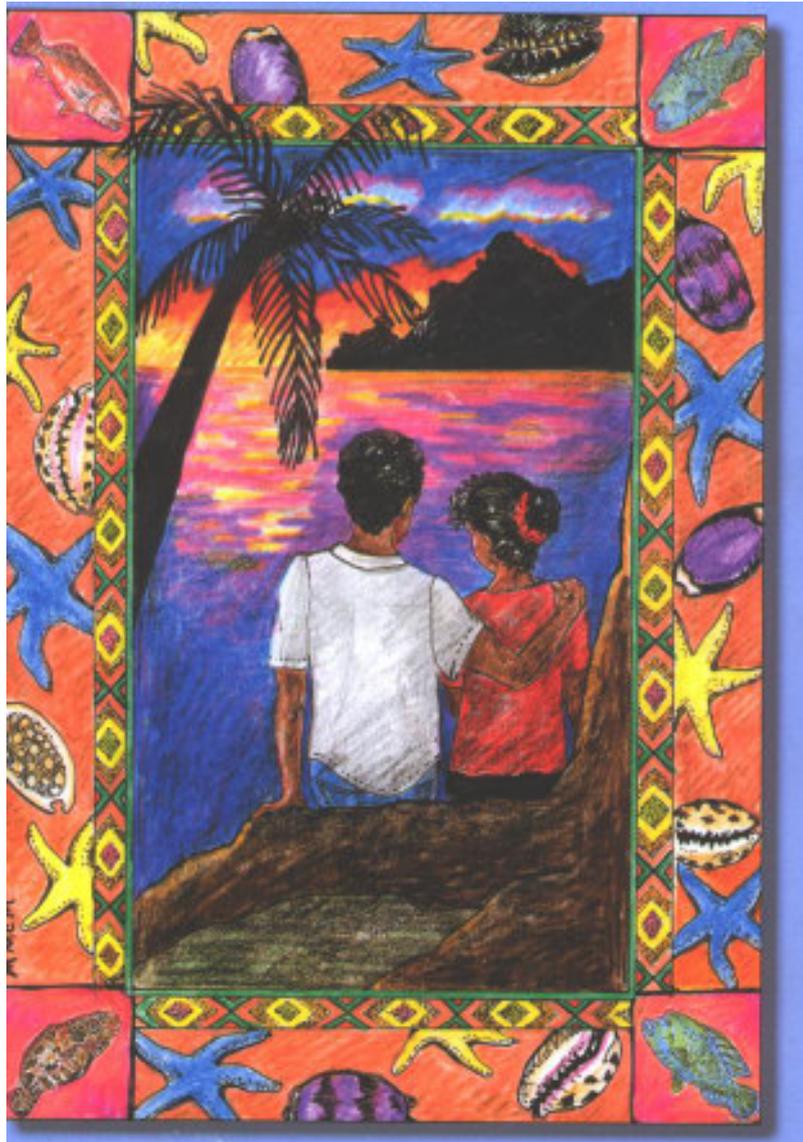


A Fishy Business Teachers Guide



Martha McManus

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COMPREHENSION EXERCISES

Use the story 'A Fishy Business' to find the answers to the following questions.

1. What does Rockson want to be when he "grows up"?
a.fisherman c.illustrator
b.illuminator d.soccer player
2. What kind of animal lived at Rockson's friend, Simon's house?
3. Why did Ms Wiggins send her pay to her nieces and nephews?
4. Why did Rockson originally want to make a second drawing of the reef?
5. Why did Jeana like to paddle rather than use an engine?
6. What are the two (2) reasons Rockson gives why reefs are important?
7. Which of the following does Rockson think will recover from the bad experience they had with the Live Reef Food Fish Trade?
a.fish populations b.coral reefs c.people of the village

More challenging questions

8. Do you think Uncle Joe had a high opinion of the abilities of younger people? Give reasons for your answer.
THINK. These are not directly stated but implied.
9. Why did Rockson look for an area of sandy bottom when he anchored his canoe near the reef?
10. Why were fish rotting on the other island?
11. Why is the word "live" used in the LRFF Trade?

ANSWERS - COMPREHENSION EXERCISES

1. c. Illustrator.
2. Parrot (or bird). There was also a rooster.
3. To pay their school fees because the fishing company was no longer buying fish in that village so her family didn't have money.
4. He wanted to make a drawing as a birthday present for Jeana. Instead, he made a drawing to show his cousin what a destroyed reef looked like.
5. She liked the quiet and slow speed because she could see fish and reef.
6. Protects beaches by breaking waves to prevent erosion.
Where many marine animals grow up (nursery area)
(He also appreciates its beauty)
7. c. People of the village.

Answers - More challenging questions

8. No he does not have a high opinion of younger people.
He thinks they "talk out of place". They also get involved when it is none of their business. (Found on pages 20, 22, 50 and 51).
9. To avoid breaking and damaging corals with an anchor, he looks for a sandy bottom.
10. The LRFF Company was not buying that species of fish.
The fishermen caught more than they could eat. It's likely that the other island was used as a "camp" because it was too far from the village to go back home every night. That would mean the men would stay there for days. It would be difficult to keep the extra dead fish fresh to take back to the village.
11. It is called 'Live' because the fish are transported and delivered alive to the restaurant and then kept in tanks. People want to choose the fish while it is still alive before they are killed, and eaten immediately as it is fresh that way.

DICTIONARY PRACTICE - EXERCISE

A glossary is a small dictionary at the end of a written piece, like the one at the end of 'A Fishy Business.' Look up the following words in the glossary or your dictionary. Read the definition given and rewrite them in your own words.

1. Practical
2. Negotiator
3. Represented
4. Harmful
5. Crumble
6. Encourage
7. Resources
8. Poison
9. Rehearse
10. Spawning

Choose two other words from the story that are new to you. Write their meanings in your own words.

ANSWERS - DICTIONARY PRACTICE

1. Practical- concerned with practice
2. Negotiator - someone, who discusses, confers, in order to come to an agreement regarding a development or a complaint or problem.
3. Represented - a person who takes care of business or affairs of a group of people or a company, with regard to certain / specific developments or issues.
4. Harmful - cause damage or injury
5. Crumble - to break, rub or fall into small pieces
6. Encourage - to give hope, courage or confidence to support someone to do something better or right through
7. Resources - raw materials which a person or place has and can use to enhance life
8. Poison - substance causing death or harm if absorbed by a living plant or animal
9. Rehearse - to say over again of an account or event to remember.
10. Spawning - when coral and fish release their eggs and sperm to reproduce

WORKING WITH ADJECTIVES - EXERCISE

Adjectives are words that tell more about a noun. They describe the noun.

Read page 4 in the story. Make a list of all the adjectives you can find, along with the nouns they describe in the story. One has been done for you.

ADJECTIVE	NOUN
Wood	Floor

ANSWERS - WORKING WITH ADJECTIVES

ADJECTIVE	NOUN
one	eye
soft	rustling
old, blue, soccer	sock
wood	floor
strange	dream
worn, old	sock
quick	sock
escaping	sock
full	concentration
faded, blue	knit
fast	pace
worn	sock
sleek, green	snake
other	end
desperate	snake
little	sister
practical	jokes
any	mail
last night's	ship
cousin	Pita

WORKING WITH VERBS - EXERCISE

Rewrite the verb in the brackets in the correct tense.

1. He (listen) patiently to hear the whole story.
2. Simon grinned and Rockson (hear) giggles.
3. "I (write) to Pita tomorrow about this LRFF Company," said Rockson.
4. A reef (crumble) away over time if the polyps die.
5. The Fisheries Officer (go) to the meeting with the community last week.
6. Wise leaders (looks) carefully at the effects of their actions on the future.
7. Next year we (see) if the fish populations survived.
8. In the past, scientists (see) the effects of targeting spawning aggregations.
9. We (is) sorry if we spoil our beautiful coral reefs.
10. We (think) of a plan tomorrow.
11. The Humphead Wrasse (is) extinct if we continue to kill them.
12. It (have) shown that some fishing techniques are better for the environment than others.
13. Large numbers of fish that gather to mate (call) spawning aggregations.
14. Sine (like) to make jokes.
15. He (paddle) around the whole island next holiday.

ANSWERS - WORKING WITH VERBS

1. listened
2. heard
3. will write
4. will crumble / crumbles
5. went
6. will look / look
7. will see
8. have seen / saw
9. will be
10. will think
11. will be /will become
12. has been
13. are called
14. likes / liked
15. will paddle

WORKING WITH PREPOSITIONS - EXERCISE

Prepositions are connecting words. A preposition is followed by a noun in a sentence. Prepositions show a relationship between a noun or group of nouns. The relationship can be; in time [in 2002, over the weekend]; the place [on the mat, by the door, under the table]; the circumstance [from her friends, with no money, until the weekend].

Activity 1.

Choose the correct preposition in each of the sentences below.

1. Our fish population has been greatly reduced (from, during, down, of) the past 18 months.
2. We may not understand the results of our actions (of, with, under, for) some time.
3. "Yeah." said Uncle Joe (of, about, with, near) a sneer.
4. Cyanide is dangerous to use (for, near, about) corals.
5. "Judging (with, of, from, under) the damage (for, under, to) the ones I have seen, it could be a real problem," said Rockson.
6. It's back (near, to, about, of,) class (to, of, for) me.
7. Rockson slipped the note (around, near, of, onto) Jeana's desk,
8. There are problems (of, by, with) the Live Reef Food Fish Trade besides targeting spawning aggregations.
9. I'd like to use the dictionary (before, of, beside,) next week.
10. Pita wrote (toward, to, for) Rockson (with, in to) information from Ms Wiggins.

Activity 2.

Find as many prepositions as you can in paragraph number 2, page 14 of the story 'A Fishy Business.'

Write the preposition and the short phrase that belongs with it, in your books. Underline the preposition.

For example: To get free

Activity 1 - Answers

- | | | | |
|-----------|-------------|-----------|--------------|
| 1. during | 4. near | 7. onto | 10. to, with |
| 2. for | 5. from, to | 8. with | |
| 3. with | 6. to, for | 9. before | |

Activity 2 - Answers

Page 14, 2nd paragraph:

<u>to</u> get free	<u>on</u> her older brother
<u>of</u> the squirming pile	<u>to</u> untangle himself
<u>of</u> legs and elbows	<u>from</u> the whole lot
<u>to</u> keep Rockson	<u>at</u> the bottom
<u>on</u> the ground	<u>until</u> the rooster
<u>to</u> stay	<u>onto</u> the top
<u>on</u> the top	<u>of</u> his head
<u>of</u> the pile	<u>into</u> choking howls
<u>for</u> a hold	<u>in</u> the area

WORKING WITH ANTONYMS AND SYNONYMS EXERCISE

Activity 1

Antonyms are words that have opposite meanings. For example: good/bad.

Write an antonym for each of the words below.

- | | | | |
|--------------------|-------|---------------|-------|
| 1. different / | _____ | 11. new / | _____ |
| 2. destructive / | _____ | 12. decline / | _____ |
| 3. opposing / | _____ | 13. marine / | _____ |
| 4. anxious / | _____ | 14. full / | _____ |
| 5. quickly / | _____ | 15. late / | _____ |
| 6. encourage / | _____ | 16. bright / | _____ |
| 7. zig-zag / | _____ | 17. agree / | _____ |
| 8. together / | _____ | 18. hard / | _____ |
| 9. unfortunately / | _____ | 19. diverse / | _____ |
| 10. dangerous / | _____ | 20. healthy / | _____ |

Activity 2

Synonyms are words that have similar meanings. For example : Fresh / new

Write a synonym for each of the words below.

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. nervous / | _____ | 11. conserve / | _____ |
| 2. against / | _____ | 12. oceanic / | _____ |
| 3. rapidly / | _____ | 13. different / | _____ |
| 4. well / | _____ | 14. hurtful / | _____ |
| 5. various / | _____ | 15. swiftly / | _____ |
| 6. distressed / | _____ | 16. promote / | _____ |
| 7. risky / | _____ | 17. hazardous / | _____ |
| 8. latest / | _____ | 18. consent / | _____ |
| 9. difficult / | _____ | 19. refuse / | _____ |
| 10. varied / | _____ | 20. tardy / | _____ |

ANSWERS - WORKING WITH ANTONYMS & SYNONYMS

Activity 1

There may be more than one antonym. Suggested answers for each word.

EXAMPLE: good / __bad__

- | | |
|--------------------------------|---------------------------------|
| 1. different / same / alike | 11. new /old |
| 2. destructive / constructive | 12. decline / incline, accept |
| 3. opposing / allied, joined | 13. marine / terrestrial |
| 4. anxious / calm, confident | 14. full / empty |
| 5. quickly / slowly | 15. late / early |
| 6. encourage / discourage | 16. bright / dull |
| 7. zigzag / straight | 17. agree / disagree |
| 8. together / separate, apart | 18. hard / soft, easy |
| 9. unfortunately / fortunately | 19. diverse / alike, same |
| 10. dangerous / safe | 20. healthy / unhealthy, sickly |

ANSWERS - WORKING WITH SYNONYMS

Activity 2

There may be more than one synonym. Suggested answers for each word.

- | | |
|---------------------------------|---------------------------|
| 1. nervous / anxious | 11. conserve / save |
| 2. against / opposing | 12. oceanic / marine |
| 3. rapidly / quickly | 13. different / diverse |
| 4. well / healthy | 14. hurtful / destructive |
| 5. various / diverse | 15. swiftly / quickly |
| 6. distressed / anxious | 16. promote / encourage |
| 7. risky / dangerous | 17. hazardous / dangerous |
| 8. latest / new | 18. consent / agree |
| 9. difficult / hard | 19. refuse / decline |
| 10. varied / diverse, different | 20. tardy / late |

PUNCTUATION QUOTATIONS EXERCISE

Add the proper punctuation to each of the sentences below. You may also need to change letters to capitals.

1. What do you mean asked Jeana
2. Wow said Rockson shaking his head
3. Yes Sir Rockson nodded his head and trotted back to the play.
4. He called to the fishermen hey be careful with your anchor on the reef
5. We rarely use nets said the young man Our family is small enough that we can catch plenty of fish with a hand line
6. Will we have any coral trout at all in ten years asked the little girl
7. Look out shouted the man your child is playing with cyanide
8. Very funny Sina Rockson called out
9. I think I can trust my father said Pita to his friend
10. Tomorrow he promised you will have all the money you need
11. She called out to her brother but he didn't hear her
12. We will need those for tomorrow he answered
13. We have three problems here the officer said
14. Poisons will kill the reef completely the officer told the fishermen
15. Dynamite is too dangerous he explained I don't want to have it near my family or boat

ANSWERS - PUNCTUATION QUOTATIONS

1. "What do you mean?" asked Jeana.
2. "Wow!" said Rockson, shaking his head.
3. "Yes Sir!", Rockson nodded his head and trotted back to the play.
4. He called to the fishermen, "Hey, be careful with your anchor on the reef."
5. "We rarely use nets," said the young man. "Our family is small enough that we can catch plenty of fish with a hand line."
6. "Will we have any coral trout at all in ten years?" asked the little girl.
7. "Look out!" shouted the man. "Your child is playing with cyanide!"
8. "Very funny Sina," Rockson called out.
9. "I think I can trust my father," said Pita to his friend.
10. "Tomorrow, " he promised, you will have all have all the money we need."
11. She called out to her brother but he didn't hear her.
12. "We will need those for tomorrow," he answered.
13. "We have three problems here," the officer said.
14. "Poisons will kill the reef completely," the officer told the fishermen.
15. "Dynamite is too dangerous," he explained. "I don't want to have it near my family or boat."

WRITING LETTERS

The two boys in the story write informal letters to each other because they are cousins and know each other very well. Their letters are more like “notes”. When writing to someone who is not a close friend, the letters should be more formal.

Below is a format for a formal letter. Using this template, write a letter to the editor of your newspaper to express your concern about conservation in your area. Include specific ideas about problems and solutions.

	Your name
	Your address
	Your province/state
Name of person to whom you are writing	
Address	
Province/state	
Date	
Dear Madam: (or Dear Sir or Dear Mr / Ms Name, (if you know it)	
In the body of the letter tell:	
Who you are	
Why you are writing	
What you have to say	
What you expect to happen next if anything	
(for example, “ I hope you will have my views in kind when you vote. Or I would like to hear your opinion on this subject, you can write to me at....)	
Thank you for your (time, assistance, attention, advice.)	
(Dear Madam/Sir - close with Yours faithfully, and Dear Ms/Mr - close with Yours sincerely)	
Your name.	

DRAMA ACTIVITY

Ask the class to form two groups. Provide them with the list of topics to choose from. Each group should write and perform a short drama (5-10 minutes) which tells the story.

1. Jeana and Melissa meet in the provincial capital at the New Year's soccer match.
2. The Live Reef Food Fish Company does not leave Rockson's village (Garu). Create a drama to show what Rockson and Jeana might do.
3. Rockson discovers evidence of destructive fishing techniques in his father's boat. What does he do?
4. Jeana comes to visit her aunt who lives in the same area as Rockson. Jeana and Melissa meet in the village.
5. A Live Reef Food Fish Company comes to meet with members of your village (or area) - what happens?
6. A group of students decide to form a conservation club. They are active for a year and then create a national campaign for conservation and become known all over the country. Tell about their campaign. Here are some things to include in the drama:
 - * What conservation issue(s) they are working on?
 - * What activities they do?
 - * Where do they go?
 - * What did they do to get their story in the media (TV, Newspaper)?

SCIENCE ACTIVITIES

After presentations or other study of coral biology, biodiversity and destructive fishing techniques. Give the following exercise.

MEMORY CHECK - CORAL BIOLOGY

From the list of words given below, complete the following sentences.

(Calcium carbonate, night, hard, tentacles, polyp, soft, zooanthellae, white, hard, colour)

1. There are two main types of corals, _____ corals and _____ corals.
2. The type of coral that builds the reef is the _____ coral.
3. The tube shaped animal that actually builds the skeleton of coral is a _____.
4. The skeleton surrounding the coral animal is made of _____.
It is _____ in colour.
5. When they feed, coral polyps stretch their _____ to gather food. They do this at _____.
6. The algae which lives inside coral polyps are called _____.
7. They are responsible for giving corals their beautiful _____.

ANSWERS TO CORAL BIOLOGY

1. hard and soft
2. hard (or stoney)
3. polyp
4. calcium carbonate (or limestone) / white
5. tentacles / light
6. zooanthellae
7. colour

MEMORY CHECK - BIODIVERSITY

1. What does the word 'diversity' mean?
2. What does the prefix 'bio' mean?
3. Write two more words that begin with the prefix 'bio'.
4. Discuss why you think it is important to preserve the biodiversity of our environment.

ANSWERS TO BIODIVERSITY

1. differences
2. life / living
3. biography, biology
biodegradable = able to be broken down by natural processes
bionic = having physical functions which are assisted by machinery
biopsy = examination of tissue from a living body
4. 1) Interdependence of species
2) Health & strength of the ecosystem

MEMORY CHECK - LRFF TRADE & DESTRUCTIVE FISHING TECHNIQUES

From the list of words given below, complete the following sentences.

(care, large, biodiversity, cyanide, traps, destroys, stun, LRFF Trade, spawning aggregation, poison)

1. _____ is the industry that delivers fish to restaurants.
2. A large group of fish gathered to mate is called a _____.
3. The poison _____ is often used to _____ fish and increase the numbers caught.
4. Taking _____ numbers of live fish at one time _____ the fish population.
5. The use of _____ kills coral polyps. The use of _____ causes physical damage to the reef.
6. Coral reefs are rich in _____. We must take good _____ of them.

ANSWERS TO LRFF TRADE & DESTRUCTIVE FISHING TECHNIQUES

1. Live Reef Food Fish Trade
2. spawning aggregation
3. cyanide
4. large / destroys
5. poison / traps
6. biodiversity / care

RESEARCH

Use resources in your library, newspaper, or ask local fishermen, to find the following information.

1. Find out what the terms - endangered, threatened, and extinct mean.

Are there any marine animals in your place that would fit into these categories? Older people will be able to tell you about any fish for example, what they saw when they were small may no longer exist.

Research the names of marine animals that are endangered, threatened or extinct around the whole of Papua New Guinea; other Pacific countries.

Try and find reasons.

2. What is meant by the term 'conservation'?
Investigate what, if any, conservation issues exist in your area - e.g. Pollution of water, logging of rainforest, over hunting.

Find out what is done about it.

PRESENTATION ACTIVITY

Working with a partner, research one of the following topics and prepare a 4-5 minute presentation for the class. Include a visual aide in your presentation, for example a diagram, model, photographs.

- * Coral bleaching
- * Differences and similarities of hard and soft corals.
- * Why are mangroves so important?
- * Dangerous animals of the coral reef
- * The two ways that corals reproduce and grow.

(TEACHERS: Some information can be found in the booklet, “Coral Reefs and Mangroves: What we need to know”

BIODIVERSITY ACTIVITY

An Assessment

Divide the class into two groups to explore the intertidal zone. The first group should investigate the low tide, starting from the shore to the water edge while the second group should investigate the high tide. Both investigations should be carried out within the same selected perimeter.

- * Students will walk within the specified site at the two intertidal zones i.e the low tide and high tide, listing down descriptively the organisms, plants and animals encountered.
- * Write down reasons for the difference in the presence and or absence of certain plants and animals at the two intertidal zones.
- * How many different plants and animals were found?

FOR FUN

Make a detailed drawing of the coral reef. Research the different camouflage techniques used by reef animals. How many animals can you “hide” in the corals? Can your friends find them all?