Unit one revision: vocab, reading &grammar

Weshah School (Cycle 2)

Sharjah Educational Zone

Grade 8 General — English

UNIT 1: THE OCEAN

Worksheet Booklet — Reading, Grammar, Vocabulary & Writing

Student Name: _____

Class: 8 _____ Term 1 — 2026/2027



Grade: 8 Gen **Subject: English** **Unit 1 — Section 1A**	 مدرسة وشاح الحلقة الثانية بنين وزارة التربية والتعليم MINISTRY OF EDUCATION	Name: _____ Date: _____

Standards:

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.
(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

Objectives	Identify vocabulary related to ocean pollution. Use new vocabulary correctly to complete meaningful sentences.

Vocabulary — Ocean Pollution

A- Choose the correct answer.

1- Dirty or harmful waste in the water is called _____.
A. current B. harbor C. pollution

2- Chemicals that are dangerous to animals are called _____.
A. toxins B. surface C. trash

3- Something that slowly breaks down and disappears will _____ over time.
A. float B. decompose C. attack

4- The top layer of the ocean water is called the _____.
A. predator B. harbor C. surface

5- A strong movement of water in one direction is called a _____.
A. current B. impact C. foe

B- Match the words with their meanings.

#	Word (A)	Answer	Meaning (B)
1	**pollution**		a) the top layer of the water
2	**current**		b) harmful waste that damages nature
3	**decompose**		c) a strong movement of water
4	**impact**		d) to slowly break down naturally
5	**surface**		e) the effect something has on someone or something

C- Fill in the gaps. Use these words.

(– impact – current – plastic -- decompose – surface)

1- _____ bottles and bags are a common type of ocean rubbish.

2- The ocean _____ carries garbage far away from the beach.

3- Some plastic can take hundreds of years to _____.

4- Plastic bags often float on the _____ of the water.

5- Pollution has a big _____ on sea animals.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1A**	 مدرسة وشاح الحلقة الثانية بنين وزارة التربية والتعليم MINISTRY OF EDUCATION	Name: _____ Date: _____

Standards:

(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently.

(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

Objectives	Scan a text for specific detail and skim for the general idea. Identify true and false information based on evidence from the text.

Reading — How Do Humans Affect the Ocean?

A- Read the following text and answer the questions.

Every year, millions of tonnes of rubbish end up in the ocean. Most of this rubbish is plastic, which does not decompose quickly. Some plastic comes from beaches and rivers, but a lot of it is dropped by boats and ships far out at sea.

Pollution does not only come from rubbish. Farms use chemicals to help crops grow and to kill insects. When it rains, these chemicals wash into rivers, and rivers carry them to the ocean. Small fish absorb these chemicals, and bigger fish that eat the small fish absorb them too.

This pollution has a serious impact on ocean animals. Turtles and birds sometimes eat plastic because they think it is food, and this can make them very sick. Scientists say that if we want to protect ocean life, we must reduce the plastic we use and be more careful about the chemicals we put into rivers and seas.

Choose the correct answer.

1- Most rubbish in the ocean is _____.

A. wood B. plastic C. paper

2- Farm chemicals reach the ocean through _____.

A. boats B. the wind C. rivers

3- Turtles sometimes eat plastic because they think it is _____.

A. food B. water C. a rock

4- Small fish absorb chemicals, and then _____ absorb them too.

A. turtles B. birds C. bigger fish

5- According to scientists, we must reduce _____ to protect ocean life.

A. plastic use B. fishing C. swimming

B- Circle True (T) or False (F).

Sentence	T	F
1- Most of the rubbish in the ocean is plastic.		
2- All ocean plastic comes from beaches only.		
3- Chemicals from farms can reach the ocean through rivers.		
4- Turtles never eat plastic.		
5- Reducing plastic use can help protect ocean life.		

Grade: 8 Gen Subject: English Unit 1 — Section 1B		Name: _____ Date: _____

Standards:

(G8.4.2.1) Demonstrate command of English grammar and usage.

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

Objectives	Identify and use should / shouldn't to give advice. Match a problem with a suitable suggestion.

Grammar — Giving Advice: should / shouldn't

Language Tip: should / shouldn't

We use should to give advice or make a suggestion. The negative is shouldn't (should not).

Example: The beach is dirty. → We should clean the beach. / We shouldn't leave rubbish on the sand.

A- Choose the correct answer.

1- The ocean is polluted. We _____ throw rubbish into the water.

A. should B. have C. shouldn't

2- You look tired. You _____ get more sleep. A. shouldn't B. should C. am

3- Plastic is bad for sea animals. We _____ use less plastic. A. are B. shouldn't C. should

4- It's dangerous. You _____ swim near the rocks. A. shouldn't B. should C. do

5- The beach is dirty. We _____ leave it like this. A. should B. shouldn't C. does

B- Match each problem with a suitable suggestion.

#	Problem	Ans	Suggestion
1	There is a lot of plastic on the beach.		a) Schools should teach students about protecting the ocean.
2	The fishing boats are catching too many fish.		b) Tourists should take their rubbish home with them.
3	Factories are putting chemicals into the river.		c) We should organise a beach clean-up.
4	Tourists are leaving rubbish near the coral reef.		d) We should set fishing limits.
5	Students don't know much about ocean pollution.		e) Factories shouldn't dump waste into rivers.

C- Complete the sentences with should or shouldn't.

1- You _____ recycle plastic bottles instead of throwing them away.

2- Factories _____ dump chemicals into rivers.

3- We _____ use reusable bags instead of plastic ones.

4- People _____ litter on the beach.

5- Everyone _____ help keep the ocean clean.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1A/1B**	 مدرسة وشاح الحلقة الثانية بنين وزارة التربية والتعليم MINISTRY OF EDUCATION	Name: _____ Date: _____

Standards:

(G8.4.2.1) Demonstrate command of English grammar and usage.

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

Objectives	Distinguish between advice (should) and obligation (must / have to). Write sentences using must or have to.

Grammar — Rules and Obligation: must / have to

Language Tip: must / have to

We use must or have to when something is a rule or an order, not just advice.

Example: You should study for the exam. (advice) → You must wear a life jacket on the boat. (a rule)

A- Choose the correct answer.

1- Divers _____ wear special equipment to breathe underwater.

A. shouldn't B.must C. am

2- Boats _____ dump oil into the sea. It is against the law.

A. mustn't B. must C. should

3- You _____ have a licence to catch fish in this area.

A. are B. shouldn't C. have to

4- Swimmers _____ ignore the safety flags on the beach.

A. must B. mustn't C. have to

5- Ships _____ follow international ocean safety rules.

A. have to B. shouldn't C. don't

B- Fill in the gaps using must or have to.

1- Fishermen _____ follow the fishing season rules.

2- You _____ throw rubbish in the correct bins, not the sea.

3- Sailors _____ report oil spills immediately.

4- Visitors to the marine park _____ stay away from the coral reef.

5- Factories _____ clean their waste water before it reaches the river.

C- Read the problem. Write a sentence using must or have to.

1- There is too much rubbish on the beach.

_____

2- Boats are dumping oil into the sea.

_____

3- Tourists are damaging the coral reef.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1B**	 مدرسة وشاح الحلقة الثانية بنين وزارة التربية والتعليم MINISTRY OF EDUCATION	Name: _____ Date: _____

Standards:

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.
(G8.4.2.1) Demonstrate command of English grammar and usage.

Objectives	Identify the parts of speech of new vocabulary. Use vocabulary correctly in context.

Vocabulary — Ocean Cleanup Technology

A- Put the words from the box into the correct column.

garbage • install • huge • recycle • harbor • clean (adj) • float • technology

Noun	Verb	Adjective

B- Read the text and fill in the gaps using words from the box.

Ocean pollution is a serious problem, but new _____ is helping to solve it. In one city, a _____ machine was _____ near the _____. The machine collects _____ before it floats out to sea. A wheel connected to the machine _____ on the water and turns as the current moves, powering a belt that pulls the rubbish out of the water.

(harbor – technology – installed – huge – floats – garbage)

C- Choose the correct answer.

1- A place where boats and ships can safely stop is called a _____.
A. predator B. current C. harbor

2- Something that is very big can be described as _____.
A. harmful B. huge C. safe

3- Machines and inventions that solve problems are examples of _____.
A. technology B. garbage C. surface

4- To put a machine in place so it can be used is to _____ it.
A. install B. float C. attack

5- Rubbish that people throw away is called _____.
A. impact B. harbor C. garbage

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1C**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.
(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes.

Objectives	Identify vocabulary related to sharks and the food chain. Use new vocabulary to complete meaningful sentences.

Vocabulary — Sharks and the Food Chain

A- Fill in the gaps. Use these words.

(foe -- carnivores – fin-- predator – – food chain – protect – – prey)

1- We knew a shark was near because we saw its _____ above the water.

2- Sharks are _____ because they mainly eat meat.

3- A shark is a _____, and smaller fish are its _____.

4- Sharks are near the top of the ocean _____.

5- Some people wrongly think sharks are a dangerous _____ to humans.

6- It is important to _____ sharks because they keep the ocean healthy.

B- Unscramble the words to make a complete sentence.

#	Words (mixed up)	Write the sentence
1	dangerous / think / people / sharks / Some / are	
2	ocean / for / are / important / Sharks / the	
3	fish / eat / lot / Sharks / of / a	
4	harmless / most / are / sharks / Actually	
5	protect / should / sharks / We	

C- Circle the correct word.

1- A shark's (fin / wing) helps us to see it in the water.

2- Sharks are (vegetarians / carnivores) because they eat meat.

3- A smaller animal that is hunted is called (prey / a predator).

4- Sharks are near the top of the ocean (food chain / harbor).

5- We should (attack / protect) sharks, not fear them.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1C**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

(En.8.S.IP.1) Express own ideas, opinions and personal perspective.

Objectives	Use expressions such as I think, I believe, and In my opinion to state an opinion. Distinguish between opinions for and against a topic.

Language Function — Expressing an Opinion

Language Tip: Expressing an Opinion

Use I think (that)..., I believe (that)..., or In my opinion, ... to give your opinion about something.

Example: In my opinion, sharks are important for the ocean. / I don't think sharks are dangerous.

A- Choose the correct word to complete each sentence.

1- I _____ that sharks help keep the ocean healthy.

A. am sure B. to C. is

2- In my _____ , sharks are misunderstood animals.

A. option B. feeling C. opinion

3- I _____ that most sharks are not dangerous.

A. believing B. believes C. believe

4- _____ that we should protect sea animals.

A. I think B. Think I C. Am think

5- She _____ sharks are important for the ocean.

A. believe B. believes C. believing

B- Complete the sentences with your own opinion.

1- In my opinion, sharks are _____.

2- I think that ocean pollution is _____.

3- I believe that we should _____.

4- In my opinion, the most interesting sea animal is _____.

5- I don't think _____.

C- Read each sentence. Is the speaker FOR or AGAINST protecting sharks? Circle the correct answer.

1- "I believe sharks are dangerous and should be avoided." **(For / Against)**

2- "In my opinion, sharks keep the ocean's food chain healthy." **(For / Against)**

3- "I think we should build more shark nets near beaches." **(For / Against)**

4- "I believe sharks deserve to be protected like any other animal." **(For / Against)**

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1C**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes.

(G8.3.1.1.2.2) Make straightforward inferences supported by evidence from the text.

Objectives	Identify opinions expressed by different speakers. Scan a text for specific information.

Reading — Sharks: Friend or Foe?

A- Read the two opinions and answer the questions.

Speaker 1 — Ms. Amal: "In my opinion, sharks are dangerous animals. They are large, strong, and they can hurt swimmers. I think beaches should have nets to keep sharks away from people."

Speaker 2 — Mr. Zayed: "I disagree. I believe sharks are important for the ocean because they eat weak and sick fish, which keeps the food chain healthy. I think most sharks are actually afraid of humans, not the other way around."

Choose the correct answer.

1- Who thinks sharks are dangerous?

A. Mr. Zayed B. Ms. Amal C. Both of them

2- Who believes sharks keep the food chain healthy?

A. Mr. Zayed B. Ms. Amal C. Neither

3- Ms. Amal suggests that beaches should have _____.

A. no rules B. more sharks C. nets

4- According to Mr. Zayed, sharks eat _____ fish.

A. all B. only small C. weak and sick

5- Mr. Zayed believes sharks are _____ of humans.

A. afraid B. not aware C. fond

B- Read the statements. Who said it? Tick the correct column.

Statement	Ms. Amal	Mr. Zayed
1- Sharks can hurt swimmers.		
2- Sharks eat weak and sick fish.		
3- Beaches should have nets.		
4- Sharks are afraid of humans.		

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1A/1B**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(En.8.W.WP.1) Write simple texts on familiar and concrete topics.

(En.8.W.WP.3) Write simple, structured paragraphs that contain a topic sentence and supporting details.

Objectives	Interpret information shown in a chart. Write a short, structured report using data from a chart.

Writing — Report from a Chart

How often do students recycle plastic bottles?



Source: 2026 survey of 13- to 14-year-old students from a school in Sharjah

Write a report about the chart. Use the guiding questions below to help you.

- How many students recycle every day?
- How many students never recycle?
- What do you think the school should do to encourage recycling?

Grade: 8 Gen **Subject: English** **Unit 1 — Section Review**	 مدرسة وشاح الحلقة الثانية بنين وزارة التربية والتعليم MINISTRY OF EDUCATION	Name: _____ Date: _____

Standards:
(G8.4.2.1) Demonstrate command of English grammar and usage.
(G8.3.4.1) Build and refine vocabulary.
(En.8.W.WP.1) Write simple texts on familiar and concrete topics.

Objectives	Review key vocabulary, grammar, and reading skills from Unit 1. Write a short paragraph expressing an opinion about ocean conservation.

Unit 1 Review — The Ocean

Activity 1: Vocabulary

Complete the paragraph using the words in the box.

(plastic -- protect – predator – should – harbor – --- pollution)

Ocean _____ is a big problem around the world. A shark is a _____ that helps keep the ocean healthy, so we _____ protect it. Ships rest safely in the _____ before going out to sea. We must reduce the amount of _____ we use so we can _____ ocean animals.

Activity 2: Language

Put the words in the correct order to make sentences.

#	Words (mixed up)	Write the sentence
1	ocean / protect / must / We / the	
2	sharks / dangerous / not / Most / are	
3	plastic / should / less / use / We	

Activity 3: Language

Complete the sentences using should or must and the correct verb from the box.

recycle – protect – wear – reduce

1- You _____ _____ a life jacket on the boat.

2- We _____ _____ sea animals from pollution.

3- Everyone _____ _____ plastic bottles instead of throwing them away.

4- We _____ _____ the amount of plastic we use.

Activity 4: Reading

Read the text. Are the sentences true (T) or false (F)?

> Every day, people around the world throw away tonnes of plastic. Much of this plastic ends up in rivers and oceans, where it can harm fish, turtles, and birds. Scientists say that small changes, like using reusable bottles and bags, can make a big difference. Some cities are now using new technology, like special machines, to collect rubbish from rivers before it reaches the sea. Learning about ocean pollution helps people understand why it is important to protect our oceans.

Sentence	T	F
1- Plastic pollution can harm fish, turtles, and birds.		
2- Using reusable bottles cannot help reduce pollution.		
3- Some cities use technology to collect rubbish from rivers.		
4- Learning about ocean pollution is not important.		

Activity 5: Writing

Write a short paragraph about protecting the ocean. You can use these ideas:

- Why is the ocean important?
- What problems does ocean pollution cause?
- What can people do to help protect the ocean?

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1D**		Name: _____ Date: _____

Standards:

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.

(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes.

Objectives	Identify vocabulary related to bioluminescence and deep-sea creatures. Identify specific details and select evidence from a text.

Vocabulary & Reading — Glowing Sea Creatures

A- Fill in the gaps using the correct word: glow, deep, confuse, communicate, predator.

1- Many creatures that live in the _____ sea cannot see very well.

2- The flashlight fish uses light to _____ predators.

3- A shark is a _____ that hunts smaller fish.

4- Fireflies _____ at night to attract a mate.

5- Some sea creatures use light to _____ with each other.

B- Read the encyclopedia entry about the flashlight fish.

The flashlight fish is a small fish that lives in deep, dark water. It has a special organ under each eye that can glow. The fish uses this light to find food and to confuse predators that try to eat it. When a bigger fish comes close, the flashlight fish can turn its light off and swim away in the dark. Scientists believe the fish can also use the light to talk to other flashlight fish nearby.

C- Read the sentences below. Circle True or False, then circle the letter of the sentence that best supports your answer.

1- The flashlight fish lives in shallow, sunny water. True False

Which sentence from the text best supports your answer?

a The flashlight fish is a small fish that lives in deep, dark water.
b It has a special organ under each eye that can glow.
c Scientists believe the fish can also use the light to talk to other flashlight fish.

2- The fish has a glowing organ under each eye. True False

Which sentence from the text best supports your answer?

a The flashlight fish is a small fish that lives in deep, dark water.
b It has a special organ under each eye that can glow.
c When a bigger fish comes close, the flashlight fish can turn its light off.

3- The fish always keeps its light turned on. True False

Which sentence from the text best supports your answer?

a It has a special organ under each eye that can glow.
b When a bigger fish comes close, the flashlight fish can turn its light off and swim away.
c Scientists believe the fish can also use the light to talk to other flashlight fish.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1D**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.4.2.1) Demonstrate command of English grammar and usage.

(G8.4.1.1) Apply the writing process to write about familiar topics for different purposes and to a specific audience.

Objectives	Identify and use could, may, and might to speculate about something. Ask and answer questions using modals of speculation.

Grammar — Modals of Speculation: could / may / might

Language Tip: Modals of Speculation

We use could, may, and might to say what we think is possibly true, when we are not 100% sure.

Example: Scientists aren't sure why the fish glows. It could be to find food. It may be to escape predators. It might be to talk to other fish.

A- Choose the correct answer.

1- Nobody knows for sure why the fish glows. It _____ be to attract a mate.

A. does B. is C. might

2- We aren't sure, but the light _____ help it see in the dark.

A. is B. may C. will

3- Scientists think the bacteria _____ live inside the fish's body.

A. could B. is C. has

4- The glow _____ scare away predators, but we can't be sure.

A. has B. might C. is

5- It _____ use the light to find food in the dark water.

A. may B. is C. am

C- Complete the sentences using could, may, or might.

1- Scientists aren't sure, but the fish _____ use the light to hide from predators.

2- The bright colour _____ be a warning to other animals.

3- This creature _____ live for more than 100 years, but nobody knows for sure.

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1E**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.3.4.1) Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.

(G8.4.2.1) Demonstrate command of English grammar and usage.

Objectives	Identify vocabulary related to unusual ocean creatures. Use the possessive form correctly with singular and plural nouns.

Vocabulary & Grammar — Unusual Creatures and Possessives

A- Match the words with their meanings.

#	Word (A)	Answer	Meaning (B)
1	**poisonous**		a) something used to attract an animal closer
2	**adaptation**		b) able to cause harm or death if eaten or touched
3	**tentacles**		c) a change that helps a living thing survive in its environment
4	**communicate**		d) long, thin body parts used by some sea animals to feel or hold things
5	**escape**		e) to share information or feelings with others
6	**sting**		f) to get away from danger
7	**lure (n)**		g) a sharp, painful bite or injury from an insect or animal

Use of English: The Possessive

The possessive shows that something belongs to someone or something.

Singular noun: add 's — the shark's teeth. Plural noun ending in s: add ' only — the sharks' teeth.

The pronoun it does not need an apostrophe when possessive: its colour (not it's, which means "it is").

B- Circle the correct possessive form.

1- The (octopus's / octopuses') tentacles help it hold onto rocks.

2- All the (student's / students') projects are about ocean animals.

3- We saw the (jellyfish's / jellyfishs') long tentacles under the water.

4- (Its / It's) skin changes colour to hide from predators.

C- Rewrite each phrase using the possessive form.

1- the fins of the shark →

2- the tank of the fish →

3- the eyes of the octopus →

Grade: 8 Gen **Subject: English** **Unit 1 — Section 1E**	 مدرسة وشاح الحلقة الثانية بنين	Name: _____ Date: _____

Standards:

(G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes.

(En.8.W.WP.3) Write simple, structured paragraphs that contain a topic sentence and supporting details.

Objectives	Scan a text for specific detail about an unusual creature. Use linking words and possessives to write an informative paragraph.

Reading & Writing — An Unusual Ocean Creature

A- Read the text and answer the questions.

The mantis shrimp is one of the most unusual creatures in the ocean. First of all, it has some of the most complex eyes in the animal kingdom; it can see colours that humans cannot even imagine. Also, its shell is covered in bright colours, from blue to orange to green. In addition, the mantis shrimp has two powerful claws that it uses to hunt. These claws move so fast that they can break through the glass of a fish tank. However, the mantis shrimp is not aggressive towards humans; it only attacks when it is hunting or protecting itself.

Choose the correct answer.

1- The mantis shrimp's eyes can see _____.

A. very few colours B. colours humans cannot imagine C. only black and white

2- The mantis shrimp's shell is _____.

A. dull and grey B. completely clear C. bright and colourful

3- The mantis shrimp's claws move fast enough to _____.

A. break glass B. fly C. change colour

4- The mantis shrimp attacks humans _____.

A. all the time B. only when hunting or protecting itself C. never

B- Complete the paragraph using linking words from the box.

First of all • Also • In addition • However • For example

The octopus is an amazing ocean animal. _____, it has eight arms covered in suckers. _____, it can change the colour of its skin in less than a second. _____, this adaptation helps it hide from predators. _____, it is one of the most intelligent sea creatures. _____, some octopuses have been seen using tools, like coconut shells, for protection.

Activity 4: Reading

Read the text. Are the sentences true (T) or false (F)?

Every day, people around the world throw away tonnes of plastic. Much of this plastic ends up in rivers and oceans, where it can harm fish, turtles, and birds. Scientists say that small changes, like using reusable bottles and bags, can make a big difference. Some cities are now using new technology, like special machines, to collect rubbish from rivers before it reaches the sea. Learning about ocean pollution helps people understand why it is important to protect our oceans.

Sentence	T	F
1- Plastic pollution can harm fish, turtles, and birds.		
2- Using reusable bottles cannot help reduce pollution.		
3- Some cities use technology to collect rubbish from rivers.		
4- Learning about ocean pollution is not important.		

Activity 5: Writing

Write a short paragraph about protecting the ocean. You can use these ideas:

- Why is the ocean important?
- What problems does ocean pollution cause?
- What can people do to help protect the ocean?

☐ I used linking words. ☐ I used possessives correctly. ☐ I wrote at least 6 sentences.