

Unit 1: Treasure below!

Research a Wreck

Make notes about a famous shipwreck, so that you can write a report about it.

The shipwreck I have chosen is: _____

Who owned the ship?

What type of ship was it?

What was its purpose?

Who was on it when it sank?

What caused the ship to sink?

How long did it take to sink?

Were there any survivors? If yes, who were they?

Were there any heroic acts among the people onboard or from people on the shore?

Are there any other important facts about the shipwreck?

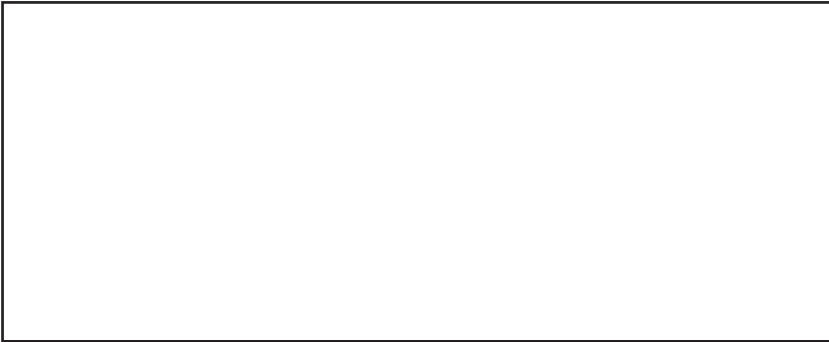
Use your research to write a report about the shipwreck. Be careful to sequence your information in a way that makes sense for the reader. Include illustrations and maps, if possible.

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A Dangerous Coast

After you have completed Work Sheet 1, compare the shipwrecks studied by a group of your classmates.

1 Design an icon suitable to represent a shipwreck on a map.



2 On the map below, mark the location of each shipwreck in your group with your shipwreck icon. Write the ship's name, the date it was wrecked and how many people were lost (if any).



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Speaking Directly

Punctuating direct speech can be tricky. Here are the basic rules:

How to punctuate direct speech	Examples of Flynn's speech in <i>Sea Legs</i>
Put actual words spoken inside quotation marks.	"Ha! Now this drink is going to finish me off!"
Put other words in the sentence outside quotation marks.	"What are Uncle Earl and Mel doing?" Flynn asked.
Put the punctuation mark at the end of the spoken sentence inside the quotation marks.	"Hey Mia! What's the name of this shipwreck we're looking for?"
Use single quotation marks to show reported speech inside direct speech.	"Don't say 'high seas', though — it makes me feel kind of queasy."

Give speakers A and B names. On the lines under each speech bubble, rewrite the words as direct speech in a narrative, using the names for the two speakers.

A

I know where we are heading. I have a perfectly good map here!

A

You're just a scaredy cat. I'm the one who has sailed these seas!

B

That map doesn't show any reefs. We should sail north!

B

I'll be happy to be proved wrong, Captain. I don't wish to end up at the bottom of the ... Oh no!

(First name)

(Last name)

All at Sea

1 The text below is a summary of a narrative. It has complications and a resolution, but needs an orientation. Write a suitable orientation below.

Our rescue vessel seems to be damaged. Its motor keeps sputtering. There are storm clouds on the horizon and the wind is gusting strongly. Captain Salty appears lost under pressure, and First Mate Bob is very ill. Trying to help, Joss is working on the radio — but it goes dead. A shape appears on the horizon, and before too long a ship draws close and a rope is thrown onto our deck. Everybody is relieved as we head for shore.

2 Write what you think Mia and Flynn thought when it was time to put their dive suits on.

Use quotation marks and punctuate your sentences correctly.

- a** Mia thought, _____
- b** Flynn thought, _____

3 If you are feeling *queasy*, you are feeling

- a** hungry.
- b** sick in the stomach.
- c** out of sorts.
- d** like a fool.

4 The *ship's bridge* is

- a** a place to get some exercise.
- b** the area between two decks.
- c** where the captain works.
- d** the gangplank.

5 Find nouns in this passage.

As the *Florrie* sailed proudly through The Heads, we cheered and waved from the lookout. The ship would join the fleet in New Zealand and then sail around the world. The crew was filled with hope for a calm journey after its rough crossing last time.

- a** two singular common nouns _____
- b** two proper nouns _____
- c** two collective nouns _____
- d** two pronouns _____
- e** one abstract noun _____

