

Resource Kit on Promoting Life Education
through Issues of Animal Care at Primary Level

Say “Yes” to Treating Animals with Respect



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Published 2022

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Preface

Say “Yes” to Treating Animals with Respect is a resource kit developed by the English Language Education Section, Curriculum Development Institute, Education Bureau, in support of the promotion of life education as well as positive values and attitudes. The resource kit is recommended for students at Key Stage 2. Through a range of selected reading/multimodal texts, the resource kit exposes students to issues of animal care. It also guides them to develop empathy, respect and a sense of responsibility for animals, understand animal welfare and explore ways to care for animals.

Aims

This resource kit aims to

- enhance students’ language skills, develop their multimodal literacy and facilitate self-directed learning through exposure to various resources on issues of animal care, e.g. animation, comic strips, video clips and information on the Internet;
- nurture students’ generic skills, e.g. communication skills and problem solving skills;
- help students develop positive values and attitudes, e.g. empathy, respect and a sense of responsibility for animals; and
- connect students’ reading and writing experiences and develop their writing skills.

Content

Say “Yes” to Treating Animals with Respect comprises 10 activities based on a range of selected reading/multimodal texts with focuses on issues of animal care. To provide a meaningful context for the activities, a situation is given at the beginning, in which students are members of their school’s Animal Lovers Club. They would like to serve as animal ambassadors to spread the message of love and care for pets and animals.

In the activities, questions are set to help students understand the selected text(s) and know more about issues of animal care, e.g. animal abuse. The ‘Think and share’ section at the end provides opportunities for students to share their thoughts about the problems animals are facing and the ways to help them.

A writing/4-panel comic strip creating task is set in Activity 10. It connects students’ experiences in reading/viewing the selected texts in the previous activities. Students are guided to write/create a 4-panel comic strip about the problems animals are facing, their needs and how human beings can help them. To promote assessment as/for learning, students are required to conduct self-assessment upon completion of the task and revise their work, if necessary.

How can the resource kit be used?

The resource kit can be used in various ways. Teachers could select appropriate activities and integrate them into a teaching unit with a related theme, e.g. respect for life, to help students develop reading/multimodal literacy skills as well as positive values and attitudes. The other activities could be used as extended tasks. Teachers could ask students to complete the questions on their own to promote self-directed learning. Teachers could provide opportunities for students to share their thoughts on the questions in the 'Think and share' section in class and guide them to respect and care for animal lives.

As for the writing/4-panel comic strip creating task, teachers could adopt it as an extended activity of a related teaching unit. During the learning and teaching process, teachers could help students connect their reading and writing experiences, guide them to understand the problems animals are facing, their needs and what we can do to help the animals.

Acknowledgements

We would like to extend our gratitude to the following organisations for their permission to use the copyrighted materials in this resource kit:

- Agriculture, Fisheries and Conservation Department
- Society for the Prevention of Cruelty to Animals Hong Kong
- Society for the Prevention of Cruelty to Animals Singapore
- Royal Society for the Prevention of Cruelty to Animals in the UK

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Suggested Key Stage: KS2

Say “Yes” to Treating Animals with Respect

Situation

Nowadays, animals are facing different problems, e.g. being ill-treated, being abandoned by their owners. Once in a while, there are also cases of animal abuse in Hong Kong.

You love animals very much and hope that animal abuse can be stopped. As a member of your school’s Animal Lovers Club, you would like to serve as an animal ambassador to heighten your schoolmates’ awareness of animal needs and animal welfare, and help them become caring animal lovers or pet owners. They will in turn spread the message of love and care for pets and animals. To prepare for the work, you propose to organise the following activities for your schoolmates to help them learn more about the problems that animals are facing and ways to help them.

Activity 1

1. Animal Abuse

Read the adapted newspaper article carefully.

Boy arrested after putting his puppy in washing machine

MAY 16, 2021 PUBLISHED AT 12:39 PM

The police are investigating a case of suspected animal cruelty after a 16-year-old boy posted pictures of a puppy inside a spinning washing machine yesterday.

The pictures showed the puppy struggling and barking inside a washing machine before the door was closed. Police officers arrested the boy and the puppy was taken care of by the Society for the Prevention of Cruelty to Animals (SPCA). It has no apparent injuries but will be further examined.



The puppy looks terrified while trapped in the washing machine.

The boy deleted all the pictures from his social media platform after online viewers accused him of animal cruelty. “We have received a lot of emails from people expressing concern about the alleged animal abuse case,” the police spokesperson said. “Even if an animal is not hurt, leaving it in a washing machine which is operating would still be cruelty,” the police spokesperson added.

According to the Prevention of Cruelty to Animals Ordinance, an offender who is convicted of animal cruelty shall be liable to a fine of up to \$200,000 and three years’ imprisonment.

Refer to the text and answer the following questions.

1. Why was the boy arrested?

- A. The boy uploaded some photos to his social media platform.
- B. The boy was thrown into a washing machine.
- C. The boy abused a puppy by putting it in a washing machine.
- D. The boy was locked in a washing machine.

2. How did the puppy feel?

- A. The puppy was excited.
- B. The puppy was scared.
- C. The puppy was bored.
- D. The puppy was amused.

3. What did viewers or people do about the suspected animal abuse case?

- A. They deleted the boy's photos.
- B. They went to the boy's home and took the puppy away.
- C. They went to the boy's home and caught him.
- D. They complained to the police by sending them emails.

4. Read Paragraph 3 again. Which word can be used to complete the following sentence?

A woman has died of poisoning. Her husband, who has often ill-treated her, is _____ to have murdered her though there is still little proof yet.



- In most newspaper reports, we use the **past tense** to talk about events which happened in the past, e.g. The police **arrested** a boy who **hurt** a stray cat on the street yesterday.

5. In paragraph 2, underline all the verbs in the past tense.
- “The pictures showed the puppy struggling and barking inside a washing machine before the door was closed. Police officers arrested the boy and the puppy was taken care of by the Society for the Prevention of Cruelty to Animals (SPCA). It has no apparent injuries but will be further examined.”**



Think and share

How do you feel when you see someone abuse animals? Why? What will you do to help the animals? Think and share your thoughts with your classmates and teachers.

Activity 2

2. Animal Shelter Nightmare

Animal shelters are places where lost, stray or abandoned animals are housed. However, the conditions of animal shelters vary. Some are good, but some are bad.

The pictures below are captured from a video produced by the SPCA in Hong Kong.

Did these animals live happily and healthily? What problems did they face before their rescue?



Tick the problems faced by the animals in the shelter.

<input type="checkbox"/>	(a) These animals were not provided with clean food and water to eat and drink.
<input type="checkbox"/>	(b) These animals lived in a dirty shelter.
<input type="checkbox"/>	(c) Many of these animals were bony and likely to have health problems.
<input type="checkbox"/>	(d) These animals had to do many tricks to entertain people before they were allowed to eat.
<input type="checkbox"/>	(e) These animals looked very nervous, dreadful, helpless and hopeless.



Viewing is analysing, appreciating and evaluating visual texts. You need to develop the skills to comprehend the meaning they convey – **viewing skills**. When viewing a variety of multimedia materials/resources, we may use the following strategies:

- Pre-viewing:
 - Activate prior knowledge about the topic
 - Make predictions about the topic
 - Set a purpose for viewing
- While viewing:
 - Pay attention to visual images (e.g. images, animation, charts, illustrations) and specific textual techniques (e.g. layout, colour)
 - Connect visual images with spoken or written words by giving our views with evidence,
e.g. What do we see? What else is happening? What makes us think so? Do we all agree?
 - Confirm predictions about the topic,
e.g. Have we guessed correctly? Have we changed our ideas?
 - Summarise main points using evidence of visual images
 - Confirm predictions or inferences about underlying messages
- After viewing:
 - Generate thoughts or reflect by connecting underlying messages with personal experiences
 - Have students complete a task related to the visual text



Think and share

What do animals need to be happy and healthy? Is it important to be compassionate towards animals? Why? What can you do? Think and share your thoughts with your classmates and teachers.

A large rounded rectangular box with a blue border, containing eight horizontal lines for writing.

Activity 3

3. Abandoned Animals

A lot of animals, including cats and dogs, are abandoned by people for various reasons, such as change of residence, loss of interest in the animal and lack of time to take care of them.

1. Study the statistics below which are compiled by the SPCA. Find out the numbers of abandoned animals.

Animals abandoned in Hong Kong

The Agriculture, Fisheries and Conservation Department (AFCD) handles between 5,000 – 7,000 stray dogs annually. In 2011, the department handled 5,800 stray dogs and 3,557 stray cats; 852 dogs and 205 cats were rehomed through animal welfare organisations. The majority of stray animals are put down if homes cannot be found for them.

Animals handled by SPCA

2016/2017	Dogs	Cats	Others	Total
Collected/rescued by inspectors	921	1,226	1,725	3,872
Selected from shelters for rehoming	49	111	85	245
Selected from AFCD for rehoming	99	69	158	326
Surrendered by owners	174	225	280	679
Humanely destroyed	234	586	579	1,399

Source of abandoned animals	Number
● Surrendered by owners	(a)
● Rescued by SPCA inspectors	(b)
● Stray animals handled by AFCD	✧ (c) _____ - (d) _____ stray dogs annually ✧ In 2011, (e) _____ stray dogs & (f) _____ stray cats
Way to handle abandoned animals	Number
● Selected from shelters for rehoming	(g)
● Humanely destroyed	(h)



- When we want to place importance on the action rather than the subject, we use the **passive voice**.

- In the active voice, the subject of the sentence (who or what performs an action) comes before the action:

e.g. People **abandon** animals for various reasons.



The subject The object

- In the passive voice, the object of the sentence (who or what receives an action) comes before the action.

e.g. Animals **are abandoned** by people for various reasons.



The object The subject

2. Rewrite the following sentence using the passive voice.

The SPCA inspector rescued the little kitten from the roof.



Think and share

What other kinds of pets may become abandoned? Why? How would you feel if you were a pet abandoned by your owner? Think and share your thoughts with your classmates and teachers.

Activity 4

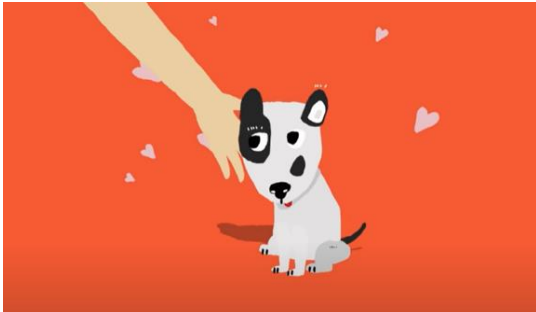
4. Adopting Animals as Pets

While a lot of animals are abandoned every year, some are fortunate enough to be adopted. How can adoption help these animals?

1. Watch a YouTube video titled “Do You See That Doggie In The Shelter?” produced by the SPCA in Singapore. Listen to the song and find out how we can help abandoned animals. Look at the pictures and fill in the blanks using the sentence structure as shown below.

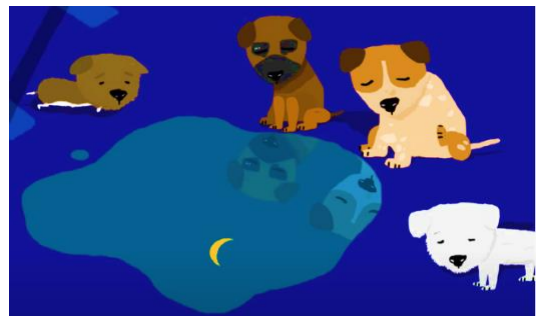


- We use the sentence structure “***If ... (simple present), ... (simple future)...***” to talk about possibilities at present or in the future,
e.g. If it ***rains***, I ***will stay*** at home.



If we (a) _____ (share) our love and attention with the pets, they (b) _____ (become) our best friends for life.

If we (c) _____ (give) pets a home, they (d) _____ (not be) alone anymore.





If we (e) _____ (provide) our pets with enough food, they (f) _____ (not feel) hungry and sad.

(Source: Society for the Prevention of Cruelty to Animals Singapore
<https://www.youtube.com/watch?v=qa4quLulfl4>)

Refer to the song and answer the following questions.

2. What does “take-me-home eyes” mean? It implies _____.
- A. the animals in the shelter want a home
 - B. the animals in the shelter have visual problems
 - C. the animals in the shelter want to leave the place
 - D. the animals in the shelter have health problems
3. What do homeless animals suffer from?
- A. They have no one to protect them.
 - B. They have no food to eat.
 - C. They have no one to take care of them.
 - D. All of the above.
4. What should we do after we have adopted animals?
- A. We should give them love and attention.
 - B. We should give them loving homes.
 - C. We should feed them with great care.
 - D. All of the above.

5. What do we need to think about before adoption? List your considerations in the following box.



Think and share

Do you want to adopt an animal as your pet? Why? What animal would you choose? Think and share your thoughts with your classmates and teachers.

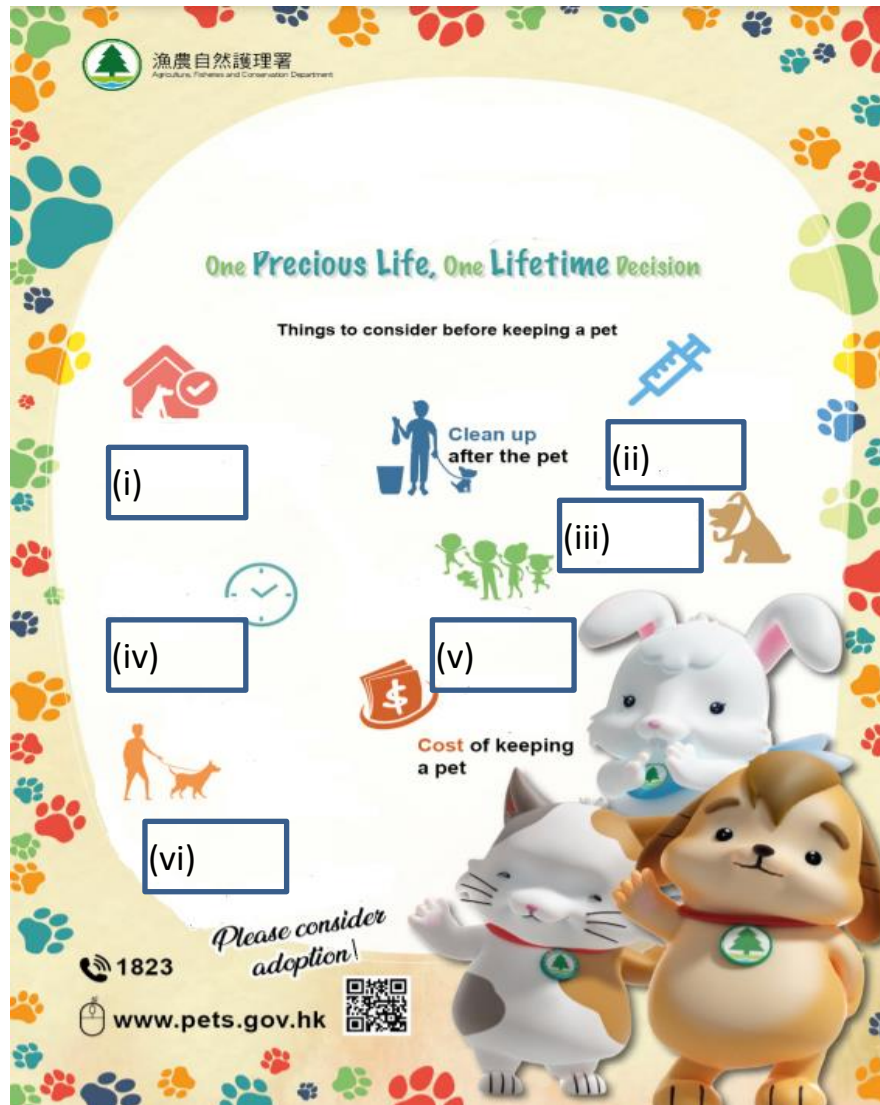
Activity 5

5. Keeping Pets

Some people adopt pets (e.g. cats, dogs, rabbits) out of impulse. They may not have considered carefully whether they are suitable for keeping a pet. In fact, keeping a pet is a lifetime decision.

1. Study the poster below. Match the pictures in the poster with the correct description by putting the letters in the boxes provided.

- | | |
|--|------------------------|
| (a) Proper care with lifetime commitment | (b) Family acceptance |
| (c) Suitable household environment | (d) Vaccination |
| (e) Devotion of time | (f) Consider neutering |





- The main function of a **poster** is to draw people's attention to a message.
 - An effective poster usually:
 - has a catchy headline or slogan ()
 - uses short phrases or sentences ()
 - includes all important information (e.g. a website) ()
 - has attention-grabbing pictures or photographs ()
 - has a simple and clear layout ()
 - conveys the message clearly ()
2. Look at the poster on p.14 again. Tick the elements used in this poster in the brackets provided above.



Think and share

Among the different things to consider before keeping a pet, which one do you think is the most important and which one is the least important? Think and share your thoughts with your classmates and teachers.

Activity 6

6. Caring for Pets

Keeping a pet may sound interesting and appeal to a lot of people. However, before adopting or buying a pet, people should stop and think whether they can take good care of it and whether they can let it live safely, healthily and happily. Study the following six comic strips produced by the SPCA in Hong Kong.

1. Study comic strips 1 to 3. What is wrong with the pet owners? What should they do? Write your thoughts on the lines provided below. Then discuss your ideas with your classmates and teachers.

Comic strip 1:

✘ _____

✓ They should _____

Comic strip 2:

✘ _____

✓ They _____

Comic strip 3:

✘ _____

✓ _____

2. Now study comic strips 4 to 6. What should pet owners or people do to care better for cats and dogs? Write your thoughts on the lines provided below. Then discuss your ideas with your classmates and teachers.

Comic strip 4:

Comic strip 5:

Comic strip 6:



- A **comic strip** is a sequence of drawings arranged in interrelated panels or boxes.
 - An effective comic strip usually:
 - has panels or boxes ()
 - uses visual images ()
 - has speech bubbles/dialogues ()
 - has thought bubbles ()
 - uses language techniques (e.g. interjections) ()
 - shows character traits ()
 - has a clear storyline ()
 - is succinct/interesting/humorous, may hold the readers in suspense, etc. ()
 - tells a short story/episode within a few panels, or the story may run on to a good number of panels, or to be continued in another issue of the newspaper, magazine, comic book ()
3. Choose one of the comic strips from p.19 to p.24. Tick the elements used in your chosen comic strip in the brackets provided above.



Think and share

Your best friend, Chris, is going to spend a one-week holiday overseas with his/her whole family. They have a cat, and would like you to take care of it while they are away. What should you do? Think and share your thoughts with your classmates and teachers.

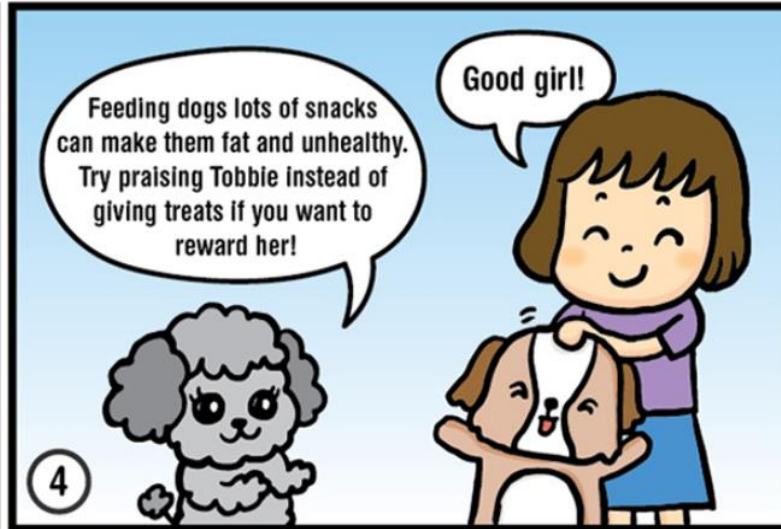
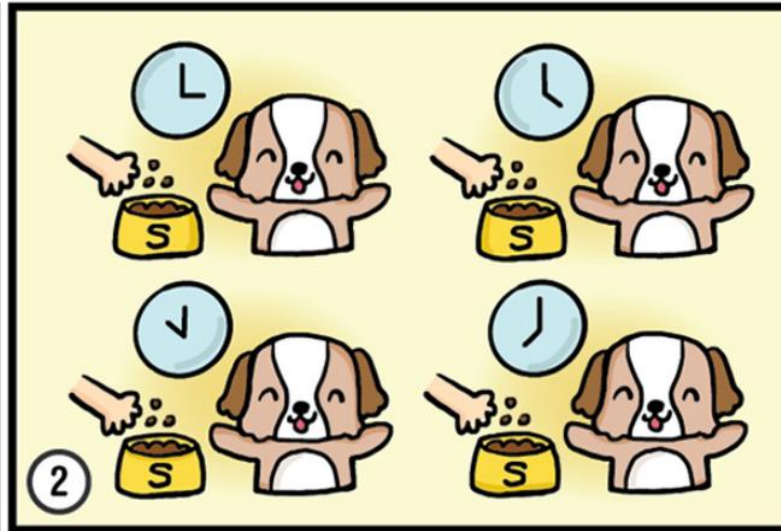
A large rounded rectangular box with a blue border, containing eight horizontal lines for writing.

1

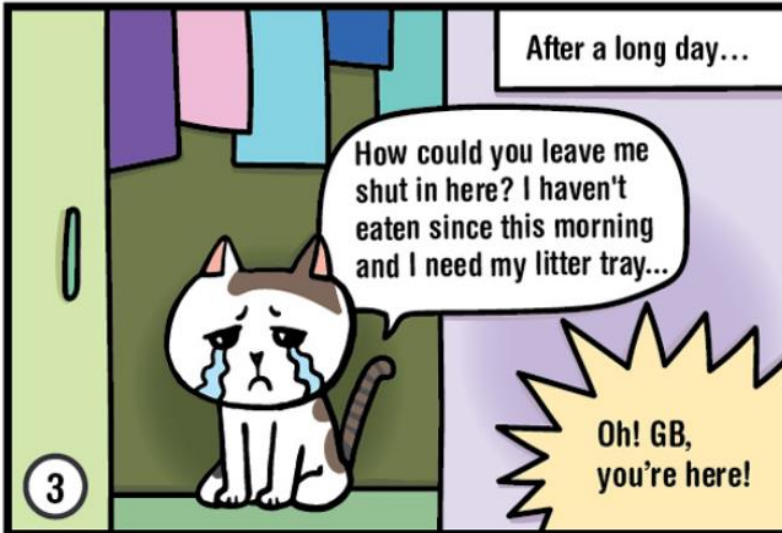
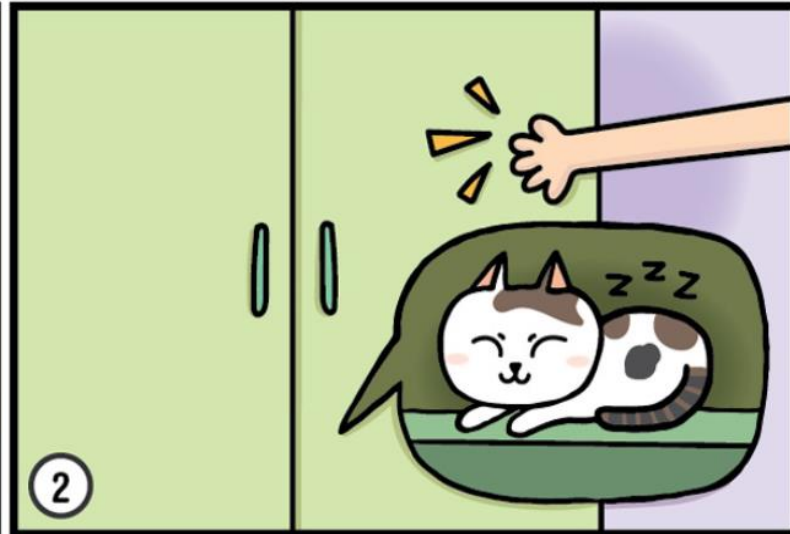


(Source: Society for the Prevention of Cruelty to Animals Hong Kong)

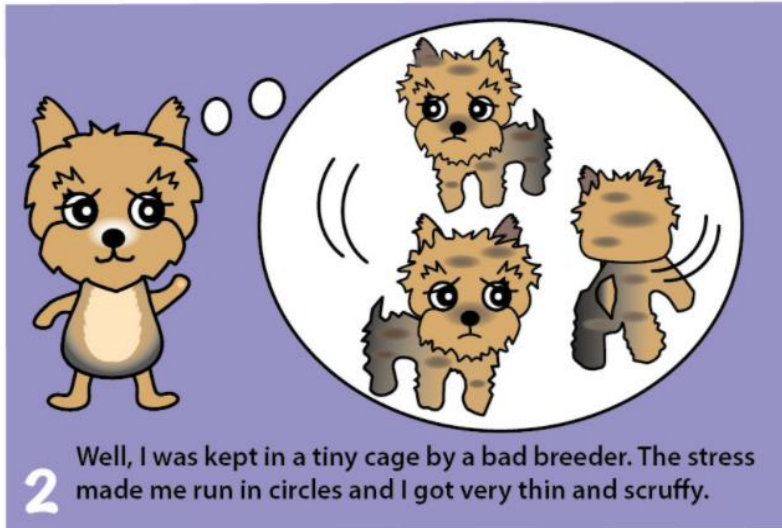
2



3



4



5



Unneutered dogs can be aggressive and harder to handle

1



Detailed description: A cartoon illustration of a brown and white dog standing on a dark blue background. The dog has a wide-eyed, aggressive expression. Behind it, a faint, larger, greyish dog is visible, suggesting a pack or a larger, more aggressive animal. The dog is standing on its hind legs, with its front paws slightly raised.



Unneutered cats vocalise more and have a tendency to fight

2


Detailed description: A cartoon illustration of a white cat with orange patches on its ears and face, wearing red boxing gloves. The cat has a determined, angry expression and is standing on a red, flame-like background. There are sound waves emanating from its mouth, indicating it is vocalising or roaring.



Neutered animals are generally calmer and less prone to certain diseases

3

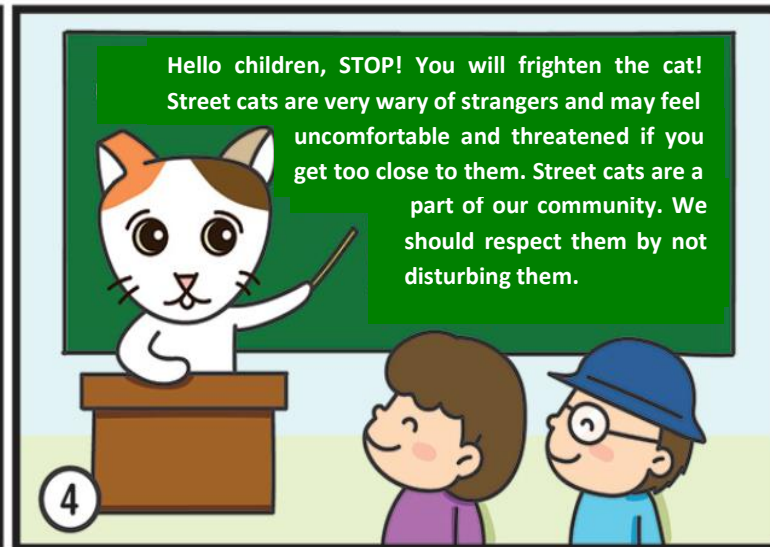
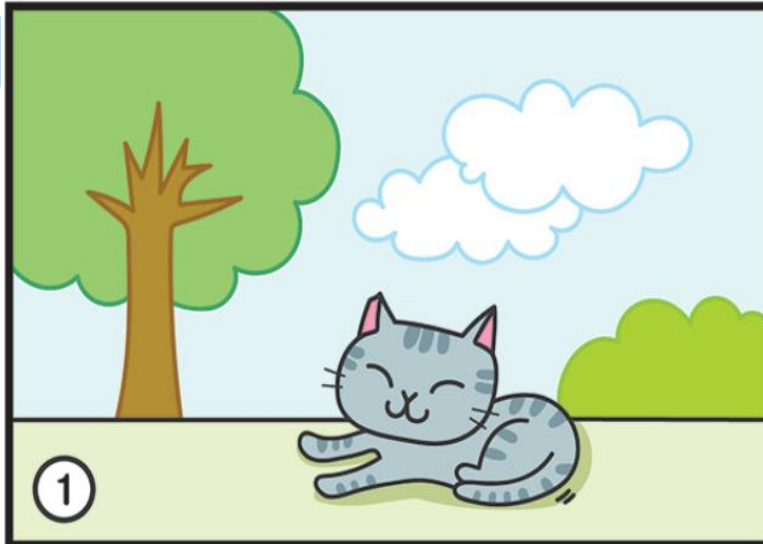
Detailed description: Two panels illustrating the benefits of neutering. The left panel shows a fluffy brown dog lying on a yellow circle, sleeping peacefully with three 'Z's above its head. The right panel shows the same dog standing on a green background, looking calm and happy, wearing a purple collar with a yellow tag and holding a pink leash.



Owners should desex their pets for better emotional and physical health. And to prevent unwanted litters.

4

Detailed description: A cartoon illustration of a brown and white dog standing on a yellow background. In the background, there is a white building with a red cross on top, representing a veterinary clinic. A speech bubble from the dog contains the text: "Owners should desex their pets for better emotional and physical health. And to prevent unwanted litters." To the right, a white cat with orange patches is lying on a green circle, sleeping peacefully with three 'Z's above its head.



Activity 7

7. Animal Welfare – Farm Animals

Farm animals are animals that are raised or kept on farms. They include hens, pigs, cows, ducks, geese, sheep and more. Do you know how farm animals live?

Watch a YouTube video titled “How do the farm animals farmed for our food live?” produced by the Royal Society for the Prevention of Cruelty to Animals (RSPCA) in the UK and answer the following questions.

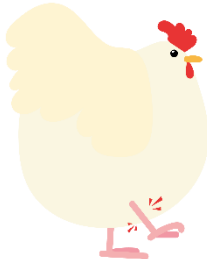
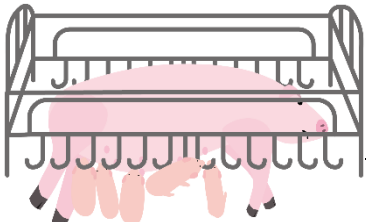
1. Watch the video clip (00:00-1:13) and decide whether the sentences are True or False. Put a “T” for the correct sentence and an “F” for the wrong sentence.

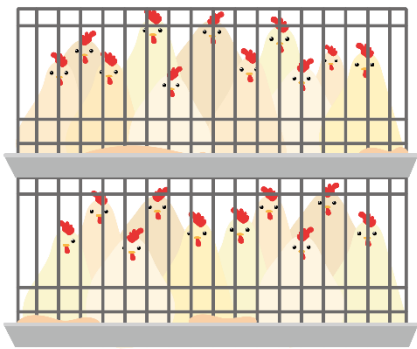
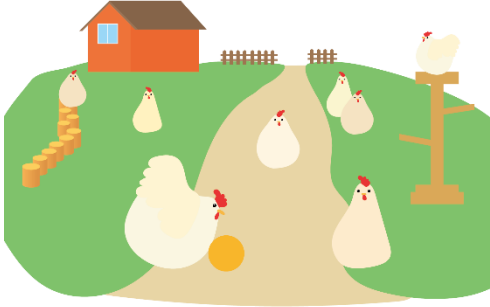
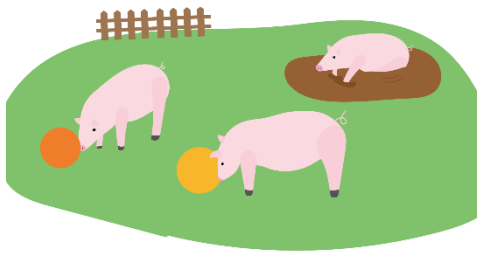
	Sentences	T / F
(a)	Hundreds of animals are farmed for food in the UK each year.	
(b)	The minimum legal welfare requirements for rearing farm animals are enough to protect the welfare of these animals.	
(c)	Farm animals are able to experience feelings.	

2. Watch the video clip (1:14-2:55) and fill in each blank with **ONE** word from the hint box.



birth cage fast free painful slower suitable tail

	Chickens	Pigs
In most farms	<ul style="list-style-type: none"> • Chickens are kept in a barren environment. • Chickens have been bred to grow at an unnaturally (a) _____ rate which can cause (b) _____ leg problems and organ failure. 	<ul style="list-style-type: none"> • Pigs are kept in pens with no bedding and inadequate enrichment which can lead to boredom and (d) _____ biting. • Mother pigs are confined to small metal crates during and after (e) _____. 

	Chickens	Pigs
	<ul style="list-style-type: none"> Hens are confined to the so-called enriched battery (c) _____. 	
In farms that meet RSPCA welfare standards	<ul style="list-style-type: none"> Hens live cage free. Chickens are (f) _____-growing and live in a more enriching environment. 	<ul style="list-style-type: none"> Pigs are (g) _____ from crates. Pigs are given plenty of bedding and (h) _____ enrichment. 

3. Watch the video clip (2:56-3:36) and complete the key message of the clip.

We can _____ by choosing products with the _____ assured label. If we can't see the label, we can still look out for words such as _____ and _____.



- In activity 3, we have learned about using the **passive voice** to place importance on the action rather than the doer(s) (e.g. “Animals **are abandoned by people** for various reasons.”).
 - We can also use the **passive voice** if the doer(s) of the action is/are not known or if we do not want to say who the doer(s) is/are (e.g. “Chickens **are kept** in a barren environment.”).
4. Can you identify one sentence written in the **passive voice** in Part 2? Write it down in the space provided below.

5. Write a sentence about how farm animals should be treated using the **passive voice** in the space provided below.

Think and share



Apart from buying products from animals reared on higher welfare farms, what else can we do to protect the welfare of farm animals?



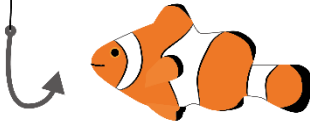
Think and share your thoughts with your classmates and teachers.

Activity 8

8. Animal Welfare – Wild Animals

Unlike farm animals, wild animals live in natural surroundings; they do not depend on human beings for food or water. However, they are facing threats. Watch a YouTube video titled “How can we help wild animals?” produced by the RSPCA in the UK and answer the following questions.

1. Watch the video clip (0:27-1:25) and fill in each blank with **ONE** word from the hint box.

Type of rubbish	Possible threat to animals
1. Tin cans 	<ul style="list-style-type: none"> Get (a) _____ and can't get out
2. (b) _____ can holders 	<ul style="list-style-type: none"> Get caught up
3. Fishing (c) _____	<ul style="list-style-type: none"> Get tangled
4. Fishing (d) _____ 	<ul style="list-style-type: none"> Get caught up
5. Broken glass	<ul style="list-style-type: none"> (e) _____ themselves Cause (f) _____
6. Plastic bottles	<ul style="list-style-type: none"> Get trapped



cut
fires
hooks
line
plastic
trapped

2. Watch the video clip (1:26-2:51) and fill in each blank with **ONE** word from the hint box.

How can we help wild animals?	
Recycle things we do not use	We can take our old (a) _____ and plastic bottles, tins and newspapers to a recycling centre nearby.
Reuse things	We can reuse things like (b) _____ bags as much as possible.
Things to do before throwing away rubbish	<ul style="list-style-type: none"> • We can cut the loops of plastic binders. • We can (c) _____ knots and cut the handles of old plastic bags. • Before throwing away a tin can, we can ask an adult to make sure it is (d) _____ for animals and crush our drinks cans.
General tips <ul style="list-style-type: none"> • If you have to throw something away, make sure you've made it as safe as possible for the animals. • (e) _____ things as much as possible. • If you can't reuse it, try to (f) _____ it. 	



glass
tie
plastic
recycle
reuse
safe

3. How can we give suggestions? Read the sentences in Part 2 and complete the text box below.



- In Part 2, we use the modal verb '**can**' and conditional sentences '**If you ... , ...**' to give suggestions.
- We can also use other modal verbs to give suggestions, e.g. _____.
(think of as many modal verbs as possible)
- Think of some animals living in poor conditions. The animals can be pets, farm animals or wild animals. Write one suggestion on how we can help them.



Think and share

Apart from the suggestions in Part 2, what else can we do to help wild animals? Think and share your thoughts with your classmates and teachers.

9. Helping Animals

The following article is in the current issue of a children's magazine. Read the article and answer the questions.

Let's help animals together!

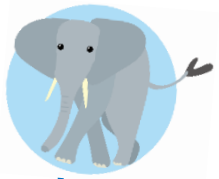


Animals are our friends and they are lovely. However, some people do not treat them well and they are facing different problems. Do you love animals and hope you can do more to help them? Well, you can! There are many ways to protect them. Let's take a look at the problems and see what we can do to help animals.

People can be very cruel to animals. They kill them for food. They feed them with chemicals or drugs so that they can grow quickly. We can have a meatless day once a week, like Green Monday, so as to eat less meat.



Some people hunt animals for their body parts. For example, people kill elephants for their tusks to make chopsticks and other ivory products and rabbits for their fur to make clothes. We should stop buying these products. When no one buys the products, the hunting will stop.



In different parts of the world, people burn trees for land and they destroy a lot of homes of animals. People also use a lot of plastic products such as plastic bags and bottles. This waste ends up in the ocean and kills many sea animals. We should say no to plastic, and give animals a clean and safe home.



Animal testing is another example of how cruel people are to animals. Some companies test the soap, shampoo or cosmetics on animals before they sell the products to the customers. Animals are in pain. They get hurt or even die in these experiments. When we choose a product, we should choose cruelty-free products. They are products which are not tested on animals. Look for the cruelty-free bunny logo when you go shopping in future.

Animal cruelty can take many different forms. The harm to animals is the same and it needs to stop. What can you do to help animals?

Refer to the text and answer the following questions.

1. Some people feed animals with chemicals and drugs because _____.

- A. they want to kill the animals
- B. they want the animals to grow quickly
- C. the animals are sick
- D. they want the animals' body parts

2. Why do people want elephants' tusks?

3. Where do the plastic products finally go? They go to the _____.

- A. zoo
- B. forest
- C. ocean
- D. parks

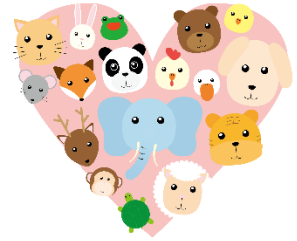
4. What do the companies test on animals before they sell the products to the customers?

- A. Cosmetics
- B. Soap
- C. Shampoo
- D. All of the above

5. Your mum would like to buy shampoo for the family. How can she know whether it is a cruelty-free product?

6. You have promised to help animals and be an animal ambassador. You would also invite your schoolmates to join as animal ambassadors. Complete the following pledge. Fill in each blank with ONE word. You can find the words from the reading text.

Say “Yes” to Animal Care Pledge



I will...

- eat less (a)_____.
- stop buying products that are made with animals' (b) _____.
- use less (c) _____ products to give animals a clean and safe home.
- choose (d)_____products, which are not tested on animals.

Be an Animal Ambassador and Animal Lover!

Sign:



A **topic sentence** is the most important sentence in a paragraph. It is usually the first sentence and it helps us get the main idea of the paragraph quickly.

The sentences other than the topic sentence provide the **supporting details** in the paragraph. The supporting details explain and give more details on the topic sentence.

For example, **Topic sentence** **Supporting details**

Some people hunt animals for their body parts. For example, people kill elephants for their tusks to make chopsticks and other ivory products and rabbits for their fur to make clothes. We should stop buying these products. When no one buys the products, the hunting will stop.

7. Read paragraph 5 again. Underline the topic sentence of the paragraph.



Think and share

Can you think of other problems that animals are facing? How can we help them? Think and share your thoughts with your classmates and teachers.

Activity 10

10. Showing Our Care to Animals

The Animal Lovers Club is organising two activities to arouse schoolmates' concern over animal care. Select one activity to take part in.

a) Writing competition

Imagine you were one of the animals living in difficult situations. Write a letter to human beings to tell them the problems you are facing, your needs and how they can help you.

OR

b) 4-panel comic drawing competition

Create a 4-panel comic strip about the problems animals are facing, their needs and how human beings can help them.

Post-writing checklist

Put a ✓ for the item(s) that you can do.

		Yes (✓)	No (✓)
1.	I can search for different types of information from a range of sources.		
2.	I can identify the problems and needs of the animal I wrote about.		
3.	I can give suggestions on how we can help the animal.		
4.	I can use modals (e.g. “can”, “should”) to make suggestions.		
5.	I can use conditional sentences (e.g. “If it <i>rains</i> , I <i>will stay</i> at home.”) to talk about possibilities in the present or future situation.		
6.	I can write in paragraphs with topic sentences.		

b) 4-panel comic drawing competition
Create a 4-panel comic strip about the problems animals are facing, their needs and how human beings can help them.

Title: _____

Post-activity checklist

Put a ✓ for the item(s) that you can do.

		Yes (✓)	No (✓)
1.	I can search for different types of information from a range of sources.		
2.	I can identify the problems and needs of the animal I drew.		
3.	I can give suggestions on how we can help the animal.		
4.	I can use modals (e.g. “can”, “should”) to make suggestions.		
5.	I can write a title for my comic strip.		
6.	I can add dialogues in the comic strip.		

Say “Yes” to Treating Animals with Respect Worksheets (Suggested Answers)

Activity 1

1. C
2. B
3. D
4. alleged
5. “The pictures showed the puppy struggling and barking inside a washing machine before the door was closed. Police officers arrested the boy and the puppy was taken care of by the Society for the Prevention of Cruelty to Animals (SPCA). It has no apparent injuries but will be further examined.”



Think and share

How do you feel when you see someone abuse animals? Why? What will you do to help the animals? Think and share your thoughts with your classmates and teachers.

- ❖ *I feel sad when I see someone abuse animals.*
- ❖ *Animals have feelings too. We should not bring unnecessary pain to animals.*
- ❖ *I will report animal abuse cases to the police or the SPCA.*

[Note: These are suggested ideas and teachers may brainstorm ideas with their students further. Accept any reasonable answers. This applies to other “Think and share” activities that follow.]

Activity 2

(a), (b), (c), (e)



Think and share

What do animals need to be happy and healthy? Is it important to be compassionate towards animals? Why? What can you do? Think and share your thoughts with your classmates and teachers.

- ❖ *Being compassionate: When others are suffering or in bad luck, we have a strong feeling of sympathy and pity for them and a wish to help them.*
- ❖ *Animals need food, shelters and sufficient space for living. They also need to feel safe and get treatments when injured.*
- ❖ *If we are compassionate towards animals, we can help improve their living conditions. They can lead a better life.*
- ❖ *We can adopt abandoned animals, serve as volunteers to promote animal welfare, etc.*

Activity 3

- (a) 679 (b) 3,872 (c) 5,000 (d) 7,000
(e) 5,800 (f) 3,557 (g) 245 (h) 1,399
- The little kitten was rescued from the roof by the SPCA inspector.



Think and share

What other kinds of pets may become abandoned? Why? How would you feel if you were a pet abandoned by your owner? Think and share your thoughts with your classmates and teachers.

- ❖ *Pets like rabbits, hamsters, turtles and guinea pigs may become abandoned because their pet owners are not responsible.*
- ❖ *Big dog breeds are another type of pets that may become abandoned because the pet owners may find it difficult to accommodate them when they grow up.*
- ❖ *If I were a pet abandoned by my owner, I would feel really sad, worried and hopeless because I would not have a home any more. If I became a stray animal, I would suffer from hunger, face dangers and die in the street or be humanely destroyed.*

Activity 4

- (a) share (b) will become
(c) give (d) will not be
(e) provide (f) will not feel
- A
- D
- D
- Accept any reasonable answers.



Think and share

Do you want to adopt an animal as your pet? Why? What animal would you choose? Think and share your thoughts with your classmates and teachers.

- ❖ *Accept any reasonable answers.*

Lyrics of the song “Do You See That Doggie In The Shelter?”

Do you see that doggie in the shelter?

The one with the take-me-home eyes. **Question 2 (0:11-0:15)**

If you give him love and attention,
he will be your best friend for life.

In each town and city across the nation,
there are so many dogs with no home.
Hungry with no one to protect them,
lost in this world all alone. **Question 3 (0:40-0:50)**

Do you see that doggie in the shelter?
The one with the take-me-home eyes.
If you give him love and attention,
he will be your best friend for life.
doo doo doo doo doo doo
doo doo doo doo doo doo
doo doo doo doo doo doo

Collies and Beagles by the roadside,
puppies and dogs on the street.
Once they are rescued by a shelter,
they'll finally have something to eat. **Question 3 (1:35-1:47)**

Doggie and kitties who are homeless,
with sad eyes and tails hanging down.
Let's do what we can to show them kindness,
and let them know they've been found. **Question 4 (1:48-2:08)**

Do you see that doggie in the shelter?
The one with the take-me-home eyes.
If you give him love and attention,
he will be your best friend for life. **Question 4 (2:21-2:30)**
doo doo doo doo doo doo
doo doo doo doo doo doo
doo doo doo doo doo doo

Activity 5

- (i) (c)
 - (ii) (d)
 - (iii) (f)
 - (iv) (e)
 - (v) (b)
 - (vi) (a)
- has a catchy headline or slogan (✓)
- uses short phrases or sentences (✓)
- includes all important information (e.g. a website) (✓)
- has attention grabbing pictures or photographs (✓)

- has a simple and clear layout (✓)
- conveys the message clearly (✓)



Think and share

Among the different things to consider before keeping a pet, which one do you think is the most important and which one is the least important? Think and share your thoughts with your classmates and teachers.

- ❖ *Accept any reasonable answers.*

Activity 6

(Accept any reasonable answers.)

1.

Comic strip 1:

- ✗ The pet owners do not spend time with their pets, even when they are at home.
- ✓ They should spend time with their pets and take good care of them.

Comic strip 2:

- ✗ The pet owners give too many treats to their pets.
- ✓ They should praise their pets more instead.

Comic strip 3:

- ✗ The pet owners do not check carefully before closing the closet door.
- ✓ They should always be careful with their pets.

2.

Comic strip 4:

Pet owners should love and take good care of their pets.

Comic strip 5:

Pet owners should desex their pets for better emotional and physical health. This prevents unwanted litters too.

Comic strip 6:

People should respect street animals and should not disturb or frighten them.

- 3.
- has panels or boxes (✓)
 - uses visual images (✓)
 - has speech bubbles/dialogues (✓)
 - has thought bubbles (✓)
 - uses language techniques (e.g. interjections) (✓)
 - shows character traits (✓)

- has a clear storyline (✓)
- is succinct/interesting/humorous, may hold the readers in suspense, etc. (✓)
- tells a short story/episode within a few panels, or the story may run on to a good number of panels, or to be continued in another issue of the newspaper, magazine, comic book (✓)



Think and share

Your best friend, Chris, is going to spend a one-week holiday overseas with his/her whole family. They have a cat, and would like you to take care of it while they are away. What should you do? Think and share your thoughts with your classmates and teachers.

- ❖ *Accept any reasonable answers.*

Activity 7

1. (a) F (b) F (c) T
2. (a) fast (b) painful (c) cage
(d) tail (e) birth (f) slower
(g) free (h) suitable
3. We can make a difference to the lives of farm animals / support higher welfare conditions for farm animals / support farmers who give their animals a better life by choosing products with the RSPCA assured label. If we can't see the label, we can still look out for words such as "barn" / "free-range" / "organic" / "outdoor-bred" / "outdoor-reared".
(Accept any reasonable answers.)
4. Examples of the sentences written in the passive voice in Part 2:
 - Pigs are kept in pens with no bedding and inadequate enrichment which can lead to boredom and tail biting.
 - Pigs are given plenty of bedding and suitable enrichment.
5. Accept any reasonable answers.



Think and share

Apart from buying products from animals reared on higher welfare farms, what else can we do to protect the welfare of farm animals? Think and share your thoughts with your classmates and teachers.

- ❖ *We can eat less meat.*
- ❖ *We can avoid buying imported foods produced under inhuman conditions (e.g. foie gras).*
- ❖ *We can avoid buying fresh poultry from places where conscious slaughter is practised.*

Subtitles (The underlined parts show the answers.)

Question 1 (00:00-1:13): Chickens, sheep, cows, pigs and fish. These are just some of the hundreds of millions of animals farmed for food in the UK each year. But how do we know how these animals have lived? Rushing around a fizzy supermarket faced with hundreds of products and labels, it's tricky to know which of the products we buy come from animals reared on higher welfare farms. When we see words such as "farm fresh", "natural", "reared to British welfare standards" or even a picture of a field, it can suggest that these products are from animals that have been farmed to higher welfare standards. But the truth is these words and pictures can appear on products that are from animals reared on farms that only meet the minimum legal welfare requirements and often these do not go far enough to protect the welfare of farm animals. Farm animals are sentient beings. They have feelings and fascinating behaviour just like our pets. And like our pets, they deserve to live in an environment that meets their needs.

Question 2 (1:14-2:55): For example, did you know that chickens have 330 degrees sight and have around 20 separate codes to communicate with each other. Any yet the vast majority of chickens farmed for meat in the UK are kept in a barren environment and have been bred to grow at an unnaturally fast rate which can cause painful leg problems and organ failure. Did you know pigs are incredibly clean and highly intelligent, they can also squeal as loudly as a jumbo jet? But sadly millions of pigs are kept in poor conditions, in pens with no bedding and inadequate enrichment, which can lead to boredom and tail biting. Mother pigs are often confined to small metal crates during and after birth. Even hens, who love to peck and scratch at the ground and can fly up to six feet when they want to perch and rest, are still confined in the so-called enriched battery cage. So how do you know which labels to look for? A label that lets us know that the animals were reared on farms to high welfare standards. Well, look no further. If you see the RSPCA assured label, then you will know that these animals were reared on farms that meet strict RSPCA welfare standards. This means that the eggs you buy are from hens that live cage free; the pigs are free from crates and are given plenty of bedding and suitable enrichment; and the chickens are slower-growing and live in a more enriching environment.

Question 3 (2:56-3:36): By choosing the RSPCA assured label, you'll know you're supporting higher welfare conditions for farm animals. And if, for any reason, you can't see the RSPCA assured label, you can still look out for the following (BARN FREE-RANGE ORGANIC; ORGANIC FREE-RANGE OUTDOOR-BRED OUTDOOR-REARED). You can really make a difference to the lives of farm animals. Each time you pick an RSPCA assured product,

you are supporting farmers who give their animals a better life. Find out more about higher welfare food and get involved with our campaigns.

Activity 8

- | | | | |
|----|-------------|-------------|-----------|
| 1. | (a) trapped | (b) plastic | (c) line |
| | (d) hooks | (e) cut | (f) fires |
- | | | | |
|----|-----------|-------------|-------------|
| 2. | (a) glass | (b) plastic | (c) tie |
| | (d) safe | (e) Reuse | (f) recycle |
- We can also use other modal verbs to give suggestions, e.g. should, ought to, could.
-Write one suggestion on how we can help animals living in poor conditions: Accept any reasonable answers.



Think and share

Apart from the suggestions in Part 2, what else can we do to help wild animals? Think and share your thoughts with your classmates and teachers.

- ❖ *We can serve as volunteers to help clean beaches.*
- ❖ *We should not feed wild animals.*
- ❖ *We should not buy products made from endangered animals.*

Subtitles (The underlined parts show the answers.)

Question 1 (0:27-1:25): We make a difference to the places where wild animals live. In fact, wherever we go, there are animals all around us all the time in the city, in the countryside, even your school playground. What all these animals have in common is that they live alongside us. Unfortunately, that's not always good for the animals. Every year, thousands of them are hurt and injured because of the rubbish we throw away. Animals love to have a nose around. So if you throw a tin can away, sooner or later something's going to climb inside to see what's at the bottom. The trouble is they get trapped and can't get out. Things made of plastic are a common danger for all sorts of animals. Animals get caught up in these can holders. Animals get tangled in fishing line, which is very difficult for them to see. They also get caught up by fishing hooks if they're left lying around. Broken glass is dangerous because animals will cut themselves on it. It can also cause fires by magnifying the Sun. And animals get trapped in bottles like this so they should be reused, not thrown away.

Question 2 (1:26-2:51): In fact, there are quite a lot of things which can be recycled. Most places have a recycling centre nearby, where you can take your old glass and plastic bottles and tins and newspapers, or even better

reuse things like plastic bags as much as possible. If you can't reuse or recycle your rubbish, there are things you can do to make it safer for the animals before you throw it away. Cut the loops on plastic binders like these to stop animals getting caught up in them. Tie knots and cut the handles of your old plastic bags so that they're less likely to get blown away and animals can't get trapped in them. Before you throw away a tin can, ask an adult to make sure it's safe for animals and crush your drinks cans. If you have to throw something away, make sure you've made it as safe as possible for the animals. Reuse things as much as possible. And if you can't reuse it, try and recycle it.

Activity 9

1. B
2. They want elephants' tusks because they want to make chopsticks and other ivory products.
3. C
4. D
5. She can look for the cruelty-free bunny logo on the products.
6. (a) meat (b) body parts (c) plastic
(d) cruelty-free
7. Animal testing is another example of how cruel people are to animals.



Think and share

Can you think of other problems that animals are facing? How can we help them? Think and share your thoughts with your classmates and teachers.

- ❖ *There is global warming and animals living in the polar regions, e.g. walruses, penguins and polar bears, are losing their homes. We should be environmentally friendly so as to reduce the emission of carbon dioxide. For example, we should take public transport instead of the private ones.*
- ❖ *Pesticides are overused when people do farming or gardening. The toxic chemicals can be passed up the food chain, which may harm the organisms in it, in particular the animals and predators at the end of the chain. We should avoid overusing pesticides, or we should use natural alternatives.*

Activity 10

(Accept any reasonable answers.)