Datiz and the Whale Shark

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**Suggested Key Stage: KS2**

**Pre-reading Stage**

1. **Scan the QR code and watch the video clip. Fill in the blanks to complete the description of whale sharks.**

Whale sharks are gentle giants of the ocean. They have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spots and their heads are wide and \_\_\_\_\_\_\_\_\_\_\_\_\_. They are not mammals. They are the largest shark and \_\_\_\_\_\_\_\_\_\_\_\_\_ in the world. They can grow to \_\_\_\_\_\_ metres long. Although they are huge, they eat plankton, krill and small fish. They eat by \_\_\_\_\_\_\_\_\_\_\_\_ eating. They swim thousands of miles each year to \_\_\_\_\_\_\_\_\_\_ waters.

They are an endangered species because fishermen catch them for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or they get tangled in fishing \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or struck by boats. Increasingly laws are made to \_\_\_\_\_\_\_\_\_\_ them and ban fishing for them, because they are a \_\_\_\_\_\_\_\_\_\_\_\_\_ attraction and people come from all over the \_\_\_\_\_\_\_\_\_\_\_\_ to where they are known to be found or to aquariums keeping them.

1. **Some fishermen use destructive methods such as blast fishing to catch more fish. What is “blast fishing”? Read the part “Glossary” on p.23 of the reader “Datiz and the Whale Shark”. Find out its meaning by filling in the blanks below.**

Blast fishing means people use \_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as bombs to kill many fish at one time.



1. **The story is about people using blast fishing to catch fish. How does blast fishing affect marine life? Scan the QR code and watch the video clip. Tick its negative impact in the boxes provided below.**

|  |  |
| --- | --- |
|  | 1. Many fish species which are of no use to the fishermen are killed. |
|  | 1. Most target fish species sink to the seabed where the fishermen can’t reach. |
|  | 1. A lot of coral reefs are demolished, which takes around a century to recover. |
|  | 1. All of the above. |

**While-reading Stage**

Complete the story map below by filling in the blanks with the key words taken from the text.

|  |  |
| --- | --- |
| **(a) Characters**  **(Who were the characters?)**  The main characters were \_\_\_\_\_\_\_\_\_\_\_\_ and the (talking) \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ (Splash). |  |
| **(b) Setting**  **(Where did the story take place?)**  The story took place on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Island. |  |
| **(c) Problem**  **(What happened in the sea?)**  When \_\_\_\_\_\_\_\_\_\_\_\_ arrived, \_\_\_\_\_\_\_\_\_\_\_ dived into the water and found his friend \_\_\_\_\_\_\_\_\_\_\_\_\_.They suddenly heard a loud BOOM, and saw a mess of bubbles, \_\_\_\_\_\_\_\_\_\_\_\_coral and \_\_\_\_\_\_\_\_\_\_\_ fish floating to the surface. |  |
| **(Before the people learned about the bad side of the new fishing method, what did they care about?)**  Before the people learned about the bad side of \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_, they only cared about the amount of fish caught. |  |

“We, merchants, can sell \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ to chefs!”

“We, fishermen, can catch \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ to sell at the market!”

“We, chefs, can buy fish \_\_\_\_\_\_\_\_\_\_\_ and sell meals at \_\_\_\_\_\_\_\_\_\_\_ prices!”

“We, customers, can pay for meals at \_\_\_\_\_\_\_\_\_\_\_ prices!”



“We, fishermen, feel \_\_\_\_\_\_\_\_\_\_ to have no more coral reefs and fish!”

“We, chefs, will not \_\_\_\_\_\_\_\_\_\_\_ fish that are caught using fish bombs because \_\_\_\_\_\_\_\_\_\_\_\_\_ want us to cook the sustainably caught fish”.

“We, merchants, won’t \_\_\_\_\_\_\_\_\_\_\_ fish that are caught with fish bombs! We must tell the \_\_\_\_\_\_\_\_\_\_\_\_\_.”

“We, customers, only want to have fish that are caught in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_way!”

|  |  |
| --- | --- |
| **(d) Solution**  **(What did the character do? What did the people want to do?)**  \_\_\_\_\_\_\_\_\_\_\_ conducted talks and showed the people pictures of the terrible \_\_\_\_\_\_\_\_\_\_\_\_\_ of blast fishing. They wanted to \_\_\_\_\_\_\_\_\_\_\_\_\_ the reefs and the fish after learning about its bad side. |  |

**(e) Moral/ Message**

1. If we protect our marine life from further damage, they will \_\_\_\_\_\_\_\_\_\_\_\_\_.

2. To protect the environment, it is important to educate all the \_\_\_\_\_\_\_\_\_\_\_\_\_.



Datiz and the Whale Shark

**Post-reading Stage**

1. **Using linking words to express contrasting ideas**

|  |  |  |
| --- | --- | --- |
| ***Even though*** | the chef has plenty of fish for his customers now, | it is not sustainable. |
| ***Although*** | the merchant has many fish to sell at low price now, | soon she will have none. |

the original idea:

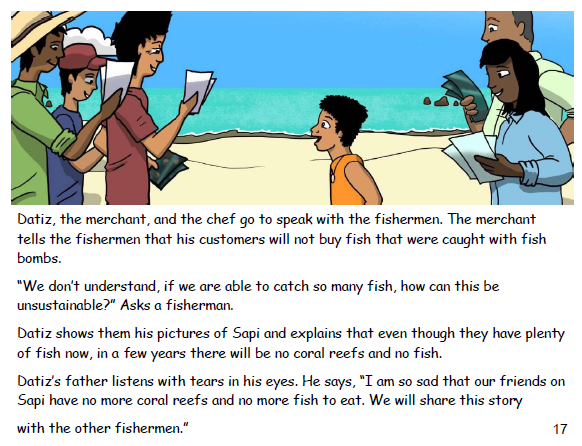
People only care about the amount of fish caught now / the price of fish sold now.

a different idea:

There will be no more fish in the future.

linking words/ conjunctions

1. **Underline the sentence with contrasting ideas from the following page:**



1. **It is important to live a green life to reduce waste and protect the environment. Write two sentences to explain to the children why they need to live a green life and how to protect the environment.**

|  |
| --- |
| e.g. *Although it is comfortable to turn on the air-conditioner, it will cause global warming.* |
| 1) |
|  |
| 2) |
|  |

1. **Using conditional sentences to express cause-effect relationship**

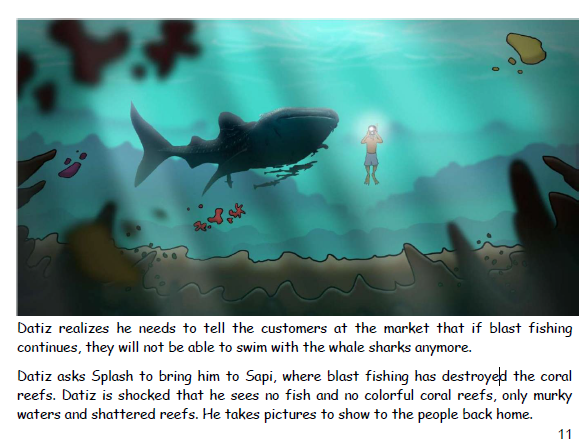
**Effect:**

Main clause to explain the result

If clause to explain the **Cause:**

|  |  |
| --- | --- |
| **If** people continue blast fishing, | soon there **will be** no more coral reefs and no more fish for people to eat. |
| **If** we protect the coral reefs from further damage, | over time they **will recover**. |

1. **Underline the sentence with cause-effect relationship from the following page:**



1. **Many children want to keep a pet. Write two sentences to give advice to the children who want to keep a pet.**

|  |
| --- |
| e.g. *If you do not think carefully before keeping a pet, it will be a big trouble to you and to your pet.* |
| 1) |
|  |
| 2) |
|  |

1. **You are a young ambassador. You are concerned about the endangered animals and care for the pets. A reporter is interviewing you about animal protection. Answer the questions.**
2. **An interview about Endangered Animals**

|  |  |  |
| --- | --- | --- |
| **1)** | **Reporter: Why is it important to protect the endangered animals?** | **You:** |
|  |
| **2)** | **Reporter: How can we protect the endangered animals?** | **You:** |
|  |
|  |
| **3)** | **Reporter: What can students do to protect the environment?** | **You:** |
|  |
|  |

1. **An interview about Pet Care**

|  |  |  |
| --- | --- | --- |
| **1)** | **Reporter: Why is it good to keep a pet?** | **You:** |
|  |
| **2)** | **Reporter: Can you give some advice to your friends if they want to keep a pet?** | **You:** |
|  |
|  |
| **3)** | **Reporter: How can we keep a healthy pet dog?** | **You:** |
|  |
|  |

Pre-writing

**A diary entry from the perspective of the whale shark**

1. Splash, the talking whale shark, had a terrible day and she wrote a diary entry to record what she experienced and thought. Read the diary below.

Monday, 20th March 20xx

It’s March again! I couldn’t wait to see my good human friend, Datiz. Datiz loves diving and we met each other in the ocean. When we first met, I thought Datiz would be scared of me because I am the largest animal in the ocean, and even in the world! I am as big as a school bus! Later, Datiz knew that I am very gentle and I only love eating plankton, so he felt relieved to make friends with me.

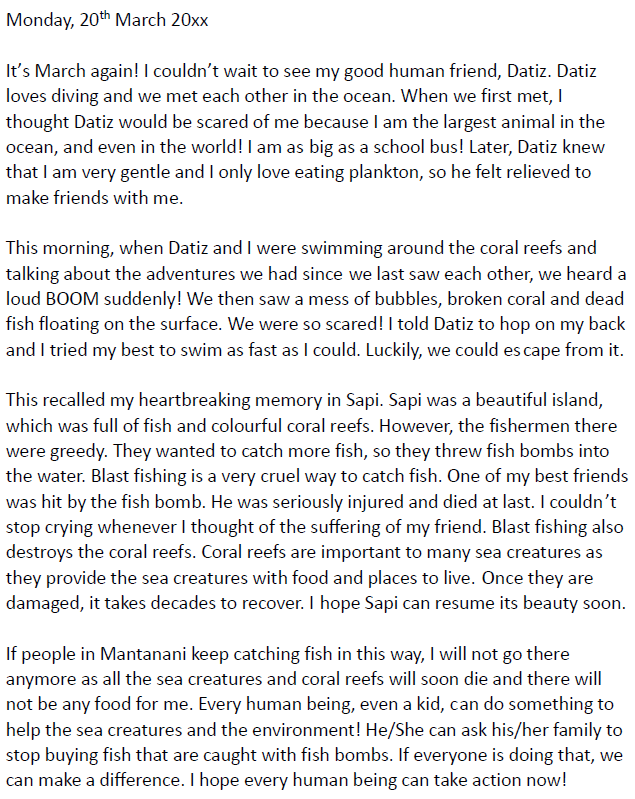
This morning, when Datiz and I were swimming around the coral reefs and talking about the adventures we had since we last saw each other, we heard a loud BOOM suddenly! We then saw a mess of bubbles, broken coral and dead fish floating on the surface. We were so scared! I told Datiz to hop on my back and I tried my best to swim as fast as I could. Luckily, we could escape from it.

This recalled my heartbreaking memory in Sapi. Sapi was a beautiful island, which was full of fish and colourful coral reefs. However, the fishermen there were greedy. They wanted to catch more fish, so they threw fish bombs into the water. Blast fishing is a very cruel way to catch fish. One of my best friends was hit by the fish bomb. He was seriously injured and died at last. I couldn’t stop crying whenever I thought of the suffering of my friend. Blast fishing also destroys the coral reefs. Coral reefs are important to many sea creatures as they provide the sea creatures with food and places to live. Once they are damaged, it takes decades to recover. I hope Sapi can resume its beauty soon.

If people in Mantanani keep catching fish in this way, I will not go there anymore as all the sea creatures and coral reefs will soon die and there will not be any food for me. Every human being, even a kid, can do something to help the sea creatures and the environment! He/She can ask his/her family to stop buying fish that are caught with fish bombs. If everyone is doing that, we can make a difference. I hope every human being can take action now!

2. Underline the key words and important information in each paragraph.

**Content and Organisation of the Diary Entry**

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The \_\_\_\_\_\_\_\_ is at the top of the diary entry.

Paragraphs 2 & 3:

* How did the people catch fish?
* Why was this fish catching method cruel?
* How did it affect the environment?

Paragraph 4:

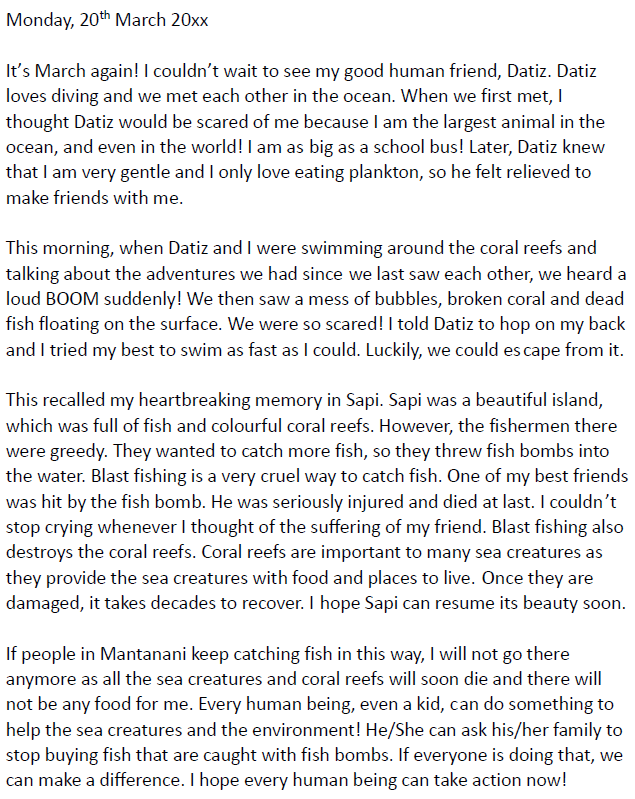
* What can people do to help the whale shark and other sea creatures?

Paragraph 1:

* Where can you find the whale shark?
* How does it look like?
* What is its favourite food?

1. Underline one example of each feature from the diary entry using different colours.

**Grammar Items and Language Used in the Diary Entry**

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Include your \_\_\_\_\_\_\_\_, e.g. I **hope** Sapi can resume its beauty soon.

Don’t forget to:

* use a friendly tone
* describe the events in the order they happen

Include your \_\_\_\_\_\_\_\_\_ and thoughts, e.g. We were **so scared**!

Use personal pronouns, e.g. \_\_\_\_\_ and \_\_\_\_\_.

Use the simple \_\_\_\_\_\_\_\_\_\_\_\_ tense to state the fact, e.g. I **am** as big as a school bus!

Use the simple \_\_\_\_\_\_\_\_\_\_\_\_ tense to write about things that happened, e.g. I **couldn’t wait** to see my good human friend, Datiz.

Writing a diary entry

1. **Information search**

In the story, many sea animals were brutally killed by blast fishing. In fact, different kinds of animals (e.g. pets, farm animals, wild animals) are treated cruelly by human beings. For example, some pet dogs suffer a lot because of the selfish and irresponsible acts of their owners.



Let’s do a research on cruel practices to pet dogs. Study the information on the website of People for the Ethical Treatment of Animals (PETA) and complete the table below.

| **Cruel practices to pet dogs** | **Reasons** |
| --- | --- |
| 1. Chaining dogs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Keeping them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Dogs are \_\_\_\_\_\_\_\_\_\_\_\_\_ animals who need and deserve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * These practices prevent them from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is just a way for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until they get around to taking care of them properly. |
| 1. Cruel, unnecessary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that is performed on dogs, e.g. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Human \_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to dogs * They are \_\_\_\_\_\_\_\_\_\_\_\_\_ in many countries, but they remain legal in the \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_ of animals | * It may cause animal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ crisis. * The consequences are \_\_\_\_\_\_\_\_\_\_\_\_\_ and often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

1. **Ideas for shared writing**

Imagine that you were a pet dog living with your owner, Amy, in an apartment. Amy has to work all day. For the sake of convenience, Amy puts you in a cage before she goes to work early in the morning and takes you out late at night when she returns home.

You are planning to write a diary entry about the cruelty you experience in a day and what you would like your owner to do for you. You may use the information in Part 1 to help you brainstorm ideas. Complete the table below.

|  |  |
| --- | --- |
| **Paragraph** | **Ideas** |
| **1** | **The weather**  **Feelings** |
| **2** | **Things that happened with thoughts and feelings**   * **In the morning** * **In the afternoon** |
| **3** | **Reflections**   * **Thoughts and feelings** * **Things that Amy could do for me** |

1. **Shared writing**

Write a diary entry about the cruelty you experience in a day and what you would like your owner to do for you.

Don’t forget to:

* use a friendly tone
* describe the events in the order they happen

Include your **hopes**, e.g. I **hope** Sapi can resume its beauty soon.

Include your **feelings** and **thoughts**, e.g. We were **so scared**!

Use **personal pronouns**, e.g. I and me.

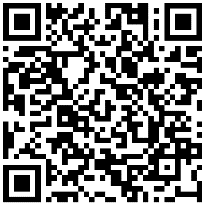
Use the **simple present tense** to state the facts, e.g. I **am** as big as a school bus!

Use the **simple past tense** to write about things that happened in the past, e.g. I **couldn’t wait** to see my good human friend, Datiz.

|  |
| --- |
| Friday, 7 August 20XX  The weather was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  As usual, Amy put me in the cage early in the morning. Perhaps, she was busy last night. She only put some water and a little food in the cage but forgot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ To add to the unlucky events, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I think it is cruel to keep animals alone in cages for long hours because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I hope Amy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Individual writing**

Imagine you were a pet, a farm animal or a wild animal. Write a diary entry about the cruelty you experience in a day and what you would like human beings to do for you. You may use the information in Parts 1c and 1d.



You may also search for the information on the Internet, e.g. the website of the Society for the Prevention of Cruelty to Animals (SPCA) Hong Kong, to understand the cruelty animals are facing and reflect on what animals would like us to do for them.

Don’t forget to:

* use a friendly tone
* describe the events in the order they happen

Include your **hopes**, e.g. I **hope** Sapi can resume its beauty soon.

Include your **feelings** and **thoughts**, e.g. We were **so scared**!

Use the **simple present tense** to state the facts, e.g. I **am** as big as a school bus!

Use **personal pronouns**, e.g. I and me.

Use the **simple past tense** to write about things that happened in the past, e.g. I **couldn’t wait** to see my good human friend, Datiz.

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Self-assessment checklist**

Complete the self-assessment checklist

***Did I do the following? I…***

*(Please tick “✓”the box if you did it.)*

|  |  |
| --- | --- |
| 🞎 | include my **feelings** and **thoughts**. |
| 🞎 | include my **hopes**. |
| 🞎 | used **the** **simple past tense** to write about things that happened in the past. |
| 🞎 | used **the** **simple present tense** to state the facts. |
| 🞎 | used **personal pronouns**. |
| 🞎 | used **a friendly tone**. |
| 🞎 | described **the events in the order they happened**. |
| 🞎 | proofread (e.g. check spelling, capitalisation, the use of punctuation marks) my writing before handing it in to my teacher. |

1. **Revise the writing**

Based on Part 5, revise the writing if necessary.

Datiz and the Whale Shark

**(Suggested Answers)**

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**Suggested Key Stage: KS2**

**Pre-reading Stage**

1. **Scan the QR code and watch the video clip. Fill in the blanks to complete the description of whale sharks.**

Whale sharks are gentle giants of the ocean. They have white spots and their heads are wide and flat. They are not mammals. They are the largest shark and fish in the world. They can grow to 12 metres long. Although they are huge, they eat plankton, krill and small fish. They eat by filter eating. They swim thousands of miles each year to warm waters.

They are an endangered species because fishermen catch them for food, or they get tangled in fishing nets or struck by boats. Increasingly laws are made to protect them and ban fishing for them, because they are a tourist attraction and people come from all over the world to where they are known to be found or to aquariums keeping them.

1. **Some fishermen use destructive methods such as blast fishing to catch more fish. What is “blast fishing”? Read the part “Glossary” on p.23 of the reader “Datiz and the Whale Shark”. Find out its meaning by filling in the blanks below.**

Blast fishing means people use explosives such as bombs to kill many fish at one time.



1. **The story is about people using blast fishing to catch fish. How does blast fishing affect marine life? Scan the QR code and watch the video clip. Tick its negative impact in the boxes provided below.**

|  |  |
| --- | --- |
|  | 1. Many fish species which are of no use to the fishermen are killed. |
|  | 1. Most target fish species sink to the seabed where the fishermen can’t reach. |
|  | 1. A lot of coral reefs are demolished, which takes around a century to recover. |
| **✓** | 1. All of the above. |

**While-reading Stage**

Complete the story map below by filling in the blanks with the key words taken from the text.

|  |  |
| --- | --- |
| **(a) Characters**  **(Who were the characters?)**  The main characters were Datiz and the (talking) Whale Shark (Splash). |  |
| **(b) Setting**  **(Where did the story take place?)**  The story took place on Mantanani Island. |  |
| **(c) Problem**  **(What happened in the sea?)**  When March arrived, Datiz dived into the water and found his friend Splash. They suddenly heard a loud BOOM, and saw a mess of bubbles, broken coral and dead fish floating to the surface. |  |
| **(Before the people learned about the bad side of the new fishing method, what did they care about?)**  Before the people learned about the bad side of blast fishing, they only cared about the amount of fish caught. |  |

“We, merchants, can sell more fish to chefs!”

“We, chefs, can buy fish cheaply and sell meals at lower prices!”

“We, fishermen, can catch more fish to sell at the market!”

“We, customers, can pay for meals at lower prices!”



“We, merchants, won’t sell fish that are caught with fish bombs! We must tell the fishermen.”

“We, chefs, will not buy fish that are caught using fish bombs because customers want us to cook the sustainably caught fish”.

“We, customers, only want to have fish that are caught in a sustainable way!”

“We, fishermen, feel sad to have no more coral reefs and fish!”

|  |  |
| --- | --- |
| **(d) Solution**  **(What did the character do? What did the people want to do?)**  Datiz conducted talks and showed the people pictures of the terrible effects of blast fishing. They wanted to protect the reefs and the fish after learning about its bad side. |  |



**(e) Moral/ Message**1. If we protect our marine life from further damage, they will recover.

2. To protect the environment, it is important to educate all the people.

Datiz and the Whale Shark

**Post-reading Stage**

1. **Using linking words to express contrasting ideas**

|  |  |  |
| --- | --- | --- |
| ***Even though*** | the chef has plenty of fish for his customers now, | it is not sustainable. |
| ***Although*** | the merchant has many fish to sell at low price now, | soon she will have none. |

a different idea:

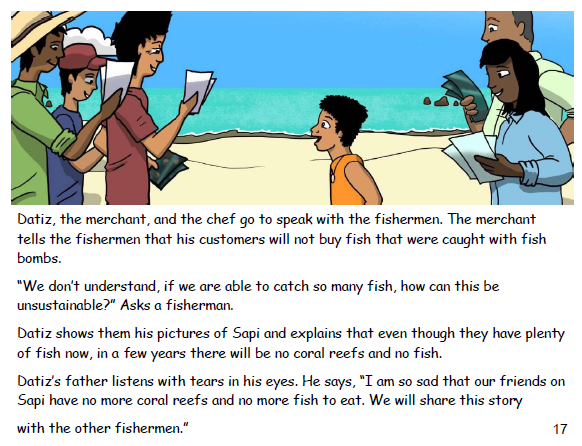
There will be no more fish in the future.

the original idea:

People only care about the amount of fish caught now / the price of fish sold now.

linking words/ conjunctions

1. **Underline the sentence with contrasting ideas from the following page:**



1. **It is important to live a green life to reduce waste and protect the environment. Write two sentences to explain to the children why they need to live a green life and how to protect the environment.**

|  |
| --- |
| e.g. *Although it is comfortable to turn on the air-conditioner, it will cause global warming.* |
| 1. Even though it is convenient to buy plastic bottles of water, you should bring your own water |
| to reduce waste when you have outdoor activities. |
| 1. You should save paper and use both sides of each sheet of paper before throwing it away |
| though it does not cost much to buy paper. |

1. **Using conditional sentences to express cause-effect relationship**

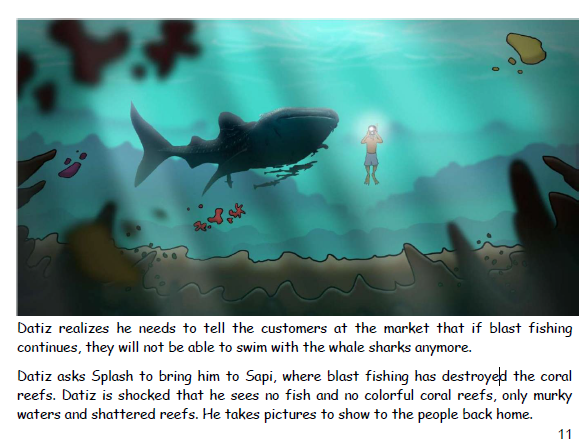
**Effect:**

Main clause to explain the result

If clause to explain the **Cause:**

|  |  |
| --- | --- |
| **If** people continue blast fishing, | soon there **will be** no more coral reefs and no more fish for people to eat. |
| **If** we protect the coral reefs from further damage, | over time they **will recover**. |

1. **Underline the sentence with cause-effect relationship from the following page:**



1. **Many children want to keep a pet. Write two sentences to give advice to the children who want to keep a pet.**

|  |
| --- |
| e.g. *If you do not think carefully before keeping a pet, it will be a big trouble to you and to your pet.* |
| 1. If you take good care of your pet, it will be happy and healthy. |
|  |
| 1. If you patiently train your pet so that it develops good manners and behaviour, it will be your |
| loyal friend. |

1. **You are a young ambassador. You are concerned about the endangered animals and care for the pets. A reporter is interviewing you about animal protection. Answer the questions.**

**(Accept any reasonable answers)**

1. **An interview about Endangered Animals**

|  |  |  |
| --- | --- | --- |
| **1)** | **Reporter: Why is it important to protect the endangered animals?** | **You:** If we do not protect the endangered animals, they will be |
| extinct one day./ Although there are many species of animals |
| in the world, many of them are dying out soon. Therefore, we |
| should protect them. |
| **2)** | **Reporter: How can we protect the endangered animals?** | **You:** If we protect the environment and stop destroying the |
| habitats of the endangered animals, their lives can be saved./ |
| Although the government has set up laws to protect the |
| endangered animals, it is necessary to educate the children to |
| know more about these animals. |
| **3)** | **Reporter: What can students do to protect the environment?** | **You:** If we use less plastic, there will be less waste. / Although it |
| is good to recycle materials, it is important to save energy and |
| reduce waste. |

1. **An interview about Pet Care**

|  |  |  |
| --- | --- | --- |
| **1)** | **Reporter: Why is it good to keep a pet?** | **You:** If you keep a pet, you will have a good companion. / |
| Although it is challenging to take care of a pet, you will become |
| a kind and caring person when you learn the skills. |
|  |
| **2)** | **Reporter: Can you give some advice to your friends if they want to keep a pet?** | **You:** If you want to keep a pet, you need to learn how to take |
| care of it./ Although the pets look cute and lovely, you need |
| to think carefully before keeping a pet. It is a lifetime |
| commitment. |
| **3)** | **Reporter: How can we keep a healthy pet dog?** | **You:** If you want to keep a healthy pet dog, you need to exercise |
| it and feed it a balanced diet./ Although it is time-consuming to |
| bring your pet dog for a walk, it helps keep it healthy. |
|  |

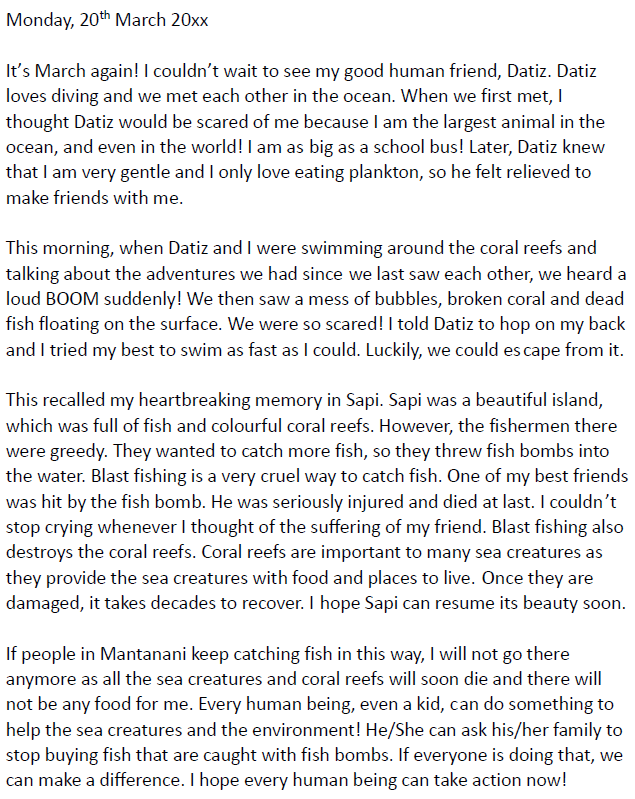
Pre-writing

**A diary entry from the perspective of the whale shark**

**(Suggested Answers)**

1. Underline the key words and important information in each paragraph.

**Content and Organisation of the Diary**



The date is at the top of the diary entry.

Paragraphs 2 & 3:

* How did the people catch fish?
* Why is this fish catching method cruel?
* How does it affect the environment?

Paragraph 4:

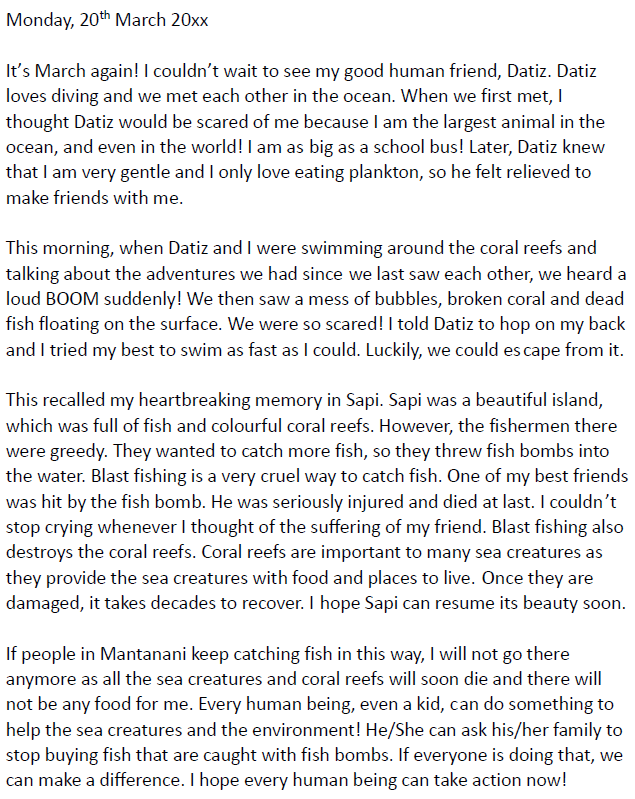
* What can people do to help the whale shark and other sea creatures?

Paragraph 1:

* Where can you find the whale shark?
* How does it look like?
* What is its favourite food?

1. Underline one example of each feature from the diary entry using different colours.

**Grammar Items and Language Used in the Diary Entry**



Include your hopes, e.g. I **hope** Sapi can resume its beauty soon.

Don’t forget to:

* use a friendly tone
* describe the events in the order they happen

Include your feelings and thoughts, e.g. We were **so scared**!

Use personal pronouns, e.g. I and we.

Use the simple present tense to state the fact, e.g. I **am** as big as a school bus!

Use the simple past tense to write about things that happened, e.g. I **couldn’t wait** to see my good human friend, Datiz.

Writing a diary entry

**(Suggested Answers)**

1. **Information search**

| **Cruel practices to pet dogs** | **Reasons** |
| --- | --- |
| 1. Chaining dogs to a post all day and night 2. Keeping them in cages | * Dogs are social animals who need and deserve companionship, exercise and mental stimulation. * These practices prevent them from satisfying all their needs and is just a way for guardians to ignore and store their dogs in a place like a warehouse as if they were goods until they get around to taking care of them properly. |
| 1. Cruel, unnecessary surgery that is performed on dogs, e.g. ear-cropping, tail-docking, and debarking | * Human convenience or preference * Painful and traumatic to dogs * They are banned in many countries, but they remain legal in the U.S. |
| 1. Hoarding of animals | * It may cause animal overpopulation crisis. * The consequences are serious and often fatal for animals. |

(Accept any reasonable answers.)

1. **Ideas for shared writing**

|  |  |
| --- | --- |
| **Paragraph** | **Ideas** |
| **1** | **The weather**   * fine * could see sunshine outside my small cage   **Feelings**   * unhappy |
| **2** | **Things that happened with thoughts and feelings**   * **In the morning** * Amy forgot to put toys in the cage and clean the potty area * all alone in the small and dirty cage * felt depressed * could not exercise * had nothing to do * **In the afternoon** * heard someone shouting loudly as if an accident was going to happen * could not escape * scary |
| **3** | **Reflections**   * **Thoughts and feelings** * cruel to keep animals alone in cages for long hours * animals have needs and feelings * **Things that Amy can do for me** * let me stay out of the cage while she is away * keep another dog to accompany me |

(Accept any reasonable answers.)

1. **Shared writing (sample)**

|  |
| --- |
| Friday, 7 August 20XX  The weather was fine today. I could see sunshine outside my small cage. However, it was just another unhappy day for me.    As usual, Amy put me in the cage early in the morning. Perhaps, she was busy last night. She only put some water and a little food in the cage but forgot to put toys and clean the potty area. I felt depressed as I was all alone in the small and dirty cage. I could not exercise and had nothing to do. To add to the unlucky events, I heard someone shouting loudly as if an accident was going to happen. However, I could not escape. The experience was really scary!  I think it is very cruel to keep animals alone in cages for long hours because animals have needs and feelings. I hope Amy can let me stay out of the cage while she is away or keep another dog to accompany me. |

1. **Individual writing**

(Accept any reasonable answers.)

1. **Self-assessment checklist**

(Accept any reasonable answers.)

1. **Revise the writing**

(Accept any reasonable answers.)

**Acknowledgements**

1. Information and images/pictures in this set of worksheets are taken from the following book published by Word Scientist.org:

***Datiz and the Whale Shark*** by Kelly Case

https://data.booksie.org/word-scientists/datiz-and-the-whale-shark-2.pdf

1. Information on the video about whale sharks is taken from the video clip produced by Free School:

**All about Whale Sharks for Children: Whale Shark Video for Kids**

https://www.youtube.com/watch?v=jApMS38YR6w

1. Information on the video about blast fishing is taken from the video clip produced by robbielab:

**Blast Fishing Aftermath**

https://www.youtube.com/watch?v=aFWK-MSg3fo

1. Information on the website of People for the Ethical Treatment of Animals (PETA) is adopted in the information search activity to prepare students for the writing task:

**Animal Right Issues – Companion Animals – Cruel Practices**

https://www.peta.org/issues/animal-companion-issues/cruel-practices/

1. The website of the Society for the Prevention of Cruelty to Animals (SPCA) Hong Kong is introduced in the part on individual writing. Students are encouraged to search for information on the website to understand the cruelty animals are facing and reflect on what animals would like us to do for them.

**What is Animal Welfare?**

https://www.spca.org.hk/en/animal-welfare/what-is-animal-welfare