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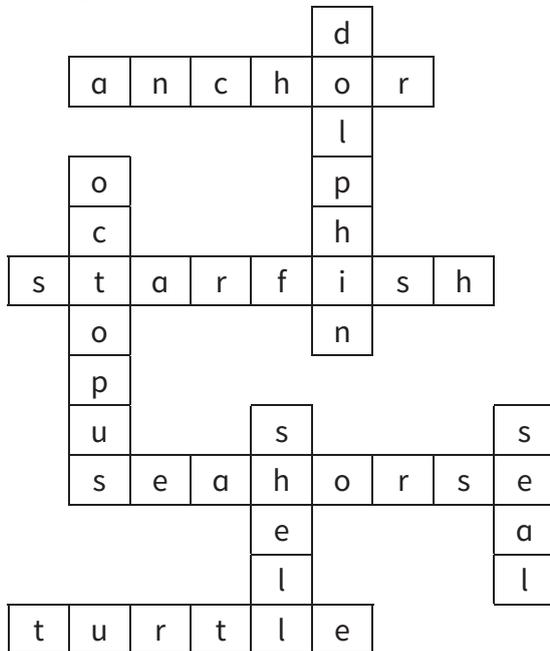
Under the sea

Worksheet 1: Sea crossword

Using the worksheet

- This worksheet practises sea-related vocabulary: *seahorse, dolphin, seal, shell, octopus, anchor, starfish and turtle*.
- Students work individually or in pairs. They use the picture clues to complete the crossword.
- They then match the words with the definitions.

KEY: Activity 1:



Activity 2: **2d, 3a, 4e, 5g, 6c, 7b, 8f**

Optional follow-up activity: In groups, students take turns to read one of the definitions. The first student to give the correct answer, e.g. *It's a ...* gets a point and takes the next turn.

Worksheet 2: Leprechauns

Using the worksheet

- This worksheet practises *was/wasn't* and *were/weren't*. The leprechaun /'leprəkɔ:n/ is a type of Irish male fairy. Generally, leprechauns make their money by mending shoes. They don't like spending their money and keep it all in a pot, which they hide at the end of a rainbow. If caught, they have to tell the finder where their gold is.
- Students work individually or in pairs. They order the pictures, using the sentences in Activity 2 to help them, if necessary.
- Students then write the sentences of the story in the past, using *was, were, wasn't, weren't*.
- Students can cut out the pictures to make into a mini-book. They fold a sheet of A4 paper in eight and cut along the folds. They

stick the pictures in order onto the pieces of paper, write the text in the past under each one and staple the pages together.

KEY: Activity 1: First row (from left to right): 3, 7, 4, 6; Second row (from left to right): 5, 8, (1), 2; Activity 2: **2** weren't; **3** wasn't; **4** were; **5** was; **6** was; **7** were; **8** wasn't, was

Optional follow-up activity: Read out the story in the past, stopping in random places for the students to shout out the missing words, e.g. *hungry, sad, apples*, etc.

Worksheet 3: Were you on the beach?

Using the worksheet

- This worksheet practises questions and answers with *was* and *were* and revises affirmative and negative sentences and sea creatures.
- Students work individually or in pairs. They have to work out who wasn't on the beach last Saturday by completing the questions and answers and comparing them with the picture.
- They then complete the sentence under the picture.

KEY: Activity 1: **2** was, **3** Were, **4** weren't, **5** Was, **6** wasn't, **7** Were, **8** was, **9** Were, **10** were, **11** Were, **12** were, **13** Were, **14** was, **15** Were, **16** were, **17** Was, **18** wasn't; Activity 2: Mike wasn't on the beach on Saturday. He says there were turtles but there weren't (any).

Optional follow-up activity: Students work in pairs. They each secretly draw a beach scene then ask each other questions about their pictures to compare how many of each item they have drawn.

Worksheet 4: Help or hurt?

Using the worksheet

- This worksheet helps students categorise information about environmental problems and their solutions using key *Think and learn* vocabulary.
- Students read the phrases on the cards on the worksheet and discuss whether these actions help or hurt the environment. (Explain the meaning of these two verbs.)
- Then they write three of their own ideas for helpful or hurtful actions in the three blank boxes. They cut out all the cards, including the two *Help* and *Hurt* ones (these are category cards).
- In pairs, students play a game. They put the two category cards face up on the table. They shuffle the rest of the cards and put them face down on the table. They take turns to turn over a card, read it and put it under the category, *Help* or *Hurt*. If they're not sure, their partner can say where the card should go.

KEY:

HELP plant more trees, ride a bike to school, turn off taps when brushing your teeth, recycle plastic and glass, turn off lights

when you aren't using them, use recycled paper, take your rubbish home, keep your clothes for a long time, use natural products to wash and shower

HURT use plastic bags at the supermarket, cut down trees and build houses, use chemicals to clean the house, use plastic straws, swim in coral reefs, go everywhere by car, leave the TV on all day, throw rubbish in the sea, buy lots of clothes all the time

Optional follow-up activity: In pairs, students discuss what things they do from the cards that help the environment and what things they do that don't. They get two points for every action they do that helps the environment. The winner is the student with the most points. For example, A: *I use plastic straws. That hurts the environment.* B: *I recycle paper. That helps the environment.*

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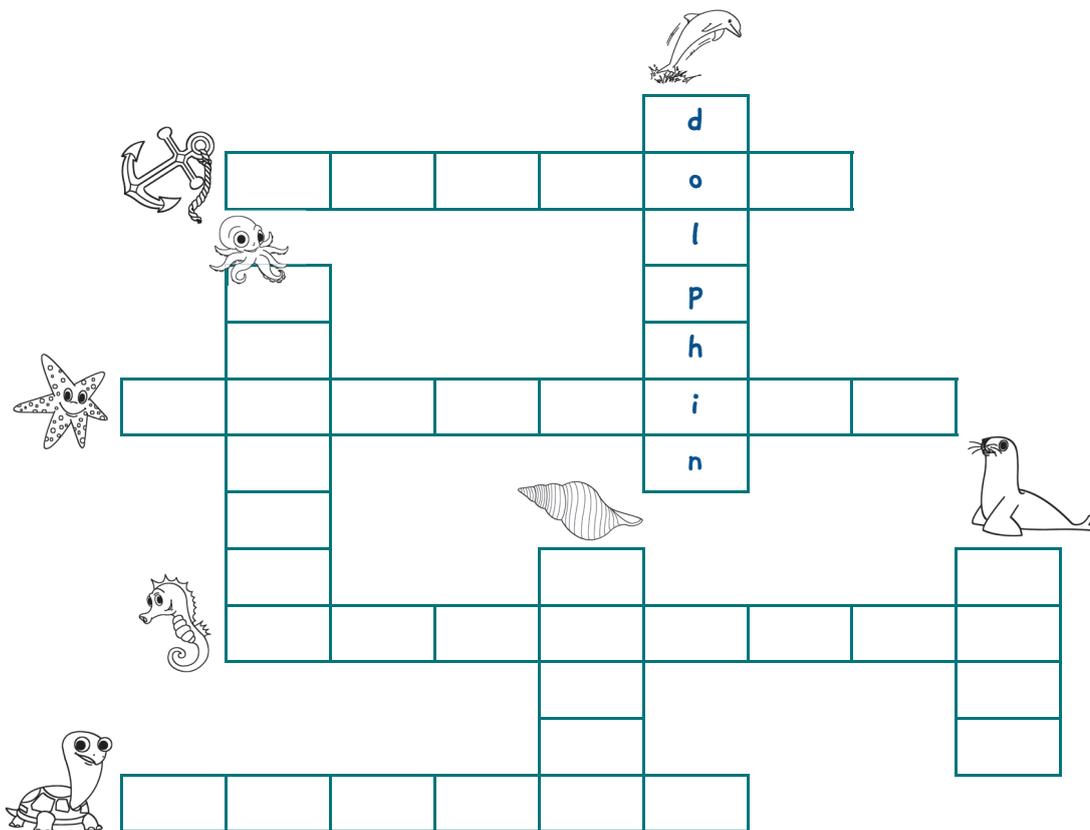
Worksheet 1

Sea crossword

Name:

Class:

1 Look at the pictures and write the words.



2 Read and match.

- 1 anchor
- 2 starfish
- 3 seahorse
- 4 turtle
- 5 octopus
- 6 shell
- 7 dolphin
- 8 seal

- a This fish has a head like a horse.
- b This mammal lives in water. It's very clever.
- c This is hard. It's an animal's house.
- d This looks like a star. It's not a fish!
- e This lives in water. Its babies come from eggs.
- f This mammal can live in polar regions.
- g This sea creature has eight arms.
- h When boats use this, they do not move.

Vocabulary: Sea creatures

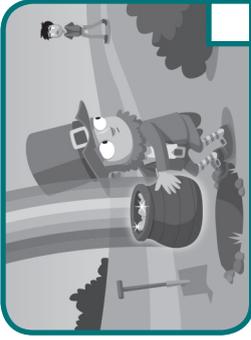
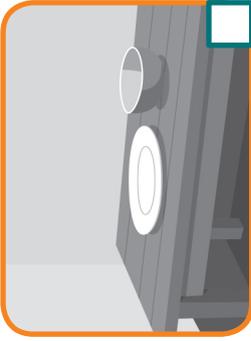
Worksheet 2

Leprechauns

Name:

Class:

1 Look at the story and number the pictures. Use the sentences in Activity 2 to help you.

2 Write the story in the past.

- 1 George (is) was sad and hungry.
- 2 There (aren't) _____ any apples, bananas or rolls on the table.
- 3 There (isn't) _____ any money in his pockets.
- 4 There (are) _____ clouds in the sky and the sun and a rainbow.

- 5 There (is) _____ a leprechaun with a pot of gold.
- 6 George (is) _____ rich!
- 7 There (are) _____ apples, bananas and gold on the table.
- 8 George (isn't) _____ hungry. He (is) _____ happy.

Language focus 1: Was / Were

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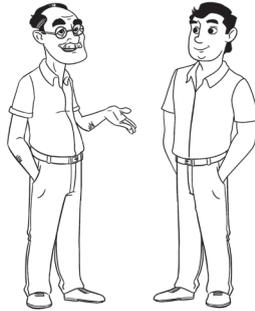
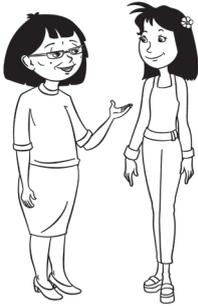
Worksheet 3

Were you on the beach?

Name:

Class:

1 Write *was*, *were*, *wasn't*, *weren't*.



Daisy: (1) Were you on the beach on Saturday?

Sophia: Yes, I (2) _____.

Daisy: (3) _____ there any shells on the beach?

Sophia: No, there (4) _____.

Daisy: (5) _____ there a shark in the sea?

Sophia: No, there (6) _____.

John: (7) _____ you on the beach on Saturday?

Mike: Yes, I (8) _____.

John: (9) _____ there any seals?

Mike: Yes, there (10) _____.

John: (11) _____ there any turtles?

Mike: Yes, there (12) _____.

Richard: (13) _____ you on the beach on Saturday?

Ann: Yes, I (14) _____.

Richard: (15) _____ there any dolphins in the sea?

Ann: Yes, there (16) _____.

Richard: (17) _____ there an octopus in the sea?

Ann: No, there (18) _____.

2 Look at the picture. Who wasn't on the beach on Saturday?



_____ wasn't on the beach on Saturday. He / She says _____
 _____ but _____.

Language focus 2: Questions and answers with *was* / *were*

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Worksheet 4

Help or hurt?

Name:

Class:

1 Read and write, then play.

HELP		HURT
use recycled paper	use plastic bags at the supermarket	cut down trees and build houses
use chemicals to clean the house	ride a bike to school	buy lots of clothes all the time
turn off taps when brushing your teeth	take your rubbish home	leave the TV on all day
recycle plastic and glass	go everywhere by car	swim in coral reefs
throw rubbish in the sea	use plastic straws	use natural products to wash and shower
turn off lights when you aren't using them	plant more trees	keep your clothes for a long time
_____ _____	_____ _____	_____ _____

Environmental studies: People and the sea