzzle. One of the sea animals is missing. Students need to identify which one it is.

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

- Next, students use the rest of the letters in the word search puzzle in the order they appear to make a clue about the jellyfish.

**Key:** It has no brain or bones.

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

## Extension worksheet 1

- Students read the letters from sea animals to the Ocean Doctor. In pairs, students correct the first sentence of each paragraph. Do the first one with the students 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 soccer. 5 I've looked for a wife for years, but I still haven't found anyone.

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

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

- Optional follow-up activity:** Students 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. Students listen to the conversation (Track 9) and draw lines from the names to the people in the picture.

### Track 9 Audioscript

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

**M:** So what are your students doing today, Mrs. Green?

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

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

**F:** She's painting her box blue – the same color 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 almost finished. He's drawn some fish and he's coloring them.

**M:** Have the students drawn any other sea creatures?

**F:** Yes. Emma has drawn a jellyfish. She's coloring 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 creatures 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 creatures. 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 coloring the fish. Emma to the girl coloring 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:** Students 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 students decide who does what in their groups.

## Song worksheet

- Students match the rhyming words.

**Key:** 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.

- Students read the song and choose the correct past participle from the crabs by guessing from context. Finally, students 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:** Students 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*, *cans*, and *car license plates*. First, students read the first two paragraphs. Discuss, as a class, how dangerous sharks really are.
- Students read the rest of the text, that 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 stores, or put in aquariums, and because we throw garbage in the ocean.

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

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

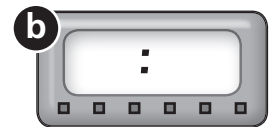
1 Complete the sentences with *for*, *since*, or *still*.



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



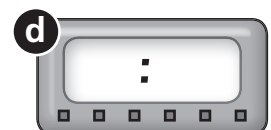
2 The rescuers have arrived! The dolphin has been  
there ..... three hours and it ..... hasn't  
eaten anything.



3 It's 1:30 p.m. The rescuers have given the dolphin some  
food, but they ..... haven't pulled the dolphin out  
to the ocean.



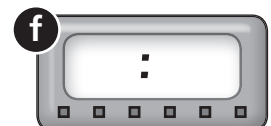
4 The dolphin has been on the beach since 10 a.m.  
It's been there ..... four and a half hours! The  
rescue people have put water on it.



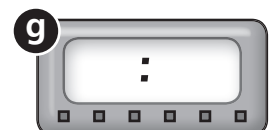
5 It's 3 p.m. Some people are flying over the ocean in a  
small plane. They are looking for the dolphin's mother,  
but they ..... haven't seen her.



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

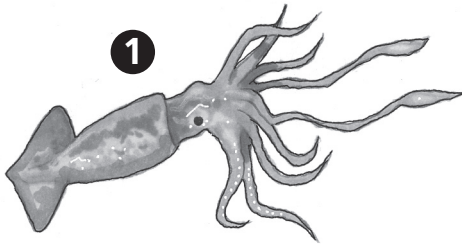


7 They're pulling the dolphin out to the ocean! Harry is  
very happy. The poor dolphin has been at the beach  
..... six hours.

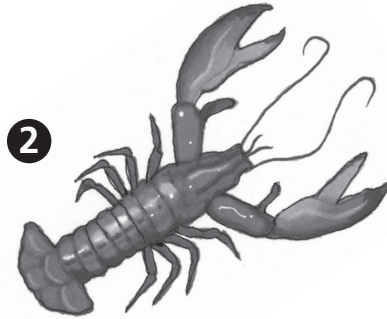


2 Read the story again. Write the correct time on the clocks.

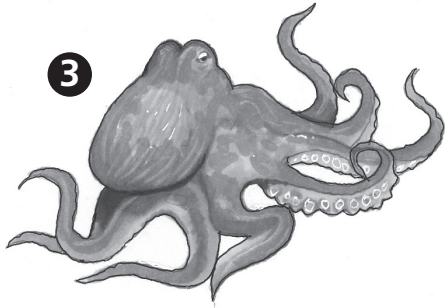
1 Find and circle words to label six of the pictures.



..... squid .....

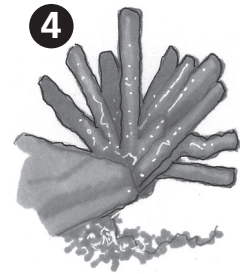


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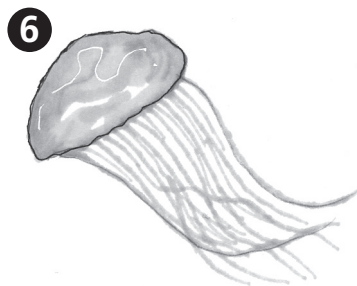
i	s	t	x	o	h	r	a
s	q	x	x	c	e	x	c
n	u	o	b	t	c	s	r
r	i	a	s	o	o	e	a
i	d	b	n	p	r	a	b
o	o	r	b	u	a	l	o
l	x	n	e	s	l	s	x



.....



.....



.....



.....

2 Label the other picture in Activity 1.

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

.....

- 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 don't have 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 don't have a round body like him.  
*Lucy Lobster*

4

Sam Seal hasn't never invited me to play soccer. He says that girls are not good at playing soccer. 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 on 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.



## Extension worksheet 2

1



Listen and draw lines.

Tom

Katy

Mary

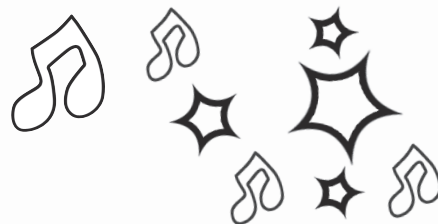
Bill



Emma

John

Richard



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) tide 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 favorite place.

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

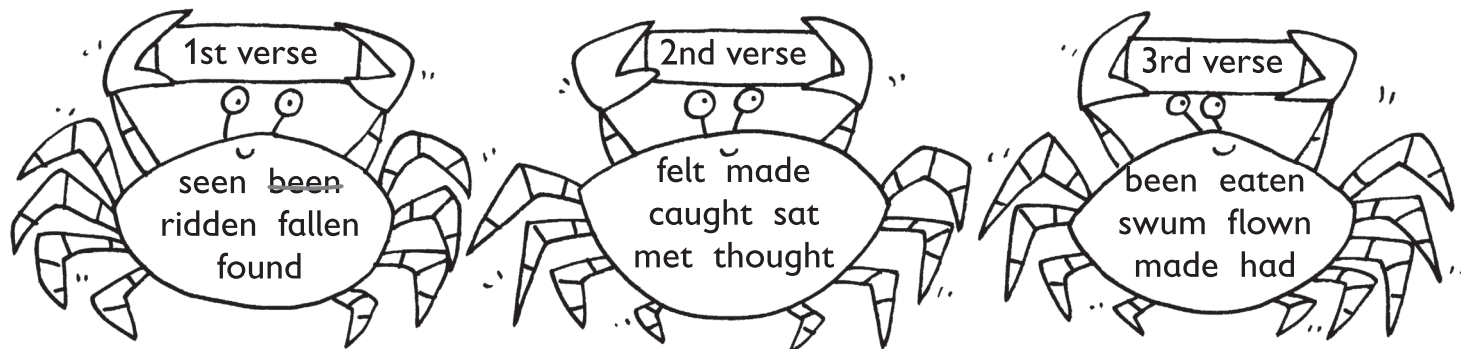
I've (11) a sandwich, an apple, and a **d** .

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.

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

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

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 ocean, 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 fries. 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 stores or to put in aquariums. Many sharks get sick 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 garbage into the ocean. Scientists have found cans, boots, purses, and car license plates in sharks' stomachs. Other sea animals die from eating the garbage that humans put in the ocean. Turtles often eat plastic bags because they think they are jellyfish.

**3 Cover the text. Talk about the photographs.**