

**OBJECTIVES:** By the end of the lesson, pupils will be able to talk about the natural world and give advice using *should* and *shouldn't*.

● **TARGET LANGUAGE**

**Key language:** advice: *should / shouldn't*; *natural world, nature, rubbish, path*

**Revision:** materials, country, clothes, weather, *sun cream, lake, have to*, suggestions: *Let's*

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 5 Unit 7*

Reinforcement worksheet 1 (page 58)

## Warmer

- Introduce the topic of the natural world by eliciting from pupils what kinds of things they can see in the country. Tell pupils the theme of Unit 7 is the *Natural world* (nature) and write it in the centre of the board.

**PB64. SHOW WHAT YOU KNOW!** *What nature words can you remember?*

- Draw a circle around *Natural world* on the board and write one or two of the words pupils said in the warmer to start a mind map. Say *Show what you know ... about the natural world*. Brainstorm nature words and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

**PB64. ACTIVITY 1.** *Listen and tick (✓) the nature words you hear.*

- Tell pupils to open their Pupil's Books at page 64 and look at the Activity 1 pictures. Elicit the names of the characters and where they are.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

### CD 3, 14

**DAN:** This is great! A day in the country!

**ALVIN:** Yeah, but we've only got two more days to write our next ezine project and we haven't got a topic. What shall we write about?

**SHARI:** I don't know, but it's very hot, so we should put our hats on.

**DAN:** Phew! You're right. The sun is strong. I think we should put some sun cream on, too. Here you are.

**SHARI:** Thanks, Dan. Do you want some, Alvin?

**ALVIN:** Er. Eh? Look! What's that man doing? Let's go and see.

**ALVIN:** Excuse me. Can you tell me what you're doing?

**MAN:** Sure. I'm taking the glass bottles and plastic bags out of the lake because they're dangerous for wild birds. I have to do this every week.

**DAN:** That's terrible! People should put their rubbish in the bins. They shouldn't leave it on the grass or throw it in the lake.

**SHARI:** What should we do about this? Can we do anything to help?

**MAN:** Well, most people don't know that this is a big problem for birds and other animals, so you should tell your friends and family about it.

**ALVIN:** Yeah. We should write about it in the ezine.

**DAN:** Come on! We've got a job to do.

**PB64. ACTIVITY 2.** *Listen again. Say 'yes' or 'no'.*

- Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they listen. Check pupils understand the key vocabulary in the sentences. Play the CD. Pupils whisper the answer to their friend the first time they listen. Play the CD again and check, eliciting full-sentence correct answers from the class for the 'no' responses. Elicit from pupils any new words to add to the mind map.

**Key:** 2 Yes. 3 Yes. 4 No. (He has to do this every week.) 5 Yes. 6 No. (They should tell their friends about the problem.)

### CD 3, 15

## Presentation

- Elicit sentences 5 and 6 (the uncorrected versions) from Activity 2 and write them on the board. Underline *should / shouldn't* in each sentence. Elicit what this tells us. Say the sentences for pupils to repeat. Elicit other things we should or shouldn't do in the country.
- Play the CD from Activity 1 again. When pupils hear sentences with *should / shouldn't*, they put their hands up. Stop the CD and elicit what was said. Elicit the question *What should we do?* and write it on the board. Elicit a story summary.
- Focus pupils on the Look box.

**PB64. ACTIVITY 3.** *Read and match.*

- Focus pupils on the Activity 3 instruction. Pupils do the activity in pairs. Check and replay the CD if necessary.

**Key:** 1e, 2f, 3b, 4d, 5c, 6a

**AB64. ACTIVITY 1.** *Read and match.*

**Key:** 3, 5, 1, 6, 4, 2

**AB64. ACTIVITY 2.** *Think and write 'should' or 'shouldn't'.*

**Key:** 2 shouldn't, 3 should, 4 should, 5 shouldn't, 6 should

**AB64. ACTIVITY 3.** *Correct the sentences.*

**Key:** 2 ~~to~~, We should walk on the paths. 3 ~~should~~ shouldn't, We shouldn't drop our rubbish. 4 ~~always should~~ should always, We should always use bins. 5 ~~of~~, We shouldn't play with animals in fields. 6 ~~We's~~ We, We shouldn't drink water from rivers.

**Extra activities: see page T106 (if time)**

## Optional activity

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 58).

## Ending the lesson

- Ask pupils *What should you do at the end of the lesson?* Pupils respond with sentences, using *should* and *shouldn't*.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice giving advice and sung a song.

● **TARGET LANGUAGE**

**Key language:** advice: *should / shouldn't*; question form: *Should ... ?*; things / animals in the natural world: *bear, cow, tree, field; problem*

**Additional language:** (*is*) *after me*

**Revision:** action verbs, adverbs

● **MATERIALS REQUIRED**

One piece of A4 card for each group of four

Extra activity 2: One piece of paper for each pupil

Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Song worksheet (page 62)*

## Warmer

- Elicit the title of the unit *Natural world* and elicit some of the things you should and shouldn't do to protect the environment. (Remind pupils of the impersonal use of *you*.) Write two of the examples they give on the board: one positive and one negative. Focus pupils on the verb following *should / shouldn't* and elicit what kind of word it is (infinitive without *to*).

**PB65. ACTIVITY 4.** *Listen and complete. Check and sing.*

- Tell pupils to open their Pupil's Books at page 65. Focus them on the song and the words in the box. Elicit that these are all infinitives without *to* which pupils use to complete the song. Give pupils time to read through the song silently and to try to predict some of the words before playing the CD. Play the CD. The first time they listen, pupils don't write anything. They listen, look and think. They then discuss the song in pairs and add any words they can remember. Play the CD again for pupils to complete the song. They check again in pairs. Play the CD, stopping after each verse to check the verbs and understanding of key vocabulary. Play the CD a fourth time, line by line and then verse by verse, for pupils to repeat. Make two groups: one which asks the questions and one which answers. They sing the song in role. Play the first version of the song on the CD and then the karaoke version. Repeat, with groups changing roles.

**Key:** put, clean, stop, climb, go, walk, run, jump

### CD 3, 16

As in Pupil's Book and key

### CD 3, 17

Now sing the song again. (Karaoke version)

**PB65. ACTIVITY 5.** *Look and choose the right answer.*

- Focus pupils on Activity 5 and on the instruction. Check they know what to do. In pairs, they look at each picture and choose the correct answer. (The aim of the questions is to trigger discussion. The right answer isn't always clear.) Pairs check with pairs. Check with the class. If pupils have different ideas, elicit their reasons. Elicit another sentence of advice (positive or negative) for each picture from pupils.

**Key (possible answers):** 1a, 2b, 3a, 4a, 5b, 6a

**PB65. ACTIVITY 6.** *Play the 'should' game.*

- Tell pupils they are going to play a game. Focus them on the Activity 6 instruction and on the speech bubbles. Elicit other situations / prompts where someone responds with advice, e.g. *I'm hungry / thirsty / tired. We're having a picnic in the country. I've got toothache / a headache. English is difficult. I don't understand this word. I The sun's very strong. I It's my mum's birthday tomorrow.* Make groups of four. Hand each group a piece of card. They cut it into eight pieces and write a different prompt on each. Encourage them to include their own ideas.
- Groups take turns to read a prompt card aloud for another group to respond. Give marks for a) grammatically correct responses and b) appropriate ones.

**AB65. ACTIVITY 4.** *Match the problems with the correct advice.*

**Key:** 2b, 3a, 4e, 5c, 6d

**AB65. ACTIVITY 5.** *Think and write advice.*

**Key:** Pupils' own answers

**AB65. ACTIVITY 6.** *Answer the questions.*

**Key:** Pupils' own answers

**Extra activities: see page T106 (if time)**

## Optional activity

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 62).

## Ending the lesson

- Sing the song from the beginning of the lesson again.

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked about endangered species.

● **TARGET LANGUAGE**

**Key language:** *endangered species, extinct, insect, protect, striped, stripes, spots, spotted, zebra, forest, collect, wing, butterfly, national park, poison, in danger*

**Additional language:** *Siberia, Russia, Indonesia, Colombia, Taiwan, spotted, extinction*

**Revision:** *should, animals, adjectives, parts of speech*

● **MATERIALS REQUIRED**

Extra activity 1: A large world map, an A4 photocopy of a map of the world for each pupil, small pieces of paper

Extra activity 2: Paper for each pair of pupils

Optional: *Kid's Box Teacher's Resource Book 5 Unit 7*

Reinforcement worksheet 2 (page 59), *Kid's Box 5 Language Portfolio* page 12

**Warmer**

- Pre-teach *spotted* and *striped*, using pupils' clothes or other objects in the room. Then ask pupils to think of any animals they know which are spotted or striped. Write them on the board.

**PB66. ACTIVITY 7. Read and think. What should you do to help?**

- Tell pupils to open their Pupil's Books at page 66. Focus them on Activity 7. Tell them to skim the text quickly to find any spotted or striped animals they mentioned in the warmer. Elicit from the class.
- Focus pupils on the activity instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine and that it's about animals and nature. Read the introduction aloud to pupils and use the context to elicit what they think *endangered species* means. Teach the meaning of this phrase.
- Focus pupils on the words at the bottom of the webpage, read them through with the class and elicit / check understanding. Pupils read the texts silently and think about their answers to the question for each situation. They briefly compare their ideas in pairs. Focus on each text in turn. Discuss what the problem is, what has happened and what advice they would give. Discuss their opinions as a class. Finally, give pupils further reading time, check general comprehension and answer any questions they have.

**PB66. ACTIVITY 8. Listen. Repeat the word and find it in the text.**

- Focus pupils on the Activity 8 instructions and on the example. Play the CD. Pause after each word to give pupils time to find the word in the text. They point to the word in the text. Play the CD again. Elicit a choral response each time.

**Key:** 2 extinct, 3 spotted, 4 insect, 5 striped, 6 spots, 7 stripes, 8 butterfly

**CD 3, 18**

1 wings, 2 extinct, 3 spotted, 4 insect, 5 striped, 6 spots, 7 stripes, 8 butterfly

**PB66. ACTIVITY 9. Read again and answer.**

- Focus pupils on the Activity 9 questions. Pupils work in groups of three and find the answers to / discuss the questions. Elicit answers from the class and provide any new vocabulary on the board. Discuss with pupils other endangered animals that they know of, what they look like and what, if any, steps are being taken to protect them. Focus on local species if possible.

**Key:** 1 about 1,000, 2 Lehmann's poison frog, 3 The Banggai Cardinalfish, 4 in Colombia, 5 the purple spotted butterfly, 6 They closed a busy road.

**AB66. ACTIVITY 7. Choose words from the box to label the pictures.**

**Key:** 2 Siberian tiger, 3 Banggai Cardinalfish, 4 Lehmann's poison frog, 5 purple spotted butterfly

**AB66. ACTIVITY 8. Sort and write the words.**

**Key:** 2 butterfly, 3 insect, 4 spot, 5 stripe, 6 fur, 7 tail, 8 body

**AB66. ACTIVITY 9. Now match the words with the definitions.**

**Key:** 2 fur, 3 wings, 4 tail, 5 body, 6 butterfly, 7 insect, 8 spot

**AB66. ACTIVITY 10. Write the words in the table.**

**Key:**

adjectives	verbs	prepositions	nouns
extinct	recycle	into	extinction
spotted	have	over	wing
warm	cut	across	stripe

- Pupils can write more words for each group in their notebooks.

**Extra activities: see page T107 (if time)**

**Optional activity**

- Unit 7 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 59).

**Language Portfolio**

- Pupils complete page 12 of *Kid's Box 5 Language Portfolio* (An endangered animal).

**Ending the lesson**

- Brainstorm with pupils a mind map on the board of all the new words they learnt about animals today.

**OBJECTIVES:** By the end of the lesson, pupils will have described pictures of animals and further practised giving advice, using *should* and *shouldn't*.

### ● TARGET LANGUAGE

**Key language:** measurements, descriptions, numbers, *female, male, bat, riverbank, habitat, You can ... , I think we should / shouldn't ... , I agree, I don't agree.*

**Additional language:** *endangered animals, pound* (English money)

**Revision:** animals, comparative adjectives, colours

### ● MATERIALS REQUIRED

Extra activity 1: A large sheet of paper for each group of four, coloured markers

Extra activity 2: Word processors for groups to write their texts and reference materials / the internet

Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Extension worksheet 1* (page 60)

## Warmer

- Describe one of the animals from the previous lesson for pupils to guess with books closed. Pupils can then take turns to describe an animal, in particular what it looks like, e.g. *spotted / striped*, for the class to guess.

**PB67. ACTIVITY 10.** *Look at the pictures. Describe them to your friend.*

- Tell pupils to open their Pupil's Books at page 67. Focus them on the Activity 10 instructions, pictures and speech bubbles. Check understanding of *male* and *female*. Check pupils know what to do. They take turns to say a sentence describing a picture. Monitor and prompt where necessary. Elicit descriptions from the class.

**PB67. ACTIVITY 11.** *Listen. Write words or numbers.*

- Focus pupils on the information for Activity 11. Check they realise it's about the same butterfly as in Activity 10. Give pupils reading time and check understanding of key vocabulary, e.g. *measure*. Play the CD. Pupils complete. They check in pairs. Play the CD again. Check with the class.

**Key:** 1: birdwing butterfly, 2: 20, 3: 30, 4: brown with white spots on its wings, 5 brown with blue stripes on its wings

### CD 3, 19

**MARY:** Oh, hello, Mr Burke. Can I ask you some questions? Is that OK?

**MR BURKE:** Hello, Mary. Yes, of course. What about?

**MARY:** Well, it's about a butterfly I want to do my project on. I've got some information, but I want to find out some more.

**MR BURKE:** OK. Which butterfly is it?

**MARY:** It's called the Queen Alexandra's birdwing butterfly.

**MR BURKE:** Oh, yes. I know the one. It's an endangered species from Papua New Guinea, isn't it?

**MARY:** That's right. Its habitat is getting smaller and smaller every year. Can you tell me about it, please?

**MR BURKE:** OK. What do you want to know?

**MARY:** Well, I read in a book that it's the biggest butterfly in the world. Is that right?

**MR BURKE:** Yes, it is. But the male is smaller than the female. From one edge of the male's wing to the other it can measure 20 cm.

**MARY:** 20 cm. But the female's bigger?

**MR BURKE:** Yes, it is. Its wings can measure 30 cm.

**MARY:** Wow! That's a big butterfly! What about their colours?

**MR BURKE:** Well, both butterflies are brown. The female has got some small, white spots on its wings.

**MARY:** And the male?

**MR BURKE:** It's brown too, but it's got blue stripes on its wings.

**MARY:** That's really interesting. Thanks very much, Mr Burke.

**PB67. ACTIVITY 12.** *Read and complete.*

- Focus pupils on Activity 12. Ask them to look at the text quickly and to tell you what it's about (advice on what to do to make the world a better, cleaner place). Check understanding of the words in the box. Pupils do the task individually and then check in pairs. Check with the class. Check general comprehension of the text as well as of individual words, e.g. *riverbank*.

**Key:** 2 extinct, 3 should, 4 garden, 5 trees, 6 butterflies

**PB67. ACTIVITY 13.** *Look at the pictures. Talk about what you should do.*

- Focus pupils on the Activity 13 pictures. Ask two pupils to read the speech bubbles. Elicit other ideas for one or two of the other pictures. Elicit / Provide a response for disagreement and write it on the board, e.g. *I don't agree with you*. Pupils work in groups of three. They take turns to make suggestions for each picture and to respond, either agreeing or disagreeing.

**Key:** Pupils' own answers

**AB67. ACTIVITY 11.** *Match the pictures of endangered animals with the words.*

**Key:** 2c, 3e, 4g, 5d, 6b, 7f, 8h

**AB67. ACTIVITY 12.** *Now find out one fact about each of the endangered animals in Activity 11.*

**Key:** Pupils' own answers

**AB67. ACTIVITY 13.** *Now make a quiz for your friends.*

**Key:** Pupils' own answers

**AB67. ACTIVITY 14.** *Read and order the story.*

**Key:** 4, 8, 1, 3, 6, 5, 2, 7

**Extra activities: see page T107 (if time)**

## Optional activity

- Unit 7 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 60).

## Ending the lesson

- Write key words from the unit so far in jumbled form on the board. Pupils work individually with books closed to write each word correctly. They check in pairs before you check with the class. Check the meanings of the words.

**OBJECTIVES:** By the end of the lesson, pupils will have practised saying and identifying weak forms of *and* and completed a writing activity.

● **TARGET LANGUAGE**

**Key language:** weak form of *and*, advice: *should, shouldn't*; collocations with *and*

**Revision:** natural world, materials, clothes, school

● **MATERIALS REQUIRED**

Extra activity 1: Write the following words, each on a piece of paper: *cats, dogs, spots, stripes, fish, frogs, bats, birds, black, white, sharks, whales, fish, chips, gold, silver, salt, pepper, knife, fork, shoes, socks*. You will need one word for each pupil.

If you have more than 22 pupils, add one or more pairs of words. If you have fewer, take away pairs of words.

### Warmer

- Write these words on one side of the board: *black, socks, fish*, and these on the other: *chips, shoes, white*. Ask pupils to match them for you and elicit, e.g. *black and white*. Repeat for pupils, making the *and* very weak. Repeat for the other two pairs. Ask pupils what happens to the *and* between the words (it almost disappears) / has the vowel sound /ə/.

**PB68. ACTIVITY 14.** Focus on phonics.

- Tell pupils to open their Pupil's Books at page 68. Ask them to look at Activity 14. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the pairs of words and pronounce the weak form of *and* correctly. In pairs, pupils practise the rhyme.

**CD 3, 20**

As in Pupil's Book

**PB68. ACTIVITY 15.** Ask and answer.

- Focus pupils on the questionnaire in Activity 15. Do the first question with the class as an example. Make sure pupils realise there is no one correct answer, so they need to think about which they would do and why. Pupils work in pairs. They take turns to read out the question and then to say which answer they prefer. Monitor and prompt the discussions by asking, e.g. *Why?* Go through the questionnaire as a class, doing a hands-up to see how many pupils have chosen the different answers and asking different pupils to give reasons for their choices.

**Key:** Pupils' own answers

**PB68. ACTIVITY 16.** Write your questionnaire.

- Focus pupils on Activity 16. Read the activity instructions through with the class and check they understand what to do. Brainstorm some other problems to get them started. Monitor and help pupils prepare their questionnaires in pairs. Make groups of six for pupils to ask and answer with their friends.

**PB68. JOKE CORNER**

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

**CD 3, 21**

As in Pupil's Book

**AB68. ACTIVITY 15.** Write the opposites.

- Tell pupils to open their Activity Books at page 68. Make sure they know the meaning of all the words in the box. They work in pairs and write their answers in pencil. Do not confirm answers at this stage.

**AB68. ACTIVITY 16.** Listen, check and say.

- Play the CD for pupils to listen and check. Check with the class. Play the CD again for pupils to listen and repeat. Make sure they are using the weak form of *and*.

**Key:** See audioscript below

**CD 3, 22**

- 1 young and old
- 2 hot and cold
- 3 black and white
- 4 day and night
- 5 short and long
- 6 weak and strong
- 7 present and past
- 8 first and last

**AB68. ACTIVITY 17.** Read and number the parts of the letter.

- Before pupils do the activity, focus them on the Write it right box and check they understand what the six points mean with reference to polite letters.

**Key:**

2. 15 March 2015
3. Mrs Smith
4. I'm writing to ask you for information about recycling bins at our school.
5. Yours sincerely
6. Emily Wood

**AB68. ACTIVITY 18.** Now write a letter to Mrs Green about recycling. Ask her for information about recycling bins.

**Key:** Pupils' own answers

**Extra activities: see page T107 (if time)**

### Ending the lesson

- Do the Pairs rhyme from the beginning of the lesson again.



**OBJECTIVES:** By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

● **TARGET LANGUAGE**

**Key language:** language in the story, *parents*

**Additional language:** *Queen Hetepheres*

**Revision:** language from the unit, adjectives, colours

● **MATERIALS REQUIRED**

Photocopiable 7 (see page T96) copied onto thin card, one copy for each pair of pupils, scissors, envelopes

Optional: *Kid's Box Teacher's Resource Book 5* Unit 7 Topic worksheet (page 63)

## Warmer

- Elicit from pupils what they remember about the snake bowl from the last episode of the story: what was living there, what the animals looked like and who went down into the snake bowl at the end of the episode.

### PB69. STORY. *Diggory Bones.*

- Tell pupils to open their books at page 69. Focus them on the story and check who is in the snake bowl in the first frame. Set the questions: *How many snakes does Diggory say are in the snake pit? How does he describe them? Why does Brutus want to turn on the computer? What is at the bottom of the ladder? Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class. (Two. One's got spots and stripes but the other hasn't, i.e. Brutus. To find instructions to get out of the snake bowl. The butterfly room of Queen Hetepheres / thousands of butterflies.)*
- Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What advice does Brutus give Diggory about his daughter? Who is the weak, ugly snake with no spots and stripes? Why doesn't Diggory need instructions to get out of the snake bowl? Why should Emily be careful on the ladder? What's in the room? What colour are the spots on the butterflies' wings? What do the butterflies want to protect?*

### CD 3, 23

As in Pupil's Book

## Photocopiable 7 (see pages T89 and T96)

### AB69. ACTIVITY 19. *Read and answer.*

**Key:** 2 Because it's old and not very strong. 3 It takes them to the famous butterfly room of Queen Hetepheres. 4 They're orange and black striped with white spots on their wings.

5 He shouldn't touch anything. 6 young butterflies / insects

### AB69. ACTIVITY 20. *Read and order the text.*

**Key:** From left to right: 5, 1, 9, 8, 4, 3, 2, 7, 6

### AB69. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

**Key:** 2 shouldn't, 3 spots, 4 stripes, 5 cold, 6 address

### AB69. CAN DO

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they described insects and animals. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about things they should and shouldn't do. Pupils circle the appropriate face. Repeat for the third sentence, eliciting information about the letters they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

### Extra activity: see page T107 (if time)

### Optional activity

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 63).

### Ending the lesson

- Ask pupils which rhyme / song they'd like to do again from the unit. Do it together to end the lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have read about reasons for animal extinctions and about the extinction of the dinosaurs.

● **TARGET LANGUAGE**

**Key language:** *dinosaur, asteroid, disease, die out*

**Additional language:** *space, Diplodocus, Archaeopteryx*

**Revision:** natural disasters, adjectives, animals

● **MATERIALS REQUIRED**

Extra activity 1: Reference books on the extinction of the dinosaurs / relevant internet sites, a large sheet of paper for each group

Extra activity 2: Reference books on extinct animals

Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Extension worksheet 2 (page 61)*

**Warmer**

- Write *Extinct animals* on the board and brainstorm with pupils some of the extinct animals that they know. For each animal, ask pupils if they know when it became extinct and why. Accept general figures for when. Ask pupils if they think animals are becoming extinct now.

**PB70. FACT**

- Tell pupils to open their Pupil's Books at page 70. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit their responses to the fact, in particular the number of insects which have become extinct.

**PB70. ACTIVITY 1. Read and answer.**

- Focus pupils on the Activity 1 instruction and on the pictures.
- Ask different pupils to read the questions aloud. Don't explain words in the text at this stage. Pupils read the text quickly (and silently) to find answers to the five questions. They check and discuss their answers in pairs. Check with the class.
- Read the first paragraph through with the class, with pupils taking turns to read. Discuss the information in the paragraph and check understanding of key vocabulary. Elicit any other information about anything mentioned in the paragraph. Repeat the procedure for the other paragraphs.

**Key:** 1 Three of the following reasons: more animals eat them, sudden changes in the weather, natural disasters, new diseases, the actions of people, 2 more than 65 million years ago, 3 The most popular idea is that an asteroid hit the earth. 4 It made a big hole and started a lot of fires, earthquakes, tsunamis and storms. 5 It became colder.

**PB70. ACTIVITY 2. Read again and find words that mean:**

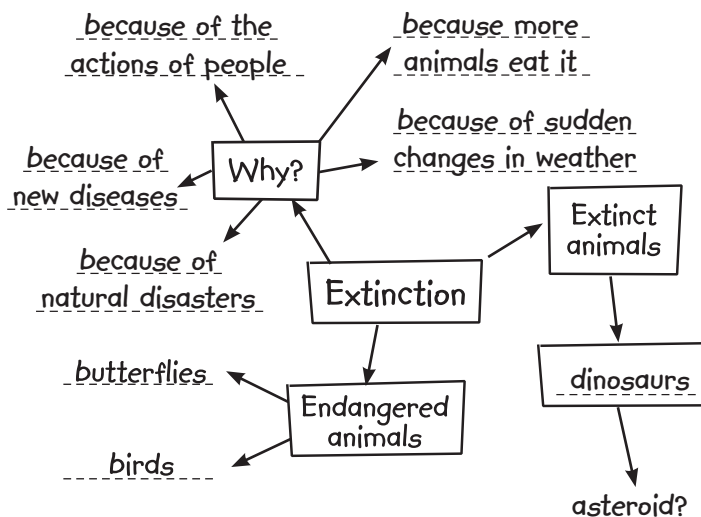
- Focus pupils on the Activity 2 instructions and check they understand what to do. Do the first one as an example with the class. Pupils re-read the text silently to find the words. Then they check in pairs. Check with the class.

**Key:** 1 species, 2 extinction, 3 asteroid, 4 earthquake, 5 live

**PB70. ACTIVITY 3. Make a mind map.**

- Focus pupils on Activity 3 and elicit what this is (a mind map). Elicit other ideas for each section, reminding pupils to look back at the text to find the information they need. Pupils copy the mind map into their notebooks and develop the other sections. Go around the class and make suggestions as to what pupils can include where necessary.

**Key:**



**AB70. ACTIVITY 1. Read the factfile and complete the text.**

**Key:** 2 fifty, 3 Germany, 4 30, 5 wings, 6 three, 7 hundred, 8 animal, 9 meat

**AB70. ACTIVITY 2. Now read and write about the Diplodocus.**

**Key:** Pupils' own answers

**Extra activities: see page T107 (if time)**

**Optional activity**

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 61).

**Ending the lesson**

- Review with pupils what they have done and what they have learnt about in today's lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have read about fossils and completed a project.

● **TARGET LANGUAGE**

**Key language:** *fossils, fossilised, footprint, go hard, knead*

**Revision:** animals, body parts

● **MATERIALS REQUIRED**

Reference books on local fossil findings, local museum information sheets, the internet, etc. If possible, invite a local archaeologist to the class.

For each pupil, flour, salt, water, a bowl; for the class, things to make fossil prints out of, e.g. leaves, shells, cooked and washed bones

Optional: *Kid's Box Interactive DVD 5: The school hall 'Fossil hunt' episode*

### Warmer

- With books closed, review with pupils what they learnt about in the previous lesson. Review key vocabulary. Ask pupils how we know so much about dinosaurs today. Elicit / Pre-teach *fossil*. Ask pupils if they have seen any fossils and, if so, what they were of. Check pupils understand how fossils are made.

#### PB71. ACTIVITY 4. *Read and match.*

- Tell pupils to open their Pupil's Books at page 71. Focus them on the Activity 4 pictures and elicit what they are (fossils). Check pupils know what to do. They read the text quickly and silently to match the pictures with the five words in bold in the text. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read. Discuss the information and check understanding. Elicit more information about dinosaur (or other) fossils.

**Key:** a footprints, b eggs, c teeth, d skin, e bones

#### PB71. ACTIVITY 5. *Find out more.*

- Focus pupils on the Activity 5 instructions and tell them they are going to find out more about dinosaur fossil finds in their country. Pupils work in groups, using the reference books and / or museum information sheets and / or internet sites to find out the necessary information. If you can, invite a local archaeologist to come and give a talk to the class. This can be done in LI and then pupils can select relevant information to write / talk about in English.

#### PB71. PROJECT. *Make a fossil print.*

- Tell pupils that they are going to make a fossil print for their project today. Show and name the materials you have brought for the project. Read the project information before handing anything to the pupils, showing the materials as they are mentioned. Hand out the materials to individual pupils. They follow the instructions to make their fossils and then place them in a cool, dry place. Remind pupils to write their initials on their fossils when they are still soft. Monitor and help where necessary.

#### AB71. ACTIVITY 3. **FLYERS Listening, Part 1.** *Listen and look. There is one example. [YLE]*

- Tell pupils to open their Activity Book at page 71. Elicit what they can see. Point out the example. Play the CD. Pupils check in pairs. Play the CD again. Check with the class. Elicit the name they didn't use (Sarah).

**Key:** George – next to Harry, Betty – girl eating an apple, Katy – girl drinking orange juice, Holly – next to kangaroos, spotted dress, Richard – in shorts, subject of photo

### CD 3, 24

**HARRY:** Hi, Mum. Come and look at this!

**MUM:** What is it, Harry?

**HARRY:** It's a photo from our school trip. We went to the zoo.

**MUM:** Oh, yes. That's you – in front of the elephants. You are wearing your grey jacket.

Can you see the line? This is an example. Now you listen and draw lines.

1.

**MUM:** Who is standing next to you?

**HARRY:** With the jeans and the striped T-shirt?

**MUM:** Yes, who's that?

**HARRY:** That's my friend, George.

**MUM:** He likes the elephants too!

2.

**MUM:** Tell me who else is in the photo.

**HARRY:** Well, can you see the girl who's eating an apple?

**MUM:** Yes, she's got a T-shirt with a butterfly on it.

**HARRY:** That's right. She's Betty.

**MUM:** Ah, OK. I like her T-shirt.

3.

**MUM:** Who's the girl with brown hair?

**HARRY:** The girl who's eating an apple?

**MUM:** No, not her. She's drinking some orange juice.

**HARRY:** That's Katy. She's new, but she's very friendly.

4.

**MUM:** Who are these children next to the kangaroos?

**HARRY:** You know the girl in the spotted dress!

**MUM:** Really?

**HARRY:** That's Holly. She came to my party last year.

**MUM:** You're right. I remember now.

5.

**MUM:** That boy looks happy.

**HARRY:** Who? The one who's wearing shorts?

**MUM:** Yes.

**HARRY:** That's Richard. The teacher is taking a photo of him.

### Extra activities: see page T107 (if time)

#### Optional activity

- The 'Fossil hunt' episode from *Kid's Box Interactive DVD 5 (The school hall section)*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

#### Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.