



## Pre-Reading Activities

### A: Vocabulary

Below are some words from today's article. Match the words with their meanings.

*messages, web site, adopt, lamb, on behalf of, look after*

1. to take care of somebody
2. a place on the Internet
3. a young sheep
4. to do something for somebody else
5. words that someone sends to another person
6. the child of another person becomes your own child; to have or use for your own

### B: Prediction

Look at the picture and answer the questions in pairs.

1. What are the children doing?
2. Which countries are the children from?
3. Why do you think there are sheep and a lamb in the picture?
4. What do you think today's article is about?



## Reading Activities

### A: Gapfill / Listening

1. Read Part 1 of today's article. There are some words missing. Use the words below and fill in the gaps. (You will use the word 'lamb' three times. You will use the words 'adopted' and 'web site' two times.)  
*Messages, web site (x 2), lambs (x 3), on behalf of, looked after, adopted (x 2).*

#### Part 1

## Lambs Get Their Own Web Site

WELLINGTON Friday October 26 (Reuters) - Ten of New Zealand's 44 million sheep have their own (1)\_\_\_\_\_, after Japanese school children (2)\_\_\_\_\_ them.

The (3)\_\_\_\_\_ are **cyber**-pets of children from the town of Amagase on the island of Kyushu.

They were (4)\_\_\_\_\_ through the (5)\_\_\_\_\_

www.lambsonline.co.nz. The (6)\_\_\_\_\_ are (7)\_\_\_\_\_ by 11-year-old children from Amagase's sister city, the small town of Westport on the West Coast of New Zealand's South Island. The Kiwi children write (8)\_\_\_\_\_ on (9)\_\_\_\_\_ the (10)\_\_\_\_\_.

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**cyber** - to do with computers    **Kiwi** - (informal) a person from New Zealand

2. Your teacher will read the first part of today's article to you. Listen and check your answers.

### B: Questions

Read part one of today's article again and answer the questions below.

1. What animals have their own website?
2. Who adopted them ?
3. Who looks after them?
4. How many cyber-pets are there?
5. What do the Kiwi children write?



## C: True or False

Decide whether these sentences are **true** or **false**.

1. New Zealand's 44 million sheep now have their own web site.
2. The children from Amagase and the children from Westport live on islands.
3. [www.lambsonline.co.nz](http://www.lambsonline.co.nz) is the name of the lambs' website.
4. Westport is a big city.
5. The Japanese children take care of the lambs.
6. The lambs send their own messages to the children.

## D: Check your Understanding

Read the article again and then cover it. Answer as many questions as you can.

1. Where in New Zealand is Westport?
2. Where in Japan is Amagase?
3. How old are the children from Westport?
4. How many sheep does New Zealand have?
5. What is another word for a New Zealander (a person from New Zealand)?
6. What is [www.lambsonline.co.nz/](http://www.lambsonline.co.nz/)?
7. What is special about Amagase and Westport?
8. How do the children from Amagase receive news of the lambs?

## E: Extra Reading

Read **Part 2** of today's article and choose the best answers below.

1. New Zealand...
  - a. sends lamb meat to other countries.
  - b. receives lamb meat from other countries.
2. We...
  - a. don't know if the adopted lambs will be eaten in the future.
  - b. know that the adopted lambs will be eaten in the future.
3. While some of the lambs have ordinary names, others have names to do with...
  - a. food.
  - b. sport.

### Part 2

New Zealand **exports** more than 300,000 tons of lamb meat each year. It isn't **clear** if the adopted lambs will become a main course on a menu. While some of the lambs have names like Curly ([www.curly.co.nz](http://www.curly.co.nz)), others are named

**Luncheon** ([www.luncheon.co.nz](http://www.luncheon.co.nz)) and Lambchop ([www.lambchop.co.nz](http://www.lambchop.co.nz))

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**export** - to sell something to other countries

**clear** - easy to know or understand

**Luncheon** - lunch

## Post-Reading Activities

You may do one or more of these.

### A: Language

In today's article there are these words:

**"more than** 300,000 tons of lamb meat"

We don't know exactly how much lamb New Zealand exports. We know that the number is bigger than 300,000.

Here are some more words which have the same meaning:

*at least, or more, over, plus*

Some of these words can go in front of the number and some of these words can go after the number.

*over* goes in front of a number.

e.g. **over** 300,000 tons of lamb meat

*or more* and *plus* go after the number.

e.g. 300,000 **tons or more** of lamb meat

*at least* can go before or after the number.

e.g. **at least** 300,000 tons of lamb meat or 300,000 tons **at least** of lamb meat

Here are some sentences. Put the words in the brackets before or after the number.

1. I waited 24 hours for an answer. (*at least*)
2. It was a big party. There were 50 people there. (*or more*)
3. He earns \$80,000 a year. (*plus*)
4. We've driven 300 kilometers. (*more than*)
5. My friend and I have written to each other for 4 years. (*over*)

### B: Vocabulary

Discuss the questions below with a partner.

1. Do you use the Internet to write **messages**?
2. What is your favorite **web site**? Tell your partner about it.
3. Who **looked after** you when you were a small child?
4. Would you like to **adopt** a lamb?

### C: Web site / Extra Reading

Visit the web site <http://www.lambsonline.co.nz/> and read what the school children from Westport have written about the lambs.

Teachers' Notes and Answer Key follow on next page.



# TEACHERS' NOTES AND ANSWER KEY

**Please Note:** This lesson also has further exercises for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). To get a username and password for your students, click on the blue icon next to this lesson description in the teachers' room at [www.english-to-go.com](http://www.english-to-go.com).

## Pre-Reading Activities

### A: Vocabulary - Notes

Students are given two meanings of 'adopt' for use in today's article. (Japanese students have 'adopted' the lambs so they now have a sense of ownership.)

### A: Vocabulary - Answers

1. adopt, 2. web site, 3. lamb, 4. on behalf of, 5. messages, 6. adopt

### B: Prediction - Notes

You could either do this as a class activity or a group activity. Allow sufficient time for the students to think of some ideas and to look at the picture. If students are working in pairs, get them to compare answers with another pair once they have answered the questions.

In a one to one situation, a student can think about the questions and then discuss their idea with you.

### B: Prediction - Answers

1. Looking at / working on a computer, 2. Japan and New Zealand, 3. Answers will vary. (Students may suggest that the children are learning about sheep and lambs on the computer. Some may know that New Zealand has lots of sheep.), 4. Answers will vary

## Reading Activities

### A: Gapfill / Listening - Notes

1. Students may have some difficulty putting the verbs in the right gaps. You may want to point out that 'look after' often has the meaning of someone taking care of someone while the normal person is away. E.g. *The sitter looked after the baby boy while his mother was at work.*

You may wish to point out that a **kiwi** is an informal word. (A kiwi is also a flightless New Zealand bird, an icon of New Zealand. The word is now used informally to describe New Zealanders just as Aussies may be used to describe Australian.)

2. Read the text below at slow - normal speed no more than three times.

### A: Gapfill / Listening - Text to Read Aloud to Students

2. Ten of New Zealand's 44 million sheep have their own web site, after Japanese school children adopted them. The lambs are cyber-pets of children from the town of Amagase on the island of Kyushu. They were adopted through the web site [www.lambsonline.co.nz](http://www.lambsonline.co.nz). The lambs are looked after by 11 year old children from Amagase's sister city, the small town of Westport on the West Coast of New Zealand's South Island. The Kiwi children write messages on behalf of the lambs.

### A: Gapfill / Listening - Answers

1. web site, 2. adopted, 3. lambs, 4. adopted, 5. web site, 6. lambs, 7. looked after, 8. messages, 9. behalf of 10. lambs

### B: Questions - Notes

The questions check whether students have understood the main points of the article and revise some of the words they were presented with in Pre-Reading Activity A.

### B: Questions - Answers

1. lambs, 2. Japanese school children (from Amagase on the island of Kyushu), 3. New Zealand school children (from Westport on the West Coast of New Zealand), 4. 10 lambs, 5. messages (on behalf of the lambs)

### C: True or False - Answers

1. False (10 lambs have their own site), 2. True (the island of Kyushu and the South Island of New Zealand), 3. True, 4. False, 5. False, 6. False

### D: Check your Understanding - Notes

Students read the article again and then answer the questions. You could ask them not to look at the questions, until they have covered the article. You could also try one of these options:

1. Read the questions out once students have covered the article and students can write their answers down. They can then check the answers themselves once you

have read all the questions aloud. (This option would also work in a one to one or homeschooling situation.)

2. Students to get into pairs and are either Student A or Student B. Once students have covered the article, give a set of the questions to each Student A. They test Student B by reading each question aloud. Student B tries to answer by saying each answer. However, Student A has to say "Correct" or "Incorrect" (this checks whether they have listened to Student B and whether they remember the correct answer too!) If Student B says "I don't know", Student A must answer the question. (They can then swap roles, if there is time.)

3. Pair students. Make enough sets of the questions so that each pair will have their own set. Cut each question up (i.e. so that each question is separated.) The students sit in pairs and put the questions face down on the table. In their pairs, they take it in turns to pick up a question and read it aloud to their partner who has to answer it.

### D: Check your Understanding - Answers

1. the West Coast of New Zealand's South Island, 2. the island of Kyushu  
3. 11, 4. 44 million, 5. a kiwi, 6. a website for the 10 lambs adopted by the children from Amagase, 7. Answers may vary. (They are sister cities. / They are both located on islands.), 8. By looking at the website and reading messages sent from the Kiwi children

### E: Extra Reading - Notes

(This part of the article has a touch of irony. The writer raises the question of the future of the lambs by mentioning New Zealand's export figures for lamb meat and then giving the names of some of the lambs. The words luncheon and lambchop help the reader to deduce that whoever named the lambs was thinking about meals and eating.)

Students may have a little difficulty with questions 2 and 3. You may need to ask what kinds of names children usually give their pets (i.e. they often refer in some way to the color or shape of a pet). Then ask if they think 'lambchop' is a normal name for a pet. Suggest that whoever named the lambs was therefore probably thinking about food.

### E: Extra Reading - Answers

1. a, 2. b, 3. a

## Post-Reading Activities

### A: Language - Answers

1. I waited **at least** 24 hours for an answer. / I waited 24 hours **at least** for an answer.  
2. It was a big party. There were 50 **or more** people there.  
3. He earns \$80,000 **plus** a year.  
4. We've driven more than 300 kilometers.  
5. My friend and I have written to each other for **over** 4 years.

### B: Vocabulary - Notes

Answers will vary.

### B: Vocabulary - Answers

In a one to one situation, both you and the student can answer the questions.

### C: Web Site / Extra Reading - Notes

If your class does not have access to the Web, here are some examples of text from the website:

Curly.co.nz

Hello! Welcome to my website

"OK get set we're going to go and see the lambs" says Mr Moloney. I was very excited. When we got there they gave me Curly. He was so cute and cuddly, but he was very jumpy. When we left I said goodbye to Curly and I hope to see them again.  
Milesa

posted by Curly | 10/31/2001 9:30:00 PM

Luncheon.co.nz

When we got to the farm we had to get the sheep into the pen, so we could have some photos with them. It was hard, because they kept running away. We had trouble figuring out which lamb was which. Finally, we got our lambs and had some photos taken with them. My lamb's name is Luncheon, I can tell because he has a black nose, he is very cute, and he was very jumpy. I had a great time with our lambs.

By Lauren

posted by Luncheon | 10/31/2001 10:25:00 PM

Lambchop.co.nz

On the 25th of October we went to see the lambs. Six of us were seeing them for the first time but four of us had already seen them. Lambchop was a bit scared and pulled away to join most of the others in the pen. Lamb chop and all the the rest are really cute. He was really cuddly and fluffy.

By Melissa

posted by Lambchop | 10/31/2001 10:30:00 PM