



Theme: The Prehistoric World

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Connectors that tell 'when' Connectors that show contrast Quantifiers (1) 	<ul style="list-style-type: none"> Words used in investigation Suffixes 'ist', 'er', 'or', 'ent', 'eer' and 'ant' 	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

Lesson Objectives

Students are able to

- use appropriate words when doing investigations,
- use suffixes '-ist', '-er', '-or', '-ent', '-eer' and '-ant',
- answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Pictures of different dinosaurs
- A DVD on 'Prehistoric Park'
- 1st set of word cards (refer to the words in the box on page 31 – Ensure that the suffixes in the words are of a different colour from the main text.)
- Pictures of archeologists at work
- A DVD on 'Archaeology in Israel'
- 2nd set of word cards (refer to the answers for questions 1 – 10 on pages 28 – 30 and words in the box on page 30)

Introduction / Warm-up Activity (10 min)

- Show the students the pictures of different dinosaurs. Get them to identify the reptiles and name them if they are able to. Ask them what life would be like for them if the dinosaurs still roam the earth. Show them a segment of the DVD 'Prehistoric Park' when the paleontologist gets the dinosaurs back to present time. Discuss with them what was done and the knowledge that a paleontologist must have when dealing with the subject.
- Tell the students that there are many people with different jobs/roles in the show 'Prehistoric Park'. Get them to identify the occupations and their roles in the park.

Example:

- There is a vet, a park keeper and many assistants.
- The vet looks after the well-being and health of the reptiles.
- The park keeper plans the layout and habitat of the reptiles.

Lesson (20 min)

- Tell the students that you are going to show them the 1st set of word cards, one at a time. The words on the word cards are occupations of people. Get them to read the words after you. Elicit from the students the meanings of the words. Explain to the students the meanings of the words if they are unfamiliar with them.

2. Point out to the students the suffixes found in each word on the word cards. Tell the students that suffixes are letters found at the end of words to make new words. Explain to the students that some suffixes are derivational. This means that the new word is derived from the original word.

Example:

- attend – attendant
- research – researcher

3. Point out to the students the common suffixes to be learnt in the lesson. Explain to the students the meaning of the suffixes.

Example:

- ‘-logist’ → means a specialist in as in paleontologist
- ‘-ant’, ‘-ent’, ‘-er’, ‘-or’ → means one who as in attendant, agent, researcher, curator
- ‘-eer’ → means associated with as in engineer

Get the students to come up with other words with the suffixes ‘-ist’, ‘-er’, ‘-or’, ‘-ent’, ‘-eer’ and ‘-ant’. Write their responses on the whiteboard.

4. Show the students a picture of archaeologists at work. Get the students to discuss the work they do. Then, show the students a video of archeologists at work. Elicit from them what they learnt about archaeology in Israel from the video.

Example:

- Archaeologists do not just work on land; they also work under the sea excavating the ground.

5. Show the students the 2nd set of word cards. Go through the words with the students, one at a time. Get them to read the words after you. Elicit from the students the meanings of the words. Explain to the students the meanings of the words if they are unfamiliar with them. Encourage them to construct sentences using the words.

Additional Activities / Closure (15 min)

1. Put the students into groups. Each group receives two different coloured bags. Tell the students that one bag contains the vocabulary words. The other bag contains the meanings of the vocabulary words in the first bag. The students have to match the vocabulary words with the meanings. The group that finishes the fastest and gets all the words correct is the winner.
2. Tell the students to turn to **pages 28 – 32 of Learning English Workbook 4**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 32 – 35** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to pretend to be an assistant to Nigel Marven in the show 'Prehistoric Park'. Since they have only watched a segment of the show, get the students to continue the story and write about what they see and do together with Nigel. Get them to be creative in their writing.
2. Bring the students to the computer laboratory or give them the website address. Let the students have a hand at being a palaeontologist by getting them to use the Internet (<http://paleobiology.si.edu/dinosaurs/interactives/dig/main.html>).