



Pre-Reading Activities

A: Vocabulary

Match these words with their meanings.

crop, destroy, weigh, restaurant, valuable, hungry

1. To ruin or break something so that it can't be used again.
2. Worth a lot of money.
3. All the plants of one kind, such as rice, wheat or corn, grown by a farmer.
4. A place where people sit and eat food cooked for them.
5. Feeling you want to eat something.
6. Having a certain number of kilos.

B: How Much Do You Know?

Look at the pictures and answer the questions in pairs.

1. Where do ducks live?

2. What do they eat?

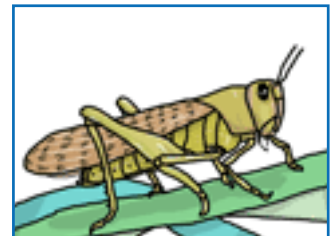
3. What other things do you know about them?

4. Where do locusts live?

5. What do they eat?

6. What other things do you know about them?

7. How do farmers try to stop the locusts from eating all their plants?



C: Prediction

Look at the words in **Pre-Reading Activity A** and the pictures in **Pre-Reading Activity B**. What do you think today's article is about? Share your ideas in small groups.



Reading Activities

A: Reading For The Main Idea

Read the article quickly below and answer the questions. (Do not worry about the gaps in the article.)

1. What is China using the ducks for?
2. What will happen to the ducks after this?

China Uses Ducks To Stop Locusts

BEIJING Thurs June 11 (Reuters) - China is using ducks to stop locusts from destroying valuable crops, but 1. _____ ducks will probably then be eaten 2. _____ restaurants.

3. _____ Manasi locust station is going to put 4,000 hungry ducks 4. _____ fields to eat as many of the insects as they can.

"Ducks are 5. _____ best way of **getting rid of** locusts 6. _____

they have such big appetites," Xiao Hongwei from 7. _____ locust station said. "After two or three months, they weigh around two kilos and can be sold to markets 8. _____ roast duck restaurants."

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Words: to get rid of - to become free of something

B: Gap Fill

There are some gaps in today's article. Use these words below and fill in the gaps:

and; because; in; into; the; the; the; the.

C: Sequencing

Look at the sentences below. Use today's article to say which sentence comes first, second, etc.

- The ducks will be sold to markets and roast duck restaurants.
- There are a lot of locusts.
- 4,000 ducks are going to eat the locusts.
- People will eat the ducks.
- The ducks will get fat.

D: True or False

Look at the sentences below and decide if they are **true** **T** or **false** **F** using today's article. If a sentence is false, correct it.

1. China is using ducks to stop lots of locusts eating crops.
2. The locusts will be eaten in restaurants.
3. The Manasi locust station will use 40,000 hungry ducks.
4. When the ducks weigh 5 kilos they will be sold to markets or restaurants.
5. The crops are worth a lot of money.

E: Discussion

Work in small groups and discuss the questions below.

1. What do you think about using birds to kill insects that you don't want?
2. How would you make sure that the birds only ate the insects you don't want?
3. Do you think using ducks is better than using chemical sprays? Why or why not?
4. Do you have any animals or insects that destroy valuable crops in your country? If yes, how do people try to stop them?

Post-Reading Activities

You may do one or more of these.

A: Language

In today's article there were these words:

"The ducks will probably then be eaten **in** restaurants."

"The Manasi locust station is going to put 4,000 hungry ducks **into** fields."

In is usually used to say where something is.

Into is usually used to say where things are going. **Into** is used with verbs of movement.

*I walked **into** the restaurant.*

*roast duck was sitting **in** a dish on the table.*

Decide whether the gaps in the paragraph below need '**in**' or '**into**'.

Sam invited me for a meal at a famous restaurant

1. _____ the city. We drove **2.** _____ the city **3.** _____ his car. We parked **4.** _____ the restaurant's carpark and went **5.** _____ the restaurant. **6.** _____ the restaurant there were lots of empty tables. The waiter looked bored and the chef was asleep **7.** _____ the kitchen. We looked at the name of the restaurant on the menu and realized we were **8.** _____ the wrong restaurant!



B: Vocabulary

Answer these questions in pairs.

1. Do you often eat in **restaurants**? If you do, what kind of restaurant do you like?
2. What kinds of **crops** are grown in your country?
3. Have you ever eaten a **locust**?
4. Are you feeling **hungry** at the moment?

C: Recipe

Work in pairs. One of you is **Student A**, the other **Student B**. Your teacher will give you a recipe for cooking locusts, but some words are missing. Work with your partner and ask and answer questions to fill the gaps.

TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Vocabulary - Answers

1. destroy - To ruin or break something so that it can't be used again.
2. valuable - Worth a lot of money.
3. crop - All the plants of one kind, such as rice, wheat or corn, grown by a farmer.
4. restaurant - A place where people sit and eat food cooked for them.
5. hungry - Feeling you want to eat something.
7. weigh - Having a certain number of kilos.

B: How Much Do You Know? - Notes

If your students want to know a lot more about locusts, there are a number of sites on the Internet that will help. Most sites are aimed at countries that have problems with this pest but will still contain material of interest to students.

http://www.knowledgebank.irri.org/riceDoctor_MX/Fact_Sheets/Pests/Short-horned_Grasshopper_-_Locust.htm has information about the oriental migratory locust (that is found in Asia).

<http://www.fao.org/NEWS/GLOBAL/locusts/Locuhome.htm> has a fascinating map showing the latest locust swarms in different countries. It also has a lot of information about the locust.

B: How Much Do You Know? - Answers

1. Near fresh water.
2. Ducks usually eat plants but they will also eat insects. Some are able to catch and eat fish.
3. Answers will vary.
4. There are different kinds of locusts but they usually prefer dry areas.
5. Plants. (Today's article looks at locusts in China. Locusts living here may eat rice foliage but will also eat a variety of other plants including bamboo, beans, soybean, sweet potato, cotton, etc.
6. Answers will vary.
7. Farmers often stop them by using chemicals and sprays.

C: Prediction - Notes

Encouraging students to predict the content of the article helps prepare them for reading it. They need to develop the ability to anticipate what they will read (by using clues like the headline, any pictures and key words). Do not indicate to them whether they are right or wrong but encourage them to use the clues they have been given to make some guesses about the content of today's article. If they find this difficult, ask them some questions to guide them in their guessing.

C: Prediction - Answers

Answer will vary.

Reading Activities

A: Reading For The Main Idea - Answers

1. China is using ducks to eat locusts. (Otherwise, the locusts will eat the crops.)
2. They will probably be eaten in restaurants.

B: Gap Fill - Answers

1. the, 2. in, 3. The, 4. into, 5. the, 6. because, 7. the, 8. and.

C: Sequencing - Answers

- ④ The ducks will be sold to markets and roast duck restaurants.
- ① There are a lot of locusts.
- ② 4,000 ducks are going to eat the locusts.
- ⑤ People will eat the ducks.
- ③ The ducks will get fat.

D: True or False - Answers

1. True.
2. False - The ducks will be eaten in restaurants.
3. False - The Manasi locust station will use 4,000 hungry ducks.
4. False - When the ducks weight around 2 kilos they will be sold to markets or restaurants.
5. True.

E: Discussion - Answers

Answers will vary.

Post-Reading Activities

A: Language - Answers

1. in, 2. into, 3. in, 4. in, 5. into, 6. in, 7. in, 8. in.

C: Recipe - Notes

Be a little careful when presenting this activity if you think any of your students might possibly make inappropriate remarks about people wanting to eat locusts. You may like to go over some question forms before students begin the activity.

The website below contains different locust recipes: <http://www.fao.org/NEWS/GLOBAL/locusts/LocFAQ.htm#q19>

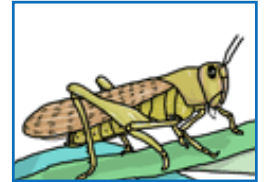
C: Recipe - Worksheets To Be Copied And Given To Students

Worksheet for Student A

Recipe For Fried Locusts

Ingredients

10 _____
water
fat



Take off the _____ and back legs of the locusts. Boil some water and add the locusts to it. Cook the locusts until they are _____. Fry the locusts in some fat until they are _____. Serve with a green _____.

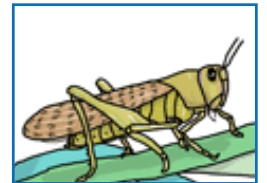
Worksheet for Student B

Recipe For _____ Locusts

Ingredients

10 locusts

fat



_____ the wings and back legs of the locusts. Boil some _____ and add the locusts to it. Cook the locusts until they are soft. Fry the locusts in some _____ until they are brown. Serve with a green salad.

C: Recipe - Answers

Recipe For Fried Locusts

Ingredients

10 locusts
water
fat

Take off the **wings** and back legs of the locusts. Boil some **water** and add the locusts to it. Cook the locusts until they are **soft**. Fry the locusts in some **fat** until they are **brown**. Serve with a green **salad**.