

### 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 since, 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:** 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 1.9) and draw lines from the names to the people in the picture.

#### TRACK 1.9

**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:** go / know, eat / feet, air / pear, 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 1.10) 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.