

## MARINE MAMMALS

**Maui's Dolphin:** Adapted from 'Down for the Count' by Kathy White in Selections, Maths in Action, 2007: Learning Media Ltd.

### Formative task

#### Unit standard 17363, version 3 Read independently information texts (ESOL)

#### Level 3

This is a formative task for unit standard 17363 and **should not be used** for summative assessment.

#### Conditions

- Student responses may be oral or written.
- Written responses need not be grammatically correct, but errors must not interfere with meaning.
- Assistance may be given to understand the requirements of the task.
- Students may use a dictionary but not an electronic translator.

#### Learning contexts

The *English Language Intensive Programme* (ELIP) Stage 3, has suggested teaching components, strategies, language features and sample texts on information report genre: 'Athens' (13c) and 'The Walrus' (13d).

#### Notes for teachers

A teaching and learning sequence is available for this assessment at <http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-learning-sequences/Marine-Mammals-Reading-an-information-report-US17363>. This sequence ensures that learners have become familiar with:

- the topic through a range of listening, speaking, reading and writing activities;
- the context and vocabulary;
- the question types used in the assessment.

The same assessment conditions for summative assessment should be used to in order to familiarise students with the summative assessment process. For this reason:

- it is important to be aware of the special notes in the standard;
- students should not have seen the text before the assessment activity;
- it must be remembered that Question 1 is a prediction exercise that must be completed before the students see the text.

In order to maximize the learning potential of this formative assessment, students should complete the student self-evaluation checklist when their marked work is

returned. This can then inform further teaching and learning prior to summative assessment.

### Student Sheet: Formative task

<b>Formative task</b>	
<b>Unit standard 17363, version 3</b>	
<b>Read independently information texts (ESOL)</b>	
<b>Level 3</b>	
Element 1	
Name: _____	
Date: _____	
<ul style="list-style-type: none"><li>▪ Do this activity in class.</li><li>▪ You may ask the teacher to explain the instructions.</li><li>▪ You may use an English dictionary <b>but not</b> an electronic translator.</li><li>▪ Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.</li></ul>	

### Student checklist

In this assessment task you will need to show that you can do the following.

Say what you think the topic of the text is by using the layout, headings and graphics to help you predict.	1.1
Find specific parts of the text and know what they will be about.	1.2
Understand what the abbreviations in the text mean.	1.3
Find the main ideas in the text and link them with supporting ideas.	1.4
Understand the meaning and grammatical form of ten important words in the text.	1.5
Understand how cohesive devices (such as conjunctions, pronouns and word chains) affect meaning in the text. Conjunctions e.g. <b>However</b> , <i>it once had a very bad rat problem.</i>	1.6

Pronouns e.g. <i>It is a very beautiful place.</i> Word chains e.g. <b>Glaciers</b> are found in ... These <b>frozen rivers</b> .	
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**Text for question 1a and b**

**Classification**



**Appearance**

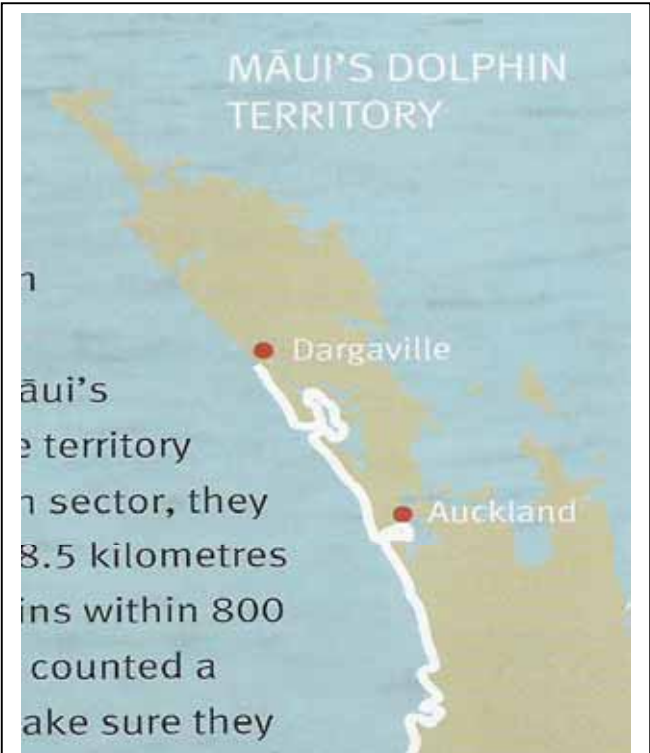
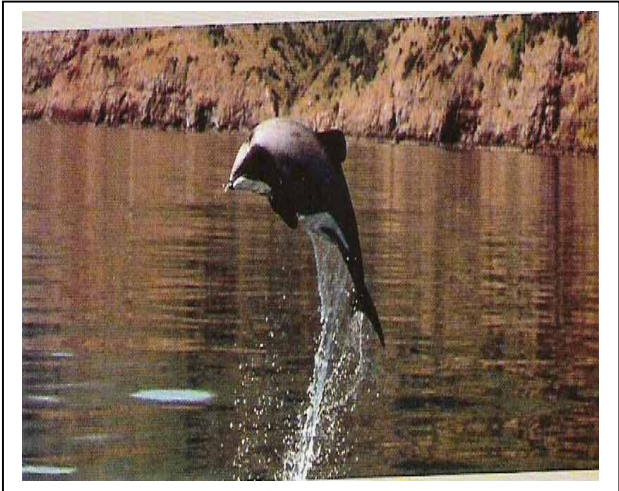
Black markings on face, flippers, dorsal in and tail



Rounded snout

Rounded dorsal fin

**Behaviour – habitat, feeding, breeding**



## Threats to survival



## Conservation strategies



A pinger

Student sheet: Formative task

**Formative assessment for unit standard 17363, version 3  
Read independently information texts (ESOL)**

**Level 3**

**5 credits**

Name ..... Date.....

**1. Identifying the topic of the text (1.1)**

Before you read the text, look at the layout, headings and graphics.

Complete the sentence to show what you think the text will be about.

1a. I think the text will be about \_\_\_\_\_  
\_\_\_\_\_

1b. Identify headings, layout features and graphics that you used to predict the topic:

Headings: \_\_\_\_\_

Layout features: \_\_\_\_\_

Photos: \_\_\_\_\_

When you have finished, give this first page to your teacher so that you can receive the rest of the assessment.

**Maui's Dolphin:** Adapted from 'Down for the Count' by Kathy White in Selections Maths in Action, 2007: Learning Media Ltd.

1. The Maui's dolphin is the world's rarest marine dolphin. It used to be called the North Island Hector's dolphin. Recently however, researchers found that the Maui's dolphin is actually different from other Hector's dolphins. It is now a subspecies of Hector's dolphins.



2. This dolphin is the smallest of the world's 32 dolphin species. Females grow to just 1.7 metres and weigh up to 50 kgs, while males are slightly smaller. Maui's dolphins look different to other dolphins. They are the only dolphins with a rounded (mickey mouse ear shaped) black dorsal fin and a black tail, flippers and eye patches.



Black markings on face, flippers, dorsal in and tail

Rounded snout

Rounded dorsal fin

3. Maui's dolphins are found only on the west coast of the North Island of New Zealand and nowhere else in the world. They are generally found close to shore in groups or pods of several dolphins. People have seen them in water less than 20 metres deep but they are usually found further offshore. Young dolphins

usually stay close to their mother or another dolphin. Recent studies show the range of Maui's dolphins has reduced since earlier surveys, with most sightings of dolphins now between the Manukau Harbour and Port Waikato.



4.

Maui's dolphins spend most of their time feeding by making short dives (90 seconds or so) to find fish on the sea floor. They also find fish and squid in mid water and sometimes feed near the surface. Like other dolphins, Maui's dolphins use echolocation to find their food. They send out high frequency 'clicks' that bounce off objects and fish, and give the dolphins a picture of their surroundings. However, this sonar is not used all the time, which may be why the dolphins get caught in nets.

5.

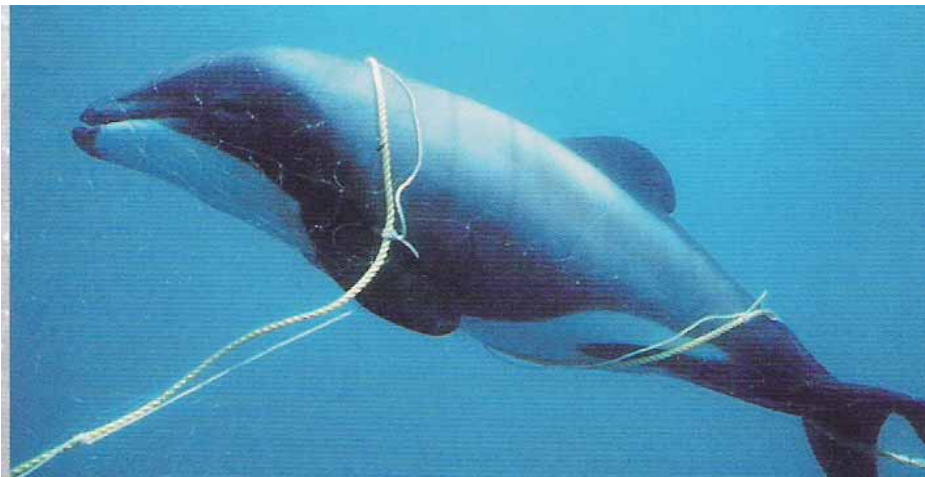
Feeding takes up a lot of the Maui's dolphins' time but they also enjoy playing. They chase each other, play with seaweed, blow bubbles, fight and jump (although not as frequently as some other dolphin species). They can also be seen surfing.





6. The dolphins are known to live up to 20 years. Maui's dolphins do not pair for life but mate frequently. Females are not able to breed until they are seven to nine years old. They produce just one calf every two to four years and some females never breed. This means any population increase is slow.

7. New Zealand's rarest dolphin is listed internationally as 'critically endangered', which means there is a high risk of it becoming extinct in the near future. Since the early 1980's there has been a serious drop in numbers of Maui's dolphins. In 1985 it was estimated that there were 134 Maui's dolphins. In 2002 it was believed that the population had declined to no more than 80. Many of the dolphins that have died over the last 20 years became trapped in nets.



Scientists have worked out that some fishing techniques are particularly harmful to Maui's dolphins. Like all marine mammals they need to come to the surface regularly to breathe. If they become tangled in nets, they asphyxiate (are unable to breathe) and die. There is a high risk that dolphins will be trapped in nets that



8. are set in shallow waters. In 2003 the government banned all set netting within 4 nautical miles (7.41 kms) of the coast in areas where there are Maui's dolphins. Researchers have also developed a device called a 'pinger' that makes a high-pitched sound underwater and keeps dolphins away from invisible nets. No one is sure why pingers work. Dolphins often switch off their sonar when they are in familiar waters. Pingers may cause them to switch their sonar back on, which means they become aware of the net. Another explanation is that the sound is so unpleasant that the dolphins swim away from the area.



Other threats to their survival are trawl fishing, being hit by boats, becoming tangled in marine litter (especially plastics) and pollution such as organic pollutants and heavy metals.



Like the kiwi, the Maui's dolphin is an important part of New Zealand's natural heritage. It is therefore important that every care is taken to ensure its survival.

680 words

Student sheet: Formative task

<b>Formative assessment for unit standard 17363, version 3</b>	
<b>Read independently information texts (ESOL)</b>	
<b>Level 3</b>	<b>5 credits</b>

Name ..... Date.....

Read the text and answer the following questions:

**2. Locating specific sections of text (1.2).**

Skim the text to find the paragraph which has the following information. Write the paragraph number in the table. One of these has been done for you.

i	What researchers are doing to help Maui's dolphins survive.	
ii	Where Maui's dolphins are found.	
iii	How Maui's dolphins find fish.	
iv	How the Maui's dolphins produce young.	6
v	The number of Maui's dolphins that are now alive.	

**3. Interpreting abbreviations in the text (1.3).**


Write the full meaning of these abbreviations in the text.

a) kgs \_\_\_\_\_

b) kms \_\_\_\_\_

**4. Identifying the main idea and linking to supporting ideas (1.4).**

4a. Read the ideas below. Five are main ideas. One has been ticked for you. Now tick the other four.

i. There are fishing methods that are very harmful to Maui's dolphins.	
ii. If they become tangled in nets, they asphyxiate and die.	
iii. Maui's dolphins are only found in New Zealand, on the west coast of the North Island.	
iv. Out of all the dolphins found in the world, Maui's dolphins are the smallest.	
v. Maui's dolphins are very rare and are on the world's 'critically endangered' list.	
vi. Researchers have also developed a device called a 'pinger'.	
vii. The main activity of Maui's dolphins is finding fish to eat.	

4b. Now put the four main ideas you chose in Question 4a into the correct places in the table below. The first one has been done for you.

Main Idea	Supporting ideas
i). Maui's dolphins are only found in New Zealand, on the west coast of the North Island.	<p>They are usually found with other dolphins.</p> <p>Although they can be seen in shallow waters they are usually found in deeper ocean waters.</p>
ii)	<p>They use a special method called echolocation to find fish.</p> <p>This gives off high frequency waves that click when they come into contact with an object such as a fish.</p>
iii)	<ul style="list-style-type: none"> <li>• nets in shallow water trap the dolphins</li> <li>• trawl fishing</li> <li>• being hit by boats</li> </ul>
iv)	<ul style="list-style-type: none"> <li>• 1.7m</li> <li>• 50kg</li> </ul>
v)	<p>Numbers of dolphins have reduced since the 1980's.</p> <p>There may be only 80 still alive.</p>

### 5. Understanding the vocabulary in the text (1.5).

rare/rarer/rarest	endanger/endangered
surround/surroundings	decline/declined
estimate/estimation	ensure/ensuring
breed/breeding	surveys/surveying

5a. Choose words from the box above that match the meaning and part of speech of the words in bold in the sentences below (You will not need to use all the words and phrases in the box).

- i) Maui's dolphins are an \_\_\_\_\_ (**at risk**) species.
- ii) Their numbers have \_\_\_\_\_ (**dropped**) because of harmful fishing techniques.
- iii) The growth of the population depends on the number of \_\_\_\_\_ (**reproducing**) females.
- iv) Scientists carry out regular population \_\_\_\_\_ (**investigations**) of Maui's dolphins.
- v) They need to \_\_\_\_\_ (**guess**) how many dolphins they miss counting in each survey.
- vi) This helps to \_\_\_\_\_ (**guarantee**) that their data is exact.
- vii) Maui's dolphins are so \_\_\_\_\_ (**scarce**) it is important we do all we can to protect them.

5b. Use your dictionary to find another word or phrase with the same meaning and the same grammatical form as the bolded words in brackets below. You may need to change the grammatical form of the word or phrases to fit the sentence.

- i) It is important that scientists develop (**devices**) \_\_\_\_\_ to help the survival of endangered animals.
- ii) Some fishing techniques are a (**threat**) \_\_\_\_\_ to the survival of Maui's Dolphins.
- iii) Maui's dolphins get trapped in set nets because they are (**invisible**) \_\_\_\_\_ .
- iv) It is important that Maui's dolphins continue to (**survive**) \_\_\_\_\_ .
- v) We know a lot about Maui's dolphins because of the (**research**) \_\_\_\_\_ that has been carried out.

## 6. Understanding the effect on meaning of cohesive links in the text (1.6)

1	Maui's dolphin is found only on the west coast of the North Island of
2	New Zealand and nowhere else in the world. <b>They</b> are generally found
3	close to shore in groups or pods of several dolphins. People have seen
4	<b>them</b> in water less than 20 metres deep but <b>they</b> are usually found
5	further offshore. Young dolphins usually stay close to <b>their</b> mother or
6	another dolphin. Recent studies show the range of Maui's dolphins has
7	reduced since earlier surveys, with most sightings of dolphins now
8	between the Manukau Harbour and Port Waikato.

6a) **Pronouns:** Find the pronouns in bold in the text above and write the noun they refer to.

i) they (line 2) \_\_\_\_\_

ii) them (line 4) \_\_\_\_\_

iii) they (line 4) \_\_\_\_\_

ii) their (line 5) \_\_\_\_\_



1.	Scientists have worked out that some fishing techniques are particularly
2.	harmful to Maui's dolphins. Like all marine mammals they need to come
3.	to the surface regularly to breathe. <u>If</u> they become tangled in nets, they
4.	asphyxiate and die. There is a high risk that dolphins will be trapped in
5.	nets that are set in shallow waters. In 2003 the government banned all
6.	set netting in areas where there are Maui dolphins. Researchers have
7.	<u>also</u> developed a device called a 'pinger' that makes a high-pitched
8.	sound underwater and keeps dolphins away from invisible nets. No one
9.	is sure why pingers work. Dolphins often switch off their sonar when
10.	they are in familiar waters. Pingers may cause them to switch their
11.	sonar back on, which means they become aware of the net. Another
12.	explanation is that the sound is so unpleasant that the dolphins swim
13.	away from the area.
14.	Other threats to their survival are trawl fishing, being hit by boats,
15.	becoming tangled in marine litter (especially plastics) and pollution
16.	<u>such as</u> organic pollutants and heavy metals.
17.	Like the kiwi, Maui's dolphin is an important part of New Zealand's
18.	natural heritage. It is <u>therefore</u> important that every care is taken to
19.	ensure its survival.

**6b) Grammatical cohesion: Linking words:** The linking words underlined in the text above connect pieces of information together.

Showing a cause or result	Giving an example	Adding information

Find the linking words below and decide on what function they have in the text. Put them in the correct box above.

i) if (line 3)

ii) also (line 7)

iii) such as (line 16)

iv) therefore (line 18)

**6c) Lexical cohesion: Word chains**

Word chains are groups of words in a text which are linked in meaning. These word chains link ideas about the same thing.

An example of words to do with 'echolocation' would be:

Echocations, high frequency clicks, bounce off objects, surroundings picture, sonar, switch off, switch on.

Find the words in the text which are closely linked to:

- i) **threats** to the survival of Maui's dolphins;
- ii) the **survival** of Maui's dolphins.

One example has been given for each.

Threats	Survival
trapped	banned

## Formative assessment schedule: Maui's Dolphins

Unit standard 17363, version 3			
Read independently information texts (ESOL)			
Level 3		5 credits	
<b>Element 1:</b> This is a formative assessment task.			
PC	Question	Evidence	Judgement
1.1	1	1a) Answers similar to: Information about Maui's dolphin/dolphins/mammals/ large fish/ what dolphins look like/what dolphins do/dangers to dolphins 1b) <u>Headings</u> : These are bolded and are the headings of an information report/headings are about animals <u>Layout features</u> : Labels and captions are about the appearance of the dolphin/ I found the name Maui's dolphin on a map (about where they are found) <u>Photos</u> : Give us more information about the fish/dolphin/mammal	The topic of the text is identified from the layout, headings and graphics.  1a: One correct 1b: At least two correct
1.2	2	Answers the same as the following: i) 8 ii) 3 iii) 4 v) 7	Specific sections of the text are located.  3 out of 4 correct (No. 4 is given).
1.3	3	a) kilograms b) kilometres	Abbreviations used in the text are interpreted to demonstrate understanding of meaning. Both correct.
1.4	4	4a) Main points are identified. Correct answers are: i iv v vii  4b) ii. The main activity of Maui's dolphins is finding fish to eat.  iii. There are fishing methods that are very harmful to Maui's dolphins.  iv. Out of all the dolphins found in the world, Maui's dolphins are the smallest.	4a) Main ideas are identified. 3 out of 4 correct (No. 3 is given)  4b) Main ideas are linked to subordinate ideas.  3 out of 4 correct

		v. Maui's dolphins are very rare and are on the world's 'critically endangered' list.	
1.5	5	<p>5a) Meanings given relate to the meaning and grammatical form of the words as in the sentence.</p> <ul style="list-style-type: none"> <li>i. endangered</li> <li>ii. declined</li> <li>iii. breeding</li> <li>iv. surveys</li> <li>v. estimate</li> <li>vi. ensure</li> <li>vii. rare</li> </ul> <p>5b) Meaning and grammatical form fit the word as in the sentence. Meanings similar to:</p> <ul style="list-style-type: none"> <li>i) objects/gadgets</li> <li>ii) danger/risk</li> <li>iii) unable to be seen/hidden</li> <li>iv) stay alive/live</li> <li>v) investigation/study</li> </ul>	<p>Understanding of the meaning and grammatical form of ten items of essential vocabulary is demonstrated.</p> <p>5a) &amp; 5b): 10 out of 12 correct</p>
1.6	6	<p>6a) Pronouns</p> <ul style="list-style-type: none"> <li>i) Maui's dolphins</li> <li>ii) Maui's dolphins</li> <li>iii) Maui's dolphins</li> <li>iv) Young dolphins</li> </ul> <p>6b) Linking words <u>Showing a cause or result</u></p> <ul style="list-style-type: none"> <li>i) if</li> <li>iv) therefore</li> </ul> <p><u>Giving an example</u></p> <ul style="list-style-type: none"> <li>iii) such as</li> </ul> <p><u>Adding information</u></p> <ul style="list-style-type: none"> <li>ii) also</li> </ul> <p>6c) Lexical cohesion</p> <p><u>Threats</u> harmful, tangled (in nets), set netting, asphyxiate, die, (high) risk, trawl fishing, hit (by boats), tangled (in marine litter), pollutants</p> <p><u>Survival</u> device, pinger, important, (natural) heritage, scientists, researchers, (every) care, important</p>	<p>The effect on meaning of at least three different cohesive devices is demonstrated.</p> <p>6a) Pronouns: 3 out of 4 correct</p> <p>6b) Linking words: 3 out of 4 correct.</p> <p>6c) Lexical cohesion</p> <p>4 correct with at least one in each column.</p>