

OBJECTIVES: By the end of the lesson, students 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, garbage, path*

Review: materials, country, clothes, weather, *sunblock, lake, have to*, suggestions: *Let's*

● MATERIALS REQUIRED

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

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

Reinforcement worksheet 1 (page 58)

Warmer

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

SB64. 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 students 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. Students copy the mind map into their notebooks.

SB64. ACTIVITY 1. *Listen and check (✓) the nature words you hear.*

- Tell students to open their Student's Books to page 64 and look at the Activity 1 pictures. Elicit the names of the characters and where they are.
- Play the CD. Students listen and check. 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!

ALEX: Yeah, but we only have two more days to write our next ezine project and we don't have a topic. What should we write about?

MARIA: 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 go.

MARIA: Thanks, Dan. Do you want some, Alex?

ALEX: Uh. Eh? Look! What's that man doing? Let's go and see.

ALEX: 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 garbage in the cans. They shouldn't leave it on the grass or throw it in the lake.

MARIA: 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.

ALEX: Yeah. We should write about it in the ezine.

DAN: Come on! We have a job to do.

SB64. ACTIVITY 2. *Listen again. Say "yes" or "no."*

- Focus students on the Activity 2 instructions and on the sentences. Give students reading time before they listen. Check students understand the key vocabulary in the sentences. Play the CD. Students 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 students 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 students to repeat. Elicit other things we should or shouldn't do in the country.
- Play the CD from Activity 1 again. When students hear sentences with *should/shouldn't*, they raise their hands. 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 students on the Look box.

SB64. ACTIVITY 3. *Read and match.*

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

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

WB64. ACTIVITY 1. *Read and match.*

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

WB64. ACTIVITY 2. *Think and write "should" or "shouldn't."*

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

WB64. ACTIVITY 3. *Correct the sentences.*

Key: 2 ~~to~~, We should walk on the paths. 3 ~~shoudl~~ shouldn't, We shouldn't drop our garbage. 4 ~~always should~~ should always, We should always use garbage cans. 5 ~~ef~~, 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 AE Teacher's Resource Book 5* (see pages 57 and 58).

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students 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*

Review: action verbs, adverbs

● **MATERIALS REQUIRED**

One piece of A4 card for each group of four

Extra activity 2: One piece of paper for each student

Optional: *Kid's Box AE 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 students of the impersonal use of *you*.) Write two of the examples they give on the board: one positive and one negative. Focus students on the verb following *should/shouldn't* and elicit what kind of word it is (infinitive without *to*).

SB65. ACTIVITY 4. *Listen and complete. Check and sing.*

- Tell students to open their Student's Books to page 65. Focus them on the song and the words in the box. Elicit that these are all infinitives without *to* that students use to complete the song. Give students 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, students 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 students 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 students to repeat. Make two groups: one that asks the questions and one that 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 Student's Book and key

CD 3, 17

Now sing the song again. (Karaoke version)

SB65. ACTIVITY 5. *Look and choose the right answer.*

- Focus students 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 students have different ideas, elicit their reasons. Elicit another sentence of advice (positive or negative) for each picture from students.

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

SB65. ACTIVITY 6. *Play the "should" game.*

- Tell students 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 have a toothache / a headache. English is difficult. I don't understand this word. The sun's very strong. It's my mom's birthday tomorrow.* Make groups of four. Hand each group a piece of thin cardboard. They cut it into eight pieces and write a different prompt on each. Encourage them to include their own ideas.
- Groups take turns reading prompt cards aloud for other groups to respond. Give points for a) grammatically correct responses and b) appropriate ones.

WB65. ACTIVITY 4. *Match the problems with the correct advice.*

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

WB65. ACTIVITY 5. *Think and write advice.*

Key: Students' own answers

WB65. ACTIVITY 6. *Answer the questions.*

Key: Students' own answers

Extra activities: see page T106 (if time)

Optional activity

- Unit 7 Song worksheet from *Kid's Box AE 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, students will have read and talked about endangered species.

● TARGET LANGUAGE

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

Additional language: *Siberia, Russia, North America, Colombia, Taiwan, extinction, highway*

Review: *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 student, small pieces of paper

Extra activity 2: Paper for each pair of students

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

Reinforcement worksheet 2 (page 59), *Kid's Box AE Workbook 5 Language Portfolio* page 100

Warmer

- Pre-teach *spotted* and *striped*, using students' clothes or other objects in the room. Then ask students to think of any animals they know that are spotted or striped. Ask different students to write the words on the board and to spell them out.

SB66. ACTIVITY 7. Read and think. What should you do to help?

- Tell students to open their Student's Books to 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 students on the activity instructions. Ask a student to read them aloud. Check understanding. Focus students 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 students and use the context to elicit what they think *endangered species* means. Teach the meaning of this phrase. Pre-teach *highway*. Say *It's a big road where cars can drive fast*.
- Focus students on the words at the bottom of the webpage, read them through with the class and elicit/check understanding. Students 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 one at a time. Discuss what the problem is, what has happened, and what advice they would give. Discuss their opinions as a class. Finally, give students further reading time, check general comprehension, and answer any questions they have.

SB66. ACTIVITY 8. Listen. Repeat the word and find it in the text.

- Focus students on the Activity 8 instructions and on the example. Play the CD. Pause after each word to give students 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, 9 beetle

CD 3, 18

1 wings, 2 extinct, 3 spotted, 4 insect, 5 striped, 6 spots, 7 stripes, 8 butterfly, 9 beetle

SB66. ACTIVITY 9. Read again and answer.

- Focus students on the Activity 9 questions. Students 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 students 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 nine-spotted ladybug beetle, 4 in Colombia, 5 the purple spotted butterfly, 6 They closed a busy highway.

WB66. ACTIVITY 7. Choose words from the box to label the pictures.

Key: 2 Siberian tiger, 3 nine-spotted ladybug beetle, 4 Lehmann's poison frog, 5 purple spotted butterfly

WB66. ACTIVITY 8. Unscramble and write the words.

Key: 2 butterfly, 3 insect, 4 spot, 5 stripe, 6 fur, 7 tail, 8 body, 9 beetle

WB66. ACTIVITY 9. Now match the words with the definitions. **F** toward

Key: 2 fur, 3 wings, 4 tail, 5 body, 6 butterfly, 7 insect, 8 spot, 9 stripe

WB66. ACTIVITY 10. Write the words in the chart.

Key:

adjectives	verbs	prepositions	nouns
extinct	recycle	into	extinction
spotted	appear	over	wing
warm	explore	across	stripe

- Students 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 AE Teacher's Resource Book 5* (see pages 57 and 59).

Language Portfolio

- Students complete page 100 of *Kid's Box AE Workbook 5 Language Portfolio* (An endangered animal).

Ending the lesson

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

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

● TARGET LANGUAGE

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

Additional language: *endangered animals*

Review: animals, comparative adjectives, colors

● MATERIALS REQUIRED

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

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

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

Extension worksheet 1 (page 60)

Warmer

- Describe one of the animals from the previous lesson for students to guess with books closed. Students can then take turns describing an animal, in particular what it looks like, e.g., *spotted/striped*, for the class to guess.
- Write on the board: *ocean, lake, stream, river*. Ask *Which do you think is bigger, a pond or a lake? A stream or a river?* Explain that ponds and streams are smaller than lakes and rivers. Ask students to make sentences with *bigger* and *smaller*, using the words on the board.

SB67. ACTIVITY 10. *Look at the pictures. Describe them to your friend.*

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

SB67. ACTIVITY 11. *Listen. Write words or numbers.*

- Focus students on the information for Activity 11. Check they realize it's about the same butterfly as in Activity 10. Give students reading time and check understanding of key vocabulary, e.g., *measure*. Play the CD. Students 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 have 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 centimeters.

MARY: 20 centimeters. But the female's bigger?

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

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

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

MARY: And the male?

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

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

SB67. ACTIVITY 12. *Read and complete.*

- Focus students 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. Students 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 yard, 5 trees, 6 butterflies

SB67. ACTIVITY 13. *Look at the pictures. Talk about what you should do.*

- Focus students on the Activity 13 pictures. Ask two students 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*. Students work in groups of three. They take turns making suggestions for each picture and responding, either agreeing or disagreeing.

Key: Students' own answers

WB67. ACTIVITY 11. *Match the pictures of endangered animals with the words.*

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

WB67. ACTIVITY 12. *Now find out one fact about each of the endangered animals in Activity 11.*

Key: Students' own answers

WB67. ACTIVITY 13. *Now make a quiz for your friends.*

Key: Students' own answers

WB67. 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 AE Teacher's Resource Book 5* (see pages 57 and 60).

Ending the lesson

- Write key words from the unit so far in scrambled form on the board. Students 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, students will have practiced 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*

Review: 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, burger, fries, gold, silver, salt, pepper, knife, fork, shoes, socks*. You will need one word for each student. If you have more than 22 students, 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, burger*, and these on the other: *fries, shoes, white*. Ask students to match them for you and elicit, e.g., *black and white*. Repeat for students, making the *and* very weak. Repeat for the other two pairs. Ask students what happens to the *and* between the words (it almost disappears) / has the vowel sound /ə/.

SB68. ACTIVITY 14. Focus on phonics.

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

CD 3, 20

As in Student's Book

SB68. ACTIVITY 15. Ask and answer.

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

Key: Students' own answers

SB68. ACTIVITY 16. Write your questionnaire.

- Focus students 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 students prepare their questionnaires in pairs. Make groups of six for students to ask and answer with their friends.

SB68. JOKE CORNER

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

CD 3, 21

As in Student's Book

WB68. ACTIVITY 15. Write the opposites.

- Tell students to open their Workbooks to 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.

WB68. ACTIVITY 16. Listen, check, and say.

- Play the CD for students to listen and check. Check with the class. Play the CD again for students 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

WB68. ACTIVITY 17. Read and number the parts of the letter.

- Before students 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. March 15, 2015
3. Mrs. Smith
4. I'm writing to ask you for information about recycling bins at our school.
5. Regards
6. Emily Wood

WB68. ACTIVITY 18. Now write a letter to Mrs. Green about recycling. Ask her for information about the recycling bins.

Key: Students' 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, students 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*

Review: language from the unit, adjectives, colors

● **MATERIALS REQUIRED**

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

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

Warmer

- Elicit from students 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.

SB69. STORY. *Diggory Bones*.

- Tell students to open their books to 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. Students listen to find the answers. They check in pairs with books open. Check with the class. (Two. One has spots and stripes but the other doesn'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. Students listen and read. Stop after each frame for students 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 color are the spots on the butterflies' wings? What do the butterflies want to protect?*

CD 3, 23

As in Student's Book

Photocopiable 7 (see pages T89 and T96)

WB69. 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

WB69. ACTIVITY 20. *Read and order the text.*

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

WB69. DO YOU REMEMBER?

- Students 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 photographs, 4 stripes, 5 cold, 6 address

WB69. CAN DO

- Focus students on the *Can do* section of the page. Ask a student 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 students 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. Students circle the appropriate face. Repeat for the third sentence, eliciting information about the letters they wrote.
- Say *Now show and tell your friends*. Students work in groups of three and take turns showing their work for / talking about each one.

Extra activity: see page T107 (if time)

Optional activity

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

Ending the lesson

- Ask students 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, students will have read about reasons for animal extinctions and about the extinction of the dinosaurs.

● TARGET LANGUAGE

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

Additional language: *space, Diplodocus, Archaeopteryx*

Review: 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 AE Teacher's Resource Book 5 Unit 7*

Extension worksheet 2 (page 61)

Warmer

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

SB70. FACT

- Tell students to open their Student's Books to page 70. Focus them on the top of the page. Ask a student to read the fact to the class. Elicit their responses to the fact, in particular the number of insects that have become extinct.

SB70. ACTIVITY 1. Read and answer.

- Focus students on the Activity 1 instruction and on the pictures.
- Ask different students to read the questions aloud. Don't explain words in the text at this stage. Students 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 students taking turns reading. 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.

SB70. ACTIVITY 2. Read again and find words that mean:

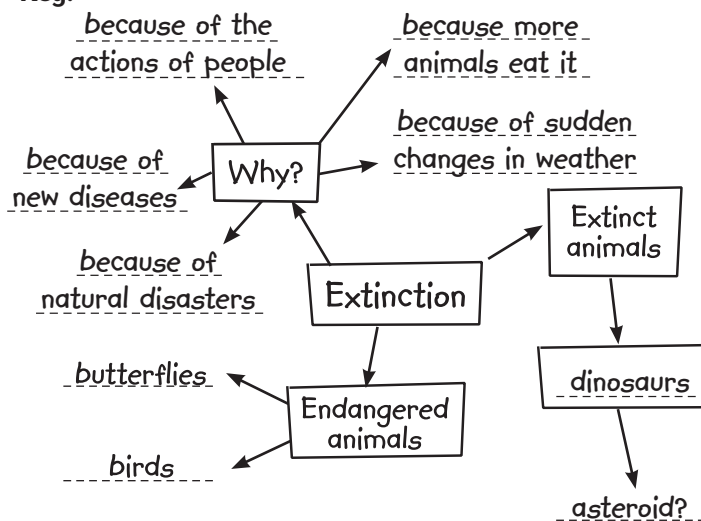
- Focus students on the Activity 2 instructions and check they understand what to do. Do the first one as an example with the class. Students re-read the text silently to find the words. Then they check in pairs. Check with the class.

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

SB70. ACTIVITY 3. Make a mind map.

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

Key:



WB70. ACTIVITY 1. Read the fact sheet and complete the text.

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

WB70. ACTIVITY 2. Now read and write about the *Diplodocus*.

Key: Students' own answers

Extra activities: see page T107 (if time)

Optional activity

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

Ending the lesson

- Review with students what they have done and what they have learned about in today's lesson.

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

● **TARGET LANGUAGE**

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

Review: animals, body parts

● **MATERIALS REQUIRED**

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

For each student, 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 AE Interactive DVD 5: The school hall* "Fossil hunt" episode

Warmer

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

SB71. ACTIVITY 4. Read and match.

- Tell students to open their Student's Books to page 71. Focus them on the Activity 4 pictures and elicit what they are (fossils). Check students 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 students taking turns reading. 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

SB71. ACTIVITY 5. Find out more.

- Focus students on the Activity 5 instructions and tell them they are going to find out more about dinosaur fossil finds in their country. Students 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 archeologist to come and give a talk to the class. This can be done in L1 and then students can select relevant information to write / talk about in English.

SB71. PROJECT. Make a fossil print.

- Tell students 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 students, showing the materials as they are mentioned. Hand out the materials to individual students. They follow the instructions to make their fossils and then place them in a cool, dry place. Remind students to write their initials on their fossils when they are still soft. Monitor and help where necessary.

WB71. ACTIVITY 3. FLYERS Listening, Part 1. Listen and look. There is one example. **F**

- Tell students to open their Workbook to page 71. Elicit what they can see. Point out the example. Play the CD. Students 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 photograph

CD 3, 24

HARRY: Hi, Mom. Come and look at this!

MOM: What is it, Harry?

HARRY: It's a picture from our field trip. We went to the zoo.

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

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

1.

MOM: Who is standing next to you?

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

MOM: Yes, who's that?

HARRY: That's my friend, George.

MOM: He likes the elephants, too!

2.

MOM: Tell me who else is in the picture.

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

MOM: Yes, she has a T-shirt with a butterfly on it.

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

MOM: Oh, OK. I like her T-shirt.

3.

MOM: Who's the girl with brown hair?

HARRY: The girl who's eating an apple?

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

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

4.

MOM: Who are these children next to the kangaroos?

HARRY: You know the girl in the polka-dotted dress!

MOM: Really?

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

MOM: You're right. I remember now.

5.

MOM: That boy looks happy.

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

MOM: Yes.

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

Extra activities: see page T107 (if time)

Optional activity

- The "Fossil hunt" episode from *Kid's Box AE 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 students what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.